

CHAPTER IV

RESULT AND ANALYSIS

This chapter presents the analysis and result of it, which consist of two sections. The first section is the analysis of listening exercise in *Look Ahead 2*, an English course book for senior high school grade XI published by Erlangga. The second is the result of the listening exercises analysis in *Look Ahead 2*, an English course book for senior high school grade XI published by Erlangga to the some aspects criteria of listening exercise.

A. The Analysis of Listening Exercises in *Look Ahead 2* (English Course Book for Senior High School Students grade XI) Published by Erlangga.

The Analysis of listening exercises in the course book *Look Ahead 2*, an English course book for Senior High School students grade XI published by Erlangga based on the nine aspects, they are:

1. Are the test?
 - a. Discrete items tests
 - b. Communicative tests
 - c. Combination of both
2. Are the listening exercises relevance or not with the *KTSP* curriculum of Senior High School grade XI?
3. Which basic competences of listening skills are taught?
 - a. Communication
 - b. Composition
 - c. Style
4. What kinds of classroom listening performance?
 1. Intensive
 2. Responsive
 3. Selective
 4. Extensive

5. What type of listening exercise?
 - a. Multiple choices.
 - b. Short answer
 - c. Gap filling
 - d. Information transfer
 - e. Note taking
 - f. Partial dictation
 - g. Moderating the items
 - h. Presenting the texts.
6. Are the listening exercises Teachable or not, it means that do they ready to use, well organized, easy to find in our way around?
7. Does the exercise present example or not?
8. What does the aim of the exercise?
9. What does the practice exercise included on :
 - a. Controlled Exercise
 - b. Guided Exercise

The Analysis of listening exercises in *Look Ahead 2* (English Course for Senior High School Students grade XI) Published by Erlangga are:

1. Exercise of Task C (Enjoy This) page 36 - 37 unit 2

Listen to Bella telling another version of 'Why do the Sun and the Moon live in the sky? (New Mexico version). Complete the text and answer the questions.

Why do the Sun and the Moon Live in the sky ?

Long time ago, there was no _____. It was always dark and always. This was because the Kachina, a very _____ people had _____ the sun and the Moon and locked them away in a box. In the _____, Coyote and Eagle had, two friends the desert.

Coyote and Eagle had always _____ together, but Coyote could nor hunt anymore because he could not see at night. Coyote suggested that they go to _____ the Sun and the Moon and make them light up the world. Eagle was worried. He _____ Coyote that the Sun and the Moon were very strong and it was to try to trick them.

In the end, Eagle agreed to help Coyote. While the Kachina were sleeping, Coyote and Eagle_____ into their village, stole the Sun and the Moon, and headed into the hills.

Coyote told Eagle that he wanted to open the box containing the Sun and the Moon. Eagle said “No” They must wait until their travels and open it with their eyes closed. Coyote_____. He couldn’t wait to see what was in the box.

Finally, he grew so curious that he threw it open. The light of the Sun was so bright that it_____ Coyote’s eyes. The Sun and the Moon____ and far away, up into the sky where they are today.

Find out :

1. Why was the sky dark?
2. Where did the Kachina people hide the sun and the Moon?
3. Why did the Coyote steal the Sun and the Moon back?
4. When did the Coyote steal the Sun and the Moon back?
5. Where did they go then?
6. Why did they have to open the box with their eyes closed?
7. In your opinion, was what the Coyote did right?
8. Which story (version) do you like best? Why

Table 4.1 Analysis of listening exercise of Task C (Enjoy This) page 36-37 unit 2.

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete items tests</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition
d.	Kinds of classroom listening performance	<i>Intensive</i>

e.	Type of listening exercise	<i>Listen to the short functional texts</i>
f.	Teachable	This exercise is teachable because it is easy to use in teaching learning listening process, teacher can organize students in pairs to practice the task. But the direction of the exercise is unclear.
g.	Presence of Example	Present an example in the material, page 76.
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of narrative text.
i.	Kinds of practice exercise	<i>Controlled exercise (free listening)</i>

2. Exercise of Task A (Think About It) page 42 unit 2

Do you know that sentence connectors are often used in telling stories? The connectors used include. First, first of all..., to begin with,,, the after that, so in end ...finally

Why do mosquitoes buzz?

To begin with the story. Let me tell you that a long time ago, mosquitoes didn't buzz, they talked and talked. Then one day when one of them talked to an iguana and didn't let the iguana say one word. The iguana just grumbled and waved her tail until she forgot to say hello to her friend a snake. After that, everything was in a mess. The snake was so angry that he made a rabbit, a monkey. A crow and an owl get frightened. Finally, the whole jungle was mad at the mosquito and cried for the Sun to come up and when it did, the mosquito lost his voice.

