

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**Ringkasan Pengembangan Pendidikan Karakter Peserta Didik  
melalui Sekolah Konservasi**

**Raft : The Way in Improving the Quality of Students Writing Products**

**Think Talk Write Implementation in Writing Personal Experience**

**Enhancing Listening Ability Through TPT by Using Adobe Audition 1.5**

**Teaching Writing Of Descriptive Essay Using Think, Talk, Write  
(TTW)**

**The Correlation of Vocabulary Mastery and Writing Ability  
Toward the Students' English Achievement**

**Cohesive Devices in English Lecturers and Teachers' Concluding Texts**

**The Effectiveness of Directed Reading Thinking Activity Method with  
Picture Media in Teaching Reading for English Department Students**

**Pembelajaran Berbasis Proyek Portofolio bagi Mahasiswa dalam  
Memahami Materi Karakteristik Peserta Didik**

**Upaya Meningkatkan Motivasi Berwirausaha melalui Pembelajaran  
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**Pola Pembelajaran dan Pemberdayaan Masyarakat pada  
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**The Effectiveness of Graphic Organizers in the Teaching of  
Narrative Text for Junior High School Students**

**Analisis Model Catwoe dalam Mengembangkan Nilai-nilai Karakter  
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dengan Pendekatan Investigasi dan Konvensional pada Pokok  
Bahasan Turunan ditinjau dari Aktivitas Siswa di dalam  
Pondok Pesantren**

# CAKRAWALA PENDIDIKAN

## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober  
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**Ketua Penyunting**  
Kadeni

**Wakil Ketua Penyunting**  
Saiful Rifa'i

**Penyunting Pelaksana**  
R. Hendro Prasetianto  
Udin Erawanto  
Riki Suliana  
Ekbal Santoso

**Penyunting Ahli**  
Miranu Triantoro  
Masruri  
Karyati  
Nurhadi

**Pelaksana Tata Usaha**  
Yunus  
Nandir  
Sunardi

---

**Alamat Penerbit/ Redaksi :** STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493.  
Langganan 2 nomor setahun Rp. 50.000,00 ditambah ongkos kirim Rp. 5.000,00.  
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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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**THE EFFECTIVENESS OF DIRECTED READING  
THINKING ACTIVITY METHOD WITH PICTURE MEDIA  
IN TEACHING READING FOR ENGLISH  
DEPARTMENT STUDENTS**

**Feri Huda**  
*hudaferi@yahoo.com*  
**STKIP PGRI BLITAR**

**Abstrak :** Penelitian ini dilakukan untuk membuktikan apakah Metode Kegiatan Berpikir dan Membaca yang Dipandu dengan Media Gambar lebih efektif daripada Metode Tata Bahasa dan Terjemahan (GTM) untuk mengajar pemahaman membaca bahasa Inggris. Desain Penelitian yang digunakan adalah Eksperimental untuk membuktikan apakah dua metode tersebut menghasilkan perbedaan yang signifikan. Setelah melakukan penelitian pada para mahasiswa bahasa Inggris tingkat dua STKIP PGRI Blitar, dan menganalisa data menggunakan formula ANCOVA, hasilnya adalah bahwa Metode Kegiatan Berpikir dan Membaca yang Dipandu dengan Media Gambar lebih efektif daripada Metode Tata Bahasa dan Terjemahan (GTM) untuk mengajar pemahaman membaca bahasa Inggris.

**Kata Kunci:** Keefektifan, Metode Kegiatan Berpikir dan Membaca yang Dipandu dengan Media Gambar, Mengajar Membaca, Mahasiswa Prodi Bahasa Inggris

**Abstract :** This study is carried out to prove whether Directed Reading Thinking Activities Method with Picture Media is more effective than Grammar Translation Method (GTM) to teach reading comprehension. Experimental design is applied to prove whether the two methods produce significant different results. After conducting the experiment in second year students of English Department of STKIP PGRI Blitar, and analyzing the data using ANCOVA formula, found out that Directed Reading Thinking Activities with picture media to teach reading comprehension produces significantly better result than Grammar Translation Method (GTM).

**Key Words :** Effectiveness, Directed Reading Thinking Activities with Picture Media, Teaching Reading, English Department Students

## **INTRODUCTION**

Reading is one of the important aspects in language skill. Because reading is one activity that people usually do for getting the information from book, magazine, newspaper, etc. Reading is very essential for students to increase their knowledge because when they are reading

they can get much knowledge from the book that they read.

For the students, reading activity is very important because when they practice reading, their reading ability and their experience will be improved. They may find it difficult and frustrating, but if they always keep practicing they will have a

good sense of English and help them to understand the meaning of the words. Another thing should be remembered in reading that students should not open the dictionary too often because it will make their reading achievement too long and it can make them bored.

