USING DIGITAL FAIRY TALE BOOK IN TEACHING READING COMPREHENSION

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ABSTRACT

The researcher aims to investigate whether the Digital Fairy Tale Book effective in teaching reading comprehension. Theories used to support this research are from Patel and Jain (2008) about the audio visual media and reading. Audio visual media involves more than one sensory organs of the learner which improves retentiveness and makes learning permanent also seeing and hearing go together which play ordinary roles in learning. Meanwhile, reading is very important for the teacher to carry out, to know, and to check the students' pronunciation, information, stress, paused, and rhythm and their ability in various short of punctuation marks. The researchers used experimental research of method, and took two classes consisting of 30 students each class as sample in SMP Al Washliyah Sumber. The data for this experimental study were students' reading scores, and the reading scores were analyzed of using McMillan and Schumacher's formula. The research found that the reading scores of the experimental group is higher than the control group. The result of $t_{account}$ is 0.75, t_{table} is 1,672 for $\alpha = 5\%$ it means that $t_{account}$ is higher than t_{table} ($t_{account} > t_{table}$). Therefore, the conclusion is Digital Fairy Tale Book is effective in teaching reading comprehension. It makes the students enthusiastic to learn the fairy tale text and help them produce correct intonation or tunes and notice how English is spoken differently from the way they are written and listen very well. It is suggested to use of Digital Fairy Tale Book in Teaching Reading as an alternative media in order to students' ability in Reading Aloud other genres of texts or to improve students' listening skill.

Keywords : ***Digital Fairy Tale Talking Book, Reading Aloud, Fairy Tale Text***

Introduction

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered (McNamara, 2007:3). It can be challenging, particularly when the material is unfamiliar, or complex.

Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language grammar and increase their vocabulary.

Reading is also something crucial and in dispensable for the students

because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. It is really not enough just to put a book or short text in front of students and ask them to read, whether silently or out loudly.

Reading in a lively, engaging way, using voices, gestures, and expressions can enhance understanding. Shared reading is a valuable tool to model reading for students. It also gives students rich and authentic literature experience even at their earliest stages of reading.

Reading Fairy tales may contribute to the enrichment of a young reader's knowledge in a number of ways. Fairy tales teach moral and values highlighting the most universal norms and standards of language existence. There are as two the most effective models for teaching reading—story telling and reading aloud—familiarize students with the "sound and sense" Carbo 1996 (as cited in Joel R, 2009:4). Nowadays, Digital Fairy Tale Book offer a way to recapture enthusiasm for reading. On the Digital Fairy Tale Book as the media, fairy tales

will be interested for students; do not make them feel bored in classroom but make easier ways for the students to learn. Carbo 1990 (as cited in Joel R, 2009:4), reports that poor readers frequently have a "global/tactile/kinesthetic" reading style, best addressed through holistic reading methods.

Digital Fairy Tale Book is a kind of audio visual media which has those integrated skills providing some listening, reading, speaking, and writing materials. Visual aid can be useful to the language teaching. The first, they create situation which are outside the classroom wall. The second, they are useful to introduce the students to unfamiliar cultural aspect. The third, they give reality to what might be understood verbally by the students. The fourth, they change situations quickly and easily in a drill, provide decoration from the classroom.

According to Gerlach and Ely (as cited in Burke, 2005:26) media are classified into six categories. They are still pictures, motion pictures, television, audio recordings, real things/simulations/models, programmed and computer-assisted instructions and all be used in teaching.

Jost (as cited in Burke, 2005:35) defined that "By using television, video

or slides the learners can visualize the reality, hear the sound, and see how things (animals or plans) move and they can see the color of the animals and plants." Movie or video is another useful audio visual aid for the language teacher because it can improve student's interest and create fun learning.

In this case, the researcher is interested in using *Digital Fairy Tale Book* in teaching reading to be fun and easy at the Eighth Grade of students SMP AL WASHLIYAH SUMBER.

