APPENDIX

APPENDIX A

A.1 Statement Letter of Research Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN SUNAN GUNUNG DJATI BANDUNG
Nomor: **B.191/Un.05/lll.2/PP.00.9/02/2025**

Tentang
PEMBIMBING SKRIPSI MAHASISWA STRATA SATU (S-1)

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN

Menimbang
a. Bahwa dalam rangka memperlancar tertibnya pelaksanaan pembuatan skripsi mahasiswa Fakultas Tarbiyah dan keguruan UIN Sunan Gunung Djati Bandung, perlu adanya pengangkatan dosen pembimbing;

b. Bahwa Saudara yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk diangkat menjadi pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan;

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
4. Peraturan Pemerintah Nomor 66 Tahun 2010 tentang Perubahan Atas Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Presiden RI Nomor: 57 Tahun 2005 tentang Perubahan IAIN menjadi UIN Sunan Gunung Djati Bandung;
6. Peraturan Menteri Agama RI Nomor: 77 Tahun 2013 tentang Perubahan Peraturan Menteri Agama RI Nomor: 7 Tahun 2013 tentang Ortaker UIN SGD Bandung;
7. Peraturan Menteri Agama RI Nomor: 1 Tahun 2015 Tentang Perubahan Atas Peraturan Menteri Agama RI Nomor: 11 Tahun 2014 Tentang Pengangkatan dan Pemberhentian Rektor dan Ketua pada Perguruan Tinggi Keagamaan yang diselenggarakan oleh Pemerintah;
8. Keputusan Menteri Agama RI. Nomor: 082525/B.II/3/2023 tanggal 09 Agustus 2023 tentang Pengangkatan Rektor UIN Sunan Gunung Djati Bandung;
9. Surat Keputusan Rektor Nomor: 136/Un.05/I.I/PP.00.9/07/2019 tentang Kurikulum UIN Sunan Gunung Djati Bandung;
10. Surat Keputusan Rektor Nomor 457 Tahun 2019 tentang Pedoman Penyusunan Karya Ilmiah Skripsi, Tesis dan Disertasi;
11. Surat Keputusan Rektor UIN Sunan Gunung Djati Bandung Nomor 325/ Un.05/II.2/Kp.07.6/08/2023 tanggal 22 Agustus 2023 Tentang Pemberhentian dan Pengangkatan Dekan Fakultas Periode 2023-2027 di Lingkungan Sunan Gunung Djati Bandung.

M E M U T U S K A N

Menetapkan
Pertama
Mengangkat Saudara yang namanya tersebut dibawah ini :
1. Dr. Tedi Rohadi, M.Pd. — Pembimbing I
2. Hafid Ali, S.Pd., M.Pd. — Pembimbing II

Dalam pembuatan skripsi mahasiswa :

Nama : **YESSA PUTRI DERMAWATI**
NIM : 1212040185
Jurusan/Prodi : S1 - PENDIDIKAN BAHASA INGGRIS
Judul Skripsi :

USING ANIMATED MOVIE CLIPS AS LEARNING MEDIA TO IMPROVE LISTENING COMPREHENSION: A PRE-EXPERIMENTAL STUDY OF SECONDARY SCHOOL IN BANDUNG

Kedua
Kepada pembimbing tersebut diberikan honorarium sesuai dengan peraturan yang berlaku.

Ketiga
Surat Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan skripsi mahasiswa tersebut lulus diuji pada sidang (Munaqosyah) dengan ketentuan, apabila terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

SALINAN Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan diindahkan

Ditetapkan di Bandung
Pada Tanggal, 25 Februari 2025
Dekan

H. Fakry Hamdani, M.Hum., M.Res., Ph.D.
NIP. 198008242009121004

A.2 Permission Letter of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Soekarno Hatta Kel. Cimincrang Kec. Gedebage Kota. Bandung 40294
Fax (022) 7803936 email. ftk@uinsgd.ac.id Website: www.ftk.uinsgd.ac.id

Nomor	: **B.1819** /Un.05/III.2/TL.009/10/ 2025	Bandung, 01 Oktober 2025
Lampiran	: -	
Perihal	: **Mohon Izin Penelitian**	

Kepada
Yth.Kepala **SMPN 63**
Kab/Kota**.** Bandung

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Sunan Gunung Djati Bandung dengan ini menerangkan bahwa :

Nama	:	**YESSA PUTRI DERMAWATI**
NIM	:	1212040185
Jurusan/Prodi	:	Pendidikan Bahasa Inggris
Semester	:	IX
Alamat Tingggal	:	Jl Wuluku v no 3 rt 4 rw 10 kec. Kiaracondong

adalah mahasiswa Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung bermaksud mengadakan penelitian pada Instansi yang Bapak/Ibu/Saudara Pimpin, dalam rangka tugas akhir pembuatan skripsi Program S-1.