FIRST CHALLENG. Discuss the following questions.

1. Do you like history? Why/why not?
2. If you are interested in history, the history of what country would you like to know about?

3. Tell your reasons why you like the history of that country?
4. Look at these two pictures, where do you think they were from?
5. What are those two countries famous for?

Table 4.2 Analysis of listening exercise of Task A (Think About It) page 42 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Communication - Composition
d.	Kinds of classroom listening performance	<i>Intensive</i>
e.	Type of listening exercise	<i>Listening short functional texts</i>
f.	Teachable	This exercise is teachable because the instruction of the exercise is clear.
g.	Presence of Example	Present an example in the task, page 42.
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of asking and offering advice.
i.	Kinds of practice exercise	<i>Controlled exercise</i>

3. Exercise of Task C (Second Challenge) page 49 unit 2

Listen to the story of Antony and Cleopatra. Then, rearrange these sentences according to their sequence in the story answer the questions.

- In Egypt, Antony spent lazy days with Cleopatra
- Rome's army was so powerful that Antony and Cleopatra lost their armies in the battle of Actium.
- Antony went back to Egypt and joined Cleopatra's army to fight against Rome.
- Octavia and Antony got married.
- Cleopatra, Queen of Egypt, was beautiful, intelligent, and fascinating.
- Being ashamed of the lost, Antony took his own life with his sword and Cleopatra killed herself with two poisonous snake.
- Antony went to Egypt to check if Cleopatra had uncovered a plot against Rome.
- Octavius got angry and arranged a political marriage between Octavia, his sister and Antony.
- Antony could not forget Cleopatra and went back to Egypt.

Find out :

1. Why was Cleopatra so famous throughout the ancient world?
2. Who was Antony?
3. Why did Antony go to Egypt?
4. Why did Antony marry Octavia?
5. How did Antony die?
6. How did Cleopatra die?
7. Does the story have a happy or sad ending?
8. Are Antony and Cleopatra real characters?
9. What do you call this story?

Table 4.3 Analysis of listening exercise of Task C (Second Challenge) page 49 unit 2

No.	Aspects of Evaluation	Analysis
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a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition
d.	Kinds of classroom listening performance	<i>Intensive</i>
e.	Type of listening exercise	<i>Listen to the narrative text</i>
f.	Teachable	This exercise is teachable because it presents example in the previous task and teacher can show the steps how make it based on the guide on the exercise.
g.	Presence of Example	Present an example in the previous task,
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of the text.
i.	Kinds of practice exercise	<i>Guided exercise</i>

4. Exercise of Task D (Third) page 50 unit 2

Listen to the following story. Complete the text and answer the questions.

Why do Hawks Hunt Chicks?

Situation : Ita saw mother hen quickly gathering its chicks under its wings. Then, Ita looked up and saw a hawk flying up in the sky.

Then, Ita looked up and saw a hawk flying up in the sky.

Ita : Mother, why don't hawks leave chickens alone?

Mother : Hm... It's a long story, Ita.

Ita : Oh, please, mum, tell me. I'm curious.

Mother : All right...all right. Don't behave like a five-year old child, okay?

Ita : Okay. Now, what's the story?

Mother : well, this is the story. Long, long time ago, a hen fell in love with a hawk. The hawk came down from the sky and asked the hen, "Will you marry me?"

You know what? The hen loved the hawk in return and wished to marry him. But she said, "I cannot fly as high as you. If you give me time, I may be able to fly as high as you.

Then, we can fly together.

The hawk. Before he went away, he gave the hen a ring. "This is to show that you have to marry me," said the hawk.

It so happened that the hen had already promised to marry a rooster. When the rooster saw the ring, he became very angry. He threw that ring away! "shouted the rooster. The hen was so at the rooster's anger that she threw away the ring immediately. When the hawk came a few months later, the hen told him the truth. The hawk was so that hen. Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children. Said the hawk. The curse seems to have come true, doesn't it? Thanks for the story, mum.

Find out:

1. What is the story about?
2. Which of these two did the hen like better, the hawk or the rooster?
3. Why was the rooster angry with the hen?
4. Did the hen throw the ring away? Why?
5. Why did the hawk curse the hen?
6. What was his curse?

