THE EFFECTIVENESS OF *ENGLISH TALKING BOOK*
IN TEACHING READING AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL

By

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ABSTRACT

This research entitled "The Effectiveness of English Talking Book in Teaching Reading at The Eighth Grade of Junior High School". The researcher aims to investigate whether the English Talking Book in Teaching Reading at the Eighth Grade of Junior High School effective in Reading Aloud. Theories used to support this research are from Patel and Jain (2008) about the audio visual media and reading aloud. Audiovisual 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 aloud 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 research used experimental research of method, and took two classes consisting of 30 students each class as sample in SMP Al WashliyahSumber. 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 $a = 5\%$ it means that $t_{account}$ is higher than t_{table} ($t_{account} > t_{table}$). Therefore, the conclusion is English Talking Book in Teaching Reading at the Eighth Grade of Junior High School is effective in Reading Aloud. English Talking Book in teaching reading makes the students enthusiasm 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 English Talking Books 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 : English Talking Book, Reading Aloud, Fairy Tale Text

1. Introduction And Background

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.Student 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. 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. The ability to read well in English will influence learning potential in all other areas in which the student engages not just in learning language.

Because of there are many books written in English, both students and teachers need to know to talk about language at various points during learning and teaching. This is not only teachers can explain and students come to understand, but also teachers know what is going wrong where and how to correct it.

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). In practice, intonation and the use made of elision and assimilation the teacher found many problems especially in teaching pronunciation that might be form the material of speaking, the students condition and so on. Teaching pronunciation must be taught interesting and it needs a great effort to make enjoyable learning activities so the students can catch the topic that will be discussed easily.Nowadays, English Talking Book offer a way to recapture enthusiasm for reading. On the English Talking 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.

2. Statement of The Problem

The present study attempts to answer the following question:

How is the English Talking Book in Teaching Reading at the Eighth Grade of Junior High School effective in Reading Aloud?

3. The aim of the research

The present study attempts to find out whether the English Talking Book in Teaching Reading at The Eighth Grade of Junior High School is Effective.

4. Scope and Limitation

The scope of this study covers the teaching reading, but the writer limits only on reading skill. That is reading aloud of fairy tales text at the eighth grade students of SMP AL WASHLIYAH SUMBER 2014/2015 academic year.

5. Significance of The Research

a. The result of this research can be used as one of the ways to teaching reading using English Talking Book as the audio visual media.

b. This research may encourage the students of English Department to conduct further research on is the English Talking Book effective in teaching reading.

c. This can be references to know the effectiveness English Talking Book in teaching reading and student's ability and their errors in reading aloud of fairy tales.

6. Hypothesis of The Study

This study to attempts to test the following hypothesis:

English Talking Book is effective in Teaching Reading at The Eighth Grade of Junior High School.
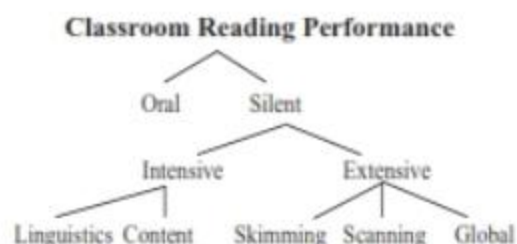
7. Review of Related Literature

Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only for learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in other areas of learning.

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Moreover, David N (2003, P.68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. And with regard to Heyeraft (1978:5) remind us that pronunciation is probably the most neglected. Pronunciation is the way of speech in language. Kelly (2001:9) breakdown the main features of pronunciation into its constituents parts. See the chart below;

Features of pronunciation
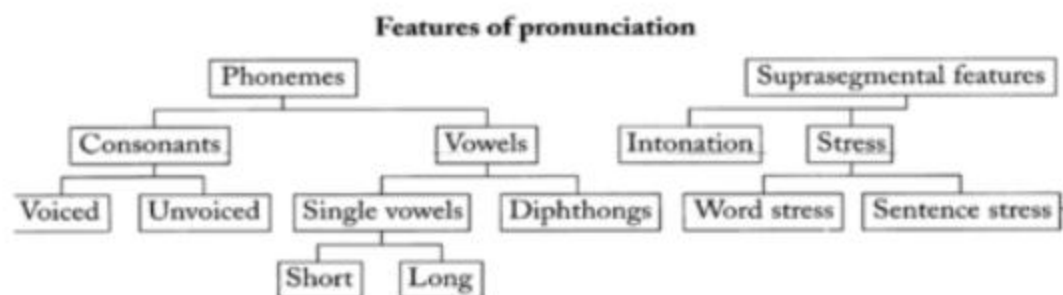
In English teaching reading, Brown (1994:297) variety of reading performance in the language classroom is derived from more than the variety of texts to which teachers can expose students than from the variety of overt types of performance. See the chart below;