Adapun judul penelitian mahasiswa tersebut :

"The effectiveness of using animated movie clips in improving students' listening comprehension skills"

Dengan pembimbing :

1. **Dr. Tedi Rohadi, M.Pd**
2. **Hapid Ali, M.Pd**

Untuk itu kami mohon agar Bapak/Ibu/Sdr. dapat membantu dalam pelaksanaannya dari tanggal **09 September 2025** s.d selesai.

Demikian, atas perhatian dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan,
Wakil Dekan I Bidang Akademik

...wan, S.Pd., M.Hum., CESE.
NIP. 197208221999031006

Tembusan:
Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung

A.3 Statement Letter of Research

PEMERINTAH KOTA BANDUNG
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 63
Jl. Surapati No.82 Cihaurgeulis, Kec. Cibeunying Kaler, Bandung
40122   Pos-el. smpn63bdg@gmail.com

SURAT KETERANGAN
Nomor : 421.3/145SMPN.63/XII/2025

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 63 Bandung, Dengan ini menerangkan bahwa :

Nama	: **Yessa Putri Dermawati**
NIM	: 1212040185
Jenis Kelamin	: Perempuan.
Program Studi	: Pendidikan Bahasa Inggris
Nama Universitas	: **UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG**
Alamat	: Jl. Wuluku V No.3 RT04/RW10 Kec. Kiaracondong

Telah Melakukan Observasi / Penelitian disekolah kami untuk melengkapi tugas skripsi **"The Effectiveness of using animated movie clips ini Improving students' listening compreshension skills"** di SMP Negeri 63 Bandung dari tanggal 02 Oktober s.d 06 November 2025.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bandung, 12 Desember 2025
Kepala SMP Negeri 63 Bandung

Arief Kuswara, S.Pd.
NIP. 19710409 200604 1 009

APPENDIX B

B.1 School Profiles

SMP NEGERI 63
Jl. Surapati No. 82 | Kec. Cibeunying Kaler
User Avatar
NPSN: 69989955
http://https://www.instagram.com/smpn63bandung/?hl=id

| Semester 2025/2026 Gasal | ▾ |

B	**10**	**17**	**5**
AKREDITASI	JUMLAH ROMBEL	JUMLAH GURU	JUMLAH TENDIK

Visi

Mewujudkan Peserta Didik yang Cerdas Berkarakter, Berbudaya Lingkungan dan Teknologi

Misi

1. Mengembangkan peserta didik yang cerdas dan menjadi insan pembelajar yang berakhlak mulia.
2. Mengembangkan peserta didik yang berkarakter, menguasai ilmu dan teknologi serta mampu bersaing.
3. Menumbuhkan semangat kompetisi baik di bidang akademik maupun non akademik
4. Mengembangkan minat , bakat dan potensi peserta didik
5. Meningkatkan profesionalisme pendidik dan tenaga kependidikan di lingkungan pendidikan.
6. Mengembangkan lingkungan sekolah yang bersih dan sehat sebagai tempat yang nyaman untuk belajar.

👥 Data Kelas

Jumlah Ruang Kelas

11

Jumlah Rombel

10

Jumlah Rombel Berdasarkan Tingkat

Tingkat Pendidikan	Jumlah Rombel
7	2
8	4
9	4

Jumlah Peserta Didik

326

Jumlah Laki-Laki	181
Jumlah Perempuan	145

Jumlah PD Berdasarkan Rombel

Nama Rombel	Tingkat	Jumlah PD
7 A	Kelas 7	32
7 B	Kelas 7	34
8 A	Kelas 8	32
8 B	Kelas 8	33
8 C	Kelas 8	32
8 D	Kelas 8	32

B.2 Lesson Plan

MODUL AJAR KURIKULUM MERDEKA FASE D KELAS VIII

NARRATIVE TEXT

Yessa Putri Dermawati

SMPN 63 BANDUNG

Jl. Surapati No.82, Cihaur Geulis, Kec. Cibeunying Kaler, Kota Bandung, Jawa Barat 40122

e-mail: smpn63bdg@gmail.com

2025

GENERAL INFORMATION

A. MODUL IDENTITY

Modul Developer	: Yessa Putri Dermawati
Institution	: SMPN 63 Bandung
Year	: 2025
School Level	: Junior High School (SMP)
Grade	: VIII (Eight)
Phase	: D
Time Allocation	: 4 Meetings (8 Periods x 40 minutes)
Topic	: Narrative Text