Table 4.4 Analysis of listening exercise of Task D (Third) page 50 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between Discrete and</i>

		<i>communicative test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition - Communication
d.	Kinds of classroom listening performance	<i>Intensive</i>
e.	Type of listening exercise	<i>Listening essays in form of report</i>
f.	Teachable	This exercise is teachable because it is very easy and simple to understand because of presence of a clear example, but it is effective enough to stimulate student's ideas about the topic.
g.	Presence of Example	Present an example in the task, page 17.
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of making a report from particular information.
i.	Kinds of practice exercise	<i>Controlled exercise (Free Listening)</i>

5. Exercise of Task G (Sixth Challenge) page 53 unit 2

Listen to the story of Anne Boleyn. While listening, fill in the blanks with the words you hear. Then, do the following task.

Anne Boleyn

During the reign of King Henry VIII of England in 1522, Anne Boleyn, the daughter of Sir Duke of Norfolk, came to England from France where she spent her childhood. She became the Lady in waiting into the service of Catherine of Aragon, King Henry VII's first wife.

She soon caught the eyes of the King. The King tried to make Anne his mistress but Anne refused. Her sister, Mary, tried to do it but a scandal. She demanded that the King marry her. She waited seven years formerly to obtain an annulment of his marriage with Catherine of Aragon. In 1532 Henry VIII and Catherine.

It finally took an unavoidable breaking with the pope in Rome before they in the mid of September in 1533. A year later Anne was, but she was unable to give the King the son he ended tragically for Anna. She was accused of witchcraft, incest, and adultery. On May 19th. 1536 she was beheaded at the Tower of London. Ten days after her death, King Henry married Lady Jane Seymour who was able to give the king a son, Prince Edward. But this didn't last long. The young died young Elisabeth, the daughter of Anne and Henry VIII became England's greatest.

Find out :

1. Where did the story happen?
2. Who was Anne's father?
3. Who was Catherine of Arrgon?
4. What did King Henry VII want to make Anne?
5. Did Anne agree or not? Why not?
6. What did she demand?

Table 4.5 Analysis of listening exercise of Task G (Sixth Challenge) page 53 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of listening skill	- Composition - Communication
d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Listening essays in form of report</i>
f.	Teachable	This exercise is teachable because there is an example or explanation related to the exercise in the previous section. Teacher might make the exercise as homework because students need look for pictures.
g.	Presence of Example	Present an example in the previous task, page 16
h.	Aims	The aim of this exercise is to know how much the student achieves in understanding of making a report from particular information.
i.	Kinds of practice exercise	<i>Guided exercise</i>

6. Exercise of Task B (Active Listening) page 77 unit 3

Listen to the following text. Fill in the blank spaces with words you hear. Then, answer the questions.

Cars Should be Banned in Cities

Cars should be banned in a city. As we all, cars pollution, and a lot of road and other accidents.

Firstly, cars, as we all know, to most of the pollution in the lung cancers, and triggers'. Some of these illnesses are so bad that people can from thm.

A city very busy. Wander everywhere and cars commonly hit pedestrians in a city, which causes them to die. Cars, today, are the killers. In cars should be banned from a city for the reasons listed

Find out:

1. In the writer's opinion what do cars in a city cause?
2. What do cars emit?
3. Who mostly are the victims in car accidents?
4. Which paragraph tells you that cars also cause noise pollution?
5. What is the topic of the text?

Table 4.6 Analysis of listening exercise of Task B (Active Listening) page 77 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	Composition
d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Completing texts</i>

f.	Teachable	This exercise is teachable because there is brief explanation related to the exercise in the direction of the task.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to measure students about making passive sentence.
i.	Kinds of practice exercise	<i>Guided exercise</i>

7. Exercise of Task G (Sixth Challenge) page 86 unit 3

Listen to the following. While listening, compete the blanks. Then, answer the questions.

- Interviewer : Hey, guys! Nice to see you again. Welcome back to the Young Learners Program. I'm Lala, your host. Guys, this time I'd like to interview a high school student, named Melissa. Good morning, Melissa.
- Melissa : Good morning Lala.
- Interviewer : Hm...really? How do you feel about it? Is it ineffective or ineffective?
- Melissa : Well, I think that homework is ineffective in developing students'
- Interviewer : Oh, that me. Tell me about that.
- Melissa : Well, in the first place, homework is a, because you're just forced to do tasks that you already know how to do.
- Interviewer : Now, that's an interesting point. And then?
- Melissa : Hmm...secondly, homework is ineffective because the tasks you do more memory than. Most of the tasks you do are just repetition and therefore you don't discover or learn anything.
- Interviewer : Really?
- Melissa : Moreover, I would say that homework is inefficient because when most kids come home from school they're usually from all the work that they have done during the day and they won't produce their best work for the tasks.
- Interviewer : Okay, Melissa. So what is your conclusion then?
- Melissa : My conclusion is that homework is ineffective and is not the best way to develop students' skills.

