

**IMPROVING STUDENTS LISTENING SKILL THROUGH
ENGLISH MOVIES AT SMA NEGERI 2 PALOPO**

A Thesis

*Submitted as Partial Fulfillment for the Attainment of S.Pd. Degree
In English Language Education Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo*



IAIN PALOPO

Proposed By:

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REG. NUMBER 18 0202 0082

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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2023

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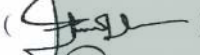
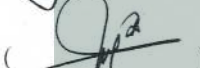
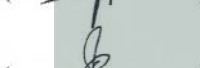

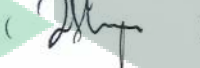

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This thesis entitled Improving Students Listening Skills Through English Movies at SMA Negeri 2 Palopo, which is written by St Annazila Cahyani Ajma, Registration Number 1802020082, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 11th October 2023/Rabiul Awal 26th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).



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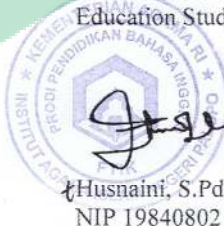
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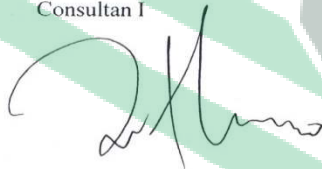
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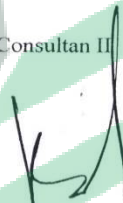
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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah RabbilAlamin, all praises Allah SWT, who gives us some mercies and blessings so that the researcher could finish this thesis entitled ***“IMPROVING STUDENTS LISTENING SKILL THROUGH ENGLISH MOVIES AT SMA NEGERI 2 PALOPO”*** shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

The researcher realizes this thesis's existence by receiving many people's advice, guidance, encouragement, and comments. Therefore, the researcher would like to express thank to:

1. Dr. Abbas Langaji, M.Ag. as the Rector of IAIN Palopo.
2. Prof. Dr. Sukirman, M.Pd. as the Dean of Education, and Teacher Training Faculty at IAIN Palopo.
3. Husnaini S.Pd.I., M.Pd., as the head of the English Language Education Study Program of IAIN Palopo and the academic advisor who has given guidance and direction during competing the thesis.
4. Dr. Masruddin, S.S., M. Hum. as the first consultant who has given corrections, explanations, suggestions, guidance, and some ideas until this thesis is finished
5. Yuyun Ruqiyat Said, S.Pd. M.Pd. as the second consultant who has given corrections, explanations, suggestions, guidance, and some ideas until this thesis is finished.

6. Dewi Furwana, S.Pd.I. M. Pd as my validator, always supports and guides researchers in the research.
7. All the lecturers in IAIN Palopo, especially English Language Study Program, have given the researcher knowledge, motivation, and attention to learning the language. Moreover, all staff in IAIN Palopo who has given help to the researcher.
8. The Headmaster of SMA Negeri 2 Palopo, along with the teachers and staff, who have provided permissions and assistance in conducting research.
9. The students of Class XI IPA 4 SMA Negeri 2 Palopo who have collaborated with researchers at this research process.
10. Special thanks to sister and family for support.
11. Special thanks to Ahmad Rahman S.M. Who has helped me and given attention, encouragement to me, until now I can stand here to complete my final thesis.
12. Special thanks to research friends, Riska S.Pd., Nur Alfia S.Pd., Nur Edi Pasandi S.Pd., who helped researchers in every place and situation.
13. All support from the researcher's best friends forces of 2018. Special for everybody who has given the researcher spirit, motivation, support, and encouragement until finishing this thesis.

The researcher hopes this thesis can give some value to the English Language Education Study Program students, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher would accept suggestions from the readers to make it better. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher. The researcher hopes this thesis can be helpful and give a positive contribution to the readers and others.

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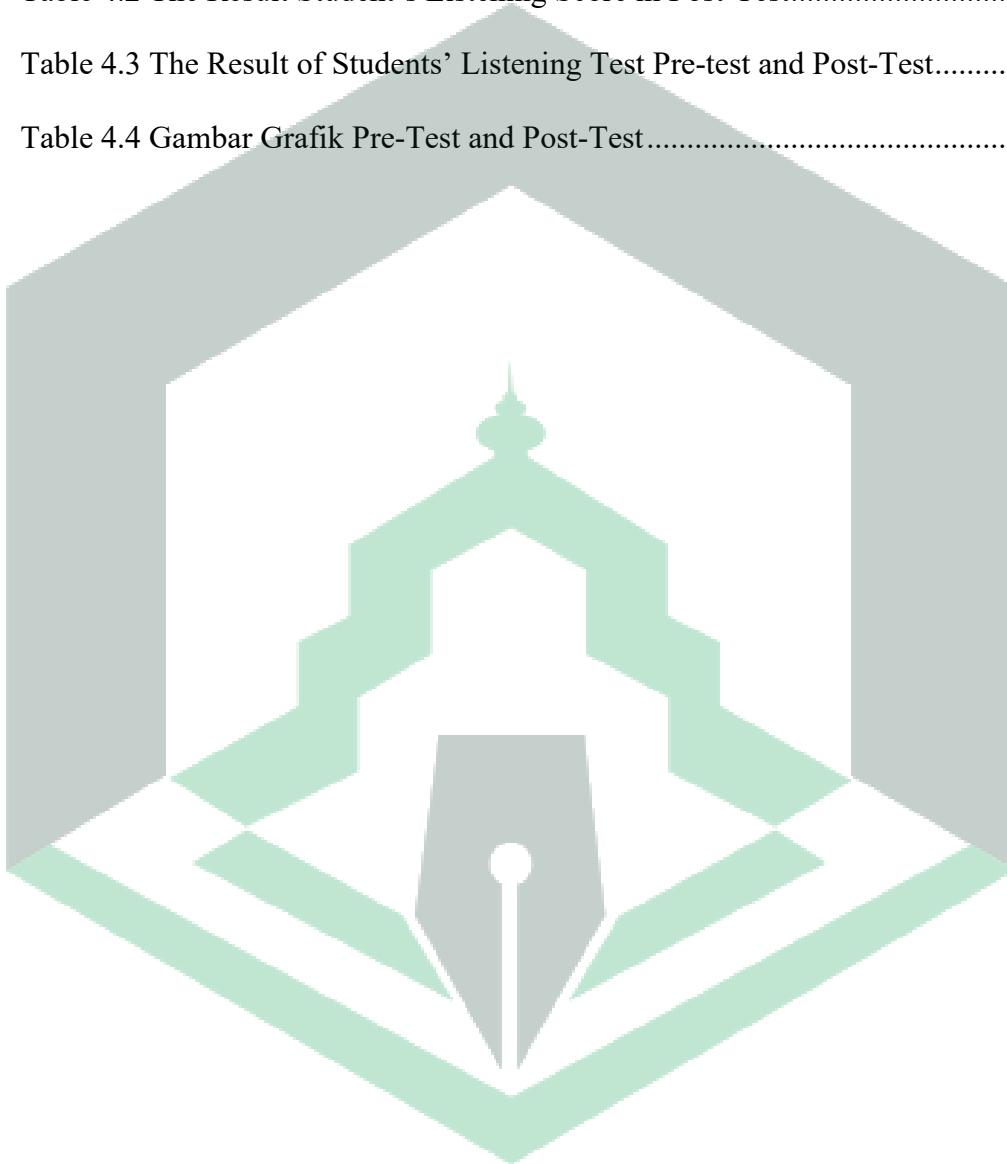
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ABSTRACT

St Annazila Cahyani Ajma, 2023. Improving Students Listening Skill Through English Movies At SMA Negeri 2 Palopo. The thesis of The English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by (1) Dr. Masruddin, S. S, M. Hum. (2) Yuyun Ruqiyat Said, S. Pd., M.Pd.

The thesis concerns improving students' listening skills by watching cartoons in class XI IPA 4 SMA Negeri 2 palopo. The research question is "Does the use of English movies improve students listening skill in class XI IPA 4 SMA Negeri 2 Palopo". The focus to improve students listening skill, they are listening to the reason, information, details by using cartoon movie to students of class XI IPA 4 students at SMA Negeri 2 Palopo in enhancing their listening skills through the utilization of English animated films, particularly with an emphasis on comprehending the content of cartoons. The study's target population comprised students from the eleventh grade at SMA Negeri 2 Palopo. Employing a purposive sampling approach, the researcher selected a single class, specifically XI IPA 4, which encompassed 34 students, as the sample. Data collection involved the utilization of objective tests, with listening tests being employed as the primary instruments for data gathering. The listening test included a pre-test aimed at assessing students' listening skills before the implementation of the treatment, which spanned four sessions. Ultimately, a post-test was administered by the researcher. The results in this study showed that there was an increase in students' listening skills. Most of the students gradually obtained good scores at the end of the post-test. The Minimum Criteria Score (KKM) for English lessons is 78.00. In the pre-test there were 34 students who did not pass the KKM and the average pre-test score was 41.58. Furthermore, the post-test results showed that there were 7 students who completed the KKM with an average score of 49.41 and achieved improvement. Class conditions during the teaching and learning process were good and there was a positive response from the English teacher and students towards this action. In conclusion, watching English films can improve students' listening skills.





CHAPTER I INTRODUCTION

A. Background

Listening constitutes a fundamental skill in language acquisition, and it holds particular significance in achieving proficiency in English. The act of listening in one's native language may appear uncomplicated and brief, contributing to this perception. However, it is imperative to refine this perception, as emphasized by Ghasembolland and Nafissi, who describe it as "a multifaceted cognitive process demanding substantial effort, especially when acquiring a second language or, notably, a foreign language".¹

In Fahriany's work, a detailed examination of attention is introduced, based on the model by Tomlin and Villa. According to this model, attention consists of

¹Farimah Ghasembolan and and Nafisi, *The Effects of Using English Captions on Iranian EFL Students' Listening Comprehension Procedia-social and Behavioral Science.*, (Ghasemboland & Nafissi,

three components that can be neurologically correlated: (1) alertness, which represents the general preparedness to process incoming stimuli; (2) orientation, which involves directing one's attention towards specific types of stimuli, and (3) detection, which encompasses the cognitive registration of stimuli.² It involves not only cognitive processes but also some behavioral and affective processes.

One of the primary responsibilities of students involves the utilization of diverse authentic resources, such as English-language video/TV programs, magazines, and films. The integration of modern technologies, which encompass texts enriched with comprehensive contextual verbal and visual content, offers distinct advantages in language acquisition. This is primarily because it provides a wealth of authentic material that is more easily comprehensible. Additionally, captions accompanying these resources contribute valuable linguistic elements like facial expressions and gestures, thereby enhancing learners' comprehension of dialogues.³

The growing popularity and accessibility of targeted feature films have led to a widespread acceptance of using video subtitles as a tool for facilitating language learning. Subtitles can significantly enhance students' listening and reading proficiencies. Effective communication hinges on proficient listening skills. Proficient listeners must make informed decisions regarding their listening choices and cultivate the capacity to comprehend and assess the information they

²Fahriany, *The Role of Awareness in Second Language Development*, Journal on English as a Foreign Language, (Fahriany, 2014), 38.

³Judi Brownell, *Listening: Attitudes, Principle, and Skill*, (New York: Routledge), (Brownell, 2013), 22.

receive.⁴

Based on the researcher's observations, this study was conducted by means of interviews. During these interview sessions, the researcher inquired about the participants' proficiency in English. They responded by indicating that they were not accustomed to watching films in high-quality English, and they identified several factors contributing to their limited listening skills. These factors included environmental influences, difficulties in maintaining concentration, and a limited vocabulary.⁵

The students' foundational listening skills are less developed, primarily because only a few subjects within their curriculum involve English as the medium of instruction. To address this, they need to acclimate themselves to the practice of watching English-language movies and engaging in listening exercises at home. Listening, a crucial component of learning English, is formally referred to as "listening comprehension." It holds great significance in English language acquisition as it enables individuals to comprehend spoken language. To excel in listening, it is imperative to grasp the meaning of the words one hears. Listening and trying to understand what is heard is difficult for beginners because in learning to attend, we must listen, not listen. Therefore, researchers researched "*Improving Students Listening Skill Through English Movies At SMA Negeri 2 Palopo*".

B. Research Question

⁴Habib Gowhary et al., *Investigating the Effect of video Captioning on Iranian EFL Learners' Listening Comprehension*, *Procedia-Social and Behavioral Studies*, (Gowhary et al., 2015), 206.

⁵Siti Marfuah Nurjannah, the English teachers of SMA Negeri 2 Palopo at SMA Negeri 2 Palopo on 14 July 2022.

Drawing from the research context and problem identification, the research question is articulated as follows: Can the utilization of English films enhance students' listening abilities?

C. Objectives of The Research

Consistent with the problem statement mentioned earlier, this study endeavors to investigate the impact of employing English movies on the enhancement of students' listening skills at SMA Negeri 2 Palopo.

D. The Significant of the Research

The research's importance is anticipated to provide assistance to the following stakeholders.

1. Teacher

The English instructor will gain insights into the potential benefits of incorporating English movies as a classroom strategy to enhance students' listening skills, thus positively impacting their learning experience.

2. Students

The students are motivated to listen to activities, especially by using English films to improve their hearing ability.

3. Other researchers

Motivate other researchers whose research needs to be done and also positively influence the research's excellence lies in its effort to enhance students' listening skills by utilizing English films.

E. Scope of the Research

This research is focused on teaching listening for the reason, listening for information, and listening for details by observing class XI IPS 2 students, especially in obtaining an understanding of the meaning of the film. This researcher used Moana animated movies, and animated movies Zootopia. Researcher used movies media to improve students' listening skills in class XI IPS 2 at SMA Negeri 2 Palopo.

CHAPTER II

LITERATURE REVIEW

A. Research Relevant

Several researchers related to this study are listed below.

Yulia Afnidar 2021. This research is entitled "Perception Toward English Movies As A Media For Listening Skills". This research aims to determine students' perceptions of English films as a medium for students' listening skills. This research was carried out within the Department of Language Education at UIN Ar-Raniry. The method used in this case is qualitative analysis combined with case studies. The results show that English language films are a suitable medium for listening skills, and English language films are not an effective medium for listening skills. Researchers also found many advantages and disadvantages of English language films, namely, a fun medium for getting used to listening to English conversations,

vocabulary enrichment, entertainment, improved pronunciation, and moral learning. Meanwhile, the disadvantages: Takes too long and is a culture shock.⁶

Triadila Safitri 2022. This research is entitled "The Effectiveness of English Movies in Enhancing Students Listening Ability at SMA AL-Azhar 3 Bandar Lampung" The aim of this research is to assess whether there is an important impact on improving tenth grade students' listening skills after being taught through language films English at SMA Al-Azhar 3 Bandar Lampung. This research uses a quasi-experimental method involving an unequal control group. The data collection process involves the use of relevant instruments, including pre-test and post-test. This research is about the influence of English language film techniques on the listening abilities of tenth grade students at SMA AL-Azhar 3 Bandar Lampung.⁷

Ginarti Eka Hamidah 2021. This research is entitled "Enhancing Listening Comprehension Through Frozen 2 Movie." The main aim of this research is to answer the research question: "Improving Listening Comprehension through Frozen 2." The researchers aimed to investigate whether the use of Frozen 2 could contribute to improving students' listening comprehension. The research design adopted for this research is a pre-experimental case study. These findings reveal a large positive impact on the development of listening comprehension when using Frozen Two as a teaching tool. This study highlights the various benefits associated with using Frozen Two as a learning medium. For example, interesting media can

⁶Yulia Afnidar, *Students' Perception Toward English Movie as A Media for Listening Skill*, (Sonny Eli Zaluchu, 2021), 5.

⁷Triadila Safitri, *The Effectiveness of English Movies in Enhancing Students Listening Ability at SMA AL-Azhar 3 Bandar Lampung*, 2022, 1.

maintain student interest and prevent boredom. Additionally, students have the opportunity to learn from the body language and facial expressions of native speakers in films while honing their listening skills.⁸

Syamsul Rizal 2022. This research entitled "Improving the Listening Skills of the First Semester Students of PAI Program of Hamzahwadi Islamic Institute of Pancor through Watching English Movies" aims to find out how watching English films can improve students' listening skills. This method requires students to be aware of the causes of their listening problems in order to find appropriate ways to improve listening comprehension. The aim of this research is to implement the practice of using English language films as a method to improve students' listening skills. The use of English language film watching techniques results in an increase in students' listening abilities. This improvement is clearly visible in the increase in students' scores on the listening assessment. Apart from that, these findings also show that watching English language films is technical, especially in listening.⁹

The difference between this researcher and several previous studies is the media that the researcher uses in this study. In several previous studies, mostly used English voice videos and text videos. While the research media for this research is a movie that uses English voice and text, it can be concluded in this study from previous researcher that they both use animated films.

B. Some Pertinent Ideas

1. Listening Skill

⁸Ginarti Eka Hamida, *Enhancing Listening Comprehension Trought Frozen 2 Movie*, (Hamidah & Hadi, 2021), 1.

⁹Syamsul Rizal, *Improving the Listening Skills of the First Semester Students of PAI Program of Hamzahwadi Islamic Institute of Pancor through Watching English Movie*, (Tarbawi et al., 2022)

a. Definition of Listening

Listening is one form of communication that people do every day. Studies have indicated that adults dedicate approximately 45% to 55% of their daily lives to engaging in communication, with listening emerging as the predominant mode of communication, surpassing even speaking.¹⁰ This research is reinforced by evidence underscoring the pivotal role of listening in human existence, particularly within the realm of communication. Listening is an activity that enables individuals to partake in this process. In essence, listening constitutes a multifaceted process wherein the listener receives, interprets, and comprehends information from the speaker. While this may appear straightforward, it is, in fact, a more intricate task because effective listening necessitates the utilization of one's auditory faculties to receive information, the application of foresight, and the utilization of prior knowledge to accurately interpret and understand spoken input.