Learning Outcomes per Element	❖ *Listening – viewing* At the end of Phase D, students are able to listen to and observe familiar and unfamiliar oral and visual (multimodal) texts, such as movie clips, short stories, or dialogues in video form. They are able to identify general meanings and specific information, such as characters, settings, and plot, as well as infer the content of the text based on what they hear and see. Students also begin to understand implied meanings and are able to retell the content of the text orally or in written form.
Learning Outcomes	At the end of Phase D, students are able to comprehend the general meaning and specific information of spoken English narrative texts, and identify as well as summarize the content of the story individually and collaboratively through animated movie clips. This ability is developed to improve students' listening comprehension skills and their understanding of the structure and language features of narrative texts.

B. PRIOR COMPETENCIES

1. Social function of factual narrative texts		
2. Generic Structure of Narrative Text	:	Orientation, Complication, Resolution
3. Language features Narrative text	:	- Simple Past tense - Action verb - Chronological connection: then, after that, finally.

C. PANCASILA STUDENT PROFILE

▪ Demonstrates faith in and devotion to God Almighty and exhibits noble character
▪ Shows collaborative attitudes
▪ Demonstrates independence in learning
▪ Applies critical thinking skills
▪ Demonstrates creativity

D. EARNING RESOURCES AND FACILITIES

Learning Media and Resources :	- Laptop, mobile devices, and stable internet access
	- LCD projector and active speakers
	- English animated movie clips sourced from YouTube
	- Student worksheets (LKPD)
	- Supporting learning resources in the form of a glossary of key vocabulary extracted from the video clips

E. LEARNERS

▪ Regular junior high school learners

F. NUMBER OF LEARNERS

▪ 36 learners

G. LEARNING MODEL

▪ Problem Based Learning (PBL)

H. ASSESSMENT

Assessment formatif:
- Learner tasks and worksheets (LKPD)

CORE COMPONENTS

A. LEARNING OBJECTIVES

Through the implementation of the Problem Based Learning (PBL) model, learners are expected to be able to:
- Identify the general meaning and topic of narrative movie clips (C1)
- Identify specific information from spoken interactions between characters (C1)
- Explain the sequence of events in the narrative by summarizing key events (C2)
- Identify the main idea independently (C1)
- Discuss and draw conclusions about the narrative content through collaborative group activities (C2)

B. MEANINGFUL UNDERSTANDING

Narrative text is a genre of text that presents events or a sequence of events that occurred in the past. This text type aims to entertain the audience by presenting a story that involves a problem or conflict and its resolution.	

C. GUIDING QUESTIONS

    1. What do you know about fairy tales or animated films?
    2. What can we learn from the story?
    3. Why is it important to understand the details in a story?

D. LEARNING PREPARATION

    - The teacher prepares student worksheets (LKPD) aligned with learning objectives
    - The teacher prepares appropriate assessment instruments to evaluate learners' achievement

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LEARNING ACTIVITIES

MEETING 1 (2 X 40 Minutes)

</div>

INTRODUCTION (10 Minutes)

    1. The teacher greets the students and asks the class leader to lead a prayer before the lesson begins.
    2. The teacher checks students' attendance.
    3. Apperception:
       The teacher connects the topic and learning activities with students' prior knowledge and previous learning experiences.
    4. The teacher conducts an ice-breaking activity.
    5. The teacher communicates the learning objectives to be achieved in the lesson.
    6. The teacher explains the general overview of the learning materials to be studied.

Main Activities (60 Minutes)

Orienting Students to the Problem (20 Minutes)	1. Students are given motivation and stimulus by observing an animated narrative movie clip from *Ratatouille*. 2. The teacher poses guiding questions: *"Have you ever watched an animated movie with an interesting story?"* *"What makes a story memorable for you?"* 3. The teacher explains that students will learn narrative text by understanding the story conveyed through the animated movie clip. 4. The teacher briefly explains the structure of narrative text.
Organizing Students for Learning (5 Minutes)	1. Students are divided into several groups consisting of four members each. 2. Through Worksheet 1 (LKPD 1), students work collaboratively to identify (C1) the social function, types, and general structure of narrative texts.
Guiding Ivestigation (20 Minutes)	1. The teacher encourages students to collect relevant information in order to determine appropriate answers. 2. Students discuss and solve problems related to narrative text concepts.

