THE INFLUENCE OF RUMPELSTILTSKIN MOVIE BY BROTHERS GRIMM TO THE STUDENTS’ LISTENING SKILL

(A Correlative Study of the Eight-Grade Students’ of MTs NU Roudlotul Furqon Banyubiru in the Academic Year of 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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SALATIGA
2018
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly. This declaration is written with the full concern of the researcher.

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The Assistant Counselor’s note

Anis ‘Azzah

To the Dean of Teacher Training and
Education Faculty

Assalamu alaiwm ar rah

After reading and correcting Anis ‘Azzah’s graduating paper entitled “THE INFLUENCE OF RUPPELSTILTSKIN MOVIE BY BROTHERS GRIMM TO THE STUDENTS LISTENING SKILLS (A Correlative study of the Eight Grade Students of MTs NU Roudlolatul Farqoa Banyuhiru in the Academic Year of 2018/2019)”; I would like to propose that if this paper can be accepted by the Dean of Teacher Training and Education Faculty; I hope this paper can be examined as soon as possible.

Waasalamu alaikum wr. wb.

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THE INFLUENCE OF RUMPELSTILTSKIN MOVIE BY BROTHERS GRIMM TO THE STUDENTS’ LISTENING SKILLS

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Salatiga, September 27th 2018
MOTTO

Allah SWT is a good planners. He opens the first sheet in your life about the difficult feeling that you think is endless. Then, he open the second sheet, and you know what it is? It is about the happiness you’re waiting for..when you accept it, Allah only want to know how you’re grateful.

-Anis 'Azzah-
DEDICATION

This graduating paper is dedicated to:

- My Beloved Mother, Siti Shokhifah and Father Tikrori who always love and support me.
- My Beloved Sisters, Ulfia Faridah and Muna Wardati
- My Special’s someone, Slamet Febriyanto and
- All my Friends who always help and give motivation for me
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*Bismillahirrahmanirrahim*,
Assalamu’alaikum Wr. Wb.

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However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

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Wassalamu’alaikum Wr. Wb.

Salatiga, August 2nd 2018
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ABSTRACT


Counselor : Ruwandi, S.Pd., M.A.

The purposes of this research are 1) To find out influence of rumpelstiltskin movie by Brothers Grimm to the students’ listening skills, 2) To find out the significant influence of rumpelstiltskin movie by Brothers Grimm to the students’ listening skills. This research is conducted in MTs NU Roudlotul Furqon Banyubiru for the eight grade students. The number of the students’ in this research are 28. This research to understand the influence of $x$ to $y$. In completing this research, the researcher used test (realtest and nonreal test) and documentation as instruments to collect data.

The findings of this research showed 1) There was influence of rumpelstiltskin movie by Brothers Grimm to the students’ listening skills because the value of $r_{xy}$ was 0.516. The value of $r_{xy}$ was 0.516 had a positive direction in medium level in statistical frame. It means that there was influence of Rumpelstiltskin movie to the students’ listening skills. 2) There was significant influence of rumpelstiltskin movie by Brothers Grimm to the students’ listening skill. The value of significant is obtained from the value of $(r-$count $> r$-table). The researcher checked the result of $r_{xy}$ by application of SPSS 16.0, that was 0.499. This meant $0.499 > 0.370$, and $n= 21$.

It meant that $H_a$ was accepted (there was significant influence of Rumpelstiltskin movie to the students’ listening skills) and $H_0$ was rejected (there was no significant influence of Rumpelstiltskin movie to the students listening skills).

**Key words**: Listening skill; Narrative text; Movie.
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CHAPTER I
INTRODUCTION

A. Background of the Research

Language is intimately tied to man’s feelings and actions. It is used for work, workship, and play by everyone. Language does not develop in a vacuum. A language is part of the culture of a people and the chief means by which the members of a society communicate (Robert Lado, 1964). Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols (Sapir, 1921).

There are several forms for communication, such as spoken language and written language. The purpose of communication is to send a message from the speaker to the listener or the written text to the reader. English is considered as one of the most important languages to learn. It is because the globalization is growing rapidly and it brings a big challenge for the future generation. Almost every country all over the world learns English, including Indonesia. However, teaching English in a non-English-speaking like in Indonesia must be different from teaching English in a native country or in natural environment where English is spoken everyday like in England and the United State.

In Indonesia, English is taught as a foreign language (EFL) from the kindergarten to the university. Just the same as the other countries, the
teaching of English in Indonesia aims to develop four skills of language, listening, speaking, reading and writing. According to Alexandra LG (in Nawawi, 2011: 1) said that “all four basic skills were understanding, speaking, writing and reading”. As an English teacher, we should plan the lesson as maximal as possible. The teaching of English should be active, innovative, creative, educative and enjoyable.

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. Listening is so important that many top employers provide listening skill training for their employees. According to Rachel Naomi Remen that “the most basic and powerful way to connect to another person is to listen. Perhaps the most important thing we ever give each other is our attention”.

There are three main reasons to support the importance of listening to foreign language learning. First, a new language learner should learn listen at the initial stage of language learning in the same manner as a child learns a mother language (Buck, 2001). We know that listening is a skill developed in the very beginning of a child’s learning of language. Listening is a natural process in acquiring a new language. According to Underwood (1989), “a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures”.

Second, listening can enhance speaking skill. Spoken language provides a means of interaction for the learner. Furthermore, a learner’s failure to understand the language they hear is an incentive, not a barrier, to interaction and learning. Therefore, it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker. Finally, listening exercises help to draw a learner’s attention to new forms in the language such as vocabulary, grammar and interaction patterns. Thus, listening comprehension provides the right conditions for language acquisition and the development of other language skills (Krashen, 1989).

In order to develop listening skills, technology has played an increasingly important role in the methods of instruction. English teachers are not only demanded to be creative in applying learning methods or strategies, but also in using instructional media. There are many technological media that can be used in EFL classroom such as websites, songs, games, cards, magazine, etc. Movie or film is one of the instructional media that can be used by English teachers to improve student’s English skills.

Movies can be an entertaining and motivating tool for students. Using movies has brought authenticity, variety, reality, and flexibility into the EFL classrooms. Ruusunen (2011: 13) explains that there are several reasons to use English movies in EFL classroom. Alberta (2013: 14) stated English movies usually a subordinate narrative technique to keep the audience focused on character and story. This characteristic opens the opportunity for
English teachers in Indonesia to bring movies into EFL classroom since the current curriculum (Curriculum 2013) emphasizes on genre-based texta as English subject material and one of them is narrative genre.

Based on the observation on April 21st, 2018 to the English teaching in the eight grade of MTs NU Roudlotul Furqon, the English teacher said that the students’ didn’t interested to followed English subject because English was difficulted subject and some of them were foreign to the language. Here, the teacher felt difficulted to given new vocabulary and introduced new materials because some of students lived in the mountainous areas so to developed vocabulary was still difficulted. The teacher also explained that the Standardized of Minimum Score (KKM) of English subject was 70. The teacher used curriculum KTSP because it still difficulted to applied curriculum 2013 in the school. The facilities in schools were still limited so did not used curriculum 2013.

The conclusion of the observation, the researcher found the information that the students in the eighth grade of MTs NU Roudlotul Furqon needed to new strategies of English teaching in order to they could enjoy in the classroom. To contributed new findings at different level and grade of education, the researcher conducted a study in the form Quantitative research about The Influence of Rumpelstiltskin Movie by Brothers Grimm to the Students’ Listening Skill of the Eighth Grade Students in MTs NU Roudlotul Furqon Banyubiru.
B. Research Problems

Based on the background of the study and research problems identified above, this study particularly aimed at finding the answer of the following questions:

1. Is there any influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill?
2. Is there any significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill?

C. Objective the Research

From the study, the researcher wants to achieve some objectives:

1. To find out the influence Rumpelstiltskin movie to by Brothers Grimm the students listening skill.
2. To find out the significant influence of Rumpelstiltskin movie by Brothers Grimm to the students listening skill.

D. Benefits of the Research

1. Theoretical Benefits
   a. To give a new knowledge in teaching foreign language by using English movies as the instructional media.
   b. To give the reference of different resources for the next researchers.
2. **Practical Benefits**
   
a. To the students, they know that English teaching not only about structure and grammar but also pronunciation and vocabulary through English movie as instructional media.

b. To the teachers, the output of the study will help them to find more effective strategies about how to reach the student’s achievement in listening skill.

c. To the school, this study can give innovation to improve English students’ skill and know measure English skill every students so the school can give more facilities to them.

E. **Limitation of the Research**

Based on the research problems above, the researcher limits the problems with only focuses on the influence of movie to the listening skills of the eighth grade students’ in MTs NU Roudlotul Furqon Banyubiru where the English movies as instructional media because English subject is assumed as difficult subject there. The researcher try to apply new strategy especially listening skill in that school. The description of movie and listening skill will be explained in theoretical framework.

F. **Definition of the Key Terms**

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication.
Without the ability to listen effectively, messages are easily misunderstood. Listening is so important that many top employers provide listening skill training for their employees. According to Rachel Naomi Remen that “the most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention”. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skill.

Movie or film is one of instructional media that can be used by the English teachers to improve students’ English skills. Mirvan (2013: 62) stated that using English movies in the EFL classroom was new and very pleasant experience for the students. Students were more motivated to see and hear real life situation than to follow the activities in the textbook. According to Kalean (2013: 155) teaching English by using English movie as media in the EFL classroom is a good way to teach the students how to speak well by imitating the actors and actress in the movie.

Rumpelstiltskin movie are written by Brothers Grimm. This movie is published in 1812 and duration 12 minutes 53 second. This movie is one of fairytales movie.

G. Paper Organization

In this research, the researcher divided into five chapters. The systematic this research as follows:
Chapter 1 about Introduction that consists of the background of the research, research problems, objective of the research, benefits of the research, limitation of the research, paper organization.

Chapter II about Theoretical Framework. It consists of the previous research, supporting theories, theoretical hypothesis.

Chapter III about Research methodology. It elaborated research design, research setting, research method, research subject, research instrument, data collection, data analysis technique, research validity and reliability, research procedure in SPSS.

Chapter IV is data analysis and discussion. It consists of data presentation, data analysis, and discussion.

Chapter V is closure that consists of conclusion and recommendation.

For the attachment, there are bibliography and appendix.
CHAPTER II
THEORETICAL FRAMEWORK

A. Previous Research

There is some previous research which are used in this research. The researcher takes 3 previous kinds of research.

The first research was conducted by Sari (2015), this journal focuses on English movie as an instructional media for the students’ English of Foreign Language (EFL) classroom. This research explained the positive and negative impact to the teaching English although movie or film is one of audio-visual media that teachers can use to improve students’ English skill. This research also gives benefit to the teacher in order to created a good situation in the classroom where the teacher was able to tell the students about technology could be used in English class such as movie, websites, songs, games, etc.

There are many advantages of using English movie in EFL classroom. First, movie can keep students’ interest in learning English. Second, movie can improve students’ listening skill and improve students’ speaking skill. In this case, it it better if the English teachers to play movie with English subtitles. Aside form advantages, movie also has many disadvantages. Movie takes along time to watch the movies so the students feel bored, students prefer watching actor or actress than focusing in main instructional goal. To overcome bad impacts of movie, teacher should use short English
movie to save time also always remind students the main instructional goal before and after watching movie.

The second previous research is presented by Stewart (2006), he explains the benefit use movie in English class. Movies as a resources technologies of language acquisition that can used to teach students the basics of English in elementary and high school. Movie can make the students to speak up and it serve as the basis for writing assignments and oral presentations. The students also give attention because they interest about the contain of movie and get new vocabulary from the subtitle. When movie assignments are performative exercises, again students’ enthusiasm can be astonishing, especially if the movie is popular and reasonably current.

The third previous research is presented by Kusumaningrum (2014), this is focuses on an application strategy of English movies in English Listening Teaching. In the fact, teacher should find a strategy to attract students’ attention to learn EFL. However, using English movies to teach English can be the answer. By using English movies, teacher can also teach grammar and introduce new vocabulary to the students. According to Louis Pugliese that movie is an interesting thing to learn English where it is useful to know and multiply vocabulary in English.

The differences aspect of the previous research and this research is the subject of the research. From the article, the similarities of this research are using movies in English class.
B. Supporting Theories

1. Listening

   a. Definition of Listening skills

   In language teaching, listening is a skill that requires active engagement. Listening is the ability to identify and understand what others say or speak. This involves understanding a speaker’s accent or pronunciation, her grammar, her vocabulary gauging her meaning. Listening skill is also important to be mastered for its benefit in building a good communication. Listening is one of the four language skills which learners usually find the most difficult. According to Rivers (1986), we have to spend much of our time through listening activities where the time adult spends in communication activities is 45% for listening, 30% for speaking, 16% for reading and only 9% for writing skills.