Additional evidence has reinforced the significance of listening in human existence, particularly within the realm of communication; it is a ubiquitous activity that individuals inevitably engage in. Broadly, listening constitutes a process whereby the listener actively engages with the speaker's discourse to acquire, interpret, and grasp information. While this may appear straightforward, it is more complex than it initially appears. Effective listening transcends the mere act of auditory reception; it necessitates cognitive engagement and the application of

¹⁰Owen Hargie, *Skilled Interpersonal Interaction: Research, Theory, and Practice* (London: Routledge, 2011), 177.

preexisting knowledge to accurately interpret and comprehend the spoken input.¹¹

There is often confusion between hearing and listening. Although they both involve the same anatomical organ, the ear, they pertain to distinct aspects of the communication process. In basic terms, hearing is associated with sensory perception, whereas listening is connected to mental processing and cognition, as it involves understanding the meaning conveyed by spoken language.¹² This description provides evidence that listening is different from hearing. The terms "listening" tend to involve the psychological side of humans, while the term "hearing" tends to only cover the physiological side of humans.

In his book, Hargie outlines various objectives for listening in different situations. These objectives encompass the following: 1) concentrating on the messages conveyed by others, 2) obtaining a comprehensive and precise understanding of others' communications, and 3) critically assessing the content of what others are conveying. From Hargie's elucidation, it can be deduced that listening serves several functions and serves different purposes, 6) to encourage full, open and honest expression, 7) to develop an other-centered approach during interactions 8) to achieve understanding and acceptance shared and agreed with others on both the goals and priorities of the parties.¹³ In listening, the medium employed is spoken language, while in reading, it involves written text. In contrast

¹¹Michael Rost, *Teaching and Researching Listening*, (London: Pearson Education Limited, 2nd edition, (Cookson & Stirk, 2019), 2-4.

¹²Schneider and Shiffrin in Imhof, *What is Going on in the Mind of a Listener? The Cognitive Psychology of Listening* in Andrew D. Wolvin, (Ed) *Listening and Human Communication in 21st Century*, (London: Blackwell Publishing Ltd, (Bentley, 2010), 98.

¹³Owen Hargie, *Skilled Interpersonal Interaction: Research, Theory, and Practice* (London: Routledge, 2011), 128.

to listening, where there is no option to modify the pace of spoken speech, and listeners cannot request the speaker or audio source to reiterate what has been conveyed, reading written text can be done at the reader's own pace. Even if readers miss something, they have the flexibility and opportunity to reread the text as many times as needed. Furthermore, when reading, readers can quickly glance through the written material to grasp a general understanding, a capability that is not applicable in listening.¹⁴

b. Listening skill

Drawing from the literature review on listening, it can be inferred that listening skills primarily involve the ability to comprehend the meaning conveyed through spoken language. When individuals engage in listening, they recognize the sound or speech produced by the speaker and apply their existing knowledge to fully comprehend the auditory content. This understanding is ultimately shaped through the listening process. Typically, people listen with the objective of either confirming expectations, obtaining comprehensive information, or acquiring specific details.

Nevertheless, when it comes to comprehending spoken language, listeners simultaneously contend with external factors that can be termed the "listening context." Addressing this challenge requires listeners to engage in regular listening practice, expose themselves to spoken English extensively via mediums such as English films, music, international news, etc., and become more acquainted with the English language.

¹⁴Steven Brown, *Listening Myths: Applying Second Language Research to Classroom Teaching*. (Michigan: Michigan ELT, 2011), (Steven Brown, *Listening Mhyts.pdf*, n.d.), 4.

2. The Types of Listening

a. Discerning listening

Discriminative listening represents the most fundamental type of listening, involving the recognition of distinctions among various sounds. Without the ability to perceive these differences, it becomes challenging to extract meaning from such variations. We acquire the skill of discriminating between sounds in our native language early on, and this may hinder our ability to differentiate between the phonetic elements of other languages later in life. This difficulty contributes to why individuals from one country may struggle to speak another language fluently, as they may struggle to discern the subtle phonetic nuances required.

Similarly, individuals who cannot discern the subtle variations in emotional expression in another person's voice are less likely to accurately perceive the emotions being conveyed. Listening, therefore, involves both auditory and visual aspects, as a significant portion of communication occurs through body language. Consequently, we must also possess the capacity to discriminate between different muscle and skeletal movements that convey distinct meanings.

b. Comprehension listening

Moving beyond the capacity to distinguish between various sounds and visual cues, the subsequent step is to derive meaning from them. Achieving comprehension necessitates not only having a vocabulary of words readily available but also a grasp of all the grammatical and syntactical rules that enable us to comprehend what others are communicating. This principle applies equally to the visual aspects of communication, and the ability to interpret body language aids in

understanding the intentions of others.

In the realm of communication, certain words carry more significance than others, and comprehension is often facilitated by extracting key facts and elements from lengthy oration. This type of listening, known as comprehension listening, is also referred to as content listening, informative listening, or full listening.

c. Relationship

Relationship listening is a form of therapeutic listening, characterized by the listener's primary objective of being an empathetic and understanding presence without necessitating extensive verbal interactions. An excellent illustration of this is when you assist a friend in discussing their concerns. This type of listening is fundamental for fostering robust interpersonal connections, as being a supportive confidant for a friend when they need to share their thoughts can strengthen your friendship even further.

d. Crucial

Critical listening occurs when listeners are tasked with assessing a message and articulating their viewpoints in response. It entails a thorough examination of the information being conveyed and necessitates active engagement as it calls for making decisions, forming opinions, or addressing issues. Making a judgment involves a process of evaluating the situation and concurrently analyzing the spoken content.

e. Appreciative

The last category of listening involves listening solely for the purpose of deriving pure pleasure. This encompasses various forms of entertainment such as

music, theater, television, radio, and films, where the primary response emanates from the listener rather than the speaker.¹⁵

It is clear, however, that for listeners knowing the different types of listening can be useful. The listener can decide what to listen to in addition to trying to understand every word spoken. In other words, listeners can decide which points they should pay more attention to, it depends on their listening goals. As we know, listening has many purposes, thus resulting in many types of listening as well. Nonetheless, Owen Hargie distinctly categorizes listening into six distinct types: discriminative, comprehension-based, evaluative, appreciative, dialogic, and empathic.¹⁶

Discriminatory listening can refer to a basic form of listening whose purpose is only to scan and monitor visual and auditory input. Comprehensive listening refers to the purpose of listening itself, namely to understand listening input and understand the message or information that has been given by the speaker. Evaluative listening is a type of listening that allows the listener to make an appropriate assessment of the speaker's message by evaluating the accuracy, meaningfulness, and usefulness of the speaker's message. Appreciative listening can be called listening to get pleasure or appreciate the input. One example of this type of listening is listening to music that makes listeners feel joy and is interesting for the listeners themselves. Dialogic listening is two-way listening that results in benefits for both speaker and listener as they share views or ideas to make

¹⁵Yahfenel Evi Fussalam, A Study of Listening Skill Through Movie: A Review of The Current Literature (Fussalam et al., 2019), 161-162.

¹⁶Owen Hargie, Skilled Interpersonal Interaction: Research, Theory, and Practice (London: Routledge, 2011), 128.

a decision that both parties will agree on. The last is empathetic listening, the kind of listening that can be difficult to do because the listener needs to understand and experience what the speaker is feeling and thinking. An example of this type of listening is usually found among close friends when one of them needs someone to talk to or needs someone to listen to him in the hope that the listener will make them more comfortable and feel cared for. This type of listening seems to be difficult because not everyone can be a good listener, it is much easier to tell our own story or give advice to someone than to empathize with someone else.

While Hargie classifies listening into six different types, Jeremy Harmer simplifies it into just two categories: extensive and intensive listening.¹⁷

Extensive listening can be likened to extensive reading, with the primary objective of enhancing reading skills and enriching vocabulary and grammar. Similarly, extensive listening, when done extensively, can yield similar benefits for students' language development. In the context of extensive listening, teachers grant students the autonomy to select their own listening materials, which can be highly effective in fostering learning.

And besides, students are encouraged to complete some specific tasks during extensive listening. For example, recording their review of the material they are listening to. Then, write comments or reports, summarize, and critique the material. These assignments will help teachers to assess their progress. In doing their assignments, students can discuss systems and techniques with their teachers. Alternatively, the teacher gives the choice of whether students work individually,

¹⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow, United Kingdom: Pearson Education Limited, 2007), Fourth Edition, (Yinger, 1987), 303-308.

in groups, or in pairs.

Intensive listening is where students and teachers interact and practice listening strategies. Sharing topics and responses are included in this type of listening. Intensive listening can take many forms, such as telling stories, reading aloud, interviews, or conversations. The main purpose of intensive listening is not only to build and improve students' abilities. listening skills but also to build students' trust and confidence. Therefore, teachers are highly demanded to be the organizer of feedback, machine operators and also prompters. Several media such as movies, songs and videos can be used to support this type of listening. Students can watch the media as much as they want because the main focus is that students must recognize and be aware of what they hear and hear so that they get useful input from the material they listen to.

Moreover, these two listening approaches can be integrated, either through the utilization of materials or instructional methods. Since both types offer input not only from the instructor but also from various external sources, they stimulate students to engage in effective oral communication. Regular exposure to spoken English from these listening activities can contribute to enhancing their pronunciation and speaking abilities.¹⁸

3. The Instructing Listening Skills

Teaching listening has historically been perceived as needing less emphasis in language instruction, often overshadowed by the belief that listening skills will

¹⁸22 Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow, United Kingdom: Pearson Education Limited et al., 2007), Fourth Edition, (Yinger, 1987), 303.

naturally develop through speaking. However, this perspective is evolving as listening is gaining increased recognition and is now considered one of the skills that should be actively and effectively taught in language classes. In recent times, numerous methods and approaches have been developed and explored to enhance students' listening abilities. Some of these methodologies and approaches include the direct method, audio-lingual approach, discrete item method, communicative approach, task-based approach, and integrated approach.¹⁹

Among the various approaches, the integrated approach is receiving more attention from linguists and language educators. This approach involves adapting teaching methods and techniques by incorporating technology, which has become a significant part of teaching practices. The evolution of teaching and learning strategies is evidence that many language instructors can effectively manage the learning process for diverse groups of students, particularly in today's era where technology is inseparable from their lives.²⁰ Multimedia technology offers educators opportunities to assume an active and influential role in teaching, especially at higher levels. Its use not only sparks students' interest in learning but also enhances their communication skills, fosters greater teacher-student interaction, establishes a conducive context for language instruction, and provides flexibility in delivering course content.²¹

¹⁹John Flowerder and Lindsay Miller, *Second Language Listening: Theory and Practice*, (New York: Cambridge University Press,2005), 3.

²⁰Fahriany, *Teacher Education in Indonesia*, *TARBIYA: Journal of Education in Muslim Society*, 1(1), (Jakarta: Faculty of Educational Science), (Fahriany, 2014), 8.

²¹Chirag Patel, *Use of Multimedia Technology in Teaching and Learning communication skill”: An Analysis*, *International Journal of Advancements in Research and technology*,2, (Chirag-2013), 117-119.

Given that listening involves spoken content, Richard adopts a teaching approach for listening that encompasses two forms of oral speech: bottom-up and top-down processing. In many conventional classroom settings, the emphasis of listening exercises predominantly centers on bottom-up processing. These activities often include tasks such as cloze listening, dictation, employing multiple-choice questions following a passage, or other analogous activities that necessitate meticulous recognition and processing of input. In the second example, the teacher instructs students to read news headlines and deduce the events that transpired. After that, students will be asked to listen to complete news items and make comparisons. In the last example, Students read one part of the speaker in a conversation and predict the part of another speaker.²²

4. Movie

a. The Definition of a Movie

Barsam and Monahan define that film as a story that is immortalized in a strip set or celluloid film, which is displayed on a screen at a certain speed to give the impression of moving. Along with the rapid development of technology, the film industry has also influenced the making of films. Instead of using celluloid strips, today's filmmaking is more digital, but the main characteristic of the film itself remains the same, film or film is a "moving picture".²³

Movies have become an integral part of human existence. Barsam and

²²Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge: Cambridge University Press, (Richard, 2008), 5-10.

²³Richard Barsam and Dave Monahan, *Looking at Movies: An Introduction to Film*, (New York: W.W. Norton and Company, (Barsam & Monahan, 2010), 2.

Monahan affirm that film holds the distinction of being "the most popular art form." As an artistic medium, film stands on equal footing with other forms of art. Boggs and Petrie acknowledge this by stating, "As a mode of expression, film shares similarities with various other artistic mediums, as elements from these diverse mediums are interwoven into its rich tapestry. Film incorporates visual art compositional elements such as line, form, mass, volume, and texture. Much like painting and photography, films manipulate three-dimensional space. However, akin to pantomime, film concentrates on dynamic imagery, and akin to dance, motion pictures in film possess rhythm. The intricate rhythms found in film bear a resemblance to those in music and poetry, particularly conveying meaning through imagery, metaphor, and symbolism. In parallel to drama, film communicates through visual and verbal means, encompassing visuals, physical actions, gestures, and spoken dialogue. Lastly, like novels, films have the capacity to expand or condense space and time, moving fluidly between past and present within the bounds of their temporal framework."²⁴

Despite all these similarities, film is unique, and different from other media by its free and constant quality of motion. "The continuous interaction of sight, sound, and motion enables the film to transcend the static boundaries of painting and sculpture in the complexity of its sensual appeal and its ability to communicate simultaneously on multiple levels. The film even surpasses drama in its unique capacity to express multiple points of view, depict action, manipulate time, and convey a sense of infinite space. In contrast to a stage play, a film has the capability

²⁴Richard Barsam and Dave Monahan, *Looking at Movies: An Introduction to Film*, (New York: W.W. Norton and Company, (Barsam & Monahan, 2010), 3.

to deliver a seamless and uninterrupted narrative, effectively blurring and reducing transitional gaps while preserving the cohesion of the storyline. Unlike novels and poetry, films convey their message directly, employing tangible images and sounds rather than abstract symbols such as words on a page.²⁵

Film is not only a form of art and expression, film as we know it today originated in the early 19th century through a series of technological developments: the creation of photography, the discovery of the illusion of motion by combining individual still images, and the study of human and animal locomotion, at its peak. This technological development is where the idea of film as an entertainment industry first emerged. Since then, the industry has undergone tremendous transformations, some driven by the artistic vision of each participant, some by commercial necessity, and others by chance. The film also provides promising career opportunities. The film, in addition to being a medium of artistic expression, has its roots in the early 19th century and emerged through a sequence of technological advancements. These breakthroughs encompassed the invention of photography, the revelation that combining individual still images could create the illusion of motion, and the in-depth exploration of human and animal movement. It was during this period of technological evolution that the concept of film as an entertainment industry began to take shape. Subsequently, the film industry has experienced profound transformations, influenced by factors such as the artistic visions of its participants, commercial imperatives, and fortuitous developments.

It is undeniable that movies have become a big part of life and human culture, not only for people who live in big cities even people who live in the most

²⁵Joseph M. Boggs and Dennis W. Petrie, *The Art of Watching Films*, (New York: McGraw Hill, 2008), 7th edition, 3.

remote places, must have watched a movie at least once in their life. Movies have become very accessible to everyone since the development of technology, people can go to the nearest cinema to watch a new movie or buy the original DVD of the movie at the local DVD store even if people can't go anywhere, they can still watch movies at home on television and stream or download the movies from the internet. Most movies are also released with subtitles or dubbing for worldwide release, so people who do not understand English, for instance, can still watch a movie using their first language.

b. Procedure For Using English Movies Animated in Teaching Listening Skills

As outlined by Cakir (2006), there exist numerous practical methodologies for instructing through the use of an English film. In the classroom, instructors are advised to adhere to certain practical techniques, which are as follows:²⁶

1. Active viewing

During the active viewing exercise, the teacher presents the movie and allows the students to watch it from start to finish. This exercise aids the teacher in gauging the extent to which the students comprehend the content of the movie being depicted.

2. Pausing and Predicting

In this activity, the teacher stops the movie which shows the pictures of the character's body language, facial expression, emotions, reactions, and responses. This activity helps the students understand what expressions should be shown

²⁶Cakir, I. The use of video as an audio-visual material in foreign language teaching classroom, *The Turkish Online Journal of Educational Technology – TOJET*, 5 (4), 67-72.

when we say something in English especially.

3. Viewing in Silence

In silent viewing, the movie is played with the sound off and lets the students guess what the characters are talking about in the movie. Through this activity, students are supposed to remember the dialogue in the movie.

4. Activity with Sound and No Visuals

During the sound-on and vision-off activity, students are solely exposed to the movie's dialogue without the accompanying visual elements. This exercise is designed to enhance students' listening skills.

5. Repetition and role play

In the repetition and role-play exercise, a specific video scene is replayed with deliberate breaks. Once the students have grasped the content, they are tasked with reenacting the scene to the best of their recollection.

6. Activity of Reproduction

In the reproduction activity, students are presented with a segment from the movie and are tasked with recounting the events taking place. This exercise is designed to enhance the students' oral communication skills.