Developing and Presenting Results (10 Minutes)	1. Students develop the results of their group discussion in the worksheet. 2. Students present their discussion results in front of the class.
Analyzing and Evaluating the Problem-Solving Process (5 Minutes)	1. Group representatives share reflections on the investigation process to obtain the most accurate answers. 2. The teacher provides feedback and reinforcement on both the learning process and outcomes. 3. The teacher and students collaboratively draw conclusions from the lesson.

Closing Activities (10 Minutes)
1. The teacher and students summarize the learning materials together. 2. The teacher and students conduct a learning reflection. 3. The teacher informs students about the learning activities for the next meeting. 4. The teacher closes the lesson by giving motivational messages, followed by a closing prayer and greeting.

LEARNING REFLECTION
Student Reflection
Students sumbit their learning reflections through Padlet https://padlet.com/yessaputrii06_/narrative-text-a4rqe0q5i9e7ku3w
MEETING 2 (2 X 40 Minutes)
LEARNING ACTIVITIES

Introduction (10 Minutes)
1. The teacher greets the students and asks the class leader to lead a prayer. 2. The teacher checks students' attendance. 3. Apperception: The teacher relates the lesson topic to students' prior knowledge and previous learning experiences. 4. The teacher conducts an ice-breaking activity. 5. The teacher communicates the learning objectives of the lesson. 6. The teacher explains the scope of the learning materials.

Main Activities (60 Minutes)	
Orienting Students to the Problem (20 Minutes)	1. Students are given stimulus by observing an animated narrative movie clip from *Tangled – Rapunzel Heals Flynn's Hand*. 2. The teacher asks guiding questions: *"Do you like magic stories?"* *"What happened when Rapunzel touched Flynn's hand?"* *"Can you guess what kind of problem exists in the story?"* 3. The teacher explains that students will learn to identify the narrative structure through the movie clip.
Organizing Students for	1. Students are divided into groups of four.

Learning (5 Minutes)	2. Through Worksheet 2 (LKPD 2), students collaboratively identify (C1) the generic structure of the narrative text—Orientation, Complication, and Resolution—based on the movie scene.
Guiding Investigation (20 Minutes)	1. The teacher encourages students to gather information to support their answers. 2. Students discuss the changes in the situation from the beginning to the end of the movie clip.
Developing and Presenting Results (10 Minutes)	1. Students write the narrative structure briefly in the worksheet. 2. Students present their discussion results to the class.
Analyzing and Evaluating the Problem-Solving Process (5 Minutes)	1. Group representatives reflect on the investigation process to determine the most accurate answers. 2. The teacher provides feedback and positive reinforcement on students' learning processes and achievements. 3. The teacher and students jointly summarize the lesson.

Closing Activities (10 Minutes)

1. The teacher and students summarize the learning materials together.
2. The teacher and students conduct a learning reflection.
3. The teacher informs students about the next learning activities.
4. The teacher closes the lesson with motivation, a closing prayer, and greeting.

LEARNING REFLECTION

Student Reflection

Students sumbit their learning reflections through Padlet

https://padlet.com/yessaputrii06_/narrative-text-a4rqe0q5i9e7ku3w

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MEETING 3 (2 X 40 Minutes)

LEARNING ACTIVITIES

</div>

Introduction (10 Minutes)

1. The teacher greets the students and asks the class leader to lead the prayer before the lesson begins.
2. The teacher checks students' attendance.
3. Apperception:
   The teacher connects the topic, learning materials, and activities with students' prior experiences and previous lessons.
4. The teacher conducts an ice-breaking activity.
5. The teacher communicates the learning objectives to be achieved in this lesson.
6. The teacher explains the general overview of the learning materials to be discussed.