   Listening plays a vital role in daily lives. People listen to different purposes such as entertainment, academic purposes or obtaining necessary information (Hien, 2003). Howat and Dakin (2013) in Rahmawati (2010) states that listening is an active process because we have to identify and understand what other people saying. This involves understanding a speaker’s accent or pronunciation, his grammar and vocabulary and grasping his meaning. According to Saricoban (2013) in Stivani and Hayati (2011), listening is one of the fundamental language skills.
Listening is one of language skills that must be mastered by the learners. It is an important language skill. A listener will catch the words and sentences said by the speaker so the listener get communication with other. Rivers and Weaver (2013) in Murcia (2001) shows that:

“In reality, listening is used far more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write”.

Listening activities also obligated in academic context, where the students have to concern with listening comprehension in the class. In EFL class, some students have problems to communicate with English. These problems not only from the students but also strategies of language teachers where the students need become good listener through instructional media can give motivation to them (Schwart, 1998).

b. Kinds of Listening

Wohin and Coakley (1982) describe five different kinds of listening: discriminative, comprehensive, critical, therapeutic and appreciative.

1) Discriminative listening makes the listener sensitive to arguments and language. It also enables the listener to distinguish fact from opinion.
2) Comprehensive listening helps the listener to understand a message.

3) Critical listening makes the listener to evaluate and then accept or reject a message.

4) Therapeutic listening enables the listener to serve as a sounding board without evaluating or judging the message.

5) Appreciative listening is for enjoyment or to gain a sensory impression.

c. The Difficulties in Listening skills

According to Richards (1983) in Boris (2013), listening have problems are:

1) Speaker speaks too fast.

2) Listeners lack cultural or background knowledge.

3) Speakers use too many unfamiliar words.

4) Listening takes too much effort and concentration.

5) Recordings are not always clear and are difficult to follow.

6) Tasks are too difficult.

Richards (1983) mentions that the problems are coming from some aspects such as students, media, and materials. This problems is affecting the students’ motivation and interest in doing the tasks.

Anderson and Lynch (1988) present a graded language program in which they systematically varied aspects of the text which the learners heard and the tasks they are to perform. In a
series of experiments Anderson and Lynch find that the difficulty of listening tasks is particularly influenced by the following:

1) The organization of information.
2) Familiarity with the topic.
3) The explicitness and sufficiency of the information.
4) The type of referring expressions used.
5) Whether the text described ‘static’ relationship.

To help students listen better, we may use some of the following techniques:

1) Keep the recording short—not more than two minutes or so.
2) Play the tape a sufficient number of times.
3) Let students discuss their answers together (perhaps in pairs).
4) Don’t immediately acknowledge correct answers with words or facial expressions—throw answers back to the class.
5) Don’t be led by one strong student.
6) Aim to get the students to agree together without your help.
7) Play little bits of the tape (a word, a phrase, a sentence) again until it’s clear.
8) Don’t cheat them by changing your requirements halfway.
9) Don’t let them lose heart.

d. **The Listening Process**

   Listening is an active process by which we make sense of assess and respond to what we hear. Listening is an essential skill,
present in most of the activities we carry out throughout our lives.

Lindsay and Knight (2006) in Rocio (2011) shows that:

“We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else’s conversation (eavesdropping); a lecture; professional advice, for example, at the doctor’s, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class “(2006: 45).

According to Nunan (2001: 23) listening is a six-stage process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession.

The first stage is Hearing. A hearing is the physiological process of registering sound waves as they hit the eardrum. As obvious as it may seem, in order to effectively gather information through listening. The second stage is Attending. A attending is the process of accurately identifying and interpreting particular sounds we hear have no meaning until we give them their meaning in context. Listening is an active process that constructs meaning from both verbal and nonverbal messages.

The third stage in the listening process is the understanding stage. An understanding or comprehensions is shared meaning between parties in a communication transaction and constitutes the first step in the listening process. The remembering stage occurs as the listener categorizes and retains the information she’s
gathering from the speaker for future access. The result-memory-allows the person to record information about people, objects and events for later recall. This happens both during and after the speaker’s delivery. The evaluating stage is the listening stage during which the listener critically assesses the information they received from the speaker. The responding stage is the stage of the listening process where in the listener provides verbal and/or nonverbal reactions based on short-or long-term memory.

According to Lindsay and Knight (2006), people have different purposes when they listen:

“*When listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information, for enjoyment or social reasons to learn new language (2006: 46)*”.

When teachers are teaching listening, apart from the purpose, it is very important to follow a pattern. Bueno, Madrid and McLaren (2006) establish the following pattern:

1) Pre-listening would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

2) The following stage is listening, where learners do the mentioned tasks or find answers.
3) The last stage is post-listening, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learned.

e. Factors that influence listening process

Boyle (1984: 35) identifies the factors that influence listening comprehension in three groups:

1) Listener Factors
   a) Educational level of the learners is an advantage for learners.
   b) Age is an important factor in language learning.
   c) The environment where listening activities are carried out facilitates comprehension.
   d) Language knowledge; the knowledge of vocabulary, grammar and pronunciation helps learners comprehend easily.
   e) Motivation allows learners to concentrate on the topic, and enables them to listen to attentively.

2) Speaker Factors
   a) Speakers’ ability plays a big role in comprehension. Lecturers should prefer listening activities of native speakers because it can help learners understand better.
b) The pronunciation and accent of the speaker influences comprehension.

c) Delivery speed of the speaker is a major factor in listening comprehension. If the delivery is fast, learners might have difficulty in understanding.

3) Factors in the Material and Medium

   a) The choice of listening materials holds an important place because if message is not conveyed then the materials will not be useful.

   b) The content of the material should draw attention of learners. Concepts in the material should be easily understood.

   c) Lecturers should support the learning environment through gestures and visuals.

f. Teachers’ role during the Listening Lesson

    A role can be defined as the part taken by a participant in an act of communication (Ellis and McClintock, 1990). Wright (1987) say that some roles are defined primarily by the work people do, while others are mainly defined by the kind of interpersonal relationships they imply.

    Teaching is a complex process which can be conceptualized in a number of different ways. Traditionally, language teaching has been described in terms of what teachers do, that is, in terms of the
actions and behaviors which teachers carry out in the classroom and the effects of these on learners. The teachers typically confronted with the following kinds of tasks:

1) Selecting learning activities.
2) Preparing students for new learning.
3) Presenting learning activities.
4) Asking questions.
5) Conducting drills.
6) Checking students’ understanding
7) Providing opportunities for practice of new items.
8) Monitoring students’ learning.
9) Giving feedback on student learning.
10) Reviewing and reteaching when necessary.

English of Foreign Language teacher’s language is one of the most important factors that affect students’ achievement. To know if teacher’s language is simple or difficult, we will see the following points: First, teachers should reduce the formality and the standardization of English in the way of speaking but they respect origins of the language. Second, teachers should be careful to construct short sentences and must avoid long sentences (Rost, 129).

In a study of the beliefs of English language teachers in Hongkong (Richards, Tung and Ng, 1991), English teachers whose
first language was Chinese felt that English has more grammar rules than Chinese, although they did not feel English had a larger vocabulary or was more appropriate in terms of communication.

Richards et al. (1991), in their study of teachers’ beliefs found that Hongkong teachers of English believed their primary role in the classroom was to 1) provide useful learning experiences, 2) provide a model of correct language use, 3) answer learners’ questions, and 4) correct learners’ errors. They believed their main role as an English teacher was to 1) help students discover effective approaches to learning, 2) pass on knowledge and skills to their pupils, and 3) adapt teaching approaches to match their students’ needs.

In the survey by Richards et al. (1991), English language teachers reported their belief that language teaching is a profession and that teachers engaged in it are professionals. They reported that they are willing to assume professional responsibilities, that they can take charge of their teaching, and that they can improve the learning outcomes of their students.

In communicative language teaching, the teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is
to act as an independent participant within the learning-teaching group.

g. Assessing Listening

Assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher (Ibid, 2013). When a student responds to a question, offers a comment or tries out a new word or structure, the teacher subconsciously makes an evaluating of the students’ performance. The rubric are used to assess the students’ listening skills that is:

**Table 1.1 The Rubric of Listening Assessment**

<table>
<thead>
<tr>
<th>Listening Process</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Student is having a hard time receiving, attending, and assigning meaning to words spoken</td>
<td>Student is receiving information, but having a hard time attending to it and assigning meaning.</td>
<td>Student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.</td>
</tr>
<tr>
<td>Listening types</td>
<td>Student is struggling to</td>
<td>Student is demonstrating</td>
<td>Student is fully engaged</td>
</tr>
</tbody>
</table>
2. **Movie in Language Teaching**

a. **Definition of English movie**

Movie or film is one of the instructional media that can be used by English teachers to improve students’ English skill. Alberta
(2013: 14) stated English movies usually subordinate narrative technique to keep the audience focused on character and story. The story, rich, colorful pictures and actors’ emotion in the English movie can stimulate students’ learning enthusiasm than the boring English teaching materials. Therefore, watching English movies and repeatedly listening to the dialogue can open up the vocabulary of students so that students can easily remember more practical words.

Borsam and Monahan define movie is a story that capture in set of celluloid strips/films, which are shown on a screen with a certain speed to give an impression of moving. Movies have been a big part of human life. Barsam and Monahan also stated that movie is “the most popular art form”. As a form of art, movies are on par with other art forms.

Movie is not only a form of art and expressions, movies also provide a promising career opportunity. Movies have become a big part of humans ‘life and culture’. Movies also become very accessible for everyone since the development of the technology. People can go to nearby theatres to watch new movies, or buy the original DVD of the movie in the local DVD stores. Even if people cannot go anywhere, they can still watch movies at home on television and stream or download the movies from the internet.
b. **The Structure of Narrative text : Fairy Tales Movie**

A narrative text is a text that tells a story. Stories belong to narratives. They can imaginary, factual or combination of both. A fairy tale is a simple story about magical creatures. A fairy tale is a kind of folktale or fable. In these stories, there are witches and queens, giants and elves, prince and princess, dragons, talking animal and fairies. In other words, marvelous and magical things happen to characters in fairy tales. Fairy tales were told and retold for the generation.

Neo (2005) in Fitriana (2011: 17) states that a narrative has a structure or a patterns. It can be represented graphically in this way:

![Fig. 1.1 The Freitag Triangle (Fauzia, 2017)](image)

Riyatun (2006: 20) states that narrative is divided into imaginary narrative and factual narrative. Imaginary narratives includes fairy stories, mysteries, science fiction, horror stories,
adventure stories, romances, parables, fables and moral tales, myths and legends, historical stories. Factorial narratives include autobiography and biography. Fairytales is one type of narrative text.

Fairytales are included in magic and wonder tales type of folktales. Fairytales are well-known story from folklore for children that involve fairy or other magical character (Riyatun, 2006: 27). Fairytales film can improve the students understanding to generic structure of narrative text (Riyatun, 2006: 72).

Fairytales provides a fertile environment for teachers to present both narrative structure and key elements such as plot, setting, characters, the organization of events and the overall message of the story (Massi and Benvenuto, 2001: 1). Massi and Benvenuto (2001: 7) also state that fairytales are an excellent vehicle to improve language and literacy development. Bruti (1999) said that fairytale film is rich in inventiveness, imagination and more or less over the message given to the audience.

Docherty (2014) give 5 reasons why fairy tale film is good for learning:

1) Fairytales film could boost the child’s imagination and cultural literacy.
2) Fairytales film taught what’s right and wrong.
3) Fairytales film developed critical thinking skills.
4) Fairytale film helped children deal with their emotion.

5) Fairytale film is a great fun for learning.

c. The Use of Movies in Language Classroom

In English for Foreign Language (EFL), movie can be exploited in the English classroom to enhance students’ critical thinking skills (Eken, 2003), their recognition of pragmatic usage and fluency (King, 2002) and to improve comprehension-based learning (Swaffar & Vlatten, 1997). Movie as a method of teaching has also been found to be an effective motivator for studying language (Seferoglu, 2008; Florence, 2009; & Ismaili, 2013).

The research conducted by Pezdek, Lehre & Simon (1984) suggests that movie fragments help enhance memory and recovery of information in reading and listening. Another study that supports the use of movies in classrooms is that of Herron and Hanley (1992) which concludes that using movies offers background information that activates prior knowledge, which is essential in stimulating the four language skills. Keene (2006: 223) cautions the use of movies, as they are “Technology that is mainly used in the learners’ home for entertainment, escapism, relaxation all of which encourage a passive form of viewing”.

According to the study conducted by Li (2012), giving a five minute introduction to the movie followed by a brainstorming session between the students and teacher to discuss the theme, what
the movie would contain, new vocabulary and expressions would be very effective in the comprehension of the movie.