7. Subsequent Activity

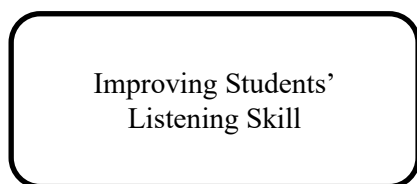
In the follow-up activity, the teacher engages in a discussion with the students about the movie's content to ensure comprehension. Consequently, by implementing these techniques, educators can effectively use animated movies in the classroom to enhance students' listening skills and understanding of history. In ESL and EFL Classrooms, the use of films also received a positive response from

teachers. Using Film in classroom shows that films can develop students' listening and communication skills.²⁷

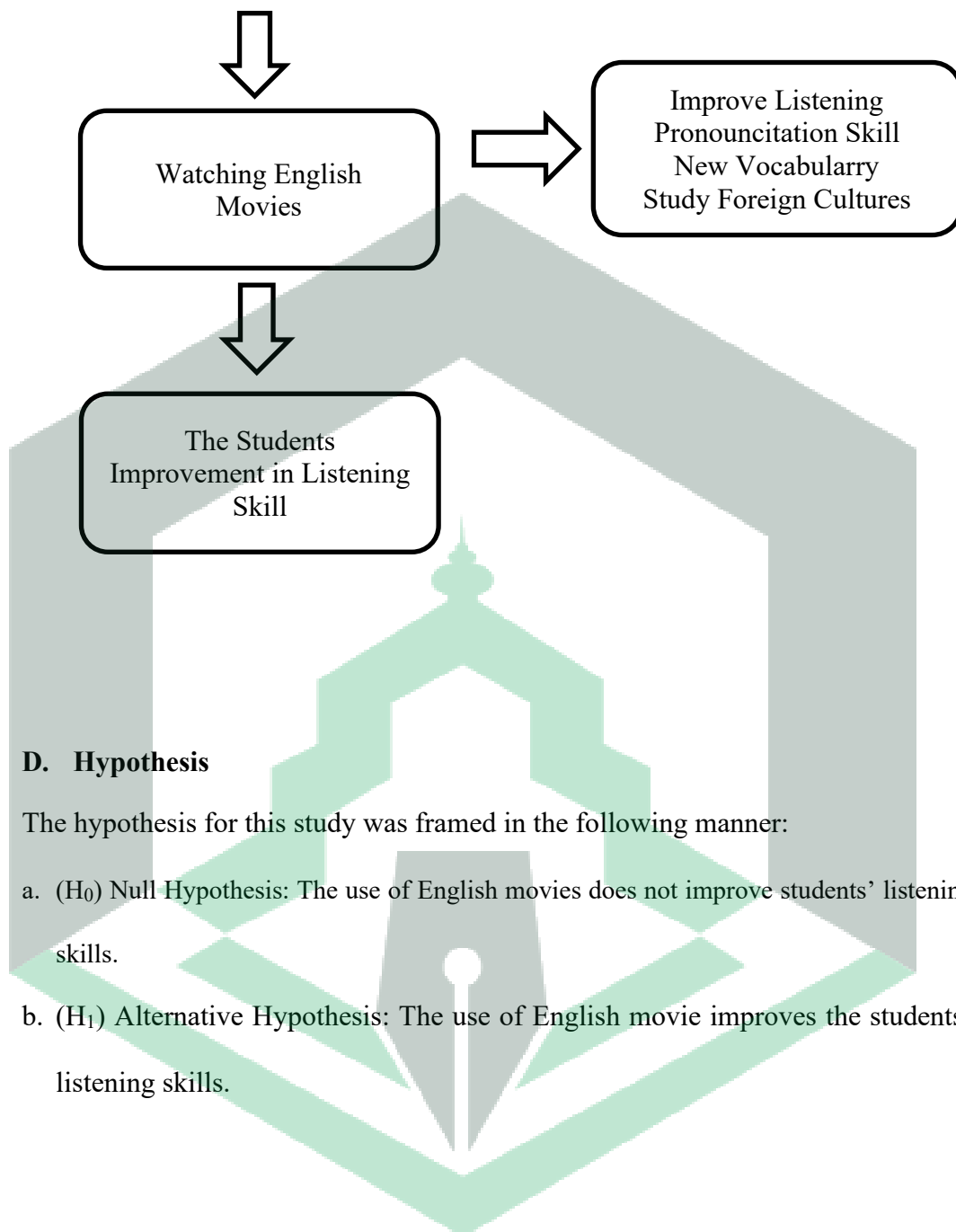
C. Conceptual Framework

Hence, it can be hypothesized that viewing English films will enhance students' listening skills, and it is imperative to validate this hypothesis through the practical implementation of watching English films in class XI Social 2 to enhance students' listening skills. In the process of learning English as input or English material, students' listening skills will be measured, and the learning process will use English films. Following the completion of the process, the researcher monitors the reactions and engagements of students during their classroom learning experiences. As a result, the researcher conducted a series of experiments aimed at comprehending the effectiveness of enhancing the listening skills of Class XI IPS 2 students through the utilization of English films. The researcher aspires to utilize this medium to enhance students' listening skills and stimulate their enthusiasm for learning English. Ultimately, the researcher sought to ascertain whether watching English films could indeed enhance students' listening skills.

Derived from the aforementioned conceptual framework, the conceptual framework chart can be delineated



²⁷Bilal HuriYaseen and Hani Shakir. Movie Effects on EFL Leaners at Iraq School in Kuala Lumpur, International Journal of Education and Literacy Studies,3, (Australia: Australian International Academic Centre), (Studies et al., 2015), 31.



D. Hypothesis

The hypothesis for this study was framed in the following manner:

- a. (H₀) Null Hypothesis: The use of English movies does not improve students' listening skills.
- b. (H₁) Alternative Hypothesis: The use of English movie improves the students' listening skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

In this study, the researcher employed a pre-experimental research design as the chosen research method. This choice was made with the aim of investigating the efficacy of English movies in enhancing students' listening skills. Experimental research methods are typically associated with laboratory research, although this does not preclude their use in social and educational research contexts.²⁸

Educational activities have been devised to enhance students' listening abilities through the utilization of English films as an experimental research approach. In order to gauge the impact of using cartoon films to enhance students' listening skills via show the English cartoons, the researcher administered a pre-test prior to the intervention. Subsequently, the treatment was implemented, followed by a post-test to evaluate disparities among students.

B. Research Location and Schedule

The study was carried out at SMA Negeri 2 Palopo, located at Jln. Dr. Ratulangi, Kec. Bara, Palopo City. The time of this research, namely:

Conducted a Pre-test and first treatment meeting on March 9, the second treatment session took place on April 16, and the third treatment session as well as the post-test were conducted on April 6, 2023.

²⁸Amat Jaedun, "Metodologi Penelitian Eksperimen", Juni 20,2011. Accessed on Nov. 20th 2022.

C. Variables Operational Definition

This research encompasses two variables, namely the independent variable and the dependent variable:

1. Listening skills are considered a major factor in language learning and teaching because they play an important role in communication.²⁹ The independent variable pertains to the act of watching English movies. In this investigation, English movies were employed as the research stimulus. The chosen movie type is animated, with careful consideration of the students' proficiency level, the language employed, and the content of the movie.
2. The dependent variable studied is proficiency in listening skills through English language cartoon films and provides a definition of film as a film captured narratively, projected onto a screen at a certain speed to convey the impression of movement.³⁰

D. Population and Sample

1. Population

The researcher limited data sources to accessible populations. In this study, the study encompassed the entire student body of the 11th grade at SMAN 2 Palopo for the academic year 2023, with a total population of 293 students.

2. Sample

The researcher employed a purposive sampling method and selected 29 students from class XI IPS 2 at SMA Negeri 2 Palopo as the research sample. This

²⁹ Yahfenel Evi Fussalam, *A Study of Listening Skill Through Movie: A Review of The Curent Literature* (Fussalam et al., 2019), 158.

³⁰ Richard Barsam and Dave Monahan, *Looking at Movie: An introduction to Film*, (New York: W. W. Norton and Company, 2010. 2-3.

class was chosen as the sample group due to the presence of students with limited proficiency in English. In addition, they are also interested in learning English. However, their ability to knowledge of English still needs to improve, especially in listening skills.

E. Procedure of Collecting Data

The data collecting by using the procedure below:

a. Giving Pre-tes

During the initial researcher's session, a film related to the Moana theme will be presented and give multiple-choice listening questions to students. The test is a listening test researcher are given student paper containing a listening test. The students were requested by the researchers to focus on the listening examination, followed by being prompted to respond to questions derived from the listening test.

b. Giving Treatment

Following the pre-test, the researcher implements the intervention which spans five sessions 4 tratment sessions and 1 post-test. consequently the researcher has devised a series of measures aimed at fostering students' listening abilities. These measures are outlined below:

c. First meeting

1. Opening: The researcher opens the class, greets and asks how the students are doing.
2. During the activity:
 - The researcher activates the laptop, LCD, and speakers.
 - Researcher shows a short movie of Brave and asks students to watch the movie

together with their classmates.

- The researcher asked questions related to the information obtained from the film.

- Closing: The researcher gives a guide to conclude the learning result.

d. Second meeting

1. Opening:

- The researcher greets.
- The researcher checks students' attendance
- The researcher asks intermediate questions with prior knowledge of the material learned in the previous meeting.

2. During the activity:

- The researcher powers up the laptop, LCD, and speakers, enabling students to watch and listen to English movies centered around Baymax.
- Answer multiple-choice questions about the entire film.

3. Closing:

- The researcher gives a guide to conclude the result of learning
- Students were given the researcher to give closing greetings.

e. Third meeting

1. Opening:

- Providing encouragement to students to maintain their enthusiasm throughout the learning journey.

2. During activity:

- The researcher activates the laptop, LCD, and speakers, allowing students to

watch and listen to the movie "Up".

3. Closing:

- The researcher prompted the students to respond to questions derived from the movie.

f. Fourth meeting

1. Opening

- We assess the students' listening abilities spanning the initial to the fourth session.

2. During the activity

- The researcher activated the laptop, LCD, and speakers, and subsequently, students viewed the movie "Frozen" while listening.

3. Closing

- The researcher prompted students to respond to questions related to the movie. Ultimately, the researcher instructed the students to get ready for the upcoming test in the following session.

g. Giving Post-Test

Following the implementation of the intervention, the researcher proceeded to administer the post-test related to the Zootopia movie. Students undertook the test while engaging with an English film. Subsequently, the researcher distributed a paper outlining the listening test's contents to the students, who then responded to questions derived from the English movie "Zootopia."

F. Instrument of the research

In every scientific investigation, the utilization of a data collection tool holds immense significance. The precision of the study's outcomes is largely contingent on the meticulous utilization of these instruments. Prior to the commencement of research, it is essential to thoroughly prepare the data collection apparatus. In this scenario, the research tool takes the form of a listening test, which was administered both in the pre-test and post-test phases. Furthermore, the researcher employed a laptop, LCD, and speaker as supplementary means to gather data.

G. Validity and Reability of the Instrument

validity and reliability of the instrument. Validity and reliability are needed as a test measuring tool. To determine the validity and reliability of the test, the researcher matched the instrument with the objectives of the English subject and the researcher's lesson plan. To achieve the reliability of the test, the researcher used a written rubric and assessed the written answers of students in class XI IPA 4 SMA Negeri 2 Palopo.

H. Technique of Data Analysis

During the data analysis process, the researcher characterizes the students' pre-test outcomes through the application of a rubric-based assessment of their listening skills.

In the assessment of quantitative data, the researcher calculates the mean score of the students' listening performance.

$$\bar{X} = \frac{\sum xi}{n}$$

\bar{X} : Mean
Xi: Individual Score
N: Number of students

Next, to know the class percentage which passes the minimum Mastery Criteria Ketuntasan Minimal (KKM) 78, the researcher uses the formula:³¹

$$P = \frac{F}{N} \times 100\%$$

P: the class percentage
F: total students who passed the KKM
N: number of students

The last, after the mean of students' scores per action, is gained the researcher analyses whether there is or there are no improvement scores in listening from the pre-test up to the post-test score.

$$P = \frac{y1-y}{y} \times 100\%$$

P: Percentage of students' improvement
Y: Pre-test result
Y1: Post-test.

³¹Anas Sudijono, *Pengantar Statistiki Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008),81.

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the researcher presents the discoveries and delves into the research data. This segment showcases the outcomes of student scores in both the pre-test and post-test, the proportions representing student scores in these assessments, and the incremental score between the pre-test and post-test. Additionally, an analysis of the research outcomes is provided by the researcher.

A. Findings

1. The Result of Pre-Test

The preliminary test took place prior to the application of the intervention and subsequent post-test. This was conducted on March 8, 2023. The pre-test is used to measure students' listening skills comprehension skills. Students are asked to watch a movie and answer some questions about the whole movie.

Table 4.1

The Result of Students' Listening Scores in Pre-Test Based on KKM

No.	Criteria	Frequency
1	Below KKM (Score < 78)	34
2	Passed KKM (Score > 78-80)	–
3	Passed KKM (Score >80)	–

Firstly the researcher calculated the mean score seen below:

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{1414}{34}$$

$$\bar{X} = 41,58$$

Derived from the pre-test outcomes, the data indicates an average pre-test score of 41.58. In this pre-test, 34 students are under the minimum completeness criteria (KKM). Upon dissecting the outcomes from the initial assessment (pre-test), it can be concluded that students from class XI IPA 4 at SMA Negeri 2 Palopo encounter challenges in their listening abilities. This is evident from the pre-test results of 34 students in class XI IPA 4, all of which fall short of meeting the Minimum Completion Criteria (KKM). Consequently, there arises a need to identify a resolution for this predicament. To address this issue, the author employs the use of films as an instructional tool for enhancing listening skills.

Table 4.2

The result of students' Listening Scores in the Post-test Base on KKM

No.	Criteria	Frequency
1	Below KKM (Score < 78)	27
2	Passed KKM (Score > 78-80)	5
3	Passed KKM (Score >80)	2

Following the computation of the pre-test outcomes, the author proceeded to compute the initial post-test scores of the students. Researcher must first calculate the mean to know the development of students' listening. The information employing this equation:

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{1680}{34}$$

$$\bar{X} = 49,41$$

After calculating the post-test scores, it can be seen that the average score of the post-test was 49,41 and there was an increase. To find out the percentage increase, the author calculates this formula:

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{41,58-49,41}{49,41} \times 100\%$$

$$P = 15,84\%$$

Then in the post-test, seven students passed the KKM. If calculated into class percentages obtained in this formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{34} \times 100\%$$

$$P = 20,58\%$$

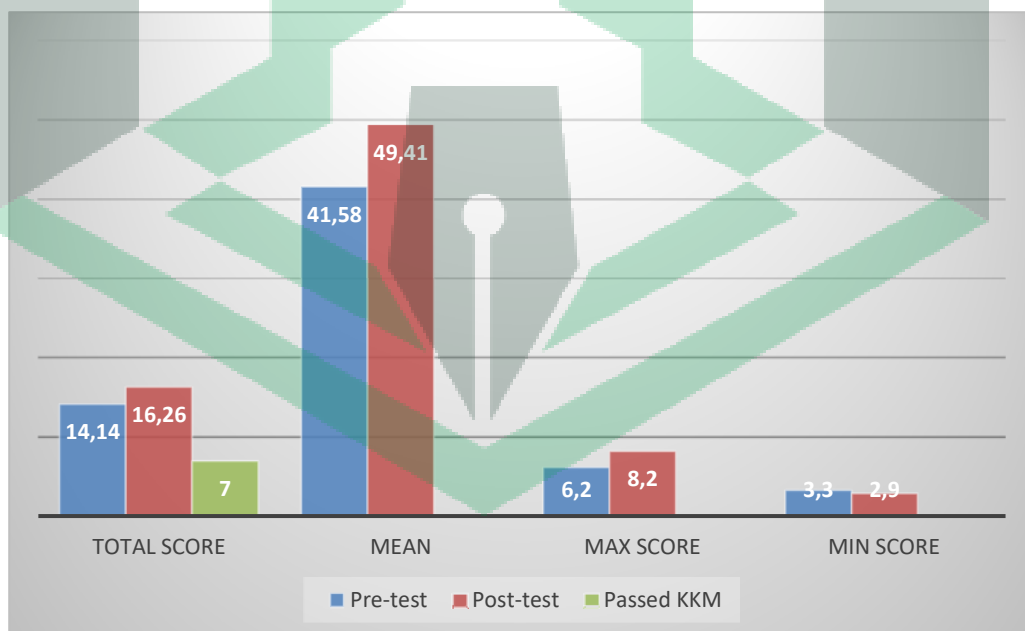
The aforementioned data demonstrates that a total of three students exhibited enhancement in their performance from the pre-test to the post-test, constituting a percentage of 15.84% of the class. Furthermore, external noise interference had an impact on a portion of the class.

Table 4.3**The result of students' Listening Tests (Pre-Test. Post-test)**

No	Name	Score	
		Pre-test	Post-test
1	Student 1	-	79
2	Student 2	62	58
3	Student 3	54	29
4	Student 4	45	58
5	Student 5	45	58
6	Student 6	54	79
7	Student 7	58	82
8	Student 8	54	58
9	Student 9	-	44
10	Student 10	-	-
11	Student 11	41	58
12	Student 12	-	-
13	Student 13	-	-
14	Student 14	62	41
15	Student 15	58	50
16	Student 16	33	29
17	Student 17	58	44
18	Student 18	58	44
19	Student 19	-	52
20	Student 20	-	47
21	Student 21	58	79
22	Student 22	45	79
23	Student 23	41	52
24	Student 24	62	44
25	Student 25	62	55
26	Student 26	45	52
27	Student 27	50	-
28	Student 28	50	58
29	Student 29	41	58
30	Student 30	54	44
31	Student 31	58	82
32	Student 32	54	79
33	Student 33	-	52
34	Student 34	62	58
	Total Score	1.414	1.680
	Mean	41,58	49,41
	Max Score	62	82
	Min Score	33	29

Based on the researcher evaluation results, one can infer that the execution of experimental research involving the utilization of films to enhance students' listening skills is a result of thorough deliberation and consultation among researchers and practicing educators. In this case, the respective part is planned as well as possible so that listening activities can be carried out properly. From all the calculations above, the student diagram Average Value, Students pass Percentage, and improvement in student grades in Percentage can be seen in the chart below:

Table 4.4
Gambar Grafik
 (Pre-Test, Post-Test)



B. Discussion

In this segment, listening is a fundamental skill in language acquisition, and has a special meaning in achieving English language proficiency and effective communication depending on good listening skills. The researcher aims to explain the existing challenges faced by class XI IPA 4 students at SMA Negeri 2 Palopo. Before implementing the intervention, students had difficulty answering test questions. This is proven by the researcher's examination of the students' pre-test results as depicted in Table 4.1. Among students, the highest score obtained was 62, achieved by only five of 34 students, while the lowest score was 33.