Interviewer : Guys, those are melissa's opinions about homework. Now, let's see what others say about homework. Well, thank you Melissa. See you.

Find out :

1. What is the topic of the interview?
2. What does Melissa think about homework?
3. Do you agree with Melissa? Why/why not? Give your opinion about homework.

Table 4.7 Analysis of listening exercise of Task G (Sixth Challenge) page 86 unit 3

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	Composition
d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Completing texts</i>
f.	Teachable	This exercise is teachable because there is brief explanation related to the exercise.
g.	Presence of Example	Present an example in the explanation page 24.
h.	Aims	The aim of this exercise is to measure

		students in understanding of simple present tense.
i.	Kinds of practice exercise	<i>Guided exercise</i>

8. Exercise of Task B (Active Listening) page 119 unit 4

Listen to the following story. Does each picture match with story? Put a tick (V) beside the correct statement.

- Bagendit lived by herself
- She was a widow
- Her house was large and beautiful
- Bagendit lived near the Citarum Rivet

- Bagendit was a generais woman
- She was a miser women
- Her wealth was plentiful
- She was a miser women

- Her wealth was plentiful
- She never shared her wealth with other people in her village.
- Bagendit mocked everyone who came to ber house for some help.
- Bagendit mocked everyone wh came to her house for some help

- Bagendit was always ready to help poor people.
- She always cared for poor people's suffering.
- She always lent people money but with a high interest
- An old man came to her to ask for some money

- An old hermit came to her house to punish her
- An old man came to her house to get a pail of water.
- An old man visited bagendit to buy her house

- Bagendit came out from her house and welcomed the man.
- Bagendit came our from her house and pounded the man.
- Bagendit came our from her house and pounded the man.
- Bagentit beat the man with a pounder many times.
- “Thank you very much for the water, Bagendit” said the man.
- “I curse you, evil women” , Zshouted the old man.
- “you are a ruthless women”, said the old man sharply
- “Can you do me afavout, please?, asked the man to Bagendit
- Suddenly, the well broke into two and water gushed out
- Suddenly, the water gushed out of the well and drowned the village.
- Suddenly, the mountain exploded and drowned the village
- Suddenly, the well water gushed out and drowned Bagendit and her whole house.
- The village disappeared and nothing was left.
- There was only a wide deep lake.
- People called it Situ Begendit Lake.
- People called it The Mount of Situ Bagendit.

Table 4.8 Analysis of listening exercise of Task B (Active Listening) page 119 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.

c.	Basic competence of listening skill	- Composition - Communication - Style
d.	Kinds of classroom listening performance	<i>Intensive</i>
e.	Type of listening exercise	<i>Listening essays in form of report</i>
f.	Teachable	This exercise is teachable, ask the students work in pairs and guide them. Show them some words are often used in report text.
g.	Presence of Example	Present an example in the explanation of previous page.
h.	Aims	The aim of this exercise is to practice of developing paragraphs from the main topic.
i.	Kinds of practice exercise	<i>Guided exercise</i>

9. Exercise of Task C (Enjoy This) page 120-121 unit 4

Read and listen to the following conversation. Pay attention to the intonation used in the conversation. The answer the quwstions.

Situation : Putri looking for an idea to make a summary of a folktale. She met ping in the library

Pingkan : Hey, what's up? Why are you looking so sad? Tell me your problem.

Putri : Well, my teacher gave me an assignment to make a summary of a folktale. But I don't have any idea at all. I'm confused.

Pingkan : Hey, cheer up! I read a folktale last week. It wa a legend from Java

Putri : Oh, did you? What's the title?

Pingkan : Uhm...let me remember it for a moment...Uh,, yeah, I remember it now. It was *Keong mas*.

Putri : Really? Tell me the story, then.