C. **Theoretical Hypothesis**

The hypothesis is a temporary answer from the research problems because the answer given is based on theory and not using using facts. Here, the researcher use an associative hypothesis where this hypothesis is an assumption of the relationship between two or more variables.

The researcher tries to determine the hypothesis of the research. The hypothesis is used in this research is:

- $H_{a1}$: There is the influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skills.

- $H_{a2}$: There is a significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Setting

1. The History of MTs NU Roudlotul Furqon

   MTs NU Roudlotul Furqon was located at Mahakam street, Kebumen, Banyubiru. It was built in August 6, 2003. This school not only learned about general subject, but it also learned about islamic subject especially. The profile of MTs NU Roudlotul Furqon as follow:

   a. Schools’ name : MTs NU Roudlotul Furqon
   b. Address : Mahakam street, Kebumen Banyubiru, Semarang
   c. NPSN : 20364428
   d. NSM : 121233220012
   e. Status : Private
   f. Email : mtsroudlotulfurqon@gmail.com
   g. Situs : www.mts-roudlotul-furqon.sch.id
   h. Ladder : SMP
   i. Date of Establishment : August 6, 2003
   j. Accreditation status : B
   k. Surface area : 2736 m²
   l. Building area : 342 m²
   m. Telephone : 0298 5992924
2. Infrastructure

The teaching process of MTs NU Roudlotul Furqon begins at 07.00 a.m until 02.00 p.m every Monday – Tuesday, at 07.00 a.m until 11.00 a.m every Friday and at 07.00 a.m until 11.30 a.m every Saturday. Each lesson takes 40 minutes. The facilities of MTs NU Roudlotul Furqon as follows:

Table 2.1 The List of Facilities in MTs NU Roudlotul Furqon

<table>
<thead>
<tr>
<th>No.</th>
<th>Facilities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class</td>
<td>7 rooms</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster office</td>
<td>1 room</td>
</tr>
<tr>
<td>3</td>
<td>Teacher office</td>
<td>1 room</td>
</tr>
<tr>
<td>4</td>
<td>Administration office</td>
<td>1 room</td>
</tr>
<tr>
<td>5</td>
<td>Library</td>
<td>1 room</td>
</tr>
<tr>
<td>6</td>
<td>Mosque</td>
<td>1 room</td>
</tr>
<tr>
<td>7</td>
<td>Computer’s laboratory</td>
<td>1 room</td>
</tr>
<tr>
<td>8</td>
<td>Teacher toilet</td>
<td>2 room</td>
</tr>
<tr>
<td>9</td>
<td>Student toilet</td>
<td>4 rooms</td>
</tr>
<tr>
<td>10</td>
<td>Canteen</td>
<td>1 room</td>
</tr>
</tbody>
</table>

3. Extracurricular Activities of MTs NU Roudlotul Furqon

MTs NU Roudlotul Furqon have some extracurricular can are followed by the students. The extracurricular activities are as follows:
Table 2.2 The List of Extracurricular Activities in MTs NU Roudlotul Furqon

<table>
<thead>
<tr>
<th>No.</th>
<th>Extracurricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IPNU/IPPNU</td>
</tr>
<tr>
<td>2</td>
<td>Drumband</td>
</tr>
<tr>
<td>3</td>
<td>Rebana</td>
</tr>
<tr>
<td>4</td>
<td>Art of Al qur’an (tilawatil qur’an)</td>
</tr>
<tr>
<td>5</td>
<td>Calligraphy</td>
</tr>
<tr>
<td>6</td>
<td>Sport</td>
</tr>
<tr>
<td>7</td>
<td>Scout</td>
</tr>
</tbody>
</table>

4. Teacher and staff of MTs NU Roudlotul Furqon

Table 2.3 Teacher and Staff in MTs NU Roudlotul Furqon

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Address</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M. Budhi Santosa, S.Ag</td>
<td>Wonokerto, Bancak</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>Tutik Takmilati, S.Pd.I</td>
<td>Krajan, Kebumen, Banyubiru</td>
<td>Curriculum affairs</td>
</tr>
<tr>
<td>3</td>
<td>M. Nanang Qosim, S.HI</td>
<td>Isep-i sep, Cebongan, Salatiga</td>
<td>Student affairs</td>
</tr>
<tr>
<td>4</td>
<td>Abdul Rohman, S.E</td>
<td>Urut sewu, Ampel, Boyolali</td>
<td>Administration</td>
</tr>
<tr>
<td>5</td>
<td>Hadi Mahzu</td>
<td>Tegaron Wetan, Kebumen, Banyubiru</td>
<td>Public relations</td>
</tr>
<tr>
<td>No.</td>
<td>Date/Time</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Wednesday, 18 April 2018</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Friday, 20 April 2018</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Friday, 27 April 2018</td>
<td>Introduce Rumpelstiltskin movie</td>
<td></td>
</tr>
</tbody>
</table>
B. Research Approach

This research uses a quantitative approach. It is used to find out the influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skills. This research used types of ex-post facto research about the correlational research. Ex-post facto research more formally as that in which the independent variables have already occurred and in which the researcher starts with the observation of a dependent variable (Kerlinger, 1986). Ex-post facto research are divided into two kinds, there are correlational study and criterion group study.

C. Research Design

This research uses a non-experimental quantitative research is the correlational design. The correlational design is used to describe and measure the degree of association between two or more variables or set of scores.
use the correlational statistic (Creswell, 2012: 41). Correlational research or studies examine differences of characteristics or variables of two or more entities. A correlation exists when one variable increases or decreases correspondingly with the other variable. Correlational research is a research study that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables (Gay, 1982: 430).

Correlational research is used to get explanation about factors or variables are related with complex variables. Each variable can are explained in numeral forms. If two variable has close of relation, correlation coefficient will get almost 1,00 (or -1,00). If two variables almost has not relation, it get coefficient 0,00.

D. Research Method

The type of this research is correlational research. It used to know correlation or realationship between two variable or more variables and to measure correlation level with a correlation coefficient (Sumanto, 2014: 197). If two variable has a significat correlation, the correlation coefficient is got almost 1.00 (or -1.00). If two variable almost not correlation, correlation coefficient almost 0,00.

In this research, the researcher use two test, nonreal test and real test about movie and listening audio to get scores. First, the researcher give a nonreal test about movie and listening audio to get scores and validity test.
Second, the researcher give questions about movie and listening audio again as real test. Then, the researcher collect data and analyze to know a significant correlation between them.

E. Population and Sample

1. Population

A population is all cases, situations or individuals who share one or more characteristic (Nunan, 1992: 231). Population in this research is the eight grade students of MTs NU Roudlotul Furqon Banyubiru in the academic year 2018/2019. There are two classes and each class is about 21-22 students.

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class A</td>
<td>22 students</td>
</tr>
<tr>
<td>2</td>
<td>Class B</td>
<td>21 students</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>43 students</td>
</tr>
</tbody>
</table>

2. Sample

A sample is a subset of a population selected to participate in the research, it is a fraction of the whole, selected to participate in the research project (Brink, 1996:133; Polit & Hungler, 1999: 227). The researcher use a probability sampling, that is a stratified sample where
this sample is used to the populations from groups that have the multilevel arrangement.

The sample of this research is class B of the eighth grade students of MTs NU Roudlotul Furqon Banyubiru. The researcher takes 21 students of MTs NU Roudlotul Furqon Banyubiru as the sample:

Table 2.6 The List of Codes’ name (8B)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
</tr>
<tr>
<td>2</td>
<td>UL</td>
</tr>
<tr>
<td>3</td>
<td>DS</td>
</tr>
<tr>
<td>4</td>
<td>FF</td>
</tr>
<tr>
<td>5</td>
<td>LA</td>
</tr>
<tr>
<td>6</td>
<td>MF</td>
</tr>
<tr>
<td>7</td>
<td>MU</td>
</tr>
<tr>
<td>8</td>
<td>MUF</td>
</tr>
<tr>
<td>9</td>
<td>MS</td>
</tr>
<tr>
<td>10</td>
<td>SN</td>
</tr>
<tr>
<td>11</td>
<td>AF</td>
</tr>
<tr>
<td>12</td>
<td>AK</td>
</tr>
<tr>
<td>13</td>
<td>AD</td>
</tr>
<tr>
<td>14</td>
<td>AA</td>
</tr>
<tr>
<td>15</td>
<td>CN</td>
</tr>
<tr>
<td>16</td>
<td>HN</td>
</tr>
<tr>
<td>17</td>
<td>LM</td>
</tr>
<tr>
<td>18</td>
<td>LK</td>
</tr>
<tr>
<td>19</td>
<td>NU</td>
</tr>
<tr>
<td>20</td>
<td>NA</td>
</tr>
<tr>
<td>21</td>
<td>SF</td>
</tr>
</tbody>
</table>

F. Research Variable

A variable is a construct a characteristic that can take on different values or scores. A variable can be defined as an characteristic of a value which varies of the object (Hatch and Farhady, 1982: 12). According to Hatch and Farhady (1982: 15), the independent variable is the major variable that the researcher hopes to investigate, and the dependent variable
is the variable that the researcher observes and measures to determine the influence of the independent variable. The independent variable in this research is indicated by the Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill \((x)\) and the dependent variable is the students’ listening skill \((y)\).

G. Research Instruments

The instrument is the important thing in an experiment in which the reliability of the instrument will automatically affect the reliability of the data obtained. In this research, the researcher used two kinds of instruments to collect data. They are test and documentation.

1. Test

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numeral score can be assigned (Ary, 1985: 189). This score, based on a representative sample of the individual’s behavior, is an indicator of the extent to which the subject has the characteristic being measured. A test can be considered valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test is the systematic procedure in which the individuals tested are presented with a set of constructed stimuli to which they respond, they responses enabling the tester to assign the testes numerals (Kerlinger, 1986).
The instruments are used in this research are two kinds of tests. They are 1. Test to measure the influence students’ skills in listening through Rumpelstiltskin movie, 2. Test to measure the influence students’ listening skills after watch Rumpelstiltskin movie. According to Hamalik in Inayati (2011: 46) the criteria are the following:

**Table 2.7 The Criteria of Measuring the Test score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>70 – 84</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>55 – 69</td>
<td>C</td>
<td>Sufficient</td>
</tr>
<tr>
<td>40 – 54</td>
<td>D</td>
<td>Fair</td>
</tr>
<tr>
<td>0 – 39</td>
<td>E</td>
<td>Poor</td>
</tr>
</tbody>
</table>

2. Documentation

Documentation is obtained from the place of research such as books are relevant, written documents or pictures. The document is a record of events that have passed (Sudaryono, Gaguk & Wardani, 2003: 41).

It means that the researcher collect data from English teacher, such as students’ name list, or other file about MTs NU Roudlotul Furqon. The researcher also get data that is result of the test about Rumpelstiltskin movie. The researcher can process the data to know
correlation between students’ listening skill and influence of Rumpelstiltskin movie.

H. Data Collection Method

The type of the research in this graduating paper is correlation research. Correlation research is nonexperimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. Here, the researcher use a test and documentation to collect data.

The researcher gives some test where the tests are divided into two kinds. The first test, it is done by 21 students from class 8B of English subject. In this result of test are used to validating the instrument. In this tests consists of multiple choices questions about Rumpelstiltskin movie to measure comprehension of students and listening the music to fill in the blank questions.

The second test, it used to get scores where this score are used to know correlation between watching Rumpelstiltskin movie and listening skill of students. In this tests consists of multiple choice questions about Rumpelstiltskin movie and listening the audio to complete the dialogue.
I. **Data Analysis Technique**

To find out the correlation between the student’s listening skill and the student’s listening skill by watching a movie, the researcher uses the correlation formula by Spearman Rank. This formula is used to significant test associative hypothesis when each variable is connected have the form of ordinal data and source of data to each variables haven’t similarity. The formula used is:

1. **Spearman Rank Correlation Calculation**

   The Spearman rank coefficient \( r_s \) is the nonparametric version of the Pearson correlation coefficient. Spearman’s returns a value from -1 to +1 where : (Sugiyono, 2011: 106)

   \[ +1 = \text{a perfect positive correlation between ranks} \]
   \[ -1 = \text{a perfect negative correlation between ranks} \]
   \[ 0 = \text{no correlation between ranks} \]

   The formula for the Spearman rank correlation coefficient :

   \[
   \rho = 1 - \frac{6 \sum_{i=1}^{n} e_{ib}^2}{n(n^2 - 1)}
   \]

   \( \rho \) : coefficient of Spearman Rank correlation

   Significant test use \( Z \) formula :

   \[
   Z = \frac{\rho}{\sqrt{n-1}}
   \]

   Correlation is an effect size and so we can verbally describe the strength of the correlation using the following guidelines for the absolute value of \( (r_s) \) :
Table 2.8  The Category of Spearman Rank Formula

<table>
<thead>
<tr>
<th>Spearman Correlation</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>.00 - .19</td>
<td>Very weak</td>
</tr>
<tr>
<td>.20 - .39</td>
<td>Weak</td>
</tr>
<tr>
<td>.40 - .59</td>
<td>Medium</td>
</tr>
<tr>
<td>.60 - .79</td>
<td>Strong</td>
</tr>
<tr>
<td>.80 – 1.0</td>
<td>Very strong</td>
</tr>
</tbody>
</table>

J. Instruments Test of the Research

Because correlational research involves the measurement of many different variables, the quality of the measures used in a major consideration. Realibility and validity are two concepts that are used to judge the quality of educational measures.

