

IMPROVING ENGLISH PRONUNCIATION SKILL THROUGH THUMBELINA AND PINOCCHIO FAIRY TALES

(A Field Research at SMPS PGRI Pondokgede)

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Abstract: As the objective of EFL teaching is to help students to communicate fluently in the target language, teachers should provide authentic models of language use for every level and age. To hit the target we should focus not only on linguistic, but also on literary and cultural elements. Since fairy tales offer these elements, they are highly beneficial to use in EFL teaching programs, especially for young learners. This objective of this research is to investigate the effectiveness of teaching English pronunciation through fairy tale media. This research was conducted at SMPS PGRI Pondokgede class 8-3. The writer has conducted field research for 1 month. Some data was taken through observation, process, and post-learning and teaching activities. This paper contains ways to improve students' English pronunciation by providing Thumbelina and Pinocchio fairy tales. The result of this study indicated that: (1) teaching English pronunciation through fairy tale is effective to increase students' pronunciation (2) students become easier to understand the subject matter and increase their English vocabulary, and (3) students become more active and confident when reading texts or fairy tales by showing good pronunciation.

Keyword: Teaching, Teaching Pronunciation, Fairy Tale

INTRODUCTION

Teaching is process which happens between teacher and students to get point. This point is to understand about the material. Teaching English is one of processes to get knowledge in mastering English. Teaching English involves four language skills; they are listening,

speaking, reading and writing. In teaching and learning language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation. Someone who wants able to speak English should begin to learn English from kindergarten and continue to higher level.

Now in this research the writer are going to discuss teaching English in the junior high school. The students of junior high school learn English for the first time so they just learn the simple English pattern including vocabulary.

Reading is the third of the four language skills, which are: Listening, Speaking, Reading, and Writing. Reading is very important in learning English, a great effort has been given to develop reading skill toward students as the learners. Reading requires the skill of speaking, too. So, it is to avoid mistakes during teaching and certainly, it must be having the proper way to pronounce or spell it.

Before reading then, the pronunciation is the way to say a word or the way in which a language is usually spoken. In common students feel difficult to pronounce words in English. It has the difference between intonation and accent. In pronouncing English word, there are many words with same writing or pronunciation. It will make confused to read with a good pronunciation.

One of media usually use for basic English learners is teaching by Pinocchio and Thumbelina Fairy Tale. Students at this age tend to learn visually to make it easier to remember the vocabulary. In this research the writer decides to use tales in teaching pronunciation. A tales paints a thousand words to get great way of improving English, especially if the students are a visual learner. The student can describe what is happening in the story in tales. Through this way the students can pronoun the words easily.

In a previous research conducted by Yousef Bani Ahmad (2019) about the problems and strategies in solving incorrect pronunciation on English education student. Results showed English pronunciation problems were caused by the difference of language system between English and Bahasa, students had a lack of mastery of consonant and vowel in accordance with international Phonetics alphabet, the incompatibility of the placement place and manner of articulation. Strategies to overcome the problems of English pronunciation learning by using audio-visual media, the lecturer gave oral corrective feedback for those students who got the errors in pronunciation, students used

the mobile phone application in supporting individually pronunciation learning and students had a lot of practicing in reading English texts were provided by lecturer.

There are many problems in teaching and it will never end completely although many attempts have been done to solve them. According to the problem statement the writer focuses on the Teaching English Pronunciation through Pinocchio and Thumbelina Fairy Tales (A Field Research at SMPS PGRI Pondokgede. Teaching English pronunciation in junior high school is difficult because people know that most of children are still difficult to speak and memorize English vocabulary. The teacher should know any factors or media that influence the process of teaching, such as the Pinocchio and Thumbelina Fairy Tales as media for the students. Teachers have to show ability to make students interested in English.

Based on the background of the problems described above the problem under study as follow:

1. How does Pinocchio and Thumbelina Fairy Tales influence student achievement in teaching pronounation at SMPS PGRI Pondokgede?
2. What is the students' difficulty of learning English pronunciation at SMPS PGRI Pondokgede?

Teaching Pronunciation

Teaching pronunciation is very important at school. By teaching pronunciation, the students can know how to pronounce the word. The students also need to push and encourage to increase their ability in two aspects, they are pronouncing and reading skill.