- Pingkan : Okay, the story is about Princess Galuh Candra Kirana of Daha Kingdom who was engaged to Raden Inu Kertapati, the crown prince of Kahuripan Kingdom. Their wedding almost failed because of Galuh Ajeng's jealousy. Galuh Ajeng was Galuh Candra Kirana's sister.
- Putri : I guess I know why she was jealous. She loved the prince and wanted to marry him. Am I right?
- Pingkan : A hundred percent correct. You know what? She then planned to jeopardize the wedding.
- Putri : How did she do it?
- Pingkan : Well, she went to an evil witch. She ordered her to harm Galuh Candra Kirana with her evil witchcraft spells.
- Putri : Yes, it did. Galuh Candra Kirana suddenly fell ill and all her body suffered from boils. She smelled very bad. Her father was very ashamed of her and got rid of her from the palace.
- Putri : How unfortunate for her!
- Pingkan : So, she went into the forest and the spell continued to work. She suddenly changed into a golden snail (Keong Mas) and was stranded in the Dadapan forest. There she met an old poor woman. The woman kept the snail in her big earthen jar.
- Putri : How lucky the snail was. Well, go on.
- Pingkan : The next day, something happened. The woman found nothing in the forest for her surprise, there were delicious meals on her dining table. It happened for several days.
- Putri : She must have wondered where the food came from.
- Pingkan : You bet! So to cut a long story, the woman pretended to go into the forest but on the way she returned home. She found Princess Galuh Candra Kirana and prayed to God to help Galuh Candra Kirana.
- Putri : Didn't Raden Kertapati do something?
- Pingkan : Of course, he did. At the end of the story, he met again with Galuh Candra Kirana. They got married and lived in Kahuripan Kingdom.
- Putri : Well, at least the story has a happy ending. Thanks a lot Pingkan. It has really inspired me.
- Pingkan : That's what friends are for.

Find out:

1. Where did the legend come from?
2. Where did the story happen?
3. What was Princess Galuh Candra Kirana's problem?
4. What did she do when she found out that her body smelled bad?
5. Where did she get stranded?

6. Who found Keong Mas?
7. Where was she kept?
8. How did the story end?

Table 4.9 Analysis of listening exercise of Task C (Enjoy This) page 120-121 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	Composition
d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Arranging scrambled paragraphs into essays in form of report</i>
f.	Teachable	This exercise is teachable; ask the students work in pairs. Remind them about the generic structure of <i>report</i> .
g.	Presence of Example	Present example in the previous task page 27.
h.	Aims	The aim of this exercise is to measure students in understanding of <i>report</i> text and its generic structure.
i.	Kinds of practice exercise	<i>Guided exercise</i>

10. Exercise of Task C (Third Project) page 30 unit 1

Listen to the following quotations. The match the people to what they say about love.

When you are in love, never stop thinking of someone you love. Aristotle
 Love is composed of a single soul inhabiting two bodies. Scan Bawden
 Love is hard to get into, but harder to get out of. Flavia Weedn
 I truly love you endlessly. Everyday without you is like a book without pages. I love you. I will always do the rest of our earthly and heavenly life.

Anonymous

Table 4.10 Analysis of listening exercise of Task C (Third Project) page 30 unit 1

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition
d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Revising sentences or essays</i>
f.	Teachable	This exercise is teachable; there is a clear direction which students have to do and actually it is almost the same with the previous task.
g.	Presence of Example	Without example.

h.	Aims	The aim of this exercise is to measure students in understanding of <i>report</i> text and its generic structure.
i.	Kinds of practice exercise	<i>Guided exercise</i>

11. Exercise of Task C (Second Challenge) page 128 unit 4

- Joko Tole was from Majapahit.
- Jomo Tole often gave gift to the King
- Joko Tole warned Dewi Rarnadi to show his loyalty to the King.
- Dewi Ratnadi only pretended to be blind
- The folktale of Joko Tole has a happy ending

Did You Know

- The story about Joko Tole is a narrative
- The function of narratives is to amuse and entertain its listeners with a story that deals with problematic. Events which lead to a crisis and then turns into a resolution or solution to the problem.
- In telling narratives, we often use the expressions of telling a story such as
 - At the beginning
 - Then,...
 - The next day...
 - At the end of the story..
- In telling a story. We use the past form and this is shown by the use of time phrases such as :
 - Once upon a time
 - A long, long ago
 - Once there was...
 - it so happened that one day...

Table 4.11 Analysis of listening exercise of Task C (Second Challenge) page 128 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Combination between Discrete and communicative test</i>

b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>report</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition - Communication - Style
d.	Kinds of classroom listening performance	<i>Self-listening</i>
e.	Type of listening exercise	<i>Listening essays in form of report</i>
f.	Teachable	This exercise is not teachable; the direction/instruction is not clear.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to measure students in understanding of <i>report</i> text and its generic structure.
i.	Kinds of practice exercise	<i>Controlled exercise (free listening)</i>

12. Exercise of Task B (Active listening) page 157 unit 4

Listen to a story about a schoolboy, named Michael. Complete the missing words. Then, answer the questions.