1. Validity

A Valid test is one that in fact measures what it claims to be measuring. Validity refers to whether the measure accurately and appropriately measures whatever it is supposed to measure. An instrument is said to be valid if the instrument used can measure what it wants to measure (Gay, 1983). The validity of a research instrument is the level that indicates where a test measures what it wants to measure. The principle of a test is that it is only valid for a particular purpose.
The researcher use a predictive validity. Predictive validity is a condition to measure how far the test can shows skills to predict what happened in the future (Sudaryono dkk, 2013: 109).

According to Guilford (1956: 145) in cited Guntur (2018) that there are some category to validity:

<table>
<thead>
<tr>
<th>Value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.80 – 1.00</td>
<td>Very high</td>
</tr>
<tr>
<td>0.60 – 0.80</td>
<td>High</td>
</tr>
<tr>
<td>0.40 – 0.60</td>
<td>Enough</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.00 – 0.20</td>
<td>No valid</td>
</tr>
</tbody>
</table>

The researcher calculate the validity using SPSS 16.0. The result of this calculation is:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Total (Watch a movie)</th>
<th>Criteria</th>
<th>Value (sig &lt;0,05)</th>
<th>Total (listening)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0,325</td>
<td>Invalid</td>
<td>0,370</td>
<td>0,042</td>
<td>Invalid</td>
</tr>
<tr>
<td>2</td>
<td>0,614</td>
<td>Valid</td>
<td>0,370</td>
<td>Constant</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0,661</td>
<td>Valid</td>
<td>0,370</td>
<td>0,524</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Value</td>
<td>Status</td>
<td>Alpha</td>
<td>Beta</td>
<td>Validity</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>-----------</td>
<td>-------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>4</td>
<td>0,121</td>
<td>Invalid</td>
<td>0,370</td>
<td>0,599</td>
<td>Valid</td>
</tr>
<tr>
<td>5</td>
<td>0,515</td>
<td>Valid</td>
<td>0,370</td>
<td>0,370</td>
<td>Constant</td>
</tr>
<tr>
<td>6</td>
<td>0,515</td>
<td>Valid</td>
<td>0,370</td>
<td>0,370</td>
<td>Constant</td>
</tr>
<tr>
<td>7</td>
<td>0,374</td>
<td>Valid</td>
<td>0,370</td>
<td>0,370</td>
<td>Constant</td>
</tr>
<tr>
<td>8</td>
<td>Constant</td>
<td></td>
<td>0,370</td>
<td>0,370</td>
<td>Constant</td>
</tr>
<tr>
<td>9</td>
<td>0,420</td>
<td>Valid</td>
<td>0,370</td>
<td>0,370</td>
<td>Constant</td>
</tr>
<tr>
<td>10</td>
<td>0,319</td>
<td>Invalid</td>
<td>0,370</td>
<td>0,368</td>
<td>Invalid</td>
</tr>
<tr>
<td>11</td>
<td>0,502</td>
<td>Valid</td>
<td>0,370</td>
<td>0,176</td>
<td>Invalid</td>
</tr>
<tr>
<td>12</td>
<td>0,059</td>
<td>Invalid</td>
<td>0,370</td>
<td>0,370</td>
<td>Constant</td>
</tr>
<tr>
<td>13</td>
<td>0,261</td>
<td>Invalid</td>
<td>0,370</td>
<td>0,370</td>
<td>Constant</td>
</tr>
<tr>
<td>14</td>
<td>0,515</td>
<td>Valid</td>
<td>0,370</td>
<td>0,176</td>
<td>Invalid</td>
</tr>
<tr>
<td>15</td>
<td>0,075</td>
<td>Invalid</td>
<td>0,370</td>
<td>0,390</td>
<td>Valid</td>
</tr>
<tr>
<td>16</td>
<td>0,595</td>
<td>Valid</td>
<td>0,370</td>
<td>0,137</td>
<td>Invalid</td>
</tr>
<tr>
<td>17</td>
<td>0,477</td>
<td>Valid</td>
<td>0,370</td>
<td>0,624</td>
<td>Valid</td>
</tr>
<tr>
<td>18</td>
<td>0,366</td>
<td>Invalid</td>
<td>0,370</td>
<td>-</td>
<td>Constant</td>
</tr>
<tr>
<td>19</td>
<td>Constant</td>
<td></td>
<td>0,370</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>0,068</td>
<td>Invalid</td>
<td>0,370</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
<td>Valid</td>
<td>1,000</td>
<td>Valid</td>
<td></td>
</tr>
</tbody>
</table>

2. Reliability

Reliability test refers to the consistency of measurement.

Reliability is the same as consistency. A research instrument is said to
have a high value of reliability if the test made has consistent results in the measure to be measured. The category of Reliability according to Gulford (1956: 145) in cited Guntur (2018) that is:

Table 2.11  The Category of Reliability

<table>
<thead>
<tr>
<th>Score Cronbach’s alpha</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.80 &lt; α ≤ 1.00</td>
<td>Very high</td>
</tr>
<tr>
<td>0.60 &lt; α ≤ 0.80</td>
<td>High</td>
</tr>
<tr>
<td>0.40 &lt; α ≤ 0.60</td>
<td>Medium</td>
</tr>
<tr>
<td>0.20 &lt; α ≤ 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>α &lt; 0.20</td>
<td>Very low</td>
</tr>
</tbody>
</table>

Table 2.12  The Result of Reliability test

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.801</td>
<td>0.794</td>
<td>3</td>
</tr>
</tbody>
</table>
According to Cronbach’s Alpha value in table of Reliability Statistics are got 0.794. It means that Reliability test is a high level.

3. Item difficulty

Item difficulty is a statement to find out a difficult or easy question for students. The formula is:

\[ P = \frac{B}{JS} \] (Arikunto, 2005: 208)

P = Item difficulty

B = Many students answered the question correctly

JS = Total of students

<table>
<thead>
<tr>
<th>Item Difficulty (ID)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID &lt; 0.30</td>
<td>Difficult</td>
</tr>
<tr>
<td>0.30 ≤ ID ≤ 0.70</td>
<td>Medium</td>
</tr>
<tr>
<td>ID &gt; 0.70</td>
<td>Easy</td>
</tr>
</tbody>
</table>

But the researcher use SPSS application to calculation of item difficulty. The result of SPSS calculation is:

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>Level of ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.90</td>
<td>Easy</td>
</tr>
<tr>
<td>2</td>
<td>0.85</td>
<td>Easy</td>
</tr>
<tr>
<td>Item</td>
<td>Discrimination</td>
<td>Difficulty</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>3</td>
<td>0.52</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>0.42</td>
<td>Medium</td>
</tr>
<tr>
<td>5</td>
<td>0.90</td>
<td>Easy</td>
</tr>
<tr>
<td>6</td>
<td>0.90</td>
<td>Easy</td>
</tr>
<tr>
<td>7</td>
<td>0.95</td>
<td>Easy</td>
</tr>
<tr>
<td>8</td>
<td>1.00</td>
<td>Easy</td>
</tr>
<tr>
<td>9</td>
<td>0.90</td>
<td>Easy</td>
</tr>
<tr>
<td>10</td>
<td>0.38</td>
<td>Medium</td>
</tr>
<tr>
<td>11</td>
<td>0.47</td>
<td>Medium</td>
</tr>
<tr>
<td>12</td>
<td>0.33</td>
<td>Medium</td>
</tr>
<tr>
<td>13</td>
<td>0.85</td>
<td>Easy</td>
</tr>
<tr>
<td>14</td>
<td>0.90</td>
<td>Easy</td>
</tr>
<tr>
<td>15</td>
<td>0.95</td>
<td>Easy</td>
</tr>
<tr>
<td>16</td>
<td>0.42</td>
<td>Medium</td>
</tr>
<tr>
<td>17</td>
<td>0.85</td>
<td>Easy</td>
</tr>
<tr>
<td>18</td>
<td>0.90</td>
<td>Easy</td>
</tr>
<tr>
<td>19</td>
<td>1.00</td>
<td>Easy</td>
</tr>
<tr>
<td>20</td>
<td>0.90</td>
<td>Easy</td>
</tr>
</tbody>
</table>

4. **Item Discrimination**

Item discrimination is a statement about the magnitude of the differentiating power of a problem to differentiate between high and low groups. Here, the researcher uses SPSS application to calculate of
item discrimination. Item discrimination is got with \( r_s \) from the Spearman rank value in validity test of SPSS 16.0.

**Tables 2.14 Item Discrimination’s Interpretation**

<table>
<thead>
<tr>
<th>Item Discrimination (IDI)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDI ≥ 0.70</td>
<td>Very Good (used)</td>
</tr>
<tr>
<td>0.40 ≤ IDI &lt; 0.70</td>
<td>Good (used)</td>
</tr>
<tr>
<td>0.20 ≤ IDI &lt; 0.40</td>
<td>Enough</td>
</tr>
<tr>
<td>IDI &lt; 0.20</td>
<td>Bad</td>
</tr>
</tbody>
</table>

(Arikunto, 2005)

The result of calculation in validity test is:

<table>
<thead>
<tr>
<th>No.</th>
<th>r-hitung</th>
<th>Criteria of IDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.325</td>
<td>Very good</td>
</tr>
<tr>
<td>2</td>
<td>0.614</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>0.661</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>0.121</td>
<td>Bad</td>
</tr>
<tr>
<td>5</td>
<td>0.515</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>0.515</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>0.374</td>
<td>Very good</td>
</tr>
<tr>
<td>8</td>
<td>0.345</td>
<td>Very good</td>
</tr>
<tr>
<td>9</td>
<td>0.420</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>0.319</td>
<td>Very good</td>
</tr>
<tr>
<td>11</td>
<td>0.502</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>0.059</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>0.261</td>
<td>Enough</td>
</tr>
<tr>
<td>14</td>
<td>0.515</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>0.075</td>
<td>Bad</td>
</tr>
<tr>
<td>16</td>
<td>0.595</td>
<td>Good</td>
</tr>
<tr>
<td>17</td>
<td>0.477</td>
<td>Good</td>
</tr>
<tr>
<td>18</td>
<td>0.366</td>
<td>Very good</td>
</tr>
<tr>
<td>19</td>
<td>0.345</td>
<td>Very good</td>
</tr>
<tr>
<td>20</td>
<td>0.068</td>
<td>Bad</td>
</tr>
</tbody>
</table>

K. The Procedure of Data Analysis by Using SPSS

SPSS Statistics is a software package used for logical batched and non-batched statistical analysis. This software is one of the most popular statistical packages which can perform highly complex data manipulation and analysis with simple instruction. SPSS (Statistical Package for Social Science) is chosen because of its popularity within both academic and business circles, making it the most widely used package of its type.

The researcher use application SPSS 16.0 to check again the result of calculation manually. There are some steps to calculate data:

1. First to validity test, the researcher calculate the scores in Microsoft Excel, then open application SPSS menu and enter data. After that, the researcher open data analyze – correlate – bivariate – enter data in variables – choose spearman – OK, the result can be seen in output.
Then, to check reliability through menu analyze – scale – reliability – choose item and correlation in menu statistics, continue – OK.

2. To item difficulty, the researcher choose analyze menu – descriptive statistics – frequencies - fill data (like in validity test) – choose statistics menu – mean and OK.

3. To item discrimination, the researcher use value of spearman rank correlation in validity test that is $r_s$ in SPSS.

4. After that, the researcher use SPSS application to know influence rumpelstiltskin movie to students listening skill. First, the researcher enter data in variable and data view. Then, view – correlate – bivariate and fill in variables – choose spearman, two-tailed and significant correlation.

L. Statistical Hypothesis

The researcher states the hypothesis are follows :

$H_{01}$: There is no influence of Rumpelstiltiskin movie by Brothers Grimm to the students’ listening skills.

$H_{02}$: There is no significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skills.
CHAPTER IV
DATA ANALYSIS AND DISCUSSION

In this chapter, the researcher analyzed the data are collected from the research. The data are got from the listening test and documentation such as files have relation of this research.