According to Fraser in (Varasarin, 2007) concluded that most ESL teachers agree that explicit "Pronunciation teaching is an essential part of language courses and confidence with pronunciation allows learners to interact with native speakers, which are essential for all aspects of their linguistic development". As the expert said, it is important to teaching pronunciation, so that it is able communicate with native speakers and good pronounce will make confident to say.

Based on Afshari and Ketabi in (Iannuzzi, 2017) "The teaching of pronunciation which has found its way into the classroom has traditionally been focused on specific linguistic competencies, emphasized on segmental level (e.g. phonemes)". It tells that teaching pronunciation focus on linguistic like phonemes. Teaching pronunciation in the classroom must be using media or supported learning, as like: story or picture and so on.

Harmer (2002) argues that: Teaching pronunciation not only makes students aware of different sounds and sound features (and what these mean), but also can improve their speaking immeasurably. He also believes that concentrating on sounds, showing where they are made in the mouth, making students aware where words should be stresses-all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

It shares about teaching pronunciation not just make students know the spelling of the words, but increase their speaking skills and they will know where they should be stressing or say the word harder the words.

Kelly in (Rini, 2016) who states that "It is important to include pronunciation teaching in the classroom because learners' errors can cause misunderstanding and inhibit successful communication" It means that teaching pronunciation is the essential thing, because if student pronounces well, it must be having good communication moment. However, it will make the misunderstanding to say the wrong word.

Mentioned by Butler-Pascoe and Wiburgin (Ahmad, 2019) :The goals of teaching pronunciation are to develop English that is easy to understand and not confusing to the listeners, develop English that meets persons' needs and that results in communicative competence, help learners feel more comfortable in using English, develop a positive self-awareness as non-native speakers in oral communication, develop speech consciousness, personal speech monitoring skills and speech adjustment strategies that help learners develop in and out of the class.

It tells that teaching pronunciation are develop to teach the learners how to pronounce well, because in English there is there is word with same pronounce that can make confuse or misunderstanding if the speakers not pronounce well. To be confident to use English in and out of the class is a thing to do.

Based on the theory above, the writer notes that teaching pronunciation intends to make the learners can speak English well. It needs to study and try to speak English well, by watching English movie, sing a song, read the fairy tale and so on.

A. Principles of Teaching

General principles of teaching affect the teacher and the learners in many ways which are briefly explained below:

1. In every teaching learning activity, aims are fixed up. A good teacher always keep these aims in view while teaching. Thus the teacher remains on the right track and he work meaningfully both the teacher and the taught are able to make right efforts for all attainment of goals already fixed up.

2. The teacher tries to present the subject matter to learners in the possible way. The teacher tries to put up his best before the learners so that they also come out very good as a result thereof.

3. A good teacher select the material very carefully and then only he presents it before the learners. Surely the teacher keeps in mind certain principles for the selection of material.

4. Gradation of material helps a lot in the process of teaching learning. So the teacher grades the material after its selection and then only the he presents it in the classroom. This makes the teaching learning process successful.

5. The teacher keeps in mind the principle of variety. He tries to bring in variety in the number of ways so that no student finds teaching learning drudgery or boredom.

6. The teacher tries correlate the subject matter with different life situations of the students. It helps the teacher to teach the subject matter effectively and the learners are also able to learn it well.

7. The teacher tries to make his teaching child-centered. He sees from learner's point of view. Thus the students find it useful for them and they do not feel any type of imposition on them.

8. The teacher co-operates with the students during the process of teaching learning. Then naturally all student co-operate fully with the teacher. This creates healthy environment and makes teaching learning more effective.

9. The teacher always plans the lesson before teaching. Naturally, thus his teaching will be systematic and will be liked by all concerned with it. Systematic teaching helps in better learning by students.

10. When the teacher knows that no two students are of the same type in linking, interest, attitude, etc. he tries to teach in such a way the majority of them are benefitted. He becomes interested in programmed learning. Thus there is better teaching learning so as to benefit everyone (Elizabeth.2007:5-6).

The principles of teaching is your teaching is derived form, and gives feedback to, a set of principles that form the skeleton of an overall approach to language learning and teaching according to Brown (2001):

1. Cognitive principle involve automaticity principle, meaningful learning, the anticipation of reward, strategic investment.
2. Affective principle consist of language, self confidence, risk taking, the language culture connection.
3. Linguistic principle: the native language effect, inter language, communicative competence.