Classroom Reading Performance

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            Classroom Reading Performance
                      /\
               Oral        Silent
                          /      \
                  Intensive        Extensive
                   /   |         /    |     \
      Linguistics Content   Skimming Scanning  Global
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Based on Lepin's journal (2012:9), There are several types on reading and in case of the fairy tales all types can be applied. There are two types of reading, extensive and intensive (Scrivener, 2005; Tomlinson, 2011; Skopinskaya, 1996). There are two ways of reading: reading aloud and reading silently.Intensive reading involves a lot of classroom work with course book, exercises and texts. This type of reading requires reading texts closely and carefully with intention of gaining an understanding of as much details as possible. This is often a stop or start kind of reading involving a lot of going backs and reading the same text over and over again in order to make sure that all word are interpreted. Scrivener 2005 (as cited in Lepin, 2012:10).

In everyday life people tend to use extensive reading. This kind of reading is fluent, faster, often of longer texts for pleasure, entertainment and general understanding without paying so much attention to the details; fairy tales are the good example of these kinds of texts (Cameron 2001, as cited in Lepin 2012:10). Interesting and simplified texts may help initiate learners into extensive reading (Collie & Slater 1987, as cited in Lepin 2012:10). There is a great deal of evidence that extensive reading has a powerful impact on language learning. The more students read, the more they pick up items of vocabulary and grammar from the text, often without realizing it and this widening language knowledge seems to increase their overall linguistic confidence (Scrivener 2005, as cited in Lepin 2012:10). Extensive reading can be organized either as individualized reading, where all the students read different books, taken from library; or as a class reading, where the whole class reads the same book. For example a teacher can pick any well know or absolutely unknown fairy tale and ask students to read it at home, or teacher can ask students to pick any fairy tale which they like the most read it home and on the next lesson share some ideas about it in front of the class.

Brown (1994:292) says, "Efficient reading consists of clearly identifying the purpose in reading something. By doing so you know what you are looking for and can weed out potential distracting information".

Teaching is the way how to give some information of subject matter to the students in the case the teacher must have a wide experience about the subject that will be taught at the school because we know that teaching needs responsibility the key for success in education depends on the teacher's responsibility in doing.

According to Kimble and Garmez 1963 (as cited in Brown, 1980:113) defined, "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge,causing to know or understand."

The goal of teaching reading in the classroom is to make students eager to find out ideas and information of the world. To reach this goal, encourage them to read anything

they can have at hand. Text used in the language classroom for teaching reading serve as a means of exposing students to written language, a means of learning a new language, a means of understanding messages conveyed, and a means o expanding students' views.Harmer (1998:68) states that, "there are many reasons why getting students to read English texts are an important part of the teacher's job".

Reading texts also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topic, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.Nunan (2003:76) states, "Strategies are the tools for active, self directedinvolvement that is necessary for developing communicative ability. Strategies are not a single event but rather a creative sequence of events that learners actively use".

Here, when reading text everyone should try his pronunciation skill also to smooth the communication and make his pronunciation intelligible. As the learner, there are many traditional ways to learn pronunciation rules and master in pronouncing difficult sound. Here some tips simple on how to remember rules of pronunciation :

1. Make cards for each sound and corresponding letter or combination of letters.

2. Learn several simple and most commonly used words to exemplify every card.

3. Make sure that you can pronounce correctly all pronunciation symbols in accordance with pronunciation keys.

4. Repeat the words, which have the same sound to polish your pronunciation.

5. Compose short text containing words with the same sound or pronounce tongue twisters to master the pronunciation of sound.

According to Harmer (1998:70) the principles for teaching reading are:

1. Reading is not a passive skill
   Reading is an incredibly active occupation. To do it successfully, we have to understand what the words means, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things – and if students do not do these things – we only just scratch the surface of the text and quickly forget it.