A. Data Presentation and Analysis

To find out the answers to the research problems in chapter 1, the researcher use two variables that will be analyzed in this chapter. These variables are:

1. The independent variable (x) which is the Rumpelstiltskin movie to the students’ listening skills.

2. The dependent variable (y) which is the students’ listening skills.

To know the influence of Rumpelstiltskin movie, the researcher has some scores from the English teacher where the English teacher make a score as result of the test. After collect the data, the researcher calculates by using SPSS to know the relation between the influence of the Rumpelstiltskin movie to students’ the listening skills.

Table 3.1
The Score of the Students through Rumpelstiltskin movie and Listening

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Watch a movie (x)</th>
<th>Listening skill (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>UL</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>DS</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>MF</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>LM</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>AF</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>NA</td>
<td>85</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>SF</td>
<td>85</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>AA</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>HN</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>AD</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>AK</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>SF</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>MU</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>NU</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>CN</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>LK</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>18</td>
<td>MUF</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>FF</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>MS</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>LA</td>
<td>50</td>
<td>65</td>
</tr>
</tbody>
</table>

From the result of watch a Rumpelstiltskin movie, we know that the highest score is 95 and the lowest score is 45. Then, the result of listening
skills test are got the highest score is 100 and the lowest score is 55. It can be concluded that the score of watch a Rumpelstiltskin movie and listening skills test of the eighth grade students’ in MTs NU Roudlotul Furqon Banyubiru is various.

After the researcher get the result of the test, the researcher divide into two steps to analyze the data, they are:

1. The Analysis of the Influence of Rumpelstiltskin movie by Brothers Grimm to The Students’ Listening Skill.

In this step, the researcher start to make a rank from the score’s students. In this scores get from listening test about Rumpelstiltskin movie and listen the audio about music and dialog to measure the students’ listening skill. The students’ score is calculated uses Spearman ranks formula by Sugiyono (2011: 106). The result of this calculate is:

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>Nilai (x)</th>
<th>Nilai (y)</th>
<th>Rank (x)</th>
<th>Rank (y)</th>
<th>$b_i$</th>
<th>$b_i^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>95</td>
<td>100</td>
<td>1</td>
<td>1.5</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>2</td>
<td>NA</td>
<td>85</td>
<td>60</td>
<td>4.5</td>
<td>20</td>
<td>-15.5</td>
<td>240.25</td>
</tr>
<tr>
<td>3</td>
<td>SF</td>
<td>85</td>
<td>70</td>
<td>4.5</td>
<td>15</td>
<td>-10.5</td>
<td>110.25</td>
</tr>
<tr>
<td>4</td>
<td>AA</td>
<td>90</td>
<td>85</td>
<td>2.5</td>
<td>4</td>
<td>-1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>5</td>
<td>LM</td>
<td>80</td>
<td>80</td>
<td>7</td>
<td>8</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>DS</td>
<td>55</td>
<td>75</td>
<td>15.5</td>
<td>11</td>
<td>4.5</td>
<td>20.25</td>
</tr>
</tbody>
</table>

Table 3.2 The Calculation of Spearman rank correlation
To know the influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill, the researcher needs to find out the result of $r_s$, the strength of correlation $r_s$ and the direction of correlation, positive or negative. The result of $r_s$ is:

<table>
<thead>
<tr>
<th></th>
<th>AZ</th>
<th>60</th>
<th>80</th>
<th>12</th>
<th>8</th>
<th>4</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HN</td>
<td>70</td>
<td>80</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>AD</td>
<td>80</td>
<td>70</td>
<td>7</td>
<td>15</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>AK</td>
<td>80</td>
<td>85</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>SF</td>
<td>50</td>
<td>80</td>
<td>19</td>
<td>8</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>MU</td>
<td>55</td>
<td>70</td>
<td>15.5</td>
<td>15</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>UL</td>
<td>45</td>
<td>70</td>
<td>21</td>
<td>15</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>NU</td>
<td>65</td>
<td>80</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CN</td>
<td>90</td>
<td>100</td>
<td>2.5</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>LK</td>
<td>55</td>
<td>55</td>
<td>15.5</td>
<td>21</td>
<td>-5.5</td>
<td>30.25</td>
</tr>
<tr>
<td></td>
<td>MF</td>
<td>55</td>
<td>70</td>
<td>15.5</td>
<td>15</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>MUF</td>
<td>60</td>
<td>85</td>
<td>12</td>
<td>4</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>FF</td>
<td>50</td>
<td>70</td>
<td>19</td>
<td>15</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>MS</td>
<td>60</td>
<td>70</td>
<td>12</td>
<td>15</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>21</td>
<td>LA</td>
<td>50</td>
<td>65</td>
<td>19</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>Total</td>
<td></td>
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<td></td>
<td></td>
<td>0</td>
<td>746</td>
</tr>
</tbody>
</table>

51
\[ \rho = 1 - \frac{6 \epsilon b^2}{n (n^2 - 1)} \]

\[ \rho = 1 - \frac{6.746}{21 (441 - 1)} \]

\[ = 1 - \frac{4.476}{9.240} \]

\[ = 1 - 0.484 \]

\[ = 0.516 \]

The researcher finds out that the direction of correlation is positive and the strength of correlation is medium level because of \( r_s = 0.561 \) between 0.400 – 0.599 in a medium level. From the result, it means that there is the influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill.

2. The Analysis of the Significant Influence of Rumpelstiltskin movie by Brothers Grimm to The Students’ Listening Skill.

After the researcher get the result of \( r_s \), the researcher needs to find out the significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill by see the result of \( r_s \) and \( r_t \). If the \( r_s > r_t \), it means that there is influence of Rumpelstiltskin movie to the students’ listening skill but if the \( r_s < r_t \) it means that there is no significant influence of Rumpelstiltskin movie by Brothers Grimm to the students listening skill
To find out correlation the significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill, the researcher use an application SPSS 16.0 to check the calculate it. The result is:

**Table 3.3 The Result of Spearman rank in SPSS**

<table>
<thead>
<tr>
<th></th>
<th>watch a movie</th>
<th>listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>1.000</td>
<td>.499*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.021</td>
<td>.021</td>
</tr>
<tr>
<td>N</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>.499*</td>
<td>1.000</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>.021</td>
<td>.021</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.021</td>
<td>.021</td>
</tr>
<tr>
<td>N</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

*.Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the researcher get $r$-count $> r$-table of 0.05 that is $0.499 > 0.370$ $n = 21$. After the data are calculated manually and use SPSS, the researcher find out that both of them have $r$-count $> r$-table. It means that $H_0$ is accepted which is there is significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill for the eight grade of MTs NU Roudlotul Furqon Banyubiru.

**B. Discussion**

This research is entitled: The Influence of *Rumpelstiltskin Movie* by *Brothers Grimm* to the Students’ Listening Skill (A Correlative study of the Eighth Grade Students of MTs NU Roudlotul Furqon Banyubiru in the
Academic Year 2018/2019). This research used to know whether movies can give significant influence to the students’ listening skill.

Based on the process of conducting the research and the calculation of the data, there is some information is obtained by the researcher. First, this research answer the research problem about “Is there any influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill?”. The result of the calculate data by using Spearman rank formula $r_s$ is 0.516. It shows that there is the influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill in MTs NU Roudlotul Furqon Banyubiru. In the fact, we know that some students have problems to communicate in English. These problems not only from the students but also strategies of language teachers where the students need become good listener through instructional media can give motivation to them (Schwart, 1998). The researcher also explains some factors that influence a listening process in chapter before that is listener factors, speaker factors and factors in the material and medium.

Then, the researcher would like to explain the result of the second problem which is “Is there any significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill?”. Based on the research done by the researcher, the result of calculation data uses application SPSS 16.0. The result of $r_s$ and $r$-table in SPSS 16.0 to measure the significant influence of Rumpelstiltskin movie to the students listening skills is $0.499 > 0.370$. Both of them are obtained that $r_s > r$-table. It means
that $H_{a1}$ and $H_{a2}$ are accepted which is $H_{a1}$ means that there is influence of Rumpelstiltskin movie to the students’ listening skills and $H_{a2}$ means that there is significant influence of Rumpelstiltskin movie to the students’ listening skills. This research refuse hypothesis $H_{01}$ and $H_{02}$ which is $H_{01}$ means that there is no influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill and $H_{02}$ mean that there is no significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill. This research shows that movie about Rumpelstiltskin can effect the listening skills to the eight-grade students’ in MTs NU Roudlotul Furqon Banyubiru. It means that through movie the students have already done listening process that is hearing, attending, understanding, remembering, evaluating and responding (Nunan, 2001: 23).

The result of this research has some similarities and differences with previous research in chapter II. First, the research by Sari (2015), this research explain that movie does not give negative impact on the students because the movie is one of educational technology is used now and in the future. The movie as an instructional media for the students’ English of Foreign Language (EFL) classroom gives the positive and negative impact to the teaching English although movie or film is one of audio-visual media that teachers can use to improve student’s English skill. The English teacher can improve their teaching skills in English by utilizing technology but still in accordance with the material in the curriculum. It supported by Mirvan (2013: 62) in cited Armilia (2018) that movie can give new atmosphere in the
EFL classroom. From this research, the researcher believe that movie can give influence to the students’ listening skill at the Eight grade of MTs NU Roudlotul Furqon Banyubiru. The researcher hopes give new inspiration to the English teacher there.

The researcher also conduct the journal by Stewart (2006) that movie create an enthusiasm for the English learning and it can easily to integrate movie and assignments. By the movie, the students can more attention and try to understand content of the movie. Maria (2014) also state that the teacher can apply several skills including listening, speaking and reading through the movie.

Then, the influence of the Rumpelstiltskin movie by Brothers Grim to the students’ listening skill can give positive impact to the EFL classroom such as learn English culture, the natural of English language by native speakers and it also provide students a lot of context which help them to use some expressions appropriately and contextually.
CHAPTER V
CLOSURE

A. Conclusion

Based on the data analysis and discussion, the researcher concludes that:

1. There was Influence of Rumpelstiltskin Movie by Brothers Grimm to the students’ listening skill. It could be seen from the value of $r_s$ with the Spearman rank formula. The result of the Spearman rank formula, $r_s$ was 0.516. The value of $r_s$ was 0.516 had a positive direction in medium level. It means that there was influence of *Rumpelstiltskin movie* by Brothers Grimm to the students’ listening skills.

2. There was Significant Influence of Rumpelstiltskin Movie by Brothers Grimm to the students’ listening skill. The value of significant was obtained from the value $r_s > r_{table}$. The researcher checked the result of $r_s$ by application of SPSS 16.0 that is 0.499. In this conclusion, 0.499 > 0.370 n= 21. It means that $H_a$ was accepted (there was significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill) and $H_0$ was rejected (there was no significant influence of Rumpelstiltskin movie by Brothers Grimm to the students’ listening skill).
B. **Recommendation**

According to the conclusion above, there are several suggestions for consideration to improve the quality of learning in schools.

1. **For the institution**
   
The institution need to prepare the best facilities to the teachers and students.

2. **For the English teacher**
   
The English teacher need new strategies in English class so that the students do not feel bored when listening to the material of English. The students success is derived from how a teacher can create a fun of classroom atmosphere.

3. **For the students**
   
The students can accept the role of technology in education world because it is expected the students can follow the English subject correctly and it can add motivation of study in English especially.
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3. MTs NU Roudlotul Furqon Banyubiru
4. SMK NU Roudlotul Furqon Banyubiru
5. IAIN Salatiga
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name     : Anis 'Azzah
NIM      : 113-14-189
Faculty  : Teacher Training and Education Faculty
Department: English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from the others researches. Theories and citation are used codes of ethics of writing for graduating paper. I give permission to publish graduating paper on IAIN Salatiga’s e-repository.

Salatiga, October 2nd 2018

The researcher,

Anis ‘Azzah
113-14-189
Once upon a time, there was a small kingdom at the edge of a dark wood forest. Tales were told about the evil pretence that lived in the forest. Still people in the kingdom were happily under the wise rule of a young king. There lived a poor miller with his daughter. She was very beautiful and charming. The miller was chutterbox and had a habit of exaggerating what he told to others. The miller had footed many people many time so they complained about the Miller to the king. The king decide to teach him a lesson and called them to visit. “My dear majesty. Thank you for giving me the honour to meet you. Since you don’t know anything about me, I would like to tell you about my daughter and me”. “Yes please. Go ahead”. “I have a daughter who is the most beautiful girl in the world but more that she can spin gold out of straws !”. “That is an art that please me well if your daughter is as clever as you say. Bring her to my castle that I may put her to the proof”. “Aaaa...Yes..Yess sure my majesty”.