It means that in teaching there are some principles, As teacher should know the principles of teaching when the teacher decide to teach students in the school or college because principles as design of teaching will influence the students ability during teaching process

The Use of Fairy tale

It is known, fairy tale is an old literary form and the story tells about an extraordinary event that is full of imagination and magic. The community believe that something like that did not really happen.

(Odintsova S.A., Sarsekeyeva Z.E., 2015) said that: Any fairy tale is oriented toward a social and pedagogical effect: it teaches, trains, warns, educates and encourages the activity. The story is simple, mysterious and from the first words "There was once..." "Once upon a time...", "There once lived...", "Long time ago..." has a magnetic force which conduces for the child to dream and fantasize; at the same time, it broadens the scopes of simple life and in available 'fairy' form introduces him or her to an adult world of feelings and emotions.

As keeping along with that statement, it is tells that tales always start with "once upon a time....," and so on. Fairy tale also make the children dreaming and fantasize and teach her or him about feelings and emotions.

Danandjaja in (Mardianto, 2015) explains that: Fairy tales are short stories collective oral literature. Furthermore, the fairy tale story of the people who are not considered prose really happened. Fairy tale is told primarily for entertainment, although many who describe the truth, contains lessons (moral), or even satire. In the minds of most people, is often regarded as the fairy tale story of behavior. In fact, many tales are not about the behavior of the story or plot but about something reasonable.

It is known that fairy tales are entertainment and the story is about moral message, the truth, satire and

so on. Some fairy tale are not just about the plot but there is something make sense.

Mentioned by Biechonski in (Schibben, 2014) stated, a fairy-tale is a story that has four common elements; a folk story is a narrative, usually created anonymously, which is told and retold orally from one group to another across generations and centuries, form of education, entertainment, and history, a lesson in morality, cultural values, and social requirements, and lastly, a story which addresses current issues as each teller revises the story, making it relevant to the audience and time/place in which it is told (p.95).

It tells that fairy tale is a narrative text. Fairy tale existed from the past until now, it is found in education area and so on. Fairy tale also contains of many moral messages.

Said by Riyatun in (Rachmawati, 2017) "fairy tales are included in magic and wonder tales type of folktales. Fairy tale are well-known story from folklore for children that often involve fairy or other magical character (p.27)". In means that fairy tale is common for children and usually includes fairy, witch and etc. Fairy tale also tells about magic or something that impossible in real world.

According to Crapp in (Rahman, 2014) "fairy tales are continuous narratives concerning the ability of a protagonist who meets a series of exciting adventure in which the supernatural element plays a conscious part and attains its goal". It is understood that fairy tale tell about a protagonist and that adventure in wonderland with magic.

To sum up, Fairy tales are stories that illustrate our impulse toward a greater level of consciousness. They are fun, interesting, and appeal to the imagination of virtually all reader. It can be found in the school, at home and so on. Fairy tale is very common in children and the vicinity. Fairy tale usually begin with "one upon a time ..., long time ago ..., etcetera. Fairy tale story usually does not make sense, because there are fairy, witch, or someone that have magic. Within fairy tale, it is able to be found a lot of moral messages.

METHODS

This paper uses descriptive quantitative method. According to (Creswell, 2014) stated that: "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible

structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, the importance of rendering the complexity of a situation”.

The technique of collecting the necessary data and documents from the school. The study starts from observation and surveys to the objects. In this case the objects are the SMPS PGRI Pondokgede to teach 8th grade, it is for the class of 8-3. To get sufficient writing for this paper, it has some procedures. First, the writer's job as a teacher in SMPS PGRI Pondokgede This research do for 4 weeks start from 21 March until 11 April 2019, at the first week the writers do the test to know about the of each student, second and third week the writer teach pronunciation through Pinocchio and Thumbelina Fairy Tales and last week the writer do the post test to know the result of teaching process. The eight grade students in SMPS PGRI Pondokgede School is about 32 students in each

Teaching Activities

Teaching activity is activities that start from greeting and closed by praying. In this activity, it is divided into two stages; warming up and main activities.

Warming up

If the meeting is the first or last class of the day the teacher invited the student to pray together. The teacher checked the attendance list students grade eight Junior High School. After that, the teacher reminded about the last material in last meeting to make sure that the students understand the lessons. It takes about three to five minutes.