2. Student need to be engaged with what they are reading
   As with everything else in the lesson, students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.
   Of course, it is important to study reading text for the way they use language, the number of paragraphs they contain and how many times use relative clauses. But

the meaning, the message of the text, is just important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feeling about the topic – thus provoking personal engagement with it and the language.

4. Prediction is a major factor for reading
When we read the text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs, and headlines hint at what articles are about and reports look like reports before we read a single word.

5. Match the task to the topic
We could give students' hamlet's famous soliloquy' to be or not to be and ask them to say how many times the infinitive is used.

6. Good teachers exploit reading text to the full
Any reading text is full of sentences, words, ideas, description,etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

According to Patel and Jain (2008:20) reading has been divided in two parts: Reading aloud and silent reading. Reading aloud does not require much taught. In the language teaching, reading aloud 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.

Reading aloud is a challenging task to perform. Referring to native speakers Bygate 1987 (as cited in Gabrielatos, 2002:3) states, "It is hard work reading aloud from a book. This may be because it is not something we are used to; or because the sentences can be awkward to read aloud-too long, too complex, or too technical. It can be tricky to get the correct intonation, and you may find you often have to re-read bits to make them sound right. Reading aloud tends to require considerable attention.". Using reading aloud teachers can use text types for the treatment of phonological features, short stories, speech and transcripts of TV/radio news programmers are more suitable.

In reading activities, although the medium is the written word, work on speaking can be successfully integrated here too. Like listening, reading is a receptive activity, so it provides a suitable means of bringing languages features to students' attention. Many teacher stage reading activities either by having an initial exercise to allow students to get the gist of the text they are reading, or by establishing the type of text being used, by some more detailed work to focus on specific details when the text is read again. At some stage, when text is read aloud either by the teacher or the students, speaking work can be integrated. Such text as student as poem, rhymes, extract from plays, song lyric, short story, etc. can be used creatively in the classroom and can offer plenty of scope for speaking work. Reading aloud is a classroom activity which has fallen in and out of favor with teachers at various times. The main agreement it is that it can interfere with

successful speaking: spelling can early affect speaking performance adversely. But reading aloud offers opportunities for the study of the link between words in connection, and of the linking of sound between words in connected speech: all of these can be highlighted and investigated further in fun and interesting way through reading aloud.

There are a lot of definitions of the fairy tale. Based on Lepin's journal (2012:6), says that a fairy tale is the usual English term for a group of oral narratives cantered on magical tests, quests, and transformations. According to Merriam (as cited in Lepin, 2012:6), defines fairy tale as a story (as for students) involving fantastic forces and beings (as fairies, wizards, and goblins) – called also *fairy story*; a story in which improbable events lead to a happy ending. Originally the term *fairy tale* came from France. In 1697 Madame d'Aulony began publishing volumes of fantasy stories under the collective title *Les contes des fees* (Tales of Fairies) (Ashliman, 2004:7). French fairy tales were the first to be collected and written down."Fairy tale is a narrative in prose about the fortunes and misfortunes of a hero or heroine who, having experienced various adventures of a more or less supernatural kind, lives happily ever after. Magic, charms, disguise and spells are some of the major ingredients of such stories (/.../)" (Cuddon, 1998:7).. Despite of the diversity of the definitions mentioned they all have common features which involve fairy creatures and magic.A fairy tale is a story which involves folkloric features such as fairies, goblins, princes and princesses. The fairy tales is a sub-class of the folk tale. The oldest fairy tales were told and retold from generations before they were written down. When these stories were studied thoroughly it turned to be that there were more than one, even more than 10 versions of Cinderella story. Each story appeared to have unique telling and cultural elements which depended on the place and time when the story was told. Nowadays different authors still like to invent and write down new versions of fairy tales (Hallett&Karasek, 2009; Tiberghein 2007; Kready 1916).

Based on Lepin's journal (2012:8), Fairy tales are considered to be a part of folklore. Main elements of fairy tales are:

> Fairy tales usually begin and end with "special" words like "Once upon a time...", "In a far-far away land… ", "Like days long ago…", "There once was…", "Long, long time ago…", "They lived happily ever after", "They lived for many, many joyous years…"

Place and time are unknown in fairy tales. Setting is often enchanted; castles, kingdoms, far-far away lands and enchanted forests: the Grimm fairy tales have tendency to take place in the forests. The forest might be not enchanted but it contains enchantments and magical elements and, being outside normal human experience, acts as a place of transformation, for example Red Riding Hood and Hansel and Gretel.