Conversely, subsequent to the provision of treatment, the highest score escalated to 82, and the lowest score lowered to 29. This observation highlights that according to the researchers' experience, the utilization of cartoon English movies to enhance listening skills creates an enjoyable classroom environment, fostering students' engagement with the material due to their affinity for visual learning processes. Consequently, movies stand as an efficacious medium for ameliorating students' listening skills in class XI IPA 4 at SMA Negeri 2 Palopo.

Upon analyzing the percentages derived from the frequencies of pre-test and post-test results (refer to Table 34 and 35), the researcher demonstrates that students' performance in the domain of structure was initially labeled as "very poor" prior to the administration of the treatment. Evidently, all 34 students achieved scores indicating subpar performance. Following the intervention, students' performance in the same domain has been reclassified as "very good." It was

confirmed that five students got a reasonable classification, and two students got a perfect variety.

In addition, researcher found difficulties faced by students during this research class. Students find it challenging to listen to the conversation in the film because there are many sounds outside the classroom besides the sound of the learning speakers. And the classroom is too open. There are some transparent windows.

Ultimately, upon juxtaposing the outcomes of the pre-test and post-test scores, the researcher observed that the pre-test value, 58.91, exceeded the post-test value, 49.41 (refer to tables 35 and 36). This discrepancy underscores a notable distinction between the pre-test and post-test outcomes. Consequently, this investigation affirms the acceptance of the alternative hypothesis, denoted as H_1 , which posits a substantial dissimilarity between students' capabilities before and after the treatment. In parallel, the null hypothesis, H_0 , positing the absence of a significant variance in students' listening skills before and after the treatment, is rejected.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discourse within this chapter encompassed conclusions and recommendations associated with the discoveries and the implementation of the research outcomes.

A. Conclusion

Derived from the outcomes of data analysis research question presented in the preceding chapter, the researcher draws the following conclusions:

English films an enhancement in students' listening abilities due to the fusion of visuals and sound, resulting in heightened retention of vocabulary. Through the utilization of movies within the class XI IPA 4 at SMAN 2 Palopo, positive outcomes are evident in terms of refining listening skills. Movies serve as an exceptional tool for augmenting the listening capabilities of these students, as they facilitate comprehension through visual observation, aiding a better understanding of narrative content by combining sight and sound.

Furthermore, student interest and motivation towards learning English are stimulated, leading to enhanced focus and active participation during lessons. The research findings, based on the data analysis and discussion, demonstrate distinct variations in scores between the pre-test (41.58) and post-test (49.41).

B. Suggestion

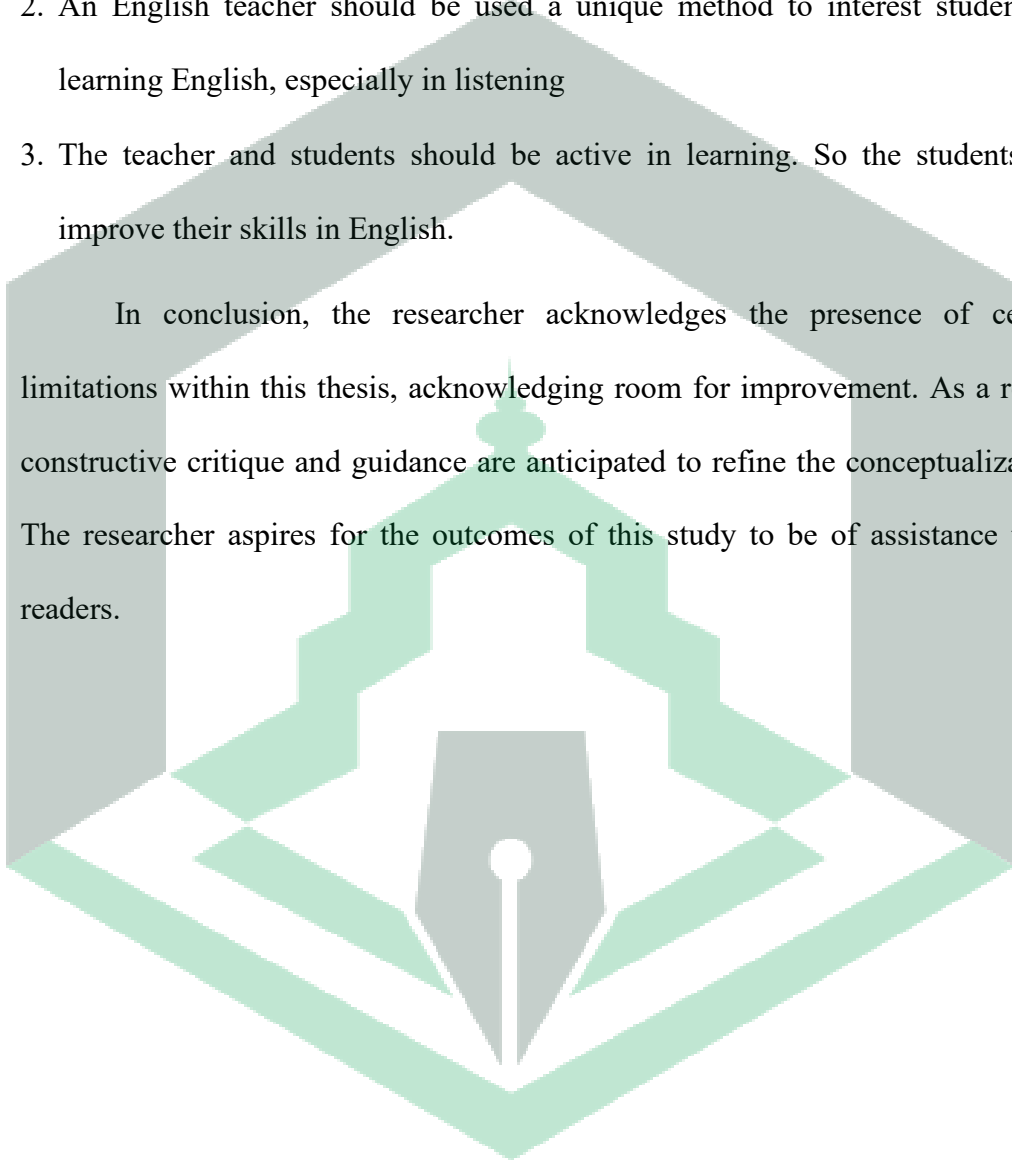
That is the researcher provides some suggestions for teachers and students for teachers and students as follows:

1. The researcher suggests to English teachers in general and specifically to the

English teacher at SMAN 2 Palopo, especially to apply interesting techniques and media in teaching listening. Researchers suggest using English movies as a medium for teaching listening.

2. An English teacher should be used a unique method to interest students in learning English, especially in listening
3. The teacher and students should be active in learning. So the students can improve their skills in English.

In conclusion, the researcher acknowledges the presence of certain limitations within this thesis, acknowledging room for improvement. As a result, constructive critique and guidance are anticipated to refine the conceptualization. The researcher aspires for the outcomes of this study to be of assistance to its readers.



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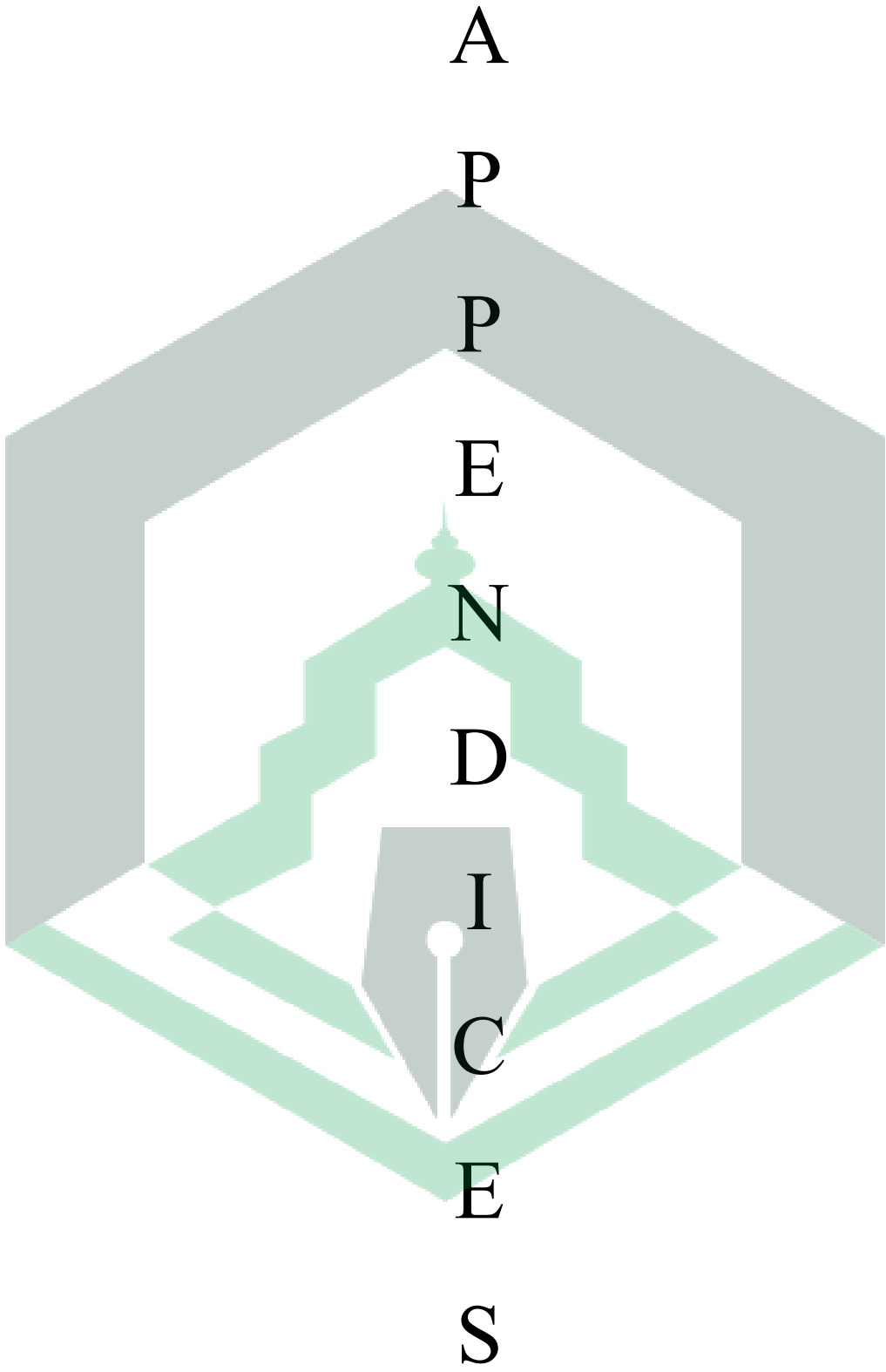
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMA Negeri 2 Palopo
Kelas / Program / Semester : XI IPA 4 / Wajib / 1
Mata pelajaran : Bahasa Inggris (Listening Skill)
Topik : Listening English Frozen Cartoon Movies
Alokasi Waktu : 1 x 45 menit



A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam menyimak Frozen Cartoon Movie guru dan teman.
- 3.2. Menganalisis makna yang terdapat pada Frozen Cartoon Movie sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks tulis untuk melengkapi informasi terdapat pada Frozen Cartoon Movie dengan benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 1.1.2. Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1. Peserta didik dapat menunjukkan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.2. Peserta didik dapat menunjukkan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.3. Peserta didik dapat menunjukkan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.4. Peserta didik dapat menunjukkan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.2.1. Peserta didik dapat mengidentifikasi makna dari Frozen Cartoon Movie dengan benar.
- 3.2.2. Peserta didik dapat merespon menyampaikan dan meminta pendapat.
- 4.2.1. Peserta didik Siswa dapat memahami cara menyampaikan pendapat yang

benar.

- 4.2.2. Peserta didik dapat memahami dan mengucapkan pendapat dan responnya secara tepat.
- 4.2.3. Peserta didik dapat menanyakan pendapat orang lain secara tepat.
- 4.2.4. Peserta didik dapat memberikan pendapat secara tepat.

D. Materi Pembelajaran

1. Siswa melakukan rangkaian kegiatan menyimak Frozen Cartoon Movies yang sedang di tayangkan di Liquid Crystal Display (LCD).
2. Membahas Tentang Cara Menjawab soal Listening English Frozen Cartoon Movies.

E. Metode

Pendekatan Saintifik

Strategi : Observing, Listening English Frozen Cartoon Movies

F. Media/Alat/Sumber Pembelajaran

1. Media
 - Movie berbahasa Inggris
2. Alat/Bahan
 - Laptop
 - LCD
 - Pengeras Suara
 - Suara guru/peneliti
 - Movie berbahasa Inggris

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan 1

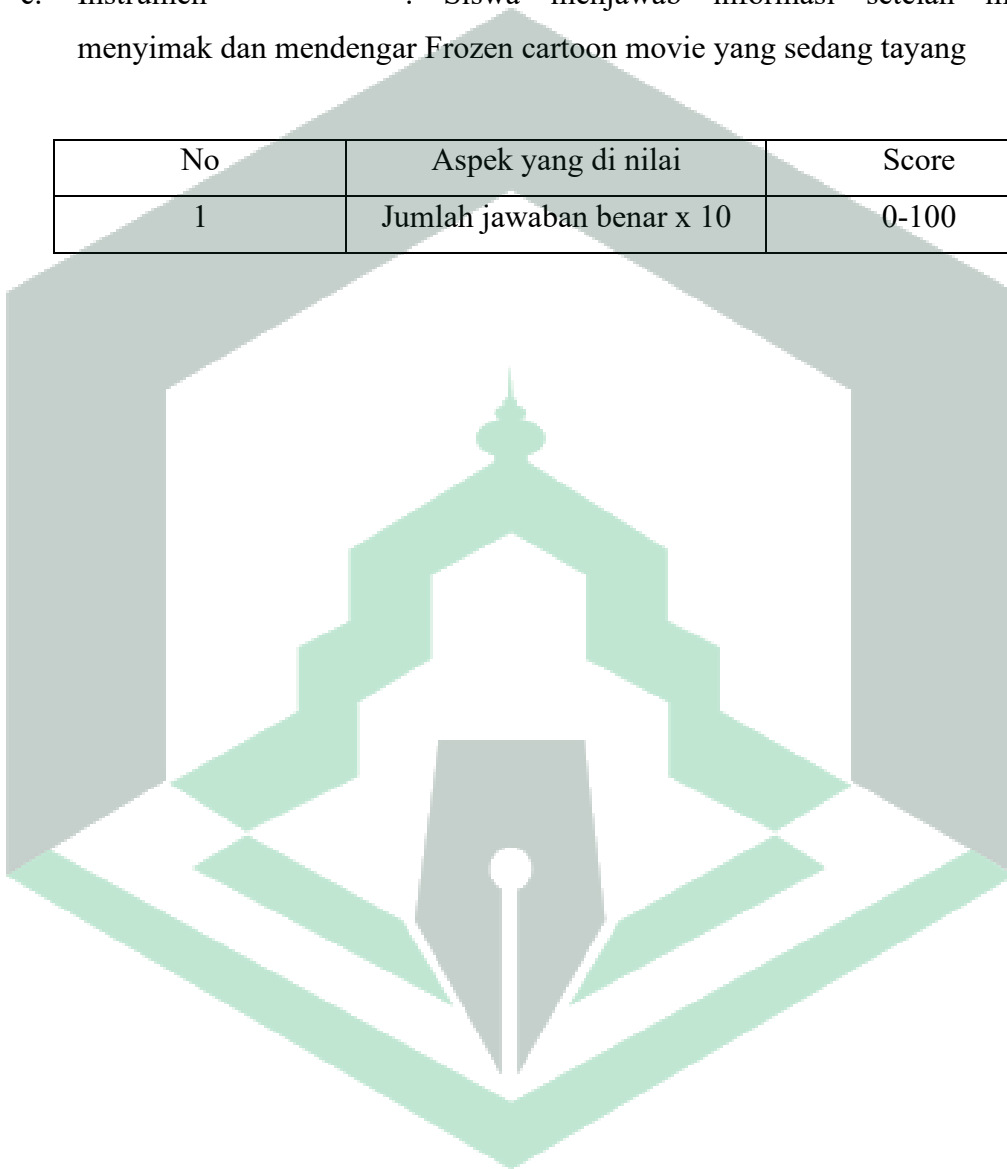
Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam;• Guru memeriksa kehadiran siswa;• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	5'

Kegiatan	Deskripsi	Alokasi Waktu
Inti	<ul style="list-style-type: none">• Siswa mengamati dan melihat Frozen cartoon movie bahasa Inggris.• Menjawab informasi mengenai Frozen cartoon movie• Guru membahas jawaban informasi bersama siswa yang telah dikerjakan oleh siswa.	80'
Penutup	<ul style="list-style-type: none">• Guru memberi panduan menyimpulkan hasil pembelajaran.• Siswa di beri Guru memberikan salam penutup.	5'

2. Penilaian Pemahaman

- a. Teknik Penilaian : Unjuk kerja (pemahaman)
- b. Bentuk : Listening English Frozen Cartoon Movies.
- c. Instrumen : Siswa menjawab informasi setelah mereka menyimak dan mendengar Frozen cartoon movie yang sedang tayang

No	Aspek yang di nilai	Score
1	Jumlah jawaban benar x 10	0-100



**RENCANA PELAKSANAAN
PEMBELAJARAN (RPP)**

Satuan pendidikan	: SMA Negeri 2 Palopo
Kelas / Program / Semester	: XI IPA 4 / Wajib / 1
Mata pelajaran	: Bahasa Inggris (Listening Skill)
Topik	: Listening English Up Cartoon Movies
Alokasi Waktu	: 1 x 45 menit



A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran,damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulandunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmupengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak

terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam menyimak Up Cartoon Movie guru dan teman.
- 3.2 Menganalisis makna yang terdapat pada Up Cartoon Movie sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks tulis untuk melengkapi informasi terdapat pada Up Cartoon Movie dengan benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 1.1.2. Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1 Peserta didik dapat menunjukkan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.1. Peserta didik dapat menunjukkan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.2. Peserta didik dapat menunjukkan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.3. Peserta didik dapat menunjukkan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.2.1 Peserta didik dapat mengidentifikasi makna dari Up Cartoon Movie dengan benar.