The teacher will introduced about topic in this meeting. The teacher asked the student who knows the definition or meaning of title in this topic. If one of the student know about it or no one know, the teacher will tell them and also make sure if they write in their book. The teacher suggested the students to write the meaning of a word or new vocabulary in their book, so they can learn at home, and they can also looking for their books when the teacher asks something like the lesson in last meeting.

Main activities

In this session, the teacher starts to teach the lesson. The teacher always asked for attention to the students to make them concentration. The teacher explained the material about pronunciation in front of the class. Before the teacher explain the material clearly, the teacher asked the students who knows about pronunciation. in delivering the material if there is a new vocabulary, the teacher must be read the vocab with good pronunciation and the students

class; 17 boys and 15 girls. In this research the writer focus on class 8-3 of eight grade students.

The second, The writer directly comes up to the classroom and handles the teaching activity. Afterwards, the writer shares the topic, assesses it, and finally the writer analyzes it to determine how well the implementation of using two fairy tale of stories, they are Pinocchio and Thumbelina.. The third, the writer analyzes the data to get result a paper. The last, the writer takes conclusion.

In other word, The methodology of developing pronunciation skills through Fairy Tales should be focused on children's foreign language skills and on the development of their communicative skills that will enable them to combine meanings and texts, words in real social contexts. This frame references comprises such activities as puzzles, crosswords, picture telling, letter scrambles, word bingos, lexical threads, etc.

RESULT AND DISCUSSION

repeat it. Teaching process is guide by a book from the school. If the material is nothing in their textbook, the teacher taught them by wrote in the white board. After memorized the lesson, the teacher gave some example to the students to make sure that the students understand about the topic

Teacher : I will give you some example

Students : Yes, miss.

Teacher : *I will read a word and repeat after me. (saya akan membacakan sebuah kata, ulangi setelah saya)*

Students : Yes, miss.

Teacher : "School"

Students : "School"

Teacher : "Whiteboard"

Students : "Whiteboard"

(The teacher check their pronunciation while repeating the word)

Teacher : "Handsome"

Students : "Handsome"

Teacher : Student 1, please repeat after me. "Handsome"

Student 1 : "Handsome"(with bad pronunciation)

Teacher : Once more. "Handsome!"

Student 1 : "Handsome" (the pronunciation is better)

The teacher also taught student that did not understand the topic by face to face or interpersonal communication. The teacher make sure that the students understand about the topic by asking about pronunciation or ask them to read vocabulary and checked their pronunciation. The teacher has prepared

Thumbelina and Pinocchio fairy tales, but first the teacher gave the students Thumbelina fairy tales. The teacher used repetition drill technique in the early until the end of the meeting. So the teacher read sentence by sentence and the students repeat it and sometimes the teacher must read word by word if the students cannot pronounce the words. After reading the tale, the teacher wrote ten vocabularies in the whiteboard, and read it in three times. The students also repeat the vocabularies that the teacher read. Before start to check their pronunciation, the teacher gave them time to memorize how to spell the vocabularies. After that the teacher called the students one by one, the students have to read the ten vocabularies and the teacher determine the students' grades. After checking pronunciation done, the teacher will read the vocabulary one more time to correct the students' mistakes and also reminding the students how to spell it.

Teacher : Notice your text. I will read it and repeat after me.

Students : Yes...

(The teacher read the tale slowly until the end and the students repeat it)

Teacher : Attention, please! I will write ten vocabularies that taken from Thumbelina fairy tale. (perhatikan! Saya akan menulis sepuluh kosa kata yang diambil dari dongeng Thumbelina)

Students : Yes, miss.

Teacher : (writing in the whiteboard) I will check your pronunciation by read this vocabularies (saya akan menilai pelafalan kalian dengan membaca kosa kata tersebut)

Students : (Various answer)

Teacher : Ok. I will read this vocabularies in three times. So, repeat after me. (ulangi setelah saya)

Students : All right, miss.

(The teacher read the vocabularies in three times and the students repeat it)

Teacher : I will call one by one to read this vocabularies. And I will you're your value.

Students : (various answer)

(The teacher checking the students' pronunciation)

The second is Pinocchio fairy tales. The teacher gave the students the tale of Pinocchio and asked them to read one paragraph one person. Before start it, the teacher gave the time to read it silently. When the students start to read, the teacher also must checking for their pronunciation. If there is something wrong, the teacher will asked them to repeat the word

well. There are also students who did not know how to pronounce the word although explained more than one times. After that, the teacher gave ten vocabularies that taken from Pinocchio tale. The teacher also used repetition drill technique and read the vocabularies in three times. And then the teacher checked the students' pronunciation by called one student, and that student can choose anyone of the students. This way was effective to make the students excited and did not boring in teaching and learning process.