As seen in many cases of the students that the result of the teaching of reading in second year students of English Department of STKIP PGRI Blitar is far from satisfactory. It was found that most of the students were failed to comprehend the reading text well. They sometimes also have to face long, difficult, boring, and uninteresting passages both in the textbooks and in the test papers. Those things can make the students frustrated and lose their motivation to learn English. Another factor is that the teacher's method and strategy of teaching reading is monotonous, the old technique that teacher uses and wrong to selecting the proper text.

There are many new methods and techniques that begin to be recognized in the world of education like Talking Stick, Think Pair Square Share, Student Teams-Achievement Divisions (STAD), Problem Based Instruction (PBI), Snowball Throwing, etc. One way to help the student's problem in comprehending reading text is using Directed Reading Thinking Activities (DRTA) method.

DRTA is instructional method which includes three procedural steps

repeated throughout a reading passage, predicting, reading and proving (Leu, 1987:17). This strategy helps the students to strengthen reading and critical thinking skill. DRTA can be used across all grades and learning abilities. It is designed to make students aware of their own interpretive actions during reading. The DRTA process helps students recognize predictions, judgments, evidence verification. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension.

### **Directed Reading Thinking Activities (DRTA)**

According to Stauffer (1969) Directed Reading thinking Activity (DRTA), which is firstly conceptualized and refined is an effective activity that helps students understand the text. Stauffer says Reading likes thinking metal process. To requires a reader's use of experience and knowledge to reconstruct the ideas or concepts procedure by the writer. The process of reconstruction is in continual change as long as a person read.

Meanwhile according to Hojnaciki (2001) DRTA or Directed Reading Thinking Activities are designed to get students ask questions to aid in reading comprehension instead of just answering teacher's question. He further states that this strategy encourages students to develop their own reading and thinking processes by setting their own purpose for reading.

According to Stauffer, DRTA has three basic sets called: predicting, reading and involve the students and the teacher reacts to the text as a whole. The following descriptions exemplify of the stage of DRTA.

### **The Procedural Steps of DRTA Method**

The procedural steps will give the systematic process of teaching reading. Leu (1987:222), stated that the first phase of DRTA consist of three procedural steps, repeated as students read and discuss a selection, those are;

#### **Predicting**

In the first step, the teacher sets the students for reading and helps them think about what they are going to read before begin. The children learn to predict what they are going to read basically on available clues that in the text, pictures, italic, and bold-face terms and underline word provide in the passage or by skimming.

At the beginning of a story, questions like the following might be used.

1). What will a story with this title about? Why? 2). Who do you think will be in a story with this title? Why? 3). Where do you think this story will take place? Why?

Each student is expected to form a prediction and support it with a reasonable explanation. Teaches should encourage different prediction as long as a student can justify them logically.

#### **Reading**

The next steps are reading. The students are asked to read the text silently to verify the accuracy of their predictions. Some of their hypotheses will be rejected and some will confirm or rejected by further reading. There are no rights or wrong predictions rather some responses are judged to be less accurate than others are.

#### **Proving**

During this third step, students read back through the text and point how they are able to verify their prediction. Students verify the accuracy of their predictions by finding statements in the text and reading them orally to the teacher. The teacher serves as the mentor, refining, and deepening the reading or the thinking process. This step is built on the previous stages, in which the children make prediction and read to find evidence. In this step, the children will confirm or revise their predictions. Questions like the following can be used to begin the discussion at this step. 1). Was your guess correct? Why or why not? 2). What do you think now? Why? 3). What do you think that X happened? 4). What did A (a character) do X (an event)? 5). Why do you think will next?

Leu (1987:222) states that DRTA is an instructional method which includes three procedural steps repeated throughout a reading passage: predicting, reading and proving.

### **The Stages on Directed Reading Thinking Activities (DRTA)**

Teachers should follow the steps below when creating a DRTA. 1). Determine the text to be used and pre-select points for students to pause during the reading process. 2). Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions. **Note:** Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed. 3). Use the following outline to guide the procedure:

**D = DIRECT.** Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?").

**R = READING.** Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

**T = THINKING.** At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The

teacher asks questions such as: 1). What do you think about your predictions now? 2). What did you find in the text to prove your predictions? 3). What did you we read in the text that made you change your predictions?

### **The Steps of Teaching and Learning Strategy Using DRTA**

Direct Reading Thinking Activities is a strategy which has several steps in applying it. Some experts give some guidelines to apply this strategy into several steps. Brunner (2011) explains some steps of Direct Reading Thinking Activities.