- 3.2.2 Peserta didik dapat merespon menyampaikan dan meminta pendapat.
- 4.2.1 Peserta didik Siswa dapat memahami cara menyampaikan pendapat yang benar.
- 4.2.2 Peserta didik dapat memahami dan mengucapkan pendapat dan responnya secara tepat.
- 4.2.3 Peserta didik dapat menanyakan pendapat orang lain secara tepat.
- 4.2.4 Peserta didik dapat memberikan pendapat secara tepat.

D. Materi Pembelajaran

- 1. Siswa melakukan rangkaian kegiatan menyimak Up Cartoon Movies yang sedang ditayangkan di Liquid Crystal Display (LCD).
- 2. Membahas Tentang Cara Menjawab soal Listening English Up Cartoon Movies.

E. Metode

Pendekatan Saintifik

Strategi: Observing, Listening English Up Cartoon Movies

F. Media/Alat/Sumber Pembelajaran

- 1. Media
 - Movie berbahasa Inggris
- 2. Alat/Bahan
 - Laptop
 - LCD
 - Pengeras Suara
 - Suara guru/peneliti
 - Movie berbahasa Inggris

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam;• Guru memeriksa kehadiran siswa;• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	5'

Kegiatan	Deskripsi	Alokasi Waktu
Inti	<ul style="list-style-type: none">• Siswa mengamati dan melihat Up cartoon movie bahasa Inggris.• Menjawab informasi mengenai Up cartoon movie Guru membahas jawaban informasi bersama siswa yang telah dikerjakan oleh siswa.	80'
Penutup	<ul style="list-style-type: none">• Guru memberi panduan menyimpulkan hasil pembelajaran.• Siswa di beri Guru memberikan salam penutup.	5'

2. Penilaian Pemahaman

- a. Teknik Penilaian : Unjuk kerja (pemahaman)
- b. Bentuk : Listening English Up Cartoon Movies.
- c. Instrumen : Siswa menjawab informasi setelah mereka menyimak Up cartoon movie yang sedang tayang.

No	Aspek yang di nilai	Score
1	Jumlah jawaban benar x 10	0-100



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMA Negeri 2 Palopo
Kelas / Program / Semester : XI IPA 4 / Wajib / 1
Mata pelajaran : Bahasa Inggris (Listening Skill)
Topik : Listening English Baymax Cartoon Movies
Alokasi Waktu : 1 x 45 menit



A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam menyimak Baymax Cartoon Movie gurudan teman.
- 3.2 Menganalisis makna yang terdapat pada Baymax Cartoon Movie sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks tulis untuk melengkapi informasi terdapat pada Baymax Catoon Movie dengan benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 1.1.3. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 1.1.4. Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1. Peserta didik dapat menunjukan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.4. Peserta didik dapat menunjukan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.5. Peserta didik dapat menunjukan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.6. Peserta didik dapat menunjukan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.2.3 Peserta didik dapat mengidentifikasi makna dari Baymax Cartoon Movie dengan benar.
- 3.2.4 Peseta didik dapat merespon menyampaikan dan meminta pendapat.
- 4.2.5 Peserta didik Siswa dapat memahami cara menyampaikan pendapat yang benar.
- 4.2.6 Peserta didik dapat memahami dan mengucapkan pendapat dan responnya secara tepat.

4.2.7 Peserta didik dapat menanyakan pendapat orang lain secara tepat.

4.2.8 Peserta didik dapat memberikan pendapat secara tepat.

D. Materi Pembelajaran

1. Siswa melakukan rangkaian kegiatan menyimak Baymax Cartoon Movies yang sedang di tayangkan di Liquid Crystal Display (LCD).
2. Membahas Tentang Cara Menjawab soal Listening English Baymax Cartoon Movies.

E. Metode

1. Pendekatan Saintifik
2. Strategi: Observing, Listening English Baymax Cartoon Movies

F. Media/Alat/Sumber Pembelajaran

1. Media
 - Movie berbahasa Inggris
2. Alat/Bahan
 - Laptop
 - LCD
 - Pengeras Suara
 - Suara guru/peneliti
 - Movie berbahasa Inggris

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
-----------------	------------------	----------------------

Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam; • Guru memeriksa kehadiran siswa; • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari. • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	5'
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Kegiatan	Deskripsi	Alokasi Waktu
Inti	<ul style="list-style-type: none"> • Siswa mengamati dan melihat Baymax cartoon movie bahasa inggris. • Menjawab informasi mengenai Baymax cartoon movie • Guru membahas jawaban informasi bersama siswa yang telah kerjakan oleh siswa. 	80'
Penutup	<ul style="list-style-type: none"> • Guru memberi panduan menyimpulkan hasil pembelajaran. • Siswa di beri Guru memberikan salampenutup. 	5'

3. Penilaian Pemahaman

- Teknik Penilaian : Unjuk kerja (pemahaman)
- Bentuk : Listening English Baymax Cartoon Movies.
- Instrumen : Siswa menjawab informasi setelah mereka menyimak Baymax cartoon movie yang sedang tayang.

No	Aspek yang di nilai	Score
1	Jumlah jawaban benar x 10	0-100

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMA Negeri 2 Palopo
Kelas / Program / Semester : XI IPA 4 / Wajib / 1
Mata pelajaran : Bahasa Inggris (Listening Skill)
Topik : Listening English Brave Cartoon Movies
Alokasi Waktu : 1 x 45 menit



A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran,damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulandunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmupengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat

belajar

- 2.2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam menyimak Brave Cartoon Movie gurudan teman.
- 3.2 Menganalisis makna yang terdapat pada Brave Cartoon Movie sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks tulis untuk melengkapi informasi terdapat pada Brave Catoon Movie dengan benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 1.1.5. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 1.1.6. Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1 Peserta didik dapat menunjukan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.7. Peserta didik dapat menunjukan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.8. Peserta didik dapat menunjukan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.9. Peserta didik dapat menunjukan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.2.5 Peserta didik dapat mengidentifikasi makna dari Brave Cartoon Movie dengan benar.
- 3.2.6 Peseta didik dapat merespon menyampaikan dan meminta pendapat.
- 4.2.9 Peserta didik Siswa dapat memahami cara menyampaikan pendapat yang benar.
- 4.2.10 Peserta didik dapat memahami dan mengucapkan pendapat dan responnya secara tepat.
- 4.2.11 Peserta didik dapat menanyakan pendapat orang lain secara tepat.
- 4.2.12 Peserta didik dapat memberikan pendapat secara tepat.

D. Materi Pembelajaran

1. Siswa melakukan rangkaian kegiatan menyimak Brave Cartoon Movies yang sedang di tayangkan di Liquid Crystal Display (LCD).
2. Membahas Tentang Cara Menjawab soal Listening English Brave Cartoon Movies.

E. Metode

Pendekatan Saintifik

Strategi : Observing, Listening English Brave Cartoon Movies

F. Media/Alat/Sumber Pembelajaran

1. Media
 - Movie berbahasa Inggris
2. Alat/Bahan
 - Laptop
 - LCD
 - Pengeras Suara
 - Suara guru/peneliti
 - Movie berbahasa Inggris

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
-----------------	------------------	----------------------

Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam; • Guru memeriksa kehadiran siswa; • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari. • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	5 ,
--------------------	--	------------

Kegiatan	Deskripsi	Alokasi Waktu
Inti	<ul style="list-style-type: none"> • Siswa mengamati dan melihat Brave cartoon movie bahasa Inggris. • Menjawab informasi mengenai Brave cartoon movie • Guru membahas jawaban informasi bersama siswa yang telah dikerjakan oleh siswa. 	80'
Penutup	<ul style="list-style-type: none"> • Guru memberi panduan menyimpulkan hasil pembelajaran. • Siswa di beri Guru memberikan salam penutup. 	

4. Penilaian Pemahaman

- Teknik Penilaian : Unjuk kerja (pemahaman)
- Bentuk Listening English Brave Cartoon Movies.
- Instrumen : Siswa menjawab informasi setelah mereka menyimak Brave cartoon movie yang sedang tayang.

No	Aspek yang di nilai	Score
1	Jumlah jawaban benar x 10	0-100

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMA Negeri 2 Palopo
Kelas / Program / Semester : XI IPS 2/ Wajib / 1
Mata pelajaran : Bahasa Inggris
Topik : Listening English Moana Cartoon Vidieo
Alokasi Waktu : 1 x 1 jam menit



A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran,damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulandunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmupengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1.1 :Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa

pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

- 2.2.1 :Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan gurudan teman.
- 3.2 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2 :Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.7. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 1.1.8. Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1 Peserta didik dapat menunjukan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.10. Peserta didik dapat menunjukan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.11. Peserta didik dapat menunjukan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.12. Peserta didik dapat menunjukan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.2.7 Peserta didik dapat mengidentifikasi makna tindak tuturmenyampaikan dan meinta pendapat peserta didik dapat menjelaskan cara untuk mengungkapkan harapan dan doa serta ucapan selamatdengan benar.
- 3.2.8 Peseta didik dapat merespon tindak tutur menyampaikan danmeminta pendapat.
- 4.2.13 Peserta didik Siswa dapat memahami cara menyampaikan pendapatyang benar.
- 4.2.14 Peserta didik dapat memahami dan mengucapkan pendapat danresponnya

secara tepat.

4.2.15 Peserta didik dapat menanyakan pendapat orang lain secara tepat.

4.2.16 Peserta didik dapat memberikan pendapat secara tepat.

D. Materi Pembelajaran

1. Siswa melakukan rangkaian kegiatan menyimak Moana Cartoon Movies yang sedang di tayangkan di papan tulis menggunakan Liquid Crystal Display (LCD).
2. Guru menampilkan movie yang bertema Moana dan meminta siswa untuk menyimak movie tersebut.
3. Guru memberikan pertanyaan terkait informasi yang di dapatkan dari movie tersebut.

E. Metode

Pendekatan Saintifik

Strategi : Observing, Monitoring, Watching English Moana cartoon movie

F. Media/Alat/Sumber Pembelajaran

1. Media
 - Movie berbahasa Inggris
2. Alat/Bahan
 - Laptop
 - LCD
 - Pengeras Suara
 - Suara guru
 - Movie berbahasa Inggris
 - Buku
 - Pulpen

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas, menyapa dan menanyakan kabar peserta didik• Guru menayangkan movie berhubungan dengan materi pembelajaran yaitu “menyimak Moana cartoon movie”.	25’

Kegiatan	Deskripsi	Alokasi Waktu
Inti	<ul style="list-style-type: none">• Guru memberikan movie yang bertema “Moana” dan meminta siswa untuk menganalisa isi dari movie tersebut.• Guru memberikan pertanyaan terkait informasi yang di dapatkan dari movie tersebut.• Guru meminta siswa untuk menjawab pertanyaan dari pertanyaan guru terkait movie tersebut.	50’
Penutup	<ul style="list-style-type: none">• Guru memberi panduan menyimpulkan hasil pembelajaran• Guru menerangkan kembali pertanyaan-pertanyaan kepada siswa yang akan memancing mereka untuk mengingat kembali pelajaran hari ini• Guru mengucapkan salam.	15’

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMA Negeri 2 Palopo
Kelas / Program / Semester : XI IPS 2/ Wajib / 1
Mata pelajaran : Bahasa Inggris
Topik : Listening English Zootopia Cartoon Movies
Alokasi Waktu : 1 x 1 jam menit



A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran,damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulandunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmupengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmua

B. Kompetensi Dasar

- 1.1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan gurudan teman.
- 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 1.1.9. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 1.1.10. Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1 Peserta didik dapat menunjukan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.13. Peserta didik dapat menunjukan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.14. Peserta didik dapat menunjukan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.15. Peserta didik dapat menunjukan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.2.9 Peserta didik dapat mengidentifikasi makna tindak tutur menyampaikan dan meminta pendapat peserta didik dapat menjelaskan cara untuk mengungkapkan harapan dan doa serta ucapan selamat dengan benar.
- 3.2.10 Peserta didik dapat merespon tindak tutur menyampaikan dan meminta pendapat.
- 4.2.17 Peserta didik Siswa dapat memahami cara menyampaikan pendapat yang

benar.

4.2.18 Peserta didik dapat memahami dan mengucapkan pendapat dan responnya secara tepat.

4.2.19 Peserta didik dapat menanyakan pendapat orang lain secara tepat.

4.2.20 Peserta didik dapat memberikan pendapat secara tepat.

1. Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam;• Guru memeriksa kehadiran siswa;• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;• Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang	5'
	telah dipelajari di pertemuan sebelumnya	
Kegiatan	Deskripsi	Alokasi Waktu
Inti	<ul style="list-style-type: none">• Menonton movie berbahasa Inggris berjudul "Zootopia"• Menjawab pertanyaan dari guru mengenai keseluruhan movie	80'
Penutup	<ul style="list-style-type: none">• Guru memberi panduan menyimpulkan hasil pembelajaran.• Siswa di beri Guru memberikan salam penutup.	5'

Palopo, April 9th 2023

Mengetahui;

Guru Mata Pelajaran Bahasa Inggris

Peneliti

SITTI MARFUAH NURJANNAH, S.Pd.

St Annazila Cahyani Ajma



**LEMBAR VALIDASI INSTRUMEN TES KEMAMPUAN
SISWA TERHADAP PEMBELAJARAN LISTENING SKILLS**

**Judul : Improving Students Listening Skill Through English
Movies At SMA Negeri 2 Palopo.**

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, aspek isi, dan aspek bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Sangat Tidak Baik
 - 2: Tidak Baik/Tidak Setuju
 - 3: Cukup Baik
 - 4: Baik/Setuju
 - 5: Sangat Baik/Sangat Setuju
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	URAIAN	KALAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas.					√
b.	Tujuan lembar tes kemampuan siswa terhadap pembelajaran listening skill dinyatakan dengan jelas.				√	
c.	Penyampaian isi lembar tes kemampuan siswa terhadap listening skill mudah dipahami.					√

II	Aspek Cakupan (Isi)					
a.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran listening skill mencakup data yang berhubungan dengan tujuan penelitian				✓	
b.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran listening skill mencakup data yang berhubungan dengan kemampuan siswa dalam pembelajaran listening skill yang sesuai dan benar.				✓	
c.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran listening skill mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
III	Aspek Bahasa					
a.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran listening skill dirumuskan dalam bahasa Inggris yang baik dan tepat.				✓	
b.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran listening skill dirumuskan dalam bahasa Inggris yang efektif.				✓	
c.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran listening skill dirumuskan dalam bahasa Inggris yang efisien.				✓	
d.	Butir-butir lembar tes kemampuan siswa terhadap pembelajaran listening skill dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden (siswa).				✓	

C. Komentar

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.....
.....
.....

D. Saran

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.....

Kesimpulan

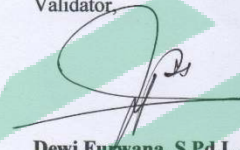
Instrument pedoman wawancara ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
- ② Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Setelah direvisi & diperiksa maka instrumen tersebut sudah layak digunakan.

Palopo, 20 February 2023

Validator,



Dewi Fuywana, S.Pd.I., M.Pd

NIP. 19870831 201503 2 006

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dewi Furwana, S.Pd.I., M.Pd
Instansi : Institut Agama Islam Negeri Palopo
Jabatan : Dosen Pendidikan Bahasa Inggris

Telah membaca instrumen penelitian berupa lembar tes untuk *Tes kemampuan siswa terhadap pembelajaran Listening skill* yang akan digunakan dalam penelitian skripsi dengan judul “ **Improving Students Listening Skill Through English Movies At SMA Negeri 2 Palopo** ” oleh peneliti:

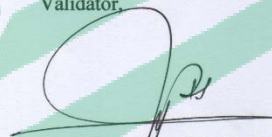
Nama : St Annazila Cahyani Ajma
NIM : 18 0202 0082
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrument tersebut adalah:

Telah direvisi & layak digunakan untuk peneliti

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 20 February 2023
Validator,


Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006

Lampiran 1 Instruments of the Research Pre-Test

PRE-TEST

Name :

Class :