Okay, student. Listen to me. I have a good story. The story is about a boy Michael. He was ten years old. He was not a very d\good. Why? Because he didn't like. What did he like? Oh, he liked playing in his time.

He liked football very much. Do you know why he didn't like doing his ? Because he always made a lot of when he did it.

Well, one day, his teacher looked at Michael's homework and that all his homework was correct. Wow a ! Of course students, the teacher was very and . So he called Michael to his office and said to him, "Michael, all your homework right this. You' re doing great. Well done, Michael. Did your father help you?"

"No, sir Michael said, "Usually my father did it for me. But last night he was very busy. Her had a. so he couldn't do my homework, Then, I had to do it.

Find out :

1. Do you find something funny from the story? What is it?
2. In your opinion, was Michael a clever student or not?
3. Who was cleverer, Michael or his father?
4. Do you like this kind of story? Why/why nit?
5. If yo were the teacher, would you be mad (angry) at Michael?

why/why not?

Table 4.12 Analysis of listening exercise of Task A (Think About It) page 37 unit 2

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition - Style

d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Listening sentence dealing with grammar</i>
f.	Teachable	This exercise is teachable; the instruction is very clear and it presents examples.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to measure students in understanding of conditional sentence.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

13. Exercise of Task C (Active Listening) page 160 unit 4

Say whether these sentences have rising (r) or falling (f) intonation.

1. Is Mr. Schmidt German?6. What do you do ?
2. Could you tell me your phone number7. When were you born?
3. Do you like swimming?8. Linda is an architect
4. Is Adrian an engineer?9. The house is in from of the hospital
5. Where about in India do you like?10 Are you talking on the phone?

Table 4.13 Analysis of listening exercise of Task C (Active Listening) page 160 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the

		first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	Composition
d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Revising sentences or essays</i>
f.	Teachable	This exercise is teachable; before asking students to work the exercise, explain them the conditional sentence.
g.	Presence of Example	Present an example in the explanation.
h.	Aims	The aim of this exercise is to measure students in understanding of conditional sentence.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

14. Exercise of Task B (First Challenge) page 161 unit 4

Listen to the following monolog. White listening completes the text. Then, answer the questions.

Green, Pink and Yellow

Can you the colors in English? Yes. You're right. Blue, red Yellow, and so on. By they way, I have a funny story about the colors. Do yo want to hear it ? Okay, listen to me carefully.

After he had explaining, he asked his students, "Who can make a sentence using the words and ?

James the student in the class, quickly his hand and asnswered, "When the yellow morning. Sun comes, I see a beatiful, girl wearing a pink walking through the green grass.

James, you are a very good student, the teacher. “Me, me, Sir” Johny, the student the class said while raising his hand And then he said, I heard the telephone green...green, theI pink up the receiver and I said, “Yellow, Who’s speaking there?”

Find out:

1. Who were the participants in the story?
2. Where do you think the story happened?
3. When did the story happen?
4. What tense is mostly used in the story?
5. Which part of the story is funny?
6. How many events are there in the story?
7. Why do you think the story is funny?
8. What is the purpose of the writer telling this story?

Table 4.14 Analysis of listening exercise of Task B (First Challenge) page 161 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition - Style
d.	Kinds of classroom listening performance	<i>Imitative</i>

e.	Type of listening exercise	<i>Listening sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; it is actually almost the same with the previous one, it is only has a different style.
g.	Presence of Example	Present an example in the explanation.
h.	Aims	The aim of this exercise is to measure students in understanding of conditional sentence.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

15. Exercise of Task B (Active Listening) page 181 unit 4

Listen to the cassette. Then, answer the “BEATIFUL WORLD. Two senior high school students, Sarah and Tuti cal to talk about “*Quitting litter-bag habits.*”

Find out:

1. What’s Sarah’s suggestion about littering problem caused by people’s bad habits? Do you agree with her? Why/Why not?
2. What’s Tuti’s suggestion for littering problems caused by people’s bad habits? Do you agree with her? Why/why not?
3. What” your suggestion for littering problems caused by people’s habits?