Media in Classroom

According to Patel (2008:59) there are several aids that can be used in teaching the students in the classroom, among others are, by using visual aids, like using boards, blackboards, flannel boards, soft boards, chart, maps, pictures, drawing, excreta. Further Patel (2008:59) states that audio visual aids consist of video cassette players, video compact disc player, television and film projector.

Media will be used because William (2011:145) states that the media involves the actives students' engagement and participation and allows them to interact with each other and enables the students share opinions and responses. Moreover, the teacher can also capture the students' interest. The media can be used in order to make the receptive mind for new ideas and to start the learning process, it is necessary to capture the learner's interest and one of the most important elements is to have an engaging experience by using media.

The Function of Talking Book

Based on Gungadeen (n.d:2) Talking book is described as the conversion of text content into sounds. Research has shown that it was frequently used by the blinds.

The importance of technology offers various benefits to the educational community, which generates interaction and collaboration among learners JCALT (as cited in Gungadeen, n.d:3).

Talking book offers several benefits related to the development young children and educational objectives as it:
1. Develops affective and cognitive domains
2. Caters for young pupils with different learning styles
3. Brings innovation in curriculum
4. Develop literacy skills
5. Improves communication skills
6. Promotes phonological awareness

Talking books activated awareness of words through sounds which is essential for the development of the phonological awareness since being phonological aware means being able to reflect on the sound structure of words. The graphics used contributed in construction of meanings.

Talking books actively engaged the children in the listening process allowing them to prepare and analyze the syllables both unconsciously and consciously. Beside, through rhyming activities and questioning conscious knowledge of phonemic awareness was fostered. The rhymes and songs allowed the children to develop their psychomotor skills as they were engaged in physical activities.

Talking books based on real-life situations have stimulated the beginnings of intellectual curiosity concerning the environment and helped the children understand the world in which they live.

Procedure in Teaching Using *Digital Fairy Tale Book*

Explained and applied the media of *Digital Fairy Tale Book* is not easy for teacher who are not familiar with this media. The teacher should select the appropriate of fairy tale based on the *Digital Fairy Tale Book*. Additionally, the researcher should design well-organized teaching activity to make meaningful teaching learning process. An example of the teaching procedures of reading aloud of fairy tale text by using *Digital Fairy Tale Book* is presented as follow:

1. Pre Activity
   a. Greeting
   b. Asked and answered about the material that will be taught
   c. Introduction the material that will be taught.
2. Whilst Activity
   a. Explained about the material
   b. Gave the instructions to listen carefully fairy tale by using *Digital Fairy Tale Book*.
   c. Students reread aloud the sentences (each part) as they heard from *Digital Fairy Tale Book*.
   d. Gave the text of fairy tale to read aloud without *Digital Fairy Tale Book*.
   e. One by one student read aloud of fairy tale in front of class.
3. Post Activity
   a. Summarized about the material.
   b. Gave the feed back to the students and told about the next material.

c. Gave the home work to ability in reading and closed the activity.

METHOD

Research Methodology

According to Brown (2000:15) state that, Methodology of research is pedagogical practices in general (including theoretical underpinning and related research). In this research the researcher explains the procedure of the research.

Method of Research

According to McMillan and Schumacher (2001:32) "In an Experimental mode inquiry the researcher manipulates what the subjects will experience. The researcher makes comparisons between subjects who have had and others who have not had the imposed conditions or between subjects who have experienced different conditions". Based on the statement above, the researcher used experimental research.

Population

According to McMillan and Schumacher in research in education (2001:169), "A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research."

Population is the sum of the individuals who live in certain place or country that have at least one or similar characteristics. Population can be determined as the subjects of the research in general. It can be persons or things. The population of this research consisted of all eighth grade students in SMP AL WASHLIYAH SUMBER there are four classes, and total of population were 150 students.