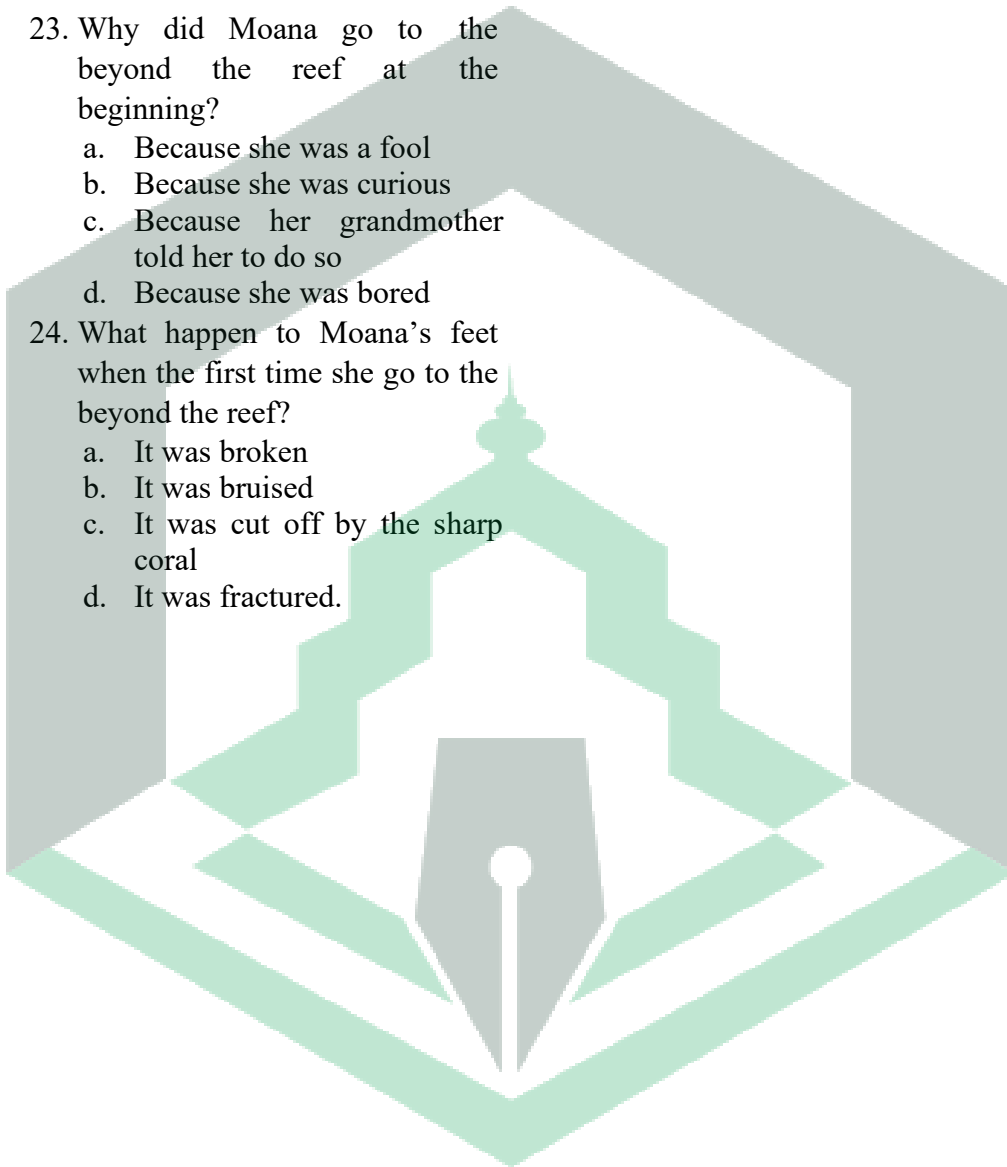
Day and Time :

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of the island that Moana calls home?
 - a. Maui
 - b. Lolatai
 - c. Tavenui
 - d. Motunui
2. What is the name of the Moana's pet pig?
 - a. Heihei
 - b. Maui
 - c. Pua
 - d. Mao
3. How did Maui start the spread of the darkness that slowly consuming the world?
 - a. By stealing the sun
 - b. By stealing magical fish hook from the Gods
 - c. By accidentally opening a doorway to the underworld
 - d. By stealing Te Fiti's heart
4. Why is Moana's father so against travelling beyond the reef that surround their island?
 - a. Because he does not want his people to become separated exploring the sea
 - b. Because he tried when he was younger and his best friend died because of it
 - c. Because he's seen the monsters of the underworld
 - d. Because his mother warned him of the dangers beyond the reef.
5. What did Moana find in the ocean at the beginning?
 - a. A crab
 - b. An iPhone
 - c. A shell
 - d. Her mother
6. When Moana visited an ancient cave, what did she discover about her ancestors?
 - a. They were farmers
 - b. They were voyagers
 - c. They were cannibals
 - d. They were hunters
7. What kind of aquatic animal did Moana's grandmother have tattooed on her back?
 - a. Whale
 - b. Dugong
 - c. Crab
 - d. Manta Ray
8. What was the name of the pirate group that first attack Moana and Maui?
 - a. Kanaloa
 - b. Kakamora
 - c. Kagahua
 - d. Heihei
9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
 - a. TeKa
 - b. Kakamora
 - c. Tamatoa
 - d. Lolatai
10. When Moana's grandmother died, what did she want to come back as?
 - a. Koala
 - b. Chicken
 - c. Manta Ray
 - d. Whale
11. Where did Tamatoa live?

- a. Realm of Dead
b. The Deepest ocean
c. Realm of Monsters
d. The Underworld
12. How did a Kakamora poison dart affect Maui when it's stuck in his cheek?
a. It leaves him unable to talk
b. It makes him sleep for a whole day
c. It make him see ghosts
d. It leaves him unable to move, but still be able to talk
13. What was the name of the lava monster that Maui and Moana fight with?
a. Te Fiti
b. Te Ka
c. Pua
d. Heihei
14. What happen to the Maui's fish hook when the first time fight the lava monster?
a. It was thrown so far and lost
b. It was taken by the lava monster
c. It was cut in half
d. It severely damage the fish hook
15. What convinces Moana to go on with her mission when she is ready to turn back home?
a. The spirit of her grandmother visits her
b. The spirit of Te Fiti visits her and asks for her help
c. Maui inspires her to keep fighting
d. The ocean shows her a vision of the world cast into darkness
16. What did Maui's sign when the first time he meet Moana?
a. Moana's Oar
b. Moana's boat
c. Moana's blouse
d. Moana's Hand
17. How did Moana get past the Lava monster when the second time she fight it?
a. The heart of Te Fiti protectsher
b. By using Maui's fish hook
c. Fancy sailing skills
d. Heihei the chicken distractsTe Ka
18. What was the name of the Moana chicken?
a. Heihei
b. Pua
c. Tamatoa
d. Lolatai
19. What is the secret of the Te Ka?
a. Te Ka is actually the Te Fiti's husband
b. Te Ka lava is running out
c. Te Ka is actually The Goddess Te Fiti
d. Te Ka is the God of the sun
20. What is one of the Maui's fishhook power?
a. It can makes him changeshape
b. It can makes him handsome
c. It can makes him rich
d. It tells him the future
21. What was the purpose of Maui when he stole the heart of Te Fiti?
a. To give him a great power
b. It was a gift for human
c. To give him the power ofthe God
d. To give him the power to rule human

22. Who did give Maui his magical fish hook back?
- a. Te Ka
 - b. Moana
 - c. Pua
 - d. Te Fiti
23. Why did Moana go to the beyond the reef at the beginning?
- a. Because she was a fool
 - b. Because she was curious
 - c. Because her grandmother told her to do so
 - d. Because she was bored
24. What happen to Moana's feet when the first time she go to the beyond the reef?
- a. It was broken
 - b. It was bruised
 - c. It was cut off by the sharp coral
 - d. It was fractured.



Lampiran 2 Instrument of the Research

POST-TEST 1

Name :

Class :

Day and Time :

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of Judy's hometown?
 - a. Carrot Podunk
 - b. Bunnyburrow
 - c. Rabithole
 - d. The Meadowlands
2. What do Judy's parents do for aliving?
 - a. Fishing
 - b. Farming
 - c. Acting
 - d. Hunting
3. What does Judy take with her toward off foxes?
 - a. Fox Repellent
 - b. Fox Taser
 - c. Fox Deterrent
 - d. Fox Killer
4. What nickname does Judy's father call her?
 - a. Fluffball
 - b. Jude the dude
 - c. Hon
 - d. Carrot
5. In addition to carrots, what elsedo Judy's parents NOT grow?
 - a. Grape
 - b. Cassava
 - c. Crocus Varietal
 - d. Onions
6. What is the name of Judy's childhood enemy?
 - a. Duke Weaselton
 - b. Benjamin Clawhauser
 - c. Nick Wilde
 - d. Gideon Grey
7. Who 'welcomes' Judy to Zootopia?
 - a. Gazelle
 - b. Nick Wilde
 - c. Bear
 - d. Flash
8. What does Benjamin Clawhauser have stuck at his neckline?
 - a. Necklace
 - b. Phone
 - c. Donut
 - d. Beverage
9. The police chief says for everyone to acknowledge whatin the room?
 - a. Rhinoceros
 - b. Elephant
 - c. Tiger
 - d. Bull
10. What does Judy's role in the Zootopia Police Department?
 - a. Detective
 - b. Undercover Officer
 - c. Highway Patrol
 - d. Meter Maid
11. How many tickets does Judy write before lunch?
 - a. 200
 - b. 100
 - c. 350
 - d. 50
12. What is the name of the fox Judy pairs up with?
 - a. Gideon grey
 - b. Nicholas Wilde
 - c. Travis
 - d. Francine
13. What does Nick con Judy into

- buying?
- Jumbo Pop
 - Ice Cream
 - Spaghetti
 - Popsicle
14. What crime does Judy blackmail Nick for?
- Stealing a traffic cone
 - Kidnapping
 - Felony tax evasion
 - Hurting Judy's feeling
15. Where do Judy and Nick first go for information about Emmitt Otterton?
- Sahara Square
 - Department of Mammals Vehicle
 - Bunnyburrow
 - The Mystic Spring Oasis
16. What is the name of the sloth who ran the plate at the DMV?
- Delgato
 - Snarlov
 - Higgins
 - Flash
17. What do you call a three-humped camel?
- Seriously ill camel
 - Pregnant Camel
 - Cool Camel
 - Camel
18. Who owned the limousine Emmitt Otterton was in?
- Flash
 - Mr. Big
 - Raymond
 - Delgato
19. Which district does the crime boss live?
- Sahara Square
 - Rainforest District
 - Tundratown
 - Little Rodentia
20. What did Nick sell the crimeboss that wasn't appreciated?
- A fancy glass
 - A skunk butt rug
 - Popsicle
 - Jumbo Pop
21. What does the limosine driver say Otterton was afraid of?
- The Night Howlers
 - Wolf
 - Jaguar
 - Cheetah
22. According to the limousine driver, what were all of them deep down inside?
- Animal
 - Savage
 - Primitive
 - Clever
23. What was the common thing between all of the animals who went savage?
- They are all herbivore
 - They are all jaguar
 - They are all predators
 - They are all otters
24. What nickname did Mayor Lionheart call the assistant Mayor?
- Bellweather
 - Glorified secretary
 - Smell-weather
 - Lionfart
25. According to the weasel, what is the opposite of friendly?
- Bad
 - Unfriendly
 - Distrustful
 - Savage
26. Who ends up being the main villain in the movie?

- 
- a. Doug
b. Mayor Bellweather
c. Kevin
d. Doug Weaselton
27. What is the name of the streetracer that tearing it up?
a. Chief Bogo
b. Duke Weaselton
c. Nicholas
d. Flash
28. What breed of animal is Nick's friend Flash?
a. Cheetah
b. Moose
c. Sloth
d. Elephant
29. What is the name of Gazelle's hit song?
a. Hips don't lie
b. Try everything
c. Zootopia Slide
d. Never Give up
30. What is the biggest problem that most of the characters in the movie are struggling with?
a. The city is being attacked by a giant monster
b. The police are giving out too many tickets
c. Prejudice and discrimination between species
d. Exceptionally high taxes
31. Which of these is NOT a district from Zootopia?
a. Savanna Central
b. Tundratown
c. West Reptilia
d. Little Rodentia
32. Why does Chief Bogo not want to make Judy Hopps a cop?
a. because she is a girl
b. because she is a bunny
c. because she isn't a high enough rank
d. because she is really good at being a meter maid
33. What does Nick like to call Judy?
a. Bunny Bumpkin
b. Bunnyboo
c. Puffball
d. Carro
34. Who runs the Department of Mammal Vehicles?
a. Sloths
b. Bulls
c. Giraffes
d. Otters

The Sample of Students' Listening Pre-Test

PRE-TEST

Name : Roseira Pacya
 Class : XI IPA 4
 Day and Time : 02/03/2023

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

62.
 1. What is the name of the island that Moana calls home?
 a. Maui
 b. Lolatai
 c. Tavenui
 d. Motunui

2. What is the name of the Moana's pet pig?
 a. Heihei
 b. Maui
 c. Pua
 d. Mao

3. How did Maui start the spread of the darkness that slowly consuming the world?
 a. By stealing the sun
 b. By stealing magical fish hook from the Gods
 c. By accidentally opening a doorway to the underworld
 d. By stealing Te Fiti's heart

4. Why is Moana's father so against travelling beyond the reef that surround their island?
 a. Because he does not want his people to become separated exploring the sea
 b. Because he tried when he was younger and his best friend died because of it
 c. Because he's seen the monsters of the underworld
 d. Because his mother warned him of the dangers beyond the reef.

5. What did Moana find in the ocean at the beginning?
 a. A crab
 b. An iPhone
 c. A shell
 d. Her mother

6. When Moana visited an ancient cave, what did she discover about her ancestors?
 a. They were farmers
 b. They were voyagers
 c. They were cannibals
 d. They were hunters

7. What kind of aquatic animal did Moana's grandmother have tattooed on her back?
 a. Whale
 b. Dugong
 c. Crab
 d. Manta Ray

8. What was the name of the pirate group that first attack Moana and Maui?
 a. Kanaloa
 b. Kakamora
 c. Kagahua
 d. Heihei

9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
 a. TeKa
 b. Kakamora
 c. Tamatoa
 d. Lolatai

10. When Moana's grandmother died, what did she want to come back as?
 a. Koala

S = 9
 B = 15

- b. Chicken
~~a. Manta Ray~~
d. Whale
11. Where did Tamatoa live?
a. Realm of Dead
b. The Deepest ocean
~~c. Realm of Monsters~~
d. The Underworld
- ✓ 12. How did a Kakamora poison dart affect Maui when it's stuck in his cheek?
~~a. It leaves him unable to talk~~
b. It makes him sleep for a whole day
c. It make him see ghosts
d. It leaves him unable to move, but still be able to talk
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a. Te Fiti
~~b. Te Ka~~
c. Pua
d. Heihei
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a. It was thrown so far and lost
b. It was taken by the lava monster
c. It was cut in half
~~d. It severely damage the fish hook~~
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a. The spirit of her grandmother visits her
b. The spirit of Te Fiti visits her and asks for her help
~~c. Maui inspires her to keep fighting~~
- d. The ocean shows her a vision of the world cast into darkness
- ✓ 16. What did Maui's sign when the first time he meet Moana?
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c. Moana's blouse
d. Moana's Hand
- ✓ 17. How did Moana get past the Lava monster when the second time she fight it?
~~a. The heart of Te Fiti protects her~~
b. By using Maui's fish hook
c. Fancy sailing skills
d. Heihei the chicken distracts Te Ka
- ✓ 18. What was the name of the Moana chicken?
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b. Pua
c. Tamatoa
d. Lolotai
- ✓ 19. What is the secret of the Te Ka?
a. Te Ka is actually the Te Fiti's husband
b. Te Ka lava is running out
~~c. Te Ka is actually The Goddess Te Fiti~~
d. Te Ka is the God of the sun
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~~a. It can makes him change shape~~
b. It can makes him handsome
c. It can makes him rich
d. It tells him the future
- ✓ 21. What was the purpose of Maui when he stole the heart of Te Fiti?
a. To give him a great power
~~b. It was a gift for human~~

- c. To give him the power of the God
- d. To give him the power to rule human

✗ 22. Who did give Maui his magical fish hook back?

- a. Te Ka
- ✗ b. Moana
- c. Pua
- d. Te Fiti

✓ 23. Why did Moana go to the beyond the reef at the beginning?

- a. Because she was a fool
- ✗ b. Because she was curious
- c. Because her grandmother told her to do so
- d. Because she was bored

✓ 24. What happen to Moana's feet when the first time she go to the beyond the reef?

- a. It was broken
- ✗ b. It was bruised
- c. It was cut off by the sharp coral
- d. It was fractured.

PRE-TEST

Name : Zohra Nurali
Class : XI PA A
Day and Time : keamj 02-03-2023

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

- ✓ 1. What is the name of the island that Moana calls home?
a. Maui
b. Lolotai
c. Tavenui
d. Moatunui
- ✓ 2. What is the name of the Moana's pet pig?
a. Heihei
b. Maui
c. Pua
d. Mao
- ✓ 3. How did Maui start the spread of the darkness that slowly consuming the world?
a. By stealing the sun
b. By stealing magical fish hook from the Gods
c. By accidentally opening a doorway to the underworld
d. By stealing Te Fiti's heart
- ✓ 4. Why is Moana's father so against travelling beyond the reef that surround their island?
a. Because he does not want his people to become separated exploring the sea
b. Because he tried when he was younger and his best friend died because of it
c. Because he's seen the monsters of the underworld
d. Because his mother warned him of the dangers beyond the reef.
- ✓ 5. What did Moana find in the ocean at the beginning?
a. A crab
b. An iPhone
c. A shell
d. Her mother
- ✓ 6. When Moana visited an ancient cave, what did she discover about her ancestors?
a. They were farmers
b. They were voyagers
c. They were cannibals
d. They were hunters
- ✓ 7. What kind of aquatic animal did Moana's grandmother have tattooed on her back?
a. Whale
b. Dugong
c. Crab
d. Manta Ray
- ✓ 8. What was the name of the pirate group that first attack Moana and Maui?
a. Kanaloa
b. Kakamora
c. Kagahua
d. Heihei
- ✓ 9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
a. TeKa
b. Kakamora
c. Tamatoa
d. Lolotai
- ✓ 10. When Moana's grandmother died, what did she want to come back as?
a. Koala

62
Friday 6 April 2023

S = 9
B = 15

- b. Chicken
 c. Manta Ray
 d. Whale
- ✕ 11. Where did Tamatoa live?
 a. Realm of Dead
 b. The Deepest ocean
 c. Realm of Monsters
 d. The Underworld
- ✕ 12. How did a Kakamora poison dart affect Maui when it's stuck in his cheek?
 a. It leaves him unable to talk
 b. It makes him sleep for a whole day
 c. It make him see ghosts
 d. It leaves him unable to move, but still be able to talk
- ✓ 13. What was the name of the lava monster that Maui and Moana fight with?
 a. Te Fiti
 b. Te Ka
 c. Pua
 d. Heihei
- ✕ 14. What happen to the Maui's fish hook when the first time fight the lava monster?
 a. It was thrown so far and lost
 b. It was taken by the lava monster
 c. It was cut in half
 d. It severely damage the fish hook
- ✕ 15. What convinces Moana to go on with her mission when she is ready to turn back home?
 a. The spirit of her grandmother visits her
 b. The spirit of Te Fiti visits her and asks for her help
 c. Maui inspires her to keep fighting
 d. The ocean shows her a vision of the world cast into darkness
- ✕ 16. What did Maui's sign when the first time he meet Moana?
 a. Moana's Oar
 b. Moana's boat
 c. Moana's blouse
 d. Moana's Hand
- ✕ 17. How did Moana get past the Lava monster when the second time she fight it?
 a. The heart of Te Fiti protects her
 b. By using Maui's fish hook
 c. Fancy sailing skills
 d. Heihei the chicken distracts Te Ka
- ✓ 18. What was the name of the Moana chicken?
 a. Heihei
 b. Pua
 c. Tamatoa
 d. Lolatai
- ✓ 19. What is the secret of the Te Ka?
 a. Te Ka is actually the Te Fiti's husband
 b. Te Ka lava is running out
 c. Te Ka is actually The Goddess Te Fiti
 d. Te Ka is the God of the sun
- ✓ 20. What is one of the Maui's fish hook power?
 a. It can makes him change shape
 b. It can makes him handsome
 c. It can makes him rich
 d. It tells him the future
- ✕ 21. What was the purpose of Maui when he stole the heart of Te Fiti?
 a. To give him a great power
 b. It was a gift for human

- c. To give him the power of the God
- d. To give him the power to rule human

22. Who did give Maui his magical fish hook back?

- a. Te Ka
- b. Moana
- c. Pua
- d. Te Fiti

23. Why did Moana go to the beyond the reef at the beginning?

- a. Because she was a fool
- b. Because she was curious
- c. Because her grandmother told her to do so
- d. Because she was bored

24. What happen to Moana's feet when the first time she go to the beyond the reef?

- a. It was broken
- b. It was bruised
- c. It was cut off by the sharp coral
- d. It was fractured.