Table 4.15 Analysis of listening exercise of Task B (Active Listening) page 181 unit 4

No.	Aspects of Evaluation	Analysis
a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school

		Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	Composition
d.	Kinds of classroom listening performance	<i>Intensive</i>
e.	Type of listening exercise	<i>Completing texts</i>
f.	Teachable	This exercise is teachable; asking the students work in groups, but first of all explain them about <i>narrative</i> text.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to measure students in understanding of <i>narrative</i> text.
i.	Kinds of practice exercise	<i>Guided Exercise</i>

16. Exercise of Task C (Enjoy This) page 184 unit 6

Listen to the following conversation between a daughter and her mother. While listening, complete the text bellow Then, answer the questions.

- Daughter : Morning, mom, look here. Yes page 5, column 1. Read it carefully, mom.
- Mother : Morning, dear. Okay, let me see. You mean “Tap water should be free of change.” It’s good news, isn’t it?
- Daughter : Mm....The tap water rate increase, one of the automatic increases will take place every six months for the next five years. The city administration says the money collected from the increase will be used to pay an outstanding debt of 936 billion rupiahs to its foreign water company partner. I can understand and gas prices, partner. I can understand an

b.	Relevance with the KTSP curriculum	This exercise contains of genre text of <i>narrative</i> , it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	- Composition - Communication - Style
d.	Kinds of classroom listening performance	<i>Self-listening</i>
e.	Type of listening exercise	<i>Listening text in form of narrative</i>
f.	Teachable	This exercise is teachable; asking the students work in groups, but first of all explain them about <i>narrative</i> text and show them several things has to be considered provided in the task.
g.	Presence of Example	Present an example in the task.
h.	Aims	The aim of this exercise is to practice in making <i>narrative</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

17. Exercise of Task C (Second Challenge) page 186 unit 6

Listen to the cassette. Fill in the blanks. Then, answer the questions

Crime In Cities

Crime is a serious problem in big cities and it is getting every year. This is what police departments around the country said in their reports last week. The subways and streets are more. You many not be a answer. Even be in your own houses.

Why is the problem is. To fight crime a city needs police officers, cars and guns. These cost a lot of money. But right now cities do not have much extra money. So, there are not enough police officers, cars, and guns for the cities.

Another problem is drugs. Crime studies have shown that many use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very. So, these people have to sell drugs to other people to make money or they may steal money to get more drugs.

There is an even more important cause of crime. Cities have rich and poor. In the poor neighborhoods, jobs are hard to find. Many people don't have much hope for a better life. They only know one way to make a better living for themselves, that way is to sell drugs or.

So, some of these young people have become criminals. It is not going to be easy to change these crime problems, We must first change many of laws about drugs. We must change the way cities spend the way cities spend their money. Until then, the crime problem will not go away and we will live our lives.

Find out:

1. Why does the writer say that crime in cities is getting worse?
2. Why is money part of the crime problem?
3. What do young people in poor neighborhoods do to earn money?
4. What is the relationship between drug and crime?
5. What do these words refer to:
 - a. "This" in line 2, paragraph 1
 - b. "Their" in line 2, paragraph 1
 - c. "Their" in line 2, paragraph 4
 - d. They in line 3, paragraph 5
6. What is the purpose of the writer listening this text?
7. How many reasons did he mention to support his arguments?
8. Are the writer's arguments supported by evidence and examples?
9. Which part of the text contains the advice of the writer to do something better?
10. Is the text an analytical exposition or hortatory exposition?

Table 4.17 Analysis of listening exercise of Task C (Second Challenge) page 186 unit 6

No.	Aspects of Evaluation	Analysis
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a.	Kind of the test	<i>Discrete point test</i>
b.	Relevance with the KTSP curriculum	This exercise contains of short functional text in formal or informal form using written language accurately, fluently, and acceptable in a daily life context, it stated in the basic competences for students in the first semester of Senior High school Grade XI on listening skill so this exercise relevance with the <i>KTSP</i> curriculum.
c.	Basic competence of listening skill	Composition
d.	Kinds of classroom listening performance	<i>Imitative</i>
e.	Type of listening exercise	<i>Listening sentences dealing with grammar</i>
f.	Teachable	This exercise is teachable; before asking students to work the exercise, remind them the conditional sentence.
g.	Presence of Example	Without example.
h.	Aims	The aim of this exercise is to measure students in understanding <i>conditional sentence</i> .
i.	Kinds of practice exercise	<i>Guided Exercise</i>

B. The Result of Listening Exercises Analysis in *Look Ahead 2*, an English Course for Senior High School Students grade XI Published by Erlangga.