Teacher : Please read the story silently in three minutes and after that, I will ask you to read it one person one paragraph. (baca ceritanya selama tiga menit, nanti kalian baca 1 orang 1 paragraf)

Students : Yahhh (gripe)

(After three minutes, the teacher asks the students to read the tale)

Teacher : We start from student 1

(The students start to reading)

Student 11 : Saya ngga bisa bacanya miss. (I cannot read it miss)

Teacher : Coba aja, kalau salah juga nanti miss perbaiki (just try, I will check your pronounce)

(The students read the text until the end while the teacher check their pronunciation)

Teacher : Ok, I will give you ten vocabularies again but this vocab was taken from Pinocchio fairy tale.

Students : (gripe)

(The teacher write the vocabularies in the whiteboard. The teacher also read the vocab in three times and used repetition drill technique)

Teacher : Now, I will call one of you to check your pronunciation. And after that, that student can choose anyone of you. (jadi nanti miss panggil salah satu dari kalian, setelah itu kalian bebas pilih yang lain)

Students : (pointing to each other)

Teacher : Student 1

Student 1 : Yes, miss.

(The student read the vocabularies and the teacher check their pronunciation)

Applying fairy tales in teaching Pronunciation at SMPS PGRI Pondokgede

The writer used fairy tales as a media in teaching English pronunciation at SMPS PGRI

Pondokgede. The teacher gave each student pieces paper of Thumbelina fairy tale. The teacher asked the students to follow and repeat the teacher to read the tale. The teacher started reading the tale slowly with good pronunciation, and when the students repeat it, the teacher also checked their pronunciation. If there is something wrong, the teacher will be repeat again and again. After the reading is done, the teacher gave the students ten vocabularies that taken from Thumbelina fairy tale. The teacher read each vocabulary and the students repeat it. Teacher read the vocabularies in three times. After that, the teacher checking for each students' pronunciation by ask them one by one. And before the teacher start to the second tale, the teacher read the vocabularies once more time and also repeated by the students.

Teacher also shared the tale of Pinocchio for each student. The teacher asked the students to read one paragraph for each student. When the students start to read, the teacher also start to checked their pronunciation and correct it until all of the students read the tale. The teacher gave them ten vocabularies again, taken from the tale that have been read by each student. The teacher read the vocabularies in three times and the students repeat after the teacher. For checking their pronunciation, the teacher call one students to read the vocabularies, and after she or he done, she or he free to choose anyone among the students. This way made the class not conducive, but it is did not make the class boring.

The statement above explained how the teacher apply fairy tales in teaching English pronunciation. The writer conclude that teacher must be able to think something fun or not boring to teach the students. By using fairy tales, most of the students exciting in teaching process. But the students also gripe when the teacher gave them a worksheet.

Teaching Analysis

Increasing student's pronunciation through fairy tales can be effective if the students and teacher have good ability in this skill and of course our skill will be increase. Try to read some English book, fairy tales, song lyric and so on even though in first time have incorrect pronunciation, just try, try, and try. Like the proverb said that "where there is a will there is a way". Teaching English pronunciation through fairy tales is effective, it can be seen in list of students' value in appendices.

Learn through fairy tales has more exercise in reading skill and of course in pronunciation. The teacher must help the students who still cannot pronounce the simple word. By teaching through fairy tales, the teacher known which student has good ability to pronounce and student has not good ability to pronounce.

The teacher also has to suggest the students to use pencil and notebook while reading. So when the student cannot understand the word, they can underline it and write out the word and also the meaning in their notebook. Most of my students cannot read at all. Of course, some teachers cannot believe that their students cannot read English. In the classroom, the students also do whatever they want and just sometimes they pay attention to the teacher. The students always asking permission, it is okay, but she or he does not go alone, so the teacher feel difficulty in teaching process. The teacher have to teach the material clearly, but if some students is out of the class, teacher must wait for all of the students enter the class, so there is not student missed the lessons.