Princes and princesses, heroes and heroines are often included in fairy tales as well as poor farmers, youngest sons, wise old women, beggars and soldier, for example, Rapunzel, Hansel and Gretel, The Fisherman and his wife, The Frog Prince.

The main character often wants to make life better. For example, in the fairy tale *The Magic Porridge Pot* poor little girl went to the forest to find some food for her and her mother. She wanted to help her mother and no longer be hungry.

Fairy tales usually include clearly defined good characters and bad characters. Red Riding Hood and the big grey wolf are very good examples of sharp division between good and bad characters.

Fairy tales involve magic elements. Magic may be both positive and negative. For example in *magic porridge pot*, when the little girl used it properly, the pot did not harm anyone, but when mother tried to use it and used it in the wrong way – the town was covered in porridge.

The plot of fairy tales focuses on a problem or a conflict which need to be solved.

Fairy tales usually include moral or a lesson to be learnt. They have been used to transmit life's lessons to countless people in a number of different cultures (VanGundy, 2005).

Haase(as cited in Lepin, 2012:8) classification, fairy tales are literary narratives which include the episodic structure and constructed primarily on motifs; the genre is unabashedly fictional; the setting indefinite; the mode of reality in which the characterizations.

Learning English can be fun and easy using *English Talking Book* because *English Talking Book* is a kind of audio visual media which has those integrated skills providing some listening, reading, speaking, and writing materials. 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:

Develops affective and cognitive domains
Caters for young pupils with different learning styles
Brings innovation in curriculum
Develop literacy skills
Improves communication skills
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.Learning English can be fun and easy using *English Talking Book* because *English Talking Book* is a kind of audio visual media, which has those integrated skills providing some listening, reading, speaking, and writing materials.

Patel (2008:66) states that audiovisual media works as motivator in teaching and learning process. While teachers use teaching aids to clear the contents then student take more interest in that teaching. They are motivated to work more and effectively. Audiovisual media is helpful in establishing motivation.Teacher use teaching aids to make teaching effective and alive. Use of aids prevents monotony and indiscipline's of students because it creates interest in students to know involve more than something. Thus, it is helpful to make teaching very interesting.Audiovisual media 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. The aids appeal to those sense that can respond adequately.When teacher clear the contents verbally or without any teaching aid, it takes more time for students to understand that content. However when it is cleared by audiovisual media it takes less time and makes the students to understand very easily. It saves more time and energy of teachers and students.

8. Research Methodology, Population, Sample

Methodology of research is a set of method used to investigate, discover, develop and examine new facts. 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". The population of this research is all of eighth grade students of SMP Al WashliyahSumber. 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 and two classes as a sample; they are class 8.C for experimental class and 8.D for control class.

From the population above, only took 30 students in every class as the sample for the research.
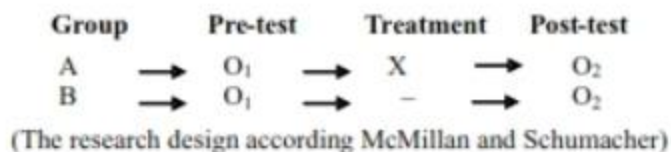
One of the methods of gathering quantitative information which has been chosen by the writer is tests. In collecting the data of research, there is an instrument need to get reliable data. The writer used tests an instrument.

Brown (2001:384) "A test a plain word is a method of measuring a person's ability or knowledge in agiven domain. It is a set of technique, procedures, and items that contain an instrument of some sort that requires of activity". Test is an examination or trial of something to find its quality, value, etc. In this research, the writer gave two test, there are :

1. Pre test, the test that is given before the researcher gives the treatment to the

students.