Main Activities (60 Minutes)

Orienting Students to the Problem (20 Minutes)	1. The teacher explains the core material on narrative text, including its social function, generic structure (Orientation–Complication–Resolution), and language features such as the use of the simple past tense. 2. The teacher plays an animated movie clip *Inside Out – Meet Anxiety*. 3. The teacher poses guiding questions to stimulate students' listening comprehension: - *"Who is Anxiety and what does she represent?"* - *"What situation begins to change Riley's emotional control?"* - *"Can you identify the Orientation, Complication, and Resolution in this story?"*
Organizing Students for Learning (5 Minutes)	1. Students are divided into pairs. 2. The teacher distributes Worksheet 3 (LKPD 3), which requires students to: - Identify the parts of the narrative structure (C1). - Identify specific information found in the dialogue (C1).
Guiding Investigation (20 Minutes)	1. The teacher guides students to open the dialogue transcript and identify narrative elements and detailed information from the movie clip. 2. Students discuss in pairs to complete the worksheet by answering comprehension and detail-oriented questions, such as: - *"What did Anxiety say when she arrived?"* - *"What was the mood in Headquarters before and after her arrival?"*
Developing and Presenting Results (10 Minutes)	1. Each pair writes a short narrative summary in their worksheet. 2. Representatives from each pair present their summary orally, highlighting the narrative structure and key information from the story.
Analyzing and Evaluating the Problem-Solving Process (5 Minutes)	1. The teacher leads a group reflection by asking questions such as: *"What did you notice about how Anxiety changed the story setting?"* 2. The teacher provides feedback and positive reinforcement on students' learning processes and achievements. 3. The teacher and students collaboratively draw conclusions from the lesson.

Closing Activities (10 Minutes)
1. The teacher and students summarize the learning materials together. 2. The teacher and students conduct a learning reflection. 3. The teacher informs students about the learning activities for the next meeting.

	4. The teacher closes the lesson by giving motivational messages, followed by a closing prayer and greeting.

LEARNING REFLECTION
Student Reflection
Students submit their learning reflections through Padlet:https://padlet.com/yessaputrii06_/narrative-text-a4rqe0q5i9e7ku3w

MEETING 4 (2 X 40 Minutes)
LEARNING ACTIVITIES

Introduction (10 Minutes)

1. The teacher greets the students and asks the class leader to lead the prayer before the lesson begins.
2. The teacher checks students' attendance.
3. Apperception:
   The teacher leads a short discussion about meeting new people for the first time, such as feeling awkward, nervous, or excited when interacting with someone unfamiliar.
4. Ice Breaking Activity:
   The teacher asks students to share one activity they enjoy doing with new friends.
5. The teacher communicates the learning objectives of the lesson.
6. The teacher explains the scope of the learning materials to be learned.

Main Activities (60 Minutes)	
Orienting Students to the Problem (20 Minutes)	1. The teacher plays an animated movie clip Up – Meet Russell. 2. The teacher asks guiding questions to stimulate students' listening comprehension: *"Who is Russell and why does he come to Carl's house?"* *"How does Carl respond when he meets Russell for the first time?"* *"What problem begins to appear in this scene?"* 3. The teacher explains that the clip is part of a narrative text and contains characters, events, and a problem that drives the story. 4. The teacher briefly reviews the generic structure of narrative text (Orientation–Complication–Resolution) and its language features.
Organizing Students for Learning (5 Minutes)	1. Students are divided into small groups consisting of four to five students. 2. The teacher distributes Worksheet 4 (LKPD 4), which focuses on: - Identifying the Orientation, Complication, and Resolution *(one question only)* - Identifying the main idea of the story - Identifying simple past tense verbs and action verbs found in the dialogue

Guiding Investigation (20 Minutes)	1. Students rewatch the movie clip and listen carefully to the dialogue. 2. In groups, students discuss and complete the worksheet based on the information they hear. 3. The teacher walks around the class to facilitate discussion and provide assistance when needed.
Developing and Presenting Results (10 Minutes)	1. Each group prepares a short oral summary of the story. 2. Group representatives present their summary to the class. 3. The teacher gives feedback on students' understanding of the narrative structure and their use of past tense verbs.
Analyzing and Evaluating the Problem-Solving Process (5 Minutes)	1. The teacher leads a class reflection by asking: *"What can we learn from Russell's behavior when meeting Carl?"* 2. Students and the teacher conclude that narrative texts often describe events involving problems and character interactions. 3. The teacher gives a short formative quiz (3 listening-based questions).

Closing Activities (10 Minutes)
1. The teacher and students summarize the lesson together. 2. The teacher asks students to reflect on what they have learned. 3. The teacher informs students about the next learning activity. 4. The lesson is closed with encouragement, a closing prayer, and a greeting.

LEARNING REFLECTION
Student Reflection Students submit their learning reflections through Padlet:https://padlet.com/yessaputrii06_/narrative-text-a4rqe0q5i9e7ku3w

ATTACHMENTS
A. Student Worksheets
The worksheets are attached.