The teacher just focused the lesson about reading especially pronunciation. The teacher used way that all of the students must read the tale, so the students not just learn about reading skill, they also learn listening skill while one of them is reading. Not all of the students can read well. Most of the students did not want to read because they afraid to make mistakes while reading session. The student also did not listened when their friend is reading, so when it is her or his turn to read, she or he do not know the part that have to read. Students' behavior like the description above that makes the teacher must be patient.

Teaching Evaluation

Teaching evaluation is the goal of teaching learning process. Taught the student's pronunciation through fairy tales is the effective one at SMPS PGRI Pondokgede. It can be seen when teacher asked about the language focus or asked the student to read the sentence, the students can answer it well and also can read the sentence with a good pronunciation although some students read the word with wrong pronunciation.

Before teaching and learning process begun, the teacher asked the students to answer a questioner. The teacher made the questioner in Indonesian and also multiple choice, so that the students can understand the question and more precise to choose the answer. The questioners also help the teacher to better understand the students' willingness to learn English.

The Students' difficulties in learning English Pronunciation at SMPS PGRI Pondokgede

a. The Problem of Teaching and Learning Process

The writer founds some problem in teaching process at SMPS PGRI Pondokgede grade VIII-3. Teaching English in junior high school is difficult to

the writer who is the first time in teaching. Most of the students did not want to read a text because of pronunciation. If the teacher asked them to read, they will read slowly with small voice. The students also shy to read because they afraid if they read the text with bad pronunciation. The writer had difficulties time when the students did not focus on the subject, or they had a joke sometime. They also did not listen well when the teacher taught the topic like they were do not care to the lesson. The writer felt difficult to control the students' focus in learning process.

There is student that can be took the lesson well, there is the student that did not know and did not want to ask the teacher, there is the student that shy to read text because of she or he did not know how to pronounce it, there is the student that do not care about the lesson. So the teacher must asked each student and retail the lesson for the student. It is a dare for the teacher to understand all of her student.

There are the problems while teaching and learning process, the writer cannot managed the students to be calm and concentrate to the lesson. The students had difficulties to remember the meaning of a word or new vocabulary. The students also made mistakes while reading especially their pronunciation.

b. Solution of the Problem

From the problems that have described above, the writer also found the solution. The teacher must be creative and do some techniques during teaching process. In reading section, the students had problem in pronunciation, so the teacher chose fairy tales to increase their pronunciation. The teacher used fairy tales or other material that make students curious. The teacher have to prepare extra material, fairy tales, and worksheet before teaching process. The teacher also read the new vocabulary with good pronunciation so the students can know how to spell it. When reading a text, the teacher checking their pronunciation and correct it and make sure that they have understand how to pronounce it. Using body movement in teaching process is suitable for the characteristic of the students so the teacher will know the students who was not focused on the meeting. The teacher used repetition drill technique in improving their pronunciation. The students also exited to read some vocabulary from the text of fairy tales.

CONCLUSION

Teaching English pronunciation in junior high school needs appropriate technique and media to get teaching process effectively. One of media that is usually used is fairy tales. Fairy tales can attract the student's attention and also a variation in teaching process for the teacher. This way, teachers can create

enjoyable and comfortable atmosphere in the classroom.

This research was also conducted to prove whether fairy tales give influence in teaching pronunciation achievement at the eight grade junior school. The result of research that has been done can be deduced as follows:

Teaching English pronunciation through fairy tales have been done well. The teacher take Thumbelina and Pinocchio fairy tales, because it is a common tale. Fairy tales make students easy and confidence to reading in the classroom although the pronunciation still wrong. But they try to make a good pronunciation when the teacher checked their pronunciation. Fairy tale support the teaching and learning process. Students excited to repeat the vocabulary that the teacher said to make a good pronunciation.

In reading section, some of the students does not pay attention when their classmate was reading. Some students also did not want to read because they were shy and afraid to make wrong pronunciation. The teacher persuades the students to read even if with wrong pronunciation. The students did not concentrate to learn the topic, so the teacher has difficulty to control the students' focus in learning process. The students had difficulties to remember the meaning of a word or new vocabulary. The students also made wrong pronunciation while reading a text.

By using fairy tales to delivering the material, the teacher concludes that fairy tale had more advantages. Students were excited when the teacher gave them paper of Thumbelina and Pinocchio story. When the teacher used repetition drill technique while reading the tale, the students more pay attention and concentrated on the text and also gave respond like repeat after the teacher. They also read the text loudly, but if the teacher asked one of them to read, they read the text slowly.

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