Miller went home and told his daughter all about it. “I always told you. Don’t lie to anyone. Now you are trapped in your own lie”. Father was speechless and ashamed of himself. Both left for the castle to face the upcoming disasters. “Ohh !! Welcome, Mr. Miller. Welcome beautiful lady. You are as beautiful as your father described. I hope you would spin the gold from straw. Let’s not waste anytime. Come with me”. King himself led her into a room that was quite full of straws and gave her a wheel and spindle. “Now set the work and if by early morning you have not spun this straw to gold you and your father shall die”. “Keep the guard. Be sure she does not escape”. The poor miller’s daughter didn’t know what to do. Her distress grew so great that she began to weep. Suddenly a bright light beamed and there appeared a fearsome looking little man. “Good evening miller’s daughter. Why are you crying ?”. “Ohh ! I have got the spin gold out of straw and I don’t understand how to do it”. “Hmm..What will you give me if I spin it for you ?”. “I can give you necklace”. The little man took the necklace seated himself before the wheel and wher, wher. Three times round and the bobbin was full. Then he took up another and wher wher. Three times round and
they were full and so he went on till the morning. All the straw had been spun and all the bobbins were full of gold. “Thank you little man. May I know who you are? What’s your name?” the little man laughed and disappeared in an instant, at sunrise came the king and when he saw the gold he was astonished. “Oh my goodness..I was thinking that your beautiful father was lying to me. Now you go and take some rest. I will meet you in the evening.

The miller's daughter thought that the king would now reward her and let her go home peacefully. But the evening, the Greedy king took her into another room filled with straw much bigger than the previous room. “If you value and your father’s life you must spin all of this into gold tonight”. The girl did not know what to do so she began cry again. Soon the little man appeared in the room again. “Stop crying girl. What will you give me if I spin all this straw into gold?”. the girl though for a while and notice the golden ring in her hand, the last precious thing she could offer him. “Take this ring fro finger”. The little man pilled the ring and began to spin the wheel whirring round. By next morning all the straws was spun into glistening gold. “Thank you so much, little man”. May I know who you are please?”. the little man laughed and disappeared. The king came in and was rejoiced beyond the measure at the sight. “Ohh dear, you are a gift to our kingdom. I have no word felt to praise your talent. Please go and take sleep. I will meet you in the evening”. At the sunset the king came the girl and again took her into an even large room full of straw. “This too must be spun in one night and if you accomplish this you shall be my wife. I am not likely to find anyone better in the whole world”. As soon as the girl was left alone. The little man appeared for the third time. “What will you give me if I spin the straw for you this time?”. “I have nothing left to give”. "Okay, don’t cry. Then you must promise me to give me your first child after you are queen”. She had no other option but to say yes. “Promise me that you will not forget your word”. “Yes, I promise”. The little man began to spin all night much faster that before. All the straw was spun into golg. As he finished his work for the night, he laughed and disappeared immediately.

In the morning the king came and found all the work done accoding to his wish. “oooh dear, you have proved yourself enough. I am going to marry yo
tomorrow”. The miller’s pretty daughter became the queen. In a year’s time she brought a child into the world. She forgot about her promise to the little man. One day when she was alone in her room. Suddenly the little man appeared in her room. “Did you forget your promise queen”? “No, I still remember it but I love my baby very much. Can I ask favour of you? I am the queen now. You can ask anything you want instead of my baby. I can give you whatever you ask for”. “No, I would rather have something living than all treasures of the world”. “Oh the little man, I beg you for this, please leave my baby. The little man had pity upon her. He put one strict condition to guess my name, you must give the child to me”. “Thank you little man. I will find your honorable name. I will find it”. “Okay then I will come back tomorrow. The queen spent the whole night thinking about all the names that she had ever heard. Next day she sent messenger to ask far and wide to all the names can be found. The little man came back. “So have you figured out my name”? “Yes, is your name Caspar”? “That’s not my name”. “Is your name melchior”? “No, it is not”. “Baltazhar”? “No”. The queen repeated all the names she knew and went through the whole list given by messenger. But after each name little man laughed at her and said no. “That’s enough for today. I will come back tomorrow. Be prepared”. On the second day the queen sent the messenger to the neighbouring kingdom to search the most unusual and singular names. The little man came back in the evening. The queen was ready with the list. “Perhaps you are Roast ribs”? “That’s not my name”. “Sheepstanks”? “No”. The queen went through the entire list but after each name the little man said no. “Tomorrow is the last day my queen and I doubt you can save your baby”? The queen got worried and but on third day she heard something unusual from the messenger. “I have not been able to find the single new name but as I passed through the woods I came to a high hill and nearby there was a small house and before the house burned a fire and round the fire dance a comical little man and he hopped on one leg and sun”. “Today, I bake tomorrow I brew the day after that queen’s child comes in and oh I am glat that nobody knew that my name is rumpelstiltskin”. “That’s it. You cannot imagine how realized I am”. The queen immediately piled out her necklace and gave it to messenger as a reward. After sometime, the little
man reappeared. “Now quee, what is my name?”. “Are you called Jack?”. “No”. “Are you called Hary? then perhaps your name is Rumpelstiltskin”. “The devil told you that. The devil told you that”. In his anger, he stamped with his right foot to hard that it went into the ground above his knee. Then he seized his felt foot with both his hands in such as a fury that he split it in two and there and then was the end of Rumpelstiltskin. And the queen lived happily with his child and King thereafter.
THE LIST OF STUDENTS’ NAME (8B)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Aziz Sulaiman</td>
<td>M</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Fahmi Ulil Albab</td>
<td>M</td>
</tr>
<tr>
<td>3</td>
<td>Deny Setiawan</td>
<td>M</td>
</tr>
<tr>
<td>4</td>
<td>Farid Fathurrohman</td>
<td>M</td>
</tr>
<tr>
<td>5</td>
<td>Lutfi Ahmalul Huda</td>
<td>M</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Fathurrohman</td>
<td>M</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Uli Syaifullah Ridho</td>
<td>M</td>
</tr>
<tr>
<td>8</td>
<td>Muammar Fatahillah</td>
<td>M</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Sukron Ni’am</td>
<td>M</td>
</tr>
<tr>
<td>10</td>
<td>Shofi Nurul Huda</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>Afifa Hikmatul Kholidia</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>Ana Khoirunnisa</td>
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<td>Ana Dwina Aulia Nurul Husna</td>
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<td>14</td>
<td>Azimatul A’imah</td>
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<td>15</td>
<td>Citra Nabila</td>
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<tr>
<td>16</td>
<td>Hilya Naura Madania</td>
<td>F</td>
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<tr>
<td>17</td>
<td>Lu’luul Maknunah</td>
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<tr>
<td>18</td>
<td>Laili Khoirun Niswah</td>
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</tr>
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<td>19</td>
<td>Nida Usholkha</td>
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<tr>
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<td>Niken Amalia</td>
<td>F</td>
</tr>
<tr>
<td>21</td>
<td>Septi Faridhatul Inayah</td>
<td>F</td>
</tr>
</tbody>
</table>

**MALE : MF**

**FEMA**

**APPENDIXES 2**
Procedure Spearman rank formula by using SPSS

1. Open an application SPSS, then klik variable view. Fill in the table name, label according the data

2. Klik data view and enter the data. Then, the researcher klik analyze – correlate - bivariate

3. The display appears as shown below. Move $x$ and $y$ to variable tables. Then, klik spearman and OK.
4. See the result in output. It shows that there is a significant influence of Rumpelstiltskin movie to the students listening skills, \( r_{-count} > r_{-table} \).
The Calculation of Spearman rank correlation

(created variables)

<table>
<thead>
<tr>
<th>Source</th>
<th>Function</th>
<th>Variable n</th>
<th>New Variable</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>Rank</td>
<td>Rx</td>
<td>Rank of x</td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>Rank</td>
<td>Ry</td>
<td>Rank of y</td>
<td></td>
</tr>
</tbody>
</table>

a. Ranks are in ascending order.
b. Mean rank of tied values is used for ties.

Correlations

<table>
<thead>
<tr>
<th>Variable</th>
<th>watch a movie</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
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<td>Spearman's rho</td>
<td>watch a movie</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Listening</td>
<td>Correlation Coefficient</td>
<td>.499*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.021</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>21</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
Graphic of Spearman rank (Positive correlation)
The Questions of Movie test 1

Nama :

Class :

I. Task 1
1. What was the title in the movie ? ...
   a. The prince and the queen
   b. The queen and the little man
   c. Rumpelstiltskin
2. Who was the poor miller ? ...
   a. The father’s daughter
   b. The bodyguard
   c. The father’s king
3. From the story, we know that ...
   a. The queen is the poor miller’s daughter
   b. The king give a punishment to the poor miller to making a gold of straws
   c. The evil want to married with the the poor miller’s daughter
4. What can we get from the story ? ...
   a. The miller’s daughter can make gold of straws alone
   b. The evil can help the daughter’s miller to make gold of the straws
   c. The queen give his baby to the little man
5. Where did you think the story happened ? ...
   a. In the forest
   b. In the kingdom
   c. In the village
6. Why did the little man want the miller daughter’s baby ?
   a. Because its a promise from the queen
   b. The little man loves the baby
   c. Because the little man can make a gold of the straws
7. What type of the story ?
   a. Narrative
   b. Descriptive
   c. Report
8. The organization of the story is ...
   a. Thesis, argument, conclusion
   b. Orientation, complication, resolution
   c. Description, background events, sources
9. What is the purpose of the story ?
   a. To entertain the readers
   b. To explain something
   c. To persuade the readers
10. Which of the following is not characteristic of the miller’s daughter ?
a. Kind-hearted
b. Foolish
c. Honest

II. Task II
1. The story is about young king who ...
   a. Want a gold of straws
   b. Marry with the miller’s daughter because he love her
   c. Give a reward to the poor miller
2. Which the statement is TRUE about the little man? ...
   a. He lives in the kingdom
   b. He appeared when the miller’s daughter cried
   c. He could made a gold for the miller’s daughter unconditional
3. “... if your daughter is as clever as you say ...” The underlined was similar meaning with ...
   a. Stupid
   b. Fool
   c. Smart
4. What the last precious thing she could offer to the little man? ...
   a. A ring
   b. A bracelet
   c. A necklace
5. “... straw bigger than the previous room” The word “bigger” means very ...
   a. Old
   b. Large
   c. Tall
6. Who did save the miller’s daughter when the king asked her to made a gold of the straws...
   a. The poor miller
   b. The little man
   c. The bodyguard
7. “The miller’s daughter thought that the king would now reward her and let her go home peacefully”. The word “her” refers to ...
   a. The king
   b. The poor miller
   c. The miller’s daughter
8. What did the poor miller and her daughter feel when they arrived in the castle? ...
   a. Worried
   b. Happy
   c. Pleased
9. “Then he took up another ...” The underlined was similar meaning with ...
   a. Pick up
   b. Pull out
   c. Put out
10. What is the moral value of the story?...
   a. You must be careful when you speak up to the other people
   b. Do what everyone asked you for
   c. Helping people with rewards

APPENDIXES 6

The Questions of Listening test 1
You’re Still the One

Looks like we made it
Look how _____ we’ve come my ______
We mighta took the ______ way
We knew we’d get there ______

They said “I bet they’ll _______ make it”
But just ______ at us holding on
We’re still ___________ still going__________

You’re ______ the one I run to, The on that I_______ to
You’re still the one I ____________ for life
(You’re still the one) You’re still the one that I___________
The______ one I dream of , You’re still the one I kiss ______

Ain’t nothin’_______ , We beat the odds ____________
I’m glad we didn’t _____________
Look at what we would be missin’
_______ said “I bet they’ll never make it”
But just look at us holdin’ on
We’re ______ together still goin’ strong

You’re still the one I run to, The one that I belong to
You’re still the one I want for life, (You’re still the one)
You’re still the one I love, The only one I dream of
You’re still the one I kiss good night

You’re still the one I run to, The one that I belong to
You’re still the one I want for life, (You’re still the one)
You’re still the one I love, The only one I dream of
You’re still the one I kiss good night
I’m so glad we made it
Look how far we’ve come my baby
**TASK 1 (Meet 2)**

Name:

Class:

*Listen carefully about the movie, then choose the answers are correct!*

1. What is the title of that movie? ...
   a. The Rumpelstiltskin  
   c. The young king
   b. The poor miller  
   d. The queen and the king

2. Who is Miller? ...
   a. Daughter’s father  
   c. A bodyguard
   b. The king  
   d. The little man

3. Who was lived with a poor miller? ...
   a. A young king  
   c. An evil
   b. A daughter  
   d. A neighbour

4. Where was the evil lived? 
   a. In the forest  
   c. In the castle
   b. In the small kingdom  
   d. In the home’s miller

5. (You will listen)”...If your daughter as clever as you say...” The underlined was similar meaning with ...
   a. Stupid  
   c. Lazy
   b. Fool  
   d. Smart

6. What was given miller’s daughter to the little man? 
   a. A gold  
   c. A ring
   b. A necklace  
   d. A bracelet

7. (You can listen) “I always told you. Don’t lie to anyone” The underlined was antonyms with ...
   a. Honest  
   c. Lying
   b. Cheat  
   d. False

8. What was required of the little man after the daughter’s miller became a queen? ...
   a. A first child  
   c. A gold
   b. A kingdom  
   d. A forest

9. What the last precious thing she could offer the little man? ...
a. A ring    c. A bracelet
b. A gold    d. A necklace

10. How long the little man gave a chance to the queen to guess her name? ...
   a. Two days   c. A weekend
   b. Three days d. A month

Arrange the sentence below to be the correct paragraph!
1. Once upon a time, there was a small kingdom at the edge of a dark wood forest.
2. The miller said that his daughter can spin gold out of straws.
3. The miller was chutterbox and had a habit of exaggerating what he told to other.
4. The miller’s daughter was helped by the little man to spin gold out of straws.
5. The little man asked to the miller’s daughter to giving a necklace, a ring and her baby.
6. There lived a poor miller with his daughter.
7. The king asked to the miller’s daughter to spin gold out of straws.
8. The queen can guees the name’s little man and the little man disaapeared then, the queen lived happily with his child and the king thereafter.
9. The miller’s daughter to be a queen and she has a baby .
10. The little man asked to the queen to search his real name.