B. Reading Materials for Teachers and Students
▪ https://www.ruangguru.com/blog/struktur-dari-narrative-text

C. Glossary	
Factual Narrative text	▪ Definition: ▪ Social Function ▪ Generic Structures (Orientation-Complication-Resolution) ▪ Language features (simple present tense and action verbs)

D. References
▪ https://www.ruangguru.com/blog/struktur-dari-narrative-text ▪ https://www.english-academy.id/blog/narrative-text-adalah

Animated Movie Clips Used as the Main Learning Media:

- *Ratatouille – Remy and the Cheese Moment.*
- *Tangled – Rapunzel First Time Out.*
- *Inside Out – Meet Anxiety.*
- *up movie clip - meet russell*
- Other relevant sources

Bandung, Juli 2025

Mengetahui,
Kepala Sekolah SMPN 63 Bandung   Peneliti

Arief Kuswara, S.Pd   Yessa Putri Dermawati
NIP. 197104092006041009   NIP. -

A. TEACHING MATERIALS

Meeting 1

Movie Title: *Ratatouille – Remy and Emile in the Field (Opening scene until Remy says 'Imagine every flavor', ±1:50 minutes) – Remy and Emile in the Field*

Fokus: Introduction to Narrative Text

Definition

Narrative text is a text which tells a story with the purpose to entertain, teach a moral lesson, or both.

Narrative text adalah teks yang menceritakan suatu cerita dengan tujuan menghibur, memberikan pelajaran moral, atau keduanya.

Types of narrative text

Narrative texts can take various forms, such as fairy tales, mysteries, horror stories, science fiction, romance, legends, and other imaginative or experience-based stories.

Social function

The social function of a narrative text is to entertain the reader or listener through an engaging and meaningful story.

Generic structure

- **Orientation**

  The opening part of a narrative text that introduces the characters and the setting of the story, including time, place, atmosphere, and social context.

- **Complication**

  The part of the story where problems or conflicts arise. This stage may consist of:
  - *Rising action*: the problem begins to develop
  - *Climax*: the peak of the conflict
  - *Falling action*: the tension decreases as the story moves toward a solution.

- **Resolution**

  The part where the problem is solved or concluded. The ending may be a happy ending, a sad ending, or an open-ended conclusion (cliffhanger).

- **Re-orientation**
  The closing section that may include a moral value, lesson learned, or changes in the characters. This part is optional and does not always appear in every narrative text.

  Language Features
  - Use of past tense
  - Use of action verbs
  - Use of time conjunctions (first, then, after that, finally)

  Example from the film:

  - Orientation: Remy and Emile (the rats) are scavenging food in the field.
  - Complication: They argue about the importance of taste and smell.
  - Resolution: They cooperate to collect food together.
  - Moral: Appreciate differences and respect each other's opinions.

Meeting 2

Movie Title: *Tangled – Rapunzel Heals Flynn's Hand (Scene from Flynn's injury until Rapunzel starts singing, ±1:45 minutes)*

Focus: Identifying Generic Structure

Review of Generic Structure:
- **Orientation:** Introduction of who, when, where.
- **Complication:** The character faces a problem.
- **Resolution:** The problem is resolved.

Example from the film:

- **Orientation:** Rapunzel and Flynn are in the tower.
- **Complication:** Flynn's hand is injured and he refuses help.
- **Resolution:** Rapunzel heals Flynn with her magical hair.

Meeting 3

Movie Title: *Inside Out 2 – Meet Anxiety (Scene when Anxiety appears and introduces herself, ±1:55 minutes)*

Focus: Finding Main Idea and Supporting Details

Definition:
- **Main Idea:** The central message of a paragraph or text.
- **Supporting Details:** Additional information that explains or proves the main idea.

Example from the film:
Main idea: Riley experiences new emotions during her teenage years.
Supporting details: Introduction of new emotions (Anxiety, Envy, Embarrassment, etc.) and their influence on Riley's behavior.