#### **Pre-reading**

The teacher writes the title of the reading passage on the board and ask student to read it. The teacher asks students to make predictions about the title using this question: a) what do you think a passage with a title or picture like this might be about b) why do you think so? The teacher lists predictions on the board and initiates a discussion with the students by asking them to respond to the following question: a) which of these predictions do you think would be likely one? b) why do you think this prediction is a good one?

#### **During reading**

The teacher gives a passage related with the title. The teacher asks students to read the passage silently and confirm or reject their own prediction. Then the teacher asks them the following question: a) were you correct? b) what do you think now?

c) why do you think so? The teacher asks students to read a portion of the text up to a predetermined stopping point. Tell that they will review their initial predictions, as well as make new predictions based on upon reading.

### **Post-reading**

Assigned to check and prove their predictions. The teacher asks students to find evidence to support the prediction. The teacher asks students to reflect on their predictions through responding to the following questions: What prediction did you make? What made you think of this prediction? What in the passage support this prediction? Do you still agree with this prediction? Why?

### **The Advantage of Directed Reading Thinking Activities (DRTA)**

DRTA can help students become critical readers. In this case, DRTA can give a freedom to the readers to examine their own thinking to raise questions and seeks answer diligently and boldly. It builds self concepts. When readers see that what they predict helps them to understand better, and then everyone's speculations are important whether or not they are proven to be what the author concluded, they feel more confident about their reading.

In addition, the writer views that DRTA is one strategy that ensures the students will become actively engage in the text they read. This is line with McIntosh and Bear (1994) which state that, in order to make prediction, students need to combine

many pieces of information, and consider how each piece relates to the whole text and this kind of active construction aides comprehension and relation.

### **The Disadvantages of Directed Reading Thinking Activities (DRTA)**

Only useful if students have not read or heard the text being used. Classroom management may become a problem.

### **Picture Media**

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object.

A picture is a general language which is able to be understood and can be enjoyed everywhere. Wright (1989) adds that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas.

Marriane and Sharon (1998) said that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce languages skill. Pictures can also be used in various configurations to enhance learning and practice.

Concerning the students' problems in reading, the researcher decides to use Directed Reading Thinking Activities method with picture. According to Arthur



and William (1992) picture helps students to comprehend and remember the text. Visualization is necessary for younger students because "most activities for the young learners should include movement and involve the senses. A plenty of objects and pictures will be needed to work with". It means that picture is useful because it can help the students in studying.

The researcher believes that using Directed Reading Thinking Activities (DRTA) method with picture media in the teaching of reading can be used as a method to help students to understand an effective descriptive text. The students will be easy to finding their ideas in rereading of descriptive text by used picture.

Comparing to grammar translation method, Directed Reading Thinking Activities (DRTA) method with picture gives benefits the students in some ways. First, it can be a good and interesting chance to practice their reading. Second, it gives the students new experiences. When the students do rereading activity, they will get new experiences to finding more information. The last, Directed Reading Thinking Activities (DRTA) method with picture reflects a good model for teaching reading. It can help students finding their ideas, and creativity. Furthermore, the students' score will improve.

### **The Criteria for the Good Pictures**

In order to make the teaching learning activities optimal, the pictures

which are used must be has good criteria. Finocchiaro (1973:164) said that good pictures must have some criteria as follow: 1. Picture should be large enough to be seen by all students. 2. The pictures of individual objects or people should be as simple as possible.

### **Grammar Translation Method**

Richards and Rodgers (1986:3) stated that, Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

Based on Aqel (2013) Journal stated that, "a grammar-translation is one of the most effective methods that focus on reading and translating the sentences which demonstrates grammatical rules to acquire English as second language".

Based on Nancy Thuleen (1996) in her article said that, Grammar Translation Method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth century's. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral."

From the definition the researcher can conclude that Grammar Translation Method (GTM) is the method that is used

by the teacher for deliver the subject material with mother language and the students learn the material with translating word by word and sentence by sentence, and they use their mother language or their native language to answer the questions from their teacher. So, in this method the teacher and students use mother language when they are doing learning activity and they are communicating with the other with their own language or mother language.

#### **Characteristic of Grammar Translation Method (GTM)**

Based on Nancy Thuleen's article (1996), "The major characteristic of the grammar-translation method is precisely as its name suggests a focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language."

#### **Technique Used in Grammar Translation Method (GTM)**

Based on Larsen (1985) there are nine techniques that can be used in grammar translation method.

#### **Translation of a Literary Passage**

Students translate a reading passage from the target language into their native language. Vocabulary and grammatical structure in the text are studied in subsequent lesson. The passage may be excerpted from some works from the target language literature, or a teacher may write a passage

carefully designed to include particular grammar rules and vocabulary. The translation may be written or both spoken. Students should not translate idioms and the like literally, but rather in way that shows that