Sample

In this research the researcher took two classes eighth grade (8 C and 8 D) of SMP Al Washliyah Sumber as the sample for the research. According to McMillan and Schumacher in research in education (2001:169), "As a group, subjects are usually referred to as a sample. The sample can be selected from a large group of person, identified as the population, or it can simply refer to the group of subjects from whom data are collected (even though the subjects are not selected from the population)". Sample is a part of the population. The number of sample is smaller than the number of population.

Technique of Sampling

McMillan and Schumacher (2001:173) stated that Cluster sampling is similar to stratified random sampling in that groups of individuals are identified from population. Cluster Sampling is based on the ability of the researcher to decide the sampling population into groups. The researcher used Cluster Sampling to take the sample. The researcher took two classes as a sample; they are class 8.C for experimental class and 8.D for control class. From the population above, the researcher only took 30 students in every class as the sample for the research.

Findings and Discussion

In teaching learning process, the researcher have some problem to teach, explain about the material and applied of *Digital Fairy Tale Book* as the media at the first meeting in experimental class. One area the researcher found lacking was the self-confidence in the students. Most of students did not know how to read English words well. They are confused to speak English, to produce correct intonation or tunes and notice how English is spoken differently from the way they are written and listen. And the students looked confused follows along with the media used, the researcher tried to guide the students and they were able to do it by themselves. At some stages, when a text is read aloud either by the teacher or the students, speaking work can be integrated. Reading fairy tales may contributes to the enrichment of a young reader's knowledge in a number of ways. As presented by Cameron 2001 (as cited in Lepin) said, fairy tales are the good example of these kinds of texts and as variety of texts reading performance in the language classroom. Fairy tale is the usual English term of oral narratives centered on magical test.

Then, when looking at the teaching learning process, most of the students (experimental class) were interested in the teaching learning process, because they got new something and they did not feel bored. *Digital Fairy Tale Book* as the audio visual media, as presented by Patel (2008) said audio visual involves more than one sensory organs of the learner which improves retentiveness and makes learning permanent. In audio visual aids, seeing and hearing go together which play ordinary roles in learning consist of interesting sections such as setting mood and reading ability by reading aloud.

Although, there are some students' performance (student experimental class) showed poor reading ability.

When looking at the scores of oral reading, there are the highest and the lowest scores. McMillan and Schumacher formula were used to find out whether the oral reading score is significantly different or not. The results of McMillan and Schumacher formula indicate that the experimental class post-test oral reading scores by using *Digital Fairy Tale Book* are significantly different from the control class post-test scores. Because of this result, JCALT (as cited in Gungadeen) Talking Book as the audio visual has benefits to development young children and educational objectives (as seen page 11).

CONCLUSION AND SUGGESTION

Conclusion

The researcher has collected, calculated, and the result of her research can be seen from the value of t $_{account}$ is higher than t $_{table}$ (0.75 t $_{account}$ > 1.672 t $_{table}$). It means that, the hypothesis (Ha) is accepted that there is positive result in applying the treatment. McMillan and Schumacher formula were used to find out whether the oral reading score is significantly different or not, indicate

that the experimental class post-test oral reading scores ($\sum X_1$ is 361) by using *Digital Fairy Tale Book* are significantly different from the control class post-test scores ($\sum X_2$ is 290). In other words, The result of students oral reading score by using *Digital Fairy Tale Book* in teaching rading, the class of experimental effective significantly after the treatment. It means that the purposed of *Digital Fairy Tale Book* (that consist of fairy tale) in Teaching Reading at the Eighth Grade of Junior High School is effective in Reading Aloud.

According to the conducted research result concerned with *Digital Fairy Tale Book* in teaching reading (read aloud of fairy tale text), the researcher give some suggestions for the English teacher, the reader and the next related research.

1. Learning English can be fun and easy using *Digital Fairy Tale Book*.
2. Find more the profit from technology in modern era and modification method in every meeting in teaching classroom that will be taught in order to be beneficial and successful.
3. Researcher also recommended to investigate the effect of reading more of

the stories aloud to the students.

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