Meeting 4
Movie Title: *Up – Meet Russell*
Focus : Language Features in Narrative Text
1. **Simple Past Tense**

   - S + Verb 2 (e.g., *Russell knocked on the door*, *Carl opened the door*)
   - S + was/were + Complement (e.g., *Russell was polite*, *Carl was annoyed*)

2. **Action Verbs:** swam, met, asked, looked
   Time Connectors: first, then, next, finally, when, while

B. Student Worksheet 1

Group :

Members :

Class :

1. What food does Remy find in the field?
   A. Bread
   B. Cheese
   C. Apple
   D. Cake

2. What does Remy say food should have?
   A. Color
   B. Taste
   C. Smell
   D. Size

3. What does Emile say after tasting the food cooked by Remy?

   A. "It tastes smoky

   B. "It's like boom, zap… lightning!"

   C. "It tastes sweet."

   D. "It's like cheese and mushroom."

4. What past tense verb do you hear in the clip?
    A. "found"
    B. "goes"
    C. "eat"
    D. "smell"

5. The conflict happens because…
    A. They both want the same food
    B. They have different opinions about food
    C. They are afraid of a human
    D. They get lost in the field

Student Worksheet 2

Group   :
Members   :

Class   :

1. Who says "Please don't freak out!"?
    A.Flynn
    B. Rapunzel
    C. Mother Gothel
    D. Pascal
2. What happens if the hair is cut?

A. It glows brighter.

B. It loses its power and turns brown.

C. It changes shape.

D. It becomes invisible.

3. Why has Rapunzel never left the tower before?

A. She was too scared

B. She had no friends

C. Her mother wanted to protect her power

D. Flynn stopped her

4. What happens when Rapunzel sings to her hair?

A. It turns brown

B. It glows

C. It disappears

D. It grows shorter

5. What name does Rapunzel say she likes better than "Flynn Rider"?

A. Fitzherbert

B. Eugene

C. Rider

D. Eugene Fitzherbert

Student Worksheet 3

Group :

Members :

Class :

1. What is the first question Joy asks at the beginning of the clip?

A. "Do I look orange?"

B. "Who made the console orange?"

C. "What happened to Riley?"

D. "Why is it orange?"

2. Who is the first new emotion that introduces herself?

    A. Envy

    B. Anxiety

    C. Ennui

    D. Embarrassment

3. What does Joy say after shaking Embarrassment's hand?

    A. "You're very funny."

    B. "Nice to meet you."

    C. "You got a real sweaty palm there, buddy."
    D. "That was amazing."

4. Who says "Look at your hair!" in the clip?

    A. Envy

    B. Anxiety

    C. Joy

    D. Embarrasment

5. Which word is explained as "boredom"?

    A. Ennui

    B. Anxiety

    C. Envy

    D. Embarrassment

Student Worksheet 4
 Group   :
 Members   :

Class   :

1. What is the boy's name?
    A. Carl
    B. Russell
    C.Kevin
    D.Marty

2. What group does Russell belong to?
    A. Boy Scouts
    B. Wilderness Explorers
    C. Animal Protectors
    D. Street Helpers

3. What does Russell offer to do first?
    A. Cross Carl's porch
    B. Cross Carl's yard
    C. Cross the street
    D. Catch a snipe

4. What badge is Russell missing?
    A. Assisting the elderly badge
    B. Helping animals badge
    C. Street crossing badge
    D. Exploring badge

5. Why does Russell want to get the badge?
    A. So his dad will come to the ceremony and pin it
    B. So he can travel the world

C. So he can become a teacher

D. So he can win a prize

C. RUBRIK PENILAIAN
  a. Sikap (Penilaian Observasi)

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

No	Nama Siswa	Aspek Perilaku yang dinilai				Jumlah Skor	Skor sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2								
3								
Dst								

Keterangan:

BS: Bekerja Keras

JJ: Jujur

TJ: Tanggung Jawab

DS: DIsiplin

Catatan:

1) Aspek perilaku dinilai dengan kriteria:
  a. 100 = Sangat baik
  b. 75 = Baik
  c. 50 = Cukup
  d. 25 = Kurang
  e. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
2) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 300 : 4 = 75
3) Kode nilai / predikat :
  a. 75,01 – 100,00 = Sangat Baik (SB)
  b. 50,01 – 75,00 = Baik (B)
  c. 25,01 – 50,00 = Cukup (C)
  d. 00,00 – 25,00 = Kurang (K)
4) Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

b. Penilaian Pengetahuan

$$Nilai = \frac{pencapaian\ skor}{Skor\ max} \times 100$$

B.3 Pre-test of Listening Comprehension (Narrative Text)