2. Post test, the test that is given after the researcher gives the treatment to the students.

Group		Pre-test		Treatment		Post-test
A	→	O_1	→	X	→	O_2
B	→	O_1	→	–	→	O_2

(The research design according McMillan and Schumacher)

9. Result and Discussion

Table 1

The Gain Score of Oral Reading Pre Test and Post Test in Experimental Class

No	Name	Pretest (X)	Posttest (Y)	Gain (d) (Y-X)
1	Student 1	10	21	11
2	Student 2	11	21	10
3	Student 3	8	23	10
4	Student 4	9	21	15
5	Student 5	9	19	10
6	Student 6	9	23	14
7	Student 7	10	23	13
8	Student 8	12	23	11
9	Student 9	10	19	9
10	Student 10	10	21	11
11	Student 11	10	23	13
12	Student 12	10	23	13
13	Student 13	10	23	13
14	Student 14	10	23	13
15	Student 15	11	23	12
16	Student 16	9	21	12
17	Student 17	10	21	11
18	Student 18	10	23	13
19	Student 19	10	21	11
20	Student 20	9	21	12
21	Student 21	10	19	9
22	Student 22	11	19	8
23	Student 23	9	23	15
24	Student 24	11	19	11
25	Student 25	11	23	12
26	Student 26	10	23	13
27	Student 27	9	23	15
28	Student 28	10	23	13
29	Student 29	10	23	13
30	Student 30	9	23	15
	N=30	297	654	361

Table 2

The Gain Score of Oral Reading Pre Test and Post Test in Control Class

No	Name	Pretest (X)	Posttest (Y)	Gain (d) (Y-X)
1	Student 1	13	21	8
2	Student 2	13	21	8
3	Student 3	13	21	8
4	Student 4	13	21	8
5	Student 5	13	24	11
6	Student 6	13	21	8
7	Student 7	13	23	10
8	Student 8	13	24	11
9	Student 9	13	23	10
10	Student 10	13	23	10
11	Student 11	13	22	9
12	Student 12	13	24	11
13	Student 13	13	23	10
14	Student 14	14	23	9
15	Student 15	13	23	10
16	Student 16	12	23	11
17	Student 17	14	23	9
18	Student 18	13	23	10
19	Student 19	13	23	10
20	Student 20	13	23	10
21	Student 21	14	23	9
22	Student 22	13	23	10
23	Student 23	15	23	8
24	Student 24	13	23	10
25	Student 25	13	23	10
26	Student 26	13	23	10
27	Student 27	11	23	12
28	Student 28	13	23	10
29	Student 29	13	23	10
30	Student 30	13	23	10
	N=30	392	660	290

After collected and calculated the data, the research found with t 0.05 and df 58 so the value of t_{table} is 1.672. Critical value of (t) at 0.05 significant level from t _____ 0.75, so t t_{table} = 1.672 from the calculation and looked the table t, it can be seen that value of t _____ is 0.75; it means t _____ is higher than t t_{table} 1.672.

Based on the data above, it shows that there was an influence of the student's result. $t_{account}$ as the result of pre-test and post-test in experimental and control class; and t_{table} as significant level for educational research. The **researcher** compared t_{table} and $t_{account}$ to accept the hypothesis. If $t_{account}$-t_{table}, the hypothesis was accepted. The result of the post-test of experimental class was higher than the result of the post-test of control class. In comparing t_{table} and $t_{account}$, the writer uses the criteria as follows:

If $t_{account} < t_{table}$ = the alternative hypothesis (Ha) is rejected.

If $t_{account} > t_{table}$ = the alternative hypothesis (Ha) is accepted.

It means that the value $t_{account}$ is higher than t_{table} ($0.75\ t_{account} > 1.672\ t_{table}$). This result shown that this research has positive influence. Finally the writer states that the alternative hypothesis (Ha) is accepted. Therefore, the research concluded that of using English talking book in teaching reading is effective in reading aloud.

i. Using English Talking Book in Teaching Reading at The Eighth Grade of Junior High School

In teaching learning process, the writer have some problem to teach, explain about the material and applied of *English Talking Book* 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 writer 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. *English Talking 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 *English Talking*

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.

10. Conclusion and suggestion

The writer 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 (ΣX, **is 361**) by using *English Talking Book* are significantly different from the control class post-test scores (ΣX, **is 290**).In other words, The result of students oral reading score by using *English Talking Book* in teaching rading, theclass of experimentaleffective significantly after the treatment.It means that the purposed of **English Talking 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 *English Talking Book*in teaching reading (read aloud of fairy tale text), the writer give some suggestionsfor the English teacher and the next related research. Learning English can be fun and easy using *English Talking Book*, 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. Researcher also recommended to investigate the effect of reading more of the stories aloud to the students.

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