PRE-TEST

Name : Muhammad Faqih M
Class : XI IPA 4
Day and Time : Kamis, 02-03-2023

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

- 02
Thursday 6 April 2023
1. What is the name of the island that Moana calls home?
a. Maui
b. Lolatai
c. Tavenui
d. Motunui
 2. What is the name of the Moana's pet pig?
a. Heihei
b. Maui
c. Pua
d. Mao
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a. By stealing the sun
b. By stealing magical fish hook from the Gods
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 4. Why is Moana's father so against travelling beyond the reef that surround their island?
a. Because he does not want his people to become separated exploring the sea
b. Because he tried when he was younger and his best friend died because of it
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d. Because his mother warned him of the dangers beyond the reef.
 5. What did Moana find in the ocean at the beginning?
a. A crab
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 6. When Moana visited an ancient cave, what did she discover about her ancestors?
a. They were farmers
b. They were voyagers
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 7. What kind of aquatic animal did Moana's grandmother have tattooed on her back?
a. Whale
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c. Crab
d. Manta Ray
 8. What was the name of the pirate group that first attack Moana and Maui?
a. Kanaloa
b. Kakamora
c. Kagahua
d. Heihei
 9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
a. TeKa
b. Kakamora
c. Pamotoa
d. Lolatai
 10. When Moana's grandmother died, what did she want to come back as?
a. Koala

s = 9

PRE-TEST

Name : Muh Faqih M
Class : XI IPA 4
Day and Time : Kamis, 02-02-2022

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of the island that Moana calls home?
a. Maui
b. Lolatai
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62
Thursday 6 April 2023

8 = 9

PRE-TEST

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Day and Time : Kamis, 02-02-2022

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- a. Te Ka
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- d. Te Fiti

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- a. It was broken
- b. It was bruised
- c. It was cut off by the sharp coral
- d. It was fractured.

PRE-TEST

Name Allyan
Class XI IPA 1
Day and Time Kamis. 2-3-2023

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

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c. Kagahua
d. Heihei
9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
a. TeKa
b. Kakamora
c. Tamatoa
d. Lolatai
10. When Moana's grandmother died, what did she want to come back as?
a. Koala

62.
Friday 6 April 2023.

S = 9
R = 15

- b. Chicken
- Manta Ray
- d. Whale

11. Where did Tamatoa live?
- a. Realm of Dead
 - b. The Deepest ocean
 - Realm of Monsters
 - d. The Underworld

12. How did a Kakamora poison dart affect Maui when it's stuck in his cheek?
- It leaves him unable to talk
 - b. It makes him sleep for a whole day
 - c. It make him see ghosts
 - d. It leaves him unable to move, but still be able to talk

13. What was the name of the lava monster that Maui and Moana fight with?
- a. Te Fiti
 - Te Ka
 - c. Pua
 - d. Heihei

14. What happen to the Maui's fish hook when the first time fight the lava monster?
- a. It was thrown so far and lost
 - b. It was taken by the lava monster
 - c. It was cut in half
 - It severely damage the fish hook

15. What convinces Moana to go on with her mission when she is ready to turn back home?
- a. The spirit of her grandmother visits her
 - b. The spirit of Te Fiti visits her and asks for her help
 - Maui inspires her to keep fighting

- d. The ocean shows her a vision of the world cast into darkness

16. What did Maui's sign when the first time he meet Moana?
- a. Moana's Oar
 - Moana's boat
 - c. Moana's blouse
 - d. Moana's Hand

17. How did Moana get past the Lava monster when the second time she fight it?
- The heart of Te Fiti protects her
 - b. By using Maui's fish hook
 - c. Fancy sailing skills
 - d. Heihei the chicken distracts Te Ka

18. What was the name of the Moana chicken?
- Heihei
 - b. Pua
 - c. Tamatoa
 - d. Lolatai

19. What is the secret of the Te Ka?
- a. Te Ka is actually the Te Fiti's husband
 - b. Te Ka lava is running out
 - Te Ka is actually The Goddess Te Fiti
 - d. Te Ka is the God of the sun

20. What is one of the Maui's fish hook power?
- It can makes him change shape
 - b. It can makes him handsome
 - c. It can makes him rich
 - d. It tells him the future

21. What was the purpose of Maui when he stole the heart of Te Fiti?
- a. To give him a great power
 - It was a gift for human

- c. To give him the power of the God
- d. To give him the power to rule human

✓ 22. Who did give Maui his magical fish hook back?

- a. Te Ka
- ✗ Moana
- c. Pua
- d. Te Fiti

✓ 23. Why did Moana go to the beyond the reef at the beginning?

- a. Because she was a fool
- ✗ Because she was curious
- c. Because her grandmother told her to do so
- d. Because she was bored

✓ 24. What happen to Moana's feet when the first time she go to the beyond the reef?

- a. It was broken
- ✗ It was bruised
- c. It was cut off by the sharp coral
- d. It was fractured.

PRE-TEST

Name : Ria Ramadhani P
Class : XI IPA 4
Day and Time : Kami 02-03-2023

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of the island that Moana calls home?
a. Maui
b. Lolatai
c. Tavenui
d. Motunui
2. What is the name of the Moana's pet pig?
a. Heihei
b. Maui
c. Pua
d. Mao
3. How did Maui start the spread of the darkness that slowly consuming the world?
a. By stealing the sun
b. By stealing magical fish hook from the Gods
c. By accidentally opening a doorway to the underworld
d. By stealing Te Fiti's heart
4. Why is Moana's father so against travelling beyond the reef that surround their island?
a. Because he does not want his people to become separated exploring the sea
b. Because he tried when he was younger and his best friend died because of it
c. Because he's seen the monsters of the underworld
d. Because his mother warned him of the dangers beyond the reef.
5. What did Moana find in the ocean at the beginning?
a. A crab
b. An iPhone
c. A shell
d. Her mother
6. When Moana visited an ancient cave, what did she discover about her ancestors?
a. They were farmers
b. They were voyagers
c. They were cannibals
d. They were hunters
7. What kind of aquatic animal did Moana's grandmother have tattooed on her back?
a. Whale
b. Dugong
c. Crab
d. Manta Ray
8. What was the name of the pirate group that first attack Moana and Maui?
a. Kanaloa
b. Kakamora
c. Kagahua
d. Heihei
9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
a. TeKa
b. Kakamora
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10. When Moana's grandmother died, what did she want to come back as?
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62.
Study & April 2023.

S = 9
B = 15

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 b. The Deepest ocean
 c. Realm of Monsters
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- b. It was bruised
- c. It was cut off by the sharp coral
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The Sample of Students' Listening Post-Test

POST-TEST

Name : Nur Ghali Alshua
Class : XI IPA 4
Day and Time : Thursday 09/03/23

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of Judy's hometown?
a. Carrot Podunk
 b. Bunnyburrow
c. Rabithole
d. The Meadowlands

2. What do Judy's parents do for a living?
a. Fishing
 b. Farming
c. Acting
d. Hunting

3. What does Judy take with her to ward off foxes?
a. Fox Repellent
 b. Fox Taser
c. Fox Deterrent
d. Fox Killer

4. What nickname does Judy's father call her?
a. Fluffball
 b. Jude the dude
c. Hon
d. Carrot

5. In addition to carrots, what else do Judy's parents NOT grow?
a. Grape
 b. Cassava

6. What is the name of Judy's childhood enemy?
a. Duke Weaselton
b. Benjamin Clawhauser
c. Nick Wilde
 d. Gideon Grey

7. Who 'welcomes' Judy to Zootopia?
 a. Gazelle
b. Nick Wilde
c. Bear
d. Flash

8. What does Benjamin Clawhauser have stuck at his neckline?
a. Necklace
b. Phone
 c. Donut
d. Beverage

9. The police chief says for everyone to acknowledge what in the room?
 a. Rhinoceros
b. Elephant
c. Tiger
d. Bull

10. What does Judy's role in the Zootopia Police Department?
a. Detective
b. Undercover Officer
c. Highway Patrol
 d. Meter Maid

11. How many tickets does Judy write before lunch?

Handwritten notes:
29
Tuesday 09/03/2023
S = 7
B = 27

- 200
- b. 100
- c. 350
- d. 50

✓ 12. What is the name of the fox Judy pairs up with?

- Gideon grey
- Nicholas Wilde
- c. Travis
- d. Francine

✗ 13. What does Nick con Judy into buying?

- a. Jumbo Pop
- Ice Cream
- c. Spaghetti
- d. Popsicle

✓ 14. What crime does Judy blackmail Nick for?

- Stealing a traffic cone
- b. Kidnapping
- Felony tax evasion
- d. Hurting Judy's feeling

✗ 15. Where do Judy and Nick first go for information about Emmitt Otterton?

- a. Sahara Square
- Department of Mammals Vehicle
- c. Bunnyburrow
- d. The Mystic Spring Oasis

✓ 16. What is the name of the sloth who ran the plate at the DMV?

- a. Delgato
- b. Snarlov
- c. Higgins
- Flash

✗ 17. What do you call a three-humped camel?

- a. Seriously ill camel
- b. Pregnant Camel
- c. Cool Camel
- d. Camel

✓ 18. Who owned the limousine Emmitt Otterton was in?

- a. Flash
- Mr. Big
- c. Raymond
- d. Delgato

✓ 19. Which district does the crime boss live?

- a. Sahara Square
- b. Rainforest District
- Tundratown
- d. Little Rodentia

✓ 20. What did Nick sell the crime boss that wasn't appreciated?

- a. A fancy glass
- b. A skunk butt rug
- Popsicle
- d. Jumbo Pop

✓ 21. What does the limousine driver say Otterton was afraid of?

- The Night Howlers
- b. Wolf
- c. Jaguar
- Cheetah

✗ 22. According to the limousine driver, what were all of them deep down inside?

- a. Animal
- Savage
- c. Primitive
- d. Clever

✓ 23. What was the common thing between all of the animals who went savage?
a. They are all herbivore
b. They are all jaguar
 c. They are all predators
d. They are all otters

✓ 24. What nickname did Mayor Lionheart call the assistant Mayor?
 a. Bellweather
b. Glorified secretary
 c. Smell-weather
d. Lionfart

25. According to the weasel, what is the opposite of friendly?
a. Bad
b. Unfriendly
c. Distrustful
 d. Savage

✓ 26. Who ends up being the main villain in the movie?
a. Doug
 b. Mayor Bellweather
c. Kevin
d. Doug Weaselton

✓ 27. What is the name of the street racer that tearing it up?
a. Chief Bogo
b. Duke Weaselton
 c. Nicholas
 d. Flash

✓ 28. What breed of animal is Nick's friend Flash?
a. Cheetah
b. Moose
 c. Sloth
d. Elephant

✓ 29. What is the name of Gazelle's hit song?
a. Hips don't lie
 b. Try everything
c. Zootopia Slide
d. Never Give up

✓ 30. What is the biggest problem that most of the characters in the movie are struggling with?
a. The city is being attacked by a giant monster
b. The police are giving out too many tickets
 c. Prejudice and discrimination between species
d. Exceptionally high taxes

31. Which of these is NOT a district from Zootopia?
a. Savanna Central
b. Tundratown
c. West Reptilia
 d. Little Rodentia

✓ 32. Why does Chief Bogo not want to make Judy Hopps a cop?
a. because she is a girl
 b. because she is a bunny
c. because she isn't a high enough rank
d. because she is really good at being a meter maid

✓ 33. What does Nick like to call Judy?
a. Bunny Bumpkin
b. Bunnyboo
c. Puffball
 d. Carrots

✓ 34. Who runs the Department of Mammal Vehicles?
 a. Sloths
b. Bulls
c. Giraffes
d. Otters

POST-TEST

Name : A. Hya P.
Class : XI 100 A
Day and Time : Thursday 19/3/23

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of Judy's hometown?
a. Carrot Podunk
 b. Bunnyburrow
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d. The Meadowlands

2. What do Judy's parents do for a living?
a. Fishing
 b. Farming
c. Acting
d. Hunting

3. What does Judy take with her to ward off foxes?
 a. Fox Repellent
b. Fox Taser
c. Fox Deterrent
d. Fox Killer

4. What nickname does Judy's father call her?
a. Fluffball
 b. Jude the dude
c. Hon
 d. Carrot

5. In addition to carrots, what else do Judy's parents NOT grow?
a. Grape
b. Cassava

- c. Crocus Varietal
d. Onions

6. What is the name of Judy's childhood enemy?
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b. Benjamin Clawhauser
c. Nick Wilde
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7. Who 'welcomes' Judy to Zootopia?
 a. Gazelle
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a. Necklace
b. Phone
 c. Donut
d. Beverage

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 a. Rhinoceros
 b. Elephant
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 a. Detective
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c. Highway Patrol
d. Meter Maid

11. How many tickets does Judy write before lunch?

79.
Judy's capital 2022

S-7
B-27

- a. 200
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- c. 350
- d. 50

✓ 12. What is the name of the fox Judy pairs up with?

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✓ 19. Which district does the crime boss live?

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- a. A fancy glass
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- a. The Night Howlers
- b. Wolf
- c. Jaguar
- d. Cheetah

✓ 22. According to the limosine driver, what were all of them deep down inside?

- a. Animal
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- c. Primitive
- d. Clever

23. What was the common thing between all of the animals who went savage?
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POST-TEST

Name : Triwulan
Class : XI IPA 4
Day and Time : Tuesday, 09/02/2023

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a. Carrot Podunk
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c. Rabithole
d. The Meadowlands
2. ✓ What do Judy's parents do for a living?
a. Fishing
b. Farming
c. Acting
d. Hunting
3. ✓ *79. Judy's parents* What does Judy take with her to ward off foxes?
a. Fox Repellent
b. Fox Taser
c. Fox Deterrent
d. Fox Killer
4. ✓ What nickname does Judy's father call her?
a. Fluffball
b. Jude the dude
c. Hon
d. Carrot
5. ✗ In addition to carrots, what else do Judy's parents NOT grow?
a. Grape
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6. ✓ Crocus Varietal
d. Onions
6. ✓ What is the name of Judy's childhood enemy?
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7. ✓ Who 'welcomes' Judy to Zootopia?
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8. ✓ What does Benjamin Clawhauser have stuck at his neckline?
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b. Phone
c. Donut
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a. Detective
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d. Meter Maid
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S = 7
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POST-TEST

Name : Nur Arini
Class : XI IPA 4
Day and Time : Kamis, 9 Maret 2023

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

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79
Judy c

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POST-TEST

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Class : XI IPA 4
Day and Time : kamis, 9 Maret 2023

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d. Carrot
5. In addition to carrots, what else do Judy's parents NOT grow?
a. Grape
b. Cassava
 c. Crocus Varietal
d. Onions
6. What is the name of Judy's childhood enemy?
a. Duke Weaselton
b. Benjamin Clawhauser
c. Nick Wilde
 d. Gideon Grey
7. Who 'welcomes' Judy to Zootopia?
 a. Gazelle
b. Nick Wilde
c. Bear
d. Flash
8. What does Benjamin Clawhauser have stuck at his neckline?
a. Necklace
b. Phone
 c. Donut
d. Beverage
9. The police chief says for everyone to acknowledge what in the room?
 a. Rhinoceros
 b. Elephant
c. Tiger
d. Bull
10. What does Judy's role in the Zootopia Police Department?
 a. Detective
b. Undercover Officer
c. Highway Patrol
d. Meter Maid
11. How many tickets does Judy write before lunch?