1. Who is talking to Cinderella in the movie clip?
    A. Her stepmother
    B. The Prince
    C. The Fairy Godmother
    D. Her stepsister
2.   What problem does Cinderella have based on the dialogue?
    A. She lost her shoes
    B. She cannot go to the ball
    C. She does not like dancing
    D. She is afraid of magic
3. How does the Fairy Godmother help Cinderella?
    A. By taking her to the palace
    B. By singing a song only
    C. By using magic
    D. By calling the Prince
4. What does Cinderella say after seeing her new dress?
    A. "It's impossible."
    B. "It's a beautiful dress!"
    C. "I don't like it."
    D. "It's too simple."
5. What warning does the Fairy Godmother give?
    A. Do not talk to strangers
    B. Come home before midnight
    C. Do not dance too much

D. Do not lose the shoes

6. What do the characters say about what the giant can do?
    A. It will make toys
    B. It will grind your bones for bread
    C. It will sing songs
    D. It will give gifts
7. What does the whispering voice say at the end?
    A. "This is the part where you fight."
    B. "This is the part where you run away."
    C. "This is the part where you sleep."
    D. "This is the part where you laugh."
8. Based on what you hear, which part of the narrative shows complication?
    A. The characters talk about ogres and giants
    B. The whisper says it's time to run away
    C. They decide to go inside
    D. It becomes safe and quiet
9. What does one character shout to scare the beast?
    A. "Come here!"
    B. "Back! Back beast! Back!"
    C. "Don't move!"
    D. "Hello!"
10. Which of the following is mentioned as something ogres will do?
    A. Cut your hair
    B. Bake your food
    C. Squeeze the jelly from your eyes
    D. Write stories

11. What do the characters want to make at the beginning?
    A. A loud noise
    B. A good impression
    C. A big party
    D. A funny song

12. Why does Melman say he is not smiling?
    A. He is angry
    B. He is tired
    C. It is gas
    D. He is scared

13. What song do King Julien and the others sing?
    A. Happy Song
    B. Let It Go
    C. I Like to Move It
    D. We Are Family

14. Who is missing during the party?
    A. Marty
    B. Melman
    C. Gloria
    D. Alex

15. Which part of the scene shows the complication of the narrative?
    A. The characters arrive and try to smile
    B. The animals sing and dance happily
    C. The Foosa attack and everyone panics
    D. The characters talk to a supervisor

16. What does Anna say about the place at the beginning?
    A. It is scary
    B. It is too dark
    C. It is beautiful
    D. It is boring

17. Which part of the narrative shows the complication?
    A. Anna talks about colors and snow
    B. Anna meets Olaf and introduces names
    C. Anna explains they need Elsa to bring back summer
    D. Olaf says he likes warm hugs

18. Why does Anna say "you're creepy"?
    A. Olaf scares her suddenly
    B. Olaf shouts loudly
    C. Olaf takes her bag
    D. Olaf runs away

19. Who is the "funky-looking donkey"?
    A. Kristoff
    B. Olaf
    C. Elsa
    D. Sven

20. Why do Anna and her friends need Elsa?
    A. To build a snowman
    B. To find Olaf
    C. To bring back summer
    D. To meet Sven

B.4 Post-test of Listening Comprehension (Narrative Text)

1. What do the characters say about what the giant can do?
   a. It will make toys
   b. It will grind your bones for bread
   c. It will sing songs
   d. It will give gifts
2. What does the whispering voice say at the end?
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   b. "This is the part where you run away."
   c. "This is the part where you sleep."
   d. "This is the part where you laugh."
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   d. Write stories

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    c. The Foosa attack and everyone panics
    d. The characters talk to a supervisor

APPENDIX C

C.1 Documentation

APPENDIX D

D.1 Turnitin Check

D.2 Grammarly Check

CHAPTER I

CHAPTER II

CHAPTER III

Performance ✕

Text score: 99 out of 100. This score represents the quality of writing in this document. You can increase it by addressing Grammarly's suggestions.

(99)

Word count

Characters	21,247	Reading time	12 min 10 sec
Words	3,042	Speaking time	23 min 24 sec
Sentences	208		

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CHAPTER IV

Performance ✕

Great job! Your text scores 100 out of 100. This score represents the quality of writing in this document.

✓

Word count

Characters	21,485	Reading time	13 min 13 sec
Words	3,308	Speaking time	25 min 26 sec
Sentences	278		

Readability   Metrics compared to other Grammarly users

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CHAPTER V

General metrics

5,128	707	41	2 min 49 sec	5 min 26 sec
characters	words	sentences	reading time	speaking time

Score

99

This text scores better than 99% of all texts checked by Grammarly

Writing Issues

3	✓	3
Issues left	Critical	Advanced