After the writer analyzes in each exercise of listening exercise in *Look Ahead 2* an English Course for Senior High School Grade Year XI, there are some results below:

From 17 listening exercises there are fifty six (7) listening exercises which is included in *discrete test*, 5 listening exercises which is included in *communicative test* and 5 listening exercises which is included in *combination between both*.

From this result, the listening exercise in *Look Ahead 2*, an English Course for Senior High School Grade Year XI published by Erlangga, show that the hugest number of test is *discrete test*, so it is proper enough in improving of student's ability in listening through kind of this test. Since *discrete test* is a kind of point test which is more emphasized in accuracy. Based on brown, in teaching listening process, accuracy is the priority of the component of listening test. *Combination between discrete and communicative test* places at runner up because it attempts to perform in a communicative situation but without leaving the form of language, using combination of skills and abilities is necessary.

In term of relevancy with *KTSP* curriculum, the writer can conclude that listening exercise in *Look Ahead 2* an English Course for Senior High School Year XI published by Erlangga is relevance with the *KTSP* curriculum because all of 74 listening exercise from 6 units (which is broken down into some subthemes of listening exercises: *giving a report, listening a report, arranging paragraphs, retelling a story, making a fictional story, continuing a story, listening a horror, grammar in action, identifying language features and text structure, gathering information to support one's opinion, listening an analytical exposition, retelling funny story, telling funny experience, continuing a story, listening a spoof, making arguments, listening a thesis and a recommendation, listening a hortatory exposition*) is demanded in listening based *KTSP* curriculum of Senior High School Grade Year XI.

The listening exercises of 17 listening exercises in these course book contents of all of the aspect of basic competence of listening skill, while there are exercises contains only *composition* competence, 5 exercises are *composition* and *communication* competence, and the 3 left contains *composition* and *style* (It can be seen in the instructions of each exercise). From these findings, the writer can conclude that the listening exercise of *Look Ahead 2*, an English Course for Senior High School Grade Year XI published by Erlangga is more emphasize on language structure and grammar achievement, but the language function as a tool for real communication become second priority. From the data above means that listening exercises in *Look Ahead 2* is sufficient exercise to improve the student's ability in listening skill.

Based on the Douglas Brown theory there are three major categories apply to the kinds of written production that students are expected to carry out in the classroom, they are *Imitative*, *Intensive*, and *self-listening*. There are 27 listening exercises apply the types of *Imitative* classroom listening, 31 listening exercises apply the types of *Intensive* classroom, and 16 listening exercises apply the kinds of *Self-listening* classroom listening.

From this result, it shows that the exercise of *Look Ahead 2* an English Course for Senior High School Grade Year X published by Erlangga covers all the kinds of classroom listening exercise. But, the listening exercises do not arrange in sequence. It is better to apply the *imitative* classroom listening before go ahead to the next types of classroom listening, since *Imitative* is the basic kinds of classroom listening. However, the listening exercises give suitable portion of its competence. So, the listening exercises in *Look Ahead 2* an English Course for Senior High School Grade Year XI published by Erlangga is appropriate listening exercise to practice students listening skills.

Type of listening exercise more emphasized in the technique of exercise itself. From the analysis above writer found *arranging scrambled paragraphs into essays in form of report, narrative, analytical exposition, spoof, and hortatory exposition completing text, listening sentences dealing*

with grammar, listening essays in form of report, narrative, analytical exposition, spoof and hortatory exposition, listening short functional text, and revising sentences or essays.

From this result, writer found that the type of listening exercise in the *Look Ahead 2* covers of all type of listening exercise. It means that all the objectives of listening skills demanded by the 2006 curriculum are presented in the listening exercise, but there is inequality in the number of exercises of each types of listening exercise.

Most of the listening exercises in the *Look Ahead 2*, an English Course for Senior High School Grade Year XI published by Erlangga are teachable for teacher to teach them. There are only 2 listening exercises which is not teachable, because the instruction of these exercise is unclear and it will spent much time to give assessment and need more preparation. However, the other exercises are teachable, there are clear instructions, and help on method activities, there are sufficient provision made for test and revision.

In Term of present of example there are 4 listening exercises do not provide an example, while there are 13 listening exercises provides an example. It is better for each exercise to present an example so it can avoid of students' mistake in doing exercise.

The aims of each listening exercise have been explain clear in each analysis of the listening exercises.

There are 6 listening exercises which apply the *Controlled Exercise* (free listening), while 11 listening exercises apply the *Guided Exercise*. It shows that the most of the listening exercises encourage students to write based on guidelines given.