Answer :
The Questions about Listening test

Task II

Name :

Class :

Listen the conversation carefully then fill in the blank!

I’M LOST!

Man I : Excuse me ! 1. ................ I’m lost 2. ............ you help me ?

Man II : Sure. Where do you 3. ............. to go ?

Man I : I’m trying to get 4. ............. to my 5. ...........

I’m studying at 6. ............. reasons, Do you 7. ............. it ?

Man II : Yes, I do. You’re quite a 8. ............. way away

Man I : I thought I might be

Man II : You have to 9. ............. back to the centre of the 10. ............. I can direct you but it’s 11. .............

Man I : 12. ............. I’d better catch a 13. .............

Man II : I think that might be a 14. ............. You can get one at the 15. ............. to the road

Man I : OK. Thanks for your help. Good bye

Man II : Good Bye

RETURNING TO THE HOTEL

Receptionist : Good Evening, Sir. Welcome back

Man : Thank you

Receptionist : Did you have a 1. ............. ?

Man : Yes, Thank you. I want to the 2. ............., the opera house and the art 3. .............

I did get lost on my way 4. ............. through

Receptionist : Oh dear. I’m sure you’ll soon find your barings.
Man: Well. I think that’s enough for one day. I’m gonna go have some 5........... and go to my room

Receptionist: OK. Have a good night’s sleep

Man: Thank you. I plan to. I have a lot more to see you tomorrow
### THE RESULT OF VALIDITY TEST (WATCH RUMPSTILTSKIN MOVIE AND LISTENING SKILLS TEST)

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**APPENDIXES 10**

RESEARCH DOCUMENTATION
1) Take a photo with clas 8-B

2) Activity 1 : Watch a Rumpelstiltskin movie and do exercise about movie

3) Activity 2 : Do exercise about movie
4) Activity 3: Do exercise a listening test
1. **Task 1**

1. What was the little in the movie? ...
   a. The prince and the queen
   b. The queen and the little man
   c. The father's daughter
   d. The bodyguard
   e. The father's king

2. Who was the poor miller? ...
   a. The father's daughter
   b. The bodyguard
   c. The father's king

3. From the story, we know that ...
   a. The queen is the poor miller's daughter
   b. The king decide to invite the miller and give a present in the kingdom
   c. The evil want to married with the the poor miller's daughter

4. What can we get from the story? ...
   a. The miller's daughter can make gold of straws alone
   b. The evil can help the daughter's miller to make gold of the straws
   c. The queen give his baby to the little man

5. Where did you think the story happened? ...
   a. In the forest
   b. In the kingdom
   c. In the village

6. Why did the little man want the miller daughter's baby? ...
   a. Because the miller daughter's promise to give his baby after she become a queen to the man
   b. The little man wanted to eat the baby
   c. Because the little man can make a gold of the straws

7. What type of the story? ...
   a. Narrative
   b. Descriptive
   c. Report

8. The organization of the story is ...
   a. Thesis, argument, conclusion
   b. Orientation, complication, resolution
   c. Description, background events, sources

9. What is the purpose of the story? ...
   a. To entertain the readers
   b. To explain something
   c. To persuade the readers

10. Which of the following is not characteristic of the miller's daughter? ...
    a. Kind-hearted
    b. Foolish
    c. Cheater
II. Task II

1. The story is about a young king who ...
   a. Want a gold of straws
   b. Marry with the miller’s daughter because he love her
   c. Give a reward to the poor miller

2. Which the statement is TRUE about the little man? ...
   a. He lives in the kingdom
   b. He appeared when the miller’s daughter cried

3. “... if your daughter is as clever as you say ...” The underlined was similar meaning with ...
   a. Stupid
   b. Fool
   c. Smart

4. What the last precious thing she could offer to the little man? ...
   a. A ring
   b. A bracelet
   c. A necklace

5. “…straw bigger than the previous room” The word “bigger” means very ...
   a. Old
   b. Large
   c. Tall

6. Who did save the miller’s daughter when the king asked her to made a gold of the straws ...
   a. The poor miller
   b. The little man
   c. The bodyguard

7. “The miller’s daughter thought that the king would now reward her and let her go home peacefully”. The word “her” refers to ...
   a. The king
   b. The poor miller
   c. The miller’s daughter

8. What did the poor miller and her daughter feel when they arrived in the castle? ...
   a. Worried
   b. Happy
   c. Pleased

9. “Then he took up another ...” The underlined was similar meaning with ...
   a. Pick up
   b. Pull out
   c. Put out

10. What is the moral value of the story? ...
    a. You must be careful when you speak up to the other people
    b. Do what everyone asked you for
    c. Helping people with rewards
1. Task 1

1. What was the little man’s promise to give his baby after she became a queen to the little man?
   a. The queen is the poor miller’s daughter
   b. The evil can help the daughter’s miller to make gold of the straws
   c. The evil can make gold of the straws alone

2. Which of the following is not characteristic of the miller’s daughter?
   a. Kind-hearted
   b. Foolish
   c. Cheater

3. From the story, we know that...
   a. The queen is the poor miller’s daughter
   b. The king decide to invite the miller and give a present in the kingdom
   c. The evil evil want to married with the the poor miller’s daughter

4. What can we get from the story?
   a. The miller’s daughter can make gold of straws alone
   b. The evil can make gold of the straws
   c. The queen give his baby to the little man

5. Where did you think the story happened? ...
   a. In the forest
   b. In the kingdom
   c. In the village

6. Why did the little man want the miller daughter’s baby?
   a. Because the miller daughter’s promise to give his baby after she became a queen to the little man
   b. The little man wanted to eat the baby
   c. Because the little man can make a gold of the straws

7. What type of the story?
   a. Narrative
   b. Descriptive
   c. Report

8. The organization of the story is ...
   a. Thesis, argument, conclusion
   b. Orientation, complication, resolution
   c. Description, background events, sources

9. What is the purpose of the story?
   a. To entertain the readers
   b. To explain something
   c. To persuade the readers

10. Which of the following is not characteristic of the miller’s daughter?
   a. Kind-hearted
   b. Foolish
   c. Cheater
Task II

1. The story is about a young king who...
   - a. Want a gold of straws
   - b. Marry with the miller’s daughter because he love her
   - c. Give a reward to the poor miller

2. Which statement is TRUE about the little man? ...
   - a. He lives in the kingdom
   - b. He appeared when the miller’s daughter cried
   - c. He could make a gold for the miller’s daughter unconditionally

3. “... if your daughter is as clever as you say...” The underlined word was similar meaning with ...
   - a. Stupid
   - b. Fool
   - c. Smart

4. What is the last precious thing she could offer to the little man? ...
   - a. A ring
   - b. A bracelet
   - c. A necklace

5. “... straw bigger than the previous room.” The word “bigger” means very ...
   - a. Old
   - b. Large
   - c. Tall

6. Who did save the miller’s daughter when the king asked her to make a gold of the straws...
   - a. The poor miller
   - b. The little man
   - c. The bodyguard

7. “The miller’s daughter thought that the king would now reward her and let her go home peacefully”. The word “her” refers to ...
   - a. The king
   - b. The poor miller
   - c. The miller’s daughter

8. What did the poor miller and his daughter feel when they arrived in the castle? ...
   - a. Worried
   - b. Happy
   - c. Pleased

9. “Then he took up another...” The underlined word was similar meaning with ...
   - a. Pick up
   - b. Pull out
   - c. Put out

10. What is the moral value of the story? ...
    - a. You must be careful when you speak up to the other people
    - b. Do what everyone asked you for
    - c. Helping people with rewards
You're Still the One

NAME:

Looks like we made it

Look how we've come my baby

We might've took the long way

We know we'd get there

They said "I bet they'll never make it"

But just look at us holdin' on

We're still together still goin' strong

You're still the one I run to, The one that I belong to

You're still the one I love, The only one I dream of

You're still the one I kiss good night

I'm glad we didn't

Look at what we would be missin'

And "I bet they'll never make it"

But just look at us holdin' on

We're still together still goin' strong

You're still the one I run to, The one that I belong to

You're still the one I want for life, (You're still the one)

You're still the one I love, The only one I dream of

You're still the one I kiss good night

I'm glad we made it

Look how far we've come my baby
1. Task 1

1. What was the title of the movie? ...
   a. The prince and the pauper
   b. The queen and the little man
   c. The little man
   d. The little man and the queen

2. Who was the poor miller? ...
   a. The queen is the poor miller's daughter
   b. The king decides to invite the miller and his daughter to the kingdom
   c. The evil man wants to marry with the poor miller's daughter

3. What can we get from the story? ...
   a. The miller's daughter can make gold of straws alone
   b. The evil can help the daughter's miller to make gold of the straws
   c. The queen gives her baby to the little man

4. Where did you think the story happened? ...
   a. In the forest
   b. In the kingdom
   c. In the village

5. Why did the little man want the miller's daughter's baby? ...
   a. Because the miller's daughter promised to give his baby after he becomes a queen to the little man
   b. The little man wanted to eat the baby
   c. Because the little man can make gold of straws

7. What type of the story? ...
   a. Narrative
   b. Descriptive
   c. Report

8. The organization of the story is ...
   a. Thesis, argument, conclusion
   b. Orientation, complication, resolution
   c. Description, background events, sources

9. What is the purpose of the story? ...
   a. To entertain the readers
   b. To explain something
   c. To persuade the readers

10. Which of the following is not characteristic of the miller's daughter? ...
    a. Kind-hearted
    b. Foolish
    c. Cheater
1. The story is about a young king who...
   a. Won a gold of straw
   b. MARRY with the miller's daughter because he love her
   c. Gave a reward to the poor miller

2. Which statement is TRUE about the little man?...
   a. He lives in the kingdom
   b. He appeared when the miller's daughter cried
   c. If your daughter is so clever as you say... The underlined was similar meaning with...