79
Thany 6 April 2023

S = 7
B = 27

✓23. What was the common thing between all of the animals who went savage?
a. They are all herbivore
b. They are all jaguar
c. They are all predators
d. They are all otters

✓24. What nickname did Mayor Lionheart call the assistant Mayor?
a. Bellweather
b. Glorified secretary
c. Smell-weather
d. Lionfart

✓25. According to the weasel, what is the opposite of friendly?
a. Bad
b. Unfriendly
c. Distrustful
d. Savage

✓26. Who ends up being the main villain in the movie?
a. Doug
b. Mayor Bellweather
c. Kevin
d. Doug Weaselton

✓27. What is the name of the street racer that tearing it up?
a. Chief Bogo
b. Duke Weaselton
c. Nicholas
d. Flash

✓28. What breed of animal is Nick's friend Flash?
a. Cheetah
b. Moose
c. Sloth
d. Elephant

✓29. What is the name of Gazelle's hit song?
a. Hips don't lie
b. Try everything
c. Zootopia Slide
d. Never Give up

✓30. What is the biggest problem that most of the characters in the movie are struggling with?
a. The city is being attacked by a giant monster
b. The police are giving out too many tickets
c. Prejudice and discrimination between species
d. Exceptionally high taxes

✓31. Which of these is NOT a district from Zootopia?
a. Savanna Central
b. Tundratown
c. West Reptilia
d. Little Rodentia

✓32. Why does Chief Bogo not want to make Judy Hopps a cop?
a. because she is a girl
b. because she is a bunny
c. because she isn't a high enough rank
d. because she is really good at being a meter maid

✓33. What does Nick like to call Judy?
a. Bunny Bumpkin
b. Bunnyboo
c. Puffball
d. Carrots

✓34. Who runs the Department of Mammal Vehicles?
a. Sloths
b. Bulls
c. Giraffes
d. Otters

POST-TEST

Name : Dian Suci R
Class : XI IPA 4
Day and Time : Kamis 03/09/23

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

- ✓ 1. What is the name of Judy's hometown?
a. Carrot Podunk
 b. Bunnyburrow
c. Rabithole
d. The Meadowlands
- ✓ 2. What do Judy's parents do for a living?
a. Fishing
 b. Farming
 c. Acting
d. Hunting
- ✓ 3. What does Judy take with her to ward off foxes?
 a. Fox Repellent
b. Fox Taser
c. Fox Deterrent
d. Fox Killer
- ✓ 4. What nickname does Judy's father call her?
a. Fluffball
 b. Jude the dude
c. Hon
d. Carrot
- ✗ 5. In addition to carrots, what else do Judy's parents NOT grow?
a. Grape
b. Cassava
 c. Crocus Varietal
d. Onions
- ✓ 6. What is the name of Judy's childhood enemy?
a. Duke Weaselton
b. Benjamin Clawhauser
c. Nick Wilde
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- ✗ 7. Who 'welcomes' Judy to Zootopia?
a. Gazelle
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- ✓ 8. What does Benjamin Clawhauser have stuck at his neckline?
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- ✓ 10. What does Judy's role in the Zootopia Police Department?
a. Detective
b. Undercover Officer
c. Highway Patrol
 d. Meter Maid
- ✓ 11. How many tickets does Judy write before lunch?

S = 7
B = 27

- a. 200
- b. 100
- c. 350
- d. 50

✓ 12. What is the name of the fox Judy pairs up with?

- a. Gideon grey
- b. Nicholas Wilde
- c. Travis
- d. Francine

✓ 13. What does Nick con Judy into buying?

- a. Jumbo Pop
- b. Ice Cream
- c. Spaghetti
- d. Popsicle

✓ 14. What crime does Judy blackmail Nick for?

- a. Stealing a traffic cone
- b. Kidnapping
- c. Felony tax evasion
- d. Hurting Judy's feeling

✓ 15. Where do Judy and Nick first go for information about Emmitt Otterton?

- a. Sahara Square
- b. Department of Mammals Vehicle
- c. Bunnyburrow
- d. The Mystic Spring Oasis

✓ 16. What is the name of the sloth who ran the plate at the DMV?

- a. Delgato
- b. Snarlov
- c. Higgins
- d. Flash

✓ 17. What do you call a three-humped camel?

- a. Seriously ill camel
- b. Pregnant Camel
- c. Cool Camel
- d. Camel

✓ 18. Who owned the limousine Emmitt Otterton was in?

- a. Flash
- b. Mr. Big
- c. Raymond
- d. Delgato

✓ 19. Which district does the crime boss live?

- a. Sahara Square
- b. Rainforest District
- c. Tundratown
- d. Little Rodentia

✓ 20. What did Nick sell the crime boss that wasn't appreciated?

- a. A fancy glass
- b. A skunk butt rug
- c. Popsicle
- d. Jumbo Pop

✓ 21. What does the limosine driver say Otterton was afraid of?

- a. The Night Howlers
- b. Wolf
- c. Jaguar
- d. Cheetah

✓ 22. According to the limousine driver, what were all of them deep down inside?

- a. Animal
- b. Savage
- c. Primitive
- d. Clever

✓ 23. What was the common thing between all of the animals who went savage?
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c. Kevin
d. Doug Weaselton

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c. ~~Nicholas~~
d. Flash

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a. Bunny Bumpkin
b. Bunnyboo
c. Puffball
d. Carrots

✓ 34. Who runs the Department of Mammal Vehicles?
a. Sloths
b. Bulls
c. Giraffes
d. Otters

POST-TEST

Name : ERAN ASARI
Class : XI IPA 1
Day and Time : 10.00.00

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of Judy's hometown?
a. Carrot Podunk
 b. Bunnyburrow
c. Rabithole
d. The Meadowlands
2. What do Judy's parents do for a living?
a. Fishing
 b. Farming
c. Acting
d. Hunting
3. What does Judy take with her to ward off foxes?
 a. Fox Repellent
b. Fox Taser
c. Fox Deterrent
d. Fox Killer
4. What nickname does Judy's father call her?
a. Fluffball
 b. Jude the dude
c. Hon
d. Carrot
5. In addition to carrots, what else do Judy's parents NOT grow?
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b. Cassava
6. What is the name of Judy's childhood enemy?
a. Duke Weaselton
b. Benjamin Clawhauser
c. Nick Wilde
 d. Gideon Grey
7. Who 'welcomes' Judy to Zootopia?
 a. Gazelle
b. Nick Wilde
c. Bear
d. Flash
8. What does Benjamin Clawhauser have stuck at his neckline?
a. Necklace
b. Phone
 c. Donut
d. Beverage
9. The police chief says for everyone to acknowledge what in the room?
a. Rhinoceros
 b. Elephant
c. Tiger
d. Bull
10. What does Judy's role in the Zootopia Police Department?
 a. Detective
b. Undercover Officer
 c. Highway Patrol
d. Meter Maid
11. How many tickets does Judy write before lunch?

Handwritten: July 6 2021

Handwritten: S = 6
B = 28

- a. 200
- b. 100
- c. 350
- d. 50

✓ 12. What is the name of the fox Judy pairs up with?
a. Gideon grey
b. Nicholas Wilde
c. Travis
d. Francine

✓ 13. What does Nick con Judy into buying?
a. Jumbo Pop
b. Ice Cream
c. Spaghetti
d. Popsicle

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a. Stealing a traffic cone
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a. Sahara Square
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b. Snarlov
c. Higgins
d. Flash

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b. Pregnant Camel
c. Cool Camel
d. Camel

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c. Raymond
d. Delgato

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a. Sahara Square
b. Rainforest District
c. Tundratown
d. Little Rodentia

✓ 20. What did Nick sell the crime boss that wasn't appreciated?
a. A fancy glass
b. A skunk butt rug
c. Popsicle
d. Jumbo Pop

✓ 21. What does the limosine driver say Otterton was afraid of?
a. The Night Howlers
b. Wolf
c. Jaguar
d. Cheetah

✗ 22. According to the limosine driver, what were all of them deep down inside?
a. Animal
b. Savage
c. Primitive
d. Clever

✓ 23. What was the common thing between all of the animals who went savage?
a. They are all herbivore
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c. They are all predators
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c. Puffball
d. Carrots

✗ 34. Who runs the Department of Mammal Vehicles?
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c. Giraffes
d. Otters

POST-TEST

Name : TIARA NURIANI
Class : XI IPA 4
Day and Time : Kamis, 9 Februari

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of Judy's hometown?
a. Carrot Podunk
 b. Bunnyburrow
c. Rabithole
d. The Meadowlands
2. What do Judy's parents do for a living?
a. Fishing
 b. Farming
c. Acting
d. Hunting
- 82
Tudy & Opac Vozz
3. What does Judy take with her to ward off foxes?
 a. Fox Repellent
b. Fox Taser
c. Fox Deterrent
d. Fox Killer
4. What nickname does Judy's father call her?
a. Fluffball
 b. Jude the dude
c. Hon
d. Carrot
5. In addition to carrots, what else do Judy's parents NOT grow?
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7. What is the name of Judy's childhood enemy?
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8. What does Benjamin Clawhauser have stuck at his neckline?
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b. Phone
 c. Donut
d. Beverage
9. The police chief says for everyone to acknowledge what in the room?
 a. Rhinoceros
 b. Elephant
c. Tiger
d. Bull
10. What does Judy's role in the Zootopia Police Department?
 a. Detective
b. Undercover Officer
 c. Highway Patrol
d. Meter Maid
11. How many tickets does Judy write before lunch?

S = 6
B = 128

- a. 200
- b. 100
- c. 350
- d. 50

✓ 12. What is the name of the fox Judy pairs up with?

- a. Gideon grey
- b. Nicholas Wilde
- c. Travis
- d. Francine

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- ✓ 34. Who runs the Department of Mammal Vehicles?
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 c. Giraffes
 d. Otters



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 285/IP/DPMPSTP/III/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : ST. ANNAZILA CAHYANI AJMA
 Jenis Kelamin : Perempuan
 Alamat : Jl. Dr. Ratulangi Kota Palopo
 Pekerjaan : Pelajar/Mahasiswa
 NIM : 1802020082

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS LISTENING SKILL THROUGH WATCHING ENGLISH MOVIES AT SMA NEGERI 2 PALOPO

Lokasi Penelitian : SMA NEGERI 2 PALOPO
 Lamanya Penelitian : 08 Maret 2023 s.d. 08 April 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 09 Maret 2023
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK K. SIGA, S.Sos
 Panjat - Penata Tk.I
 NIP. 18630414 200701 1 005

Tembusan

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Danyonp 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 PALOPO

Jalan : Garuda No 18 Telp (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

SURAT KETERANGAN

Nomor : 421.3/145 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : ST.ANNAZILA CAHYANI AJMA
NIM : 18 0202 0082
Tempat/Tgl.Lahir : Palopo, 08 Mei 2000
Jenis Kelamin : Perempuan
Program Studi : Bahasa Inggris
Alamat : Jl.Dr.Ratulangi, Kota Palopo

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul *"IMPROVING STUDENTS LISTENING SKILL TROUGH WATCHING ENGLISH MOVIES AT SMA NEGERI 2 PALOPO"*

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.



DEKASMAN, SH., M.M.
NIP.19680823 199203 1 010

BerAKHLAK
Berorientasi Pelayanan Akademi dan Masyarakat
Melayani Bangsa dengan Hati

**#bangga
melayani
bangsa**

Sipakatau

SJK
Sulawesi Selatan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : St Annazila Cahyani Ajma
NIM : 18 0202 0082
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Dr Ratulangi Kota Palopo
No. Telpon/HP : 081 242 930 370
Email : shilachila01@gmail.com

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

a.n. Dekan
Wakil dekan III
Fakultas Tarbiyah dan Ilmu Keguruan

Dra. Hj. Nursyamsi, M.Pd.I
NIP. 19630710 199503 2 001

Palopo, SENIN 15 MEI 2023
Ketua Program Studi

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



Lancar Mengaji



Bisa mengaji, tapi belum lancar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : St Annazila Cahyani Ajma
NIM : 18 0202 0082
Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

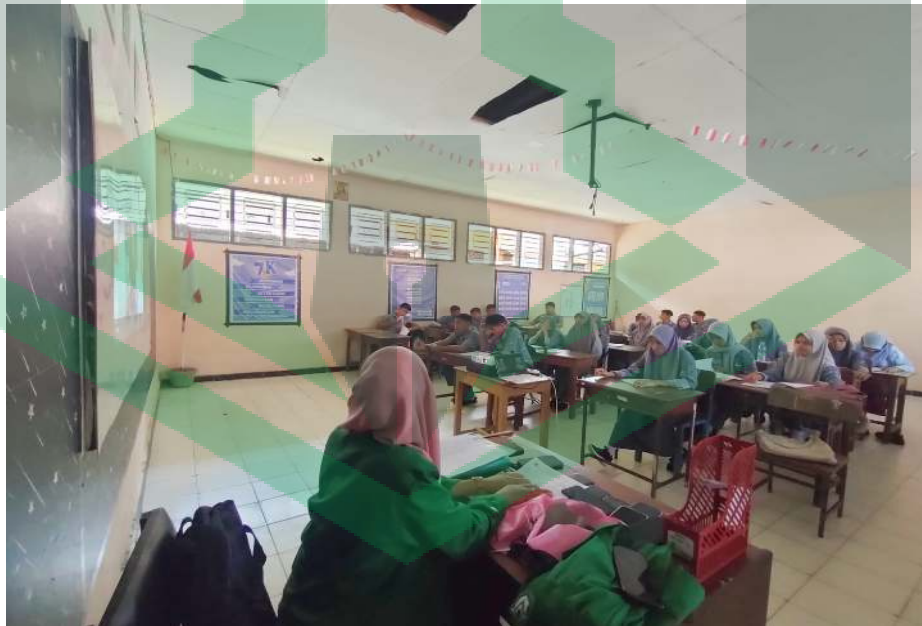
Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 09 Mei 2023

Ketua Prodi

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

Researcher Documentasi





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 PALOPO
Alamat : Jl. Garuda No. 18 Telp. 0471 22444 Gg. Pasir Putih 2 Palopo, www.sman2palopo.scb.id

DAFTAR HADIR PESERTA DIDIK
TAHUN PELAJARAN 2022/2023

HARI / TANGGAL : **KAMIS / 7 FEBRUARI 2023**

RETRIA KELAS : **KELAS : XI IPA 4**

URUT	NOMOR		NAMA PESERTA DIDIK	JK	JAM PELAJARAN										NAMA GURU / MATA PELAJARAN / NIP	JAM KE.	TANDA TANGAN	
	NIS	NISN			1	2	3	4	5	6	7	8	9	10				
1	0008199385	12035	ANDE AULYA PASSALOWENGI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
2	000487722	12007	ALYATI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
3	0056710738	12311	ALMIRA THITA RAMADANI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
4	0005838300	13034	ALYIA PUTRI RAHWA RAMADANI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
5	0063978830	12096	ARIFA ARRYA PUTRI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
6	0058147797	12368	CHANI SUKI RAMADANI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
7	0053003460	12377	ERENI SARI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
8	0061134917	12380	PRIDA INAYAH SAHRA	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
9	0071728012	12097	HABIB KHALILANA NAWAWI	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
10	0064204732	12005	LETITA AMELIA PUTRI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
11	0058763651	12430	LAURA PONGMANGATTA	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
12	0060457206	12464	MUHL FARIEL RAMADHAN	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
13	0065116219	12465	MUHL FAIZ RIHWAN RADITYA	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
14	0061100631	12467	MUHL FACHRIM FARHADIANG	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
15	0061751744	12469	MUHL FROH ALFURQAN	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
16	0052298651	12478	MUHL RIVYO AKIANTY	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
17	0066480783	12487	MUHAMMAD FARHAN AL ASLAM	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
18	0051770505	12494	MUHAMMAD SYARILL RAMADHAN AMIR	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
19	0060972387	12511	NIRWANANDA NENDIA SERENO	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
20	0061488259	12514	NUR ADYA SAKTI IBRAHIM	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
21	0077305714	12515	NUR ARINI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
22	0067500148	12522	NUR CHALMI ALIFHA	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
23	0063043886	13025	NURUL HIKMA	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
24	0064508270	12542	RAKHA KASYID	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
25	0065349336	12633	RIA RAHMADANI FARUHAQ	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
26	0062081710	12559	SAL SABRI AH M. XENAYA	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
27	0064018820	12569	SILVIA SAIGUNI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
28	0066049080	12571	SITI MUBTADILAH PUTRI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
29	0058702059	12640	ST ZAKYLA	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
30	0068153088	12578	SYAHIDAN AULY	L	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
31	0060900857	12586	TARA NURANI	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
32	0066648938	12590	TRIWILAN	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
33	0052430206	12597	WENDY WAHYUNI HASAN	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
34	0061760541	12601	ZALWA NURUL KHAMIRA	P	IS	-	-	-	-	-	-	-	-	-	-	-	-	-
35																		
36																		

KEADAAN ABSEN

Sakit: Orang
Isin: Orang
Tanpa Keterangan: Orang
Jumlah: Orang

JAM MENGAJAR HARI SENIN

1. 07.30 - 08.30	6. 12.30 - 13.15
2. 08.30 - 09.15	7. 13.15 - 14.00
3. 09.15 - 10.00	8. 14.00 - 14.45
4. 10.00 - 10.30	9. 14.45 - 15.00
4. 10.30 - 11.15	9. 15.00 - 15.45
5. 11.15 - 12.00	10. 15.45 - 16.30
12.00 - 12.30	

JAM MENGAJAR HARI SELASA - KAMIS

1. 07.30 - 08.15	12.00 - 12.30
2. 08.15 - 08.55	7. 12.30 - 13.15
3. 08.55 - 09.35	8. 13.15 - 14.00
4. 09.35 - 10.15	14.00 - 14.15
10.15 - 10.40	9. 14.15 - 15.00
10.40 - 11.20	10. 15.00 - 15.45
6. 10.20 - 12.00	

JAM MENGAJAR HARI JUMAT

1. 07.00 - 07.30	6. 10.15 - 11.00
2. 07.30 - 08.00	7. 11.00 - 11.45
3. 08.00 - 08.45	13.45 - 14.00
8. 08.45 - 09.30	8. 14.00 - 14.45
5. 09.30 - 10.15	9. 14.45 - 15.30

WALI KELAS,
SUPRIATI PATINARAN, S.Pd.
NIP 19711231 200701 2 050

Catatan:
UNTUK HARI JUMAT:
1. 07.00 - 07.30 : Literasi Kitab Suci
2. 07.30 - 08.00 : Jumat Bersih







BIOGRAPHY



St Annazila Cahyani Ajma, was born in Palopo, on May 8th 2000. The researcher is the second of two children from her beloved parents named Maming and Ajeng. Currently, researchers domiciled in Palopo City, Bara sub-district, Luwu district. She was graduated from SDN 44 Rampoang in 2012.

She was graduated from SMP Negeri 8 Palopo in 2015. And she was graduated from SMAN 2 Palopo in 2018. After graduated from senior high school in, the researchers continued her study at English Education Department Faculty of Tarbiyah and Teacher Training of the State Islamic Institute (IAIN) Palopo.