

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion of Listening Exercises in *Look Ahead 2*, an English Course for Senior High School Students grade XI Published by Erlangga

The final conclusion of this study can be described as follow:

1. In term of Kinds of Test

From the 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.

2. Relevance with the *KTSP* Curriculum

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 listening exercise from 6 units (which is broken down into some sub themes 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.

3. Aspect of basic competences of listening skills

From the 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.

4. Aspect of types of classroom listening performance

Based on the Douglas Brown theory there are three major categories apply to the kinds of listened production that students are expected to carry out in the classroom, they are Intensive, Responsive, Selective, Extensive.

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.

5. In term of type of listening exercise.

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.

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.

6. Teach-ability

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.

7. Present of Example

In Term of present of 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.

8. Aims

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

9. Kinds of Practice Exercise

The listening exercises which apply the *Controlled Exercise* , while listening exercises apply the *Guided Exercise*. It can conclude that the most of the listening exercises encourage students to write based on guidelines given.

B. Suggestion

Finally, from the finding and conclusion of this study, I realize that there is no perfect listening exercise in the world. But, the finding of this study may give a broader overview to everyone toward the importance of using an ideal listening exercise from a good course book it will take some effects of students understanding and progress in listening skill.

Hopefully this research can give a reference to select suitable English course book in term of listening exercise in the teaching process. For English course book authors, it is hoped that in arranging a course book, they will present materials and exercises which is appropriate with the ideal of course book materials especially in listening. I am aware that this study is still far from perfectness. Therefore, in order to be better in future study related to listening exercise, here some recommendation that I think it is necessary for us:

1. The object of the study need to be broadened. Possibly, we can conduct a research related to listening exercise that its object covers students of junior until senior high school in order to be a comparative study.
2. A study of a method on how to arrange an ideal listening exercise also needs to be conducted.
3. A study of analyzing the use of audio, audio-visual media such as radio, films as material of listening exercise will be a new challenge for a new researcher.
4. A study of investigating teachers' competence on giving listening exercise to their students also needs to be conducted.

Alhamdulillah, all praise is only to Allah; finally this study can be finished. The result of this study may give positive advantages to teacher, students, readers, English course book authors and the writer personally.