3. What was the last precious thing she could offer to the little man?...
   a. A ring
   b. A bracelet
   c. A necklace

4. "...straw bigger than the previous ones" The word "bigger" means very...
   a. Old
   b. Large
   c. Tall

5. Who did save the miller's daughter when the king asked her to make a gold of the straw...
   a. The poor miller
   b. The little man
   c. The bodyguard

6. "The miller's daughter thought that the king would now reward her and let her go home..."
   a. The king
   b. The poor miller
   c. The miller's daughter

7. What did the poor miller and her daughter feel when they arrived in the castle?...
   a. Worried
   b. Happy
   c. Pleased

8. "Then he took up another..." The underlined was similar meaning with...
   a. Pick up
   b. Pull out
   c. Put out

9. What is the moral value of the story?...
   a. You must be careful when you speak up to the other people
   b. Do what everyone asked you for
   c. Helping people with rewards
Look how true, we're come my baby
I'm glad we made it
You to still the one I, I miss good night
I'm glad we made it
You're still the one I love, the only one I dream of
You're still the one I want for life (you're still the one)
You're still the one I ran to, the one that I belong to
You're still the one I, I miss good night
You're still the one I love, the only one I dream of
You're still the one I want for life (you're still the one)
You're still the one I ran to, the one that I belong to

We're still together still goin' strong
They look at us holdin' on
They still never made it
Look at us what we could be missing
I'm glad we didn't get held (life)
Task 1

1. What was the little in the movie?
   a. The prince and the queen
   b. The queen and the little man
   c. Rumpelstiltskin

2. Who was the poor miller?
   a. The father's daughter
   b. The baby's dad
   c. The father's king

3. From the story, we know that...
   a. The queen is the poor miller's daughter
   b. The king decided to invite the miller and give a present in the kingdom
   c. The evil wants to marry with the the poor miller's daughter

What can we get from the story?
   a. The miller's daughter can make gold of straws alone
   b. The evil can help the daughter's miller to make gold of the straws
   c. The queen give her baby to the little man

5. Where did you think the story happens?
   a. In the forest
   b. In the kingdom
   c. In the village

6. Why did the little man want the miller daughter's baby?
   a. Because the miller daughter's promise to give her baby after she becomes a queen to the little man
   b. The little man wanted to eat the baby
   c. Because the little man can make a gold of the straws

7. What type of the story?
   a. Narrative
   b. Descriptive
   c. Report

8. The organization of the story is ...
   a. Thesis, argument, conclusion
   b. Orientation, complication, resolution
   c. Description, background events, sources

9. What is the purpose of the story?
   a. To entertain the readers
   b. To explain something
   c. To persuade the readers

10. Which of the following is not characteristic of the miller's daughter?
    a. Kind-hearted
    b. Foolish
    c. Cheater
1. The story is about a young king who ...
   a. Want a gold of straw
   b. Marry with the miller’s daughter because he love her
   c. Give a reward to the poor miller
2. Which the statement is TRUE about the little man ...
   a. He live in the kingdom
   b. He appeared when the miller’s daughter cried
   c. He could made a gold for the miller’s daughter unconditional
3. If your daughter is as clever as you say ...” The underlined was similar meaning with ...
   a. Stupid
   b. Fool
4. What the last precious thing she could offer to the little man ...
   a. A ring
   b. A bracelet
   c. A necklace
5. “…straw bigger than the previous room” The word “bigger” means very ...
   a. Large
   b. Tall
6. Who did save the miller’s daughter when the king asked her to made a gold of the straws ...
   a. The poor miller
   b. The little man
   c. The bodyguard
7. “The miller’s daughter thought that the king would now reward her and let her go home peacefully”. The word “her” refers to ...
   a. The king
   b. The poor miller
   c. The miller’s daughter
8. What did the poor miller and her daughter feel when they arrived in the castle ...
   a. Worried
   b. Happy
   c. Pleased
9. Then he took up another ...” The underlined was similar meaning with ...
   a. Pick up
   b. Pull out
   c. Put out
10. What is the moral value of the story ...
    a. You must be careful when you speak up to the other people
    b. Do what everyone asked you for
    c. Helping people with rewards
You're Still the One

Look how far we've come my baby

We mighta took the long way
We knew we'd get there

They said "I bet they'll make it"
But just look at us holding on
We're still together still goin' strong

You're still the one I run to, The one that I belong to
You're still the one I want for life, (You're still the one)
You're still the one I love, The only one I dream of
You're still the one I kiss good night

You're still the one I run to, The one that I belong to
You're still the one I want for life, (You're still the one)
You're still the one I love, The only one I dream of
You're still the one I kiss good night
I'm so glad we made it
Look how far we've come my baby
Listen the conversation carefully then fill in the blank!

I'M LOST!

Man I: Excuse me! I'm lost. Can you help me?

Man II: Sure. Where do you want to go?

Man I: I'm trying to get back to my hotel.

Man II: I'm studying at 6:30 for 4 reasons. Do you want it?

Man I: Yes, I do. You're quite a way away.

Man II: I thought I might be.

Man I: You have to take a bus back to the centre of the city. I can direct you but it's complicated.

Man II: I'd better catch a bus.

Man I: I think that might be a 15-minute walk. You can get one at the 15th SE to the road.

Man II: OK. Thanks for your help. Goodbye.

Man II: Goodbye.

RETURNING TO THE HOTEL.

Receptionist: Good evening, sir. Welcome back.

Man: Thank you.

Receptionist: Did you have a good day?

Man: Yes, thank you. I want to the market, the opera house and the art museum.

I did get lost on my way back through.

Receptionist: Oh, dear. I'm sure you'll soon find your bearings.

Man: Well, I think that's enough for one day.

I'm gonna go have some dinner and go to my room.

Receptionist: OK. Have a good night's sleep.

Man: Thank you. I plan to. I have a lot more to see you tomorrow.
Listen carefully about the movie, then choose the answers are correct!

1. What is the title that movie? ...
   a. The Rumpelstiltskin
   b. The poor miller
   c. The young king
   d. The queen and the king

2. Who is Miller? ...
   a. Daughter’s father
   b. The king
   c. A bodyguard
   d. The little man

3. Who was lived with a poor miller? ...
   a. A young king
   b. A daughter
   c. A evil
   d. A neighbour

4. Where was the evil lived?
   a. In the forest
   b. In the small kingdom
   c. In the castle
   d. In the home’s miller

5. (You will listen)"...if your daughter as clever as you say..." The underlined was similar meaning with ...
   a. Stupid
   b. Fool
   c. Lazy
   d. Smart

6. What was given miller’s daughter to the little man?
   a. A gold
   b. A necklace
   c. A ring
   d. A bracelet

7. (You can listen) "I always told you. Don’t lie to anyone" The underlined was antonyms with ...
   a. Honest
   b. Cheat
   c. Lying
   d. False

8. What was required of the little man after the daughter’s miller became a queen?
   a. A first child
   b. A kingdom
   c. A gold
   d. A forest

9. What the last precious thing she could offer the little man?
   a. A ring
   b. A gold
   c. A bracelet
   d. A necklace

10. How long the little man gave a chance to the queen to guess her name?
    a. Two days
    b. Three days
    c. A weekend
    d. A month
Arrange the sentence below to be the correct paragraph:

1. Once upon a time, there was a small kingdom at the edge of a dark wood forest.
2. The miller said that his daughter can spin gold out of straws.
3. The miller was a chatterbox and had a habit of exaggerating what he told to others.
4. The miller’s daughter was helped by the little man to spin gold out of straws.
5. The little man asked to the miller’s daughter to giving a necklace, a ring and her baby.
6. There lived a poor miller with his daughter.
7. The king asked to the miller’s daughter to spin gold out of straws.
8. The queen can guess the name’s little man and the little man disappeared then, the queen lived happily with his child and the king thereafter.
9. The miller’s daughter to be a queen and she has a baby.
10. The little man asked to the queen to search his real name.

Answer: 1 - 7 - 8 - 6 - 5 - 9 - 10 - 2 - 4 - 3
Listen the conversation carefully. How fill in the blank?

I'M LOST!

Man I : Excuse me! I need help. Can you help me?

Man II : Sure. Where do you want to go?

Man I : I'm trying to get to the Opera House. Do you know how to get there?

Man II : Yes, I do. You'll quite a way away.

Man I : I thought I might be.

Man II : You have to go straight to the center of the town, then go north. But it's a long way.

Man I : I think that might be a long way. How do I get one at the end of the road?

Man II : OK. Thanks for your help. Goodbye.

Man II : Goodbye.

RETURNING TO THE HOTEL

Receptionist : Good evening, sir. Welcome back.

Man : Thank you.

Receptionist : Did you have a pleasant trip?

Man : Yes, thank you. I went to the market, the opera house and the museum. I did get lost on my way through.

Receptionist : Oh dear, I'm sure you'll soon find your bearings.

Man : Well, I think that's enough for one day. I'm going to have some rest, and then go to my room.

Receptionist : OK. Have a good night. Goodbye.

Man : Thank you. I plan to have a lot more to see tomorrow.
Listen carefully about the movie, then choose the answers are correct!

1. What is the title that movie? ...
   - The Runpelchikuk
   - The poor miller
   - The young king
   - The queen and the king

2. Who is Miller? ...
   - Daughter's father
   - The king
   - A bodyguard
   - The little man

3. Who was lived with a poor miller? ...
   - A young king
   - A daughter
   - An evil
   - A neighbour

4. Where was the evil lived?
   - In the forest
   - In the small kingdom
   - In the castle
   - In the home's miller

5. (You will listen) "If your daughter as clever as you say..." The underlined was similar meaning with...
   - Stupid
   - Fool
   - Smart
   - Lazy

6. What was given miller’s daughter to the little man?
   - A gold
   - A ring
   - A necklace
   - A bracelet

7. (You can listen) “I always told you. Don’t lie to anyone” The underlined was antonyms with...
   - Honest
   - Lying
   - False
   - Cheat

8. What was required of the little man after the daughter’s miller became a queen? ...
   - A first child
   - A kingdom
   - A gold
   - A forest

9. (You can see) What the last precious thing she could offer the little man? ...
   - A ring
   - A bracelet
   - A gold
   - A necklace

10. How long the little man gave a chance to the queen to guess her name? ...
    - Two days
    - Three days
    - A weekend
    - A month
Arrange the sentence below to be the correct paragraph!

1. Once upon a time, there was a small kingdom at the edge of a dark wood forest.
2. The miller said that his daughter can spin gold out of straws.
3. The miller was a chatterbox and had a habit of exaggerating what he told to others.
4. The miller’s daughter was helped by the little man to spin gold out of straws.
5. The little man asked to the miller’s daughter to give him a necklace, a ring and her baby.
6. There lived a poor miller with his daughter.
7. The king asked to the miller’s daughter to spin gold out of straws.
8. The queen can guess the name’s little man and the little man disappeared then, the queen lived happily with his child and the king thereafter.
9. The miller’s daughter to be a queen and she has a baby.
10. The little man asked to the queen to search his real name.

Answer:

1 - 6 - 3 - 2 - 4 - 7 - 5 - 8 - 10 - 9 - 3
Listen carefully about the movie, then choose the answers are correct!

1. What is the title of the movie? ...
   a. The Qumpelstillskin
   b. The poor miller
   c. The young king
   d. The queen and the king
2. Who is Miller? ...
   a. Daughter’s father
   b. The king
   c. A bodyguard
   d. The little man
3. Who was lived with a poor miller? ...
   a. A young king
   b. A daughter
   c. A evil
   d. A neighbour
4. Where was the evil lived? ...
   a. In the forest
   b. In the small kingdom
   c. In the castle
   d. In the home’s miller

5. (You will listen)” ...If your daughter as clever as you say...” The underlined was similar meaning with ...
   a. Stupid
   b. Fool
   c. Lazy
   d. Smart
6. What was given Miller’s daughter to the little man?
   a. A gold
   b. A necklace
   c. A ring
   d. A bracelet

7. (You can listen)” I always told you. Don’t lie to anyone” The underlined was...
   a. Honest
   b. Cheat
   c. Lying
   d. False
8. What was required of the little man after the daughter’s miller became a queen? ...
   a. A first child
   b. A kingdom
   c. A gold
   d. A forest
9. What the last precious thing she could offer the little man? ...
   a. A ring
   b. A gold
   c. A bracelet
   d. A necklace
10. How long the little man gave a chance to the queen to guess her name? ...
    a. Two days
    b. Three days
    c. A weekend
    d. A month
Arrange the sentence below to be the correct paragraph:

1. Once upon a time, there was a small kingdom at the edge of a dark wood forest.
2. The miller said that his daughter can spin gold out of straw.
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4. The miller’s daughter was helped by the little man to spin gold out of straw.
5. The little man asked the miller’s daughter to give a necklace, a ring and her baby.
6. There lived a poor miller with his daughter.
7. The king asked the miller’s daughter to spin gold out of straw.
8. The queen can guess the name’s little man and the little man disappeared then, the queen lived happily with her child and the king thereafter.
9. The miller’s daughter to be a queen and she has a baby.
10. The little man asked to the queen to search his real name.

Answer: 1 - 2 - 3 - 7 - 4 - 5 - 6 - 10 - 8.
I'm lost!

Man I: Excuse me! I'm lost. Do you help me?
Man II: Sure. Where do you go?
Man I: I'm trying to get to my hotel.

I'm studying at 9, for reasons. Do you 10? If so.

Man II: Yes, I do. You're quite a way away.
Man I: I thought I might be.

Man II: You have to go back to the centre of the town. I can direct you but it's complicated.

Man I: Yes, I need to go back.
Man II: I'd better catch a taxi.

Man II: I think that might be a good idea. You can get one at the corner.

Man I: OK. Thanks for your help. Goodbye.
Man II: Goodbye.

Returning to the hotel.

Receptionist: Good evening, sir. Welcome back.
Man: Thank you.

Receptionist: Did you have a good night?

Man: Yes, thank you. I went to the opera and the art

I did get lost on the way through.

Receptionist: Oh dear, I'm sure you'll soon find your bearings.

Man: Well, I think that's enough for one day.

I'm going to have some dinner and go to my room.

Receptionist: OK. Have a good night's sleep.

Man: Thank you. I plan to. I have a lot more to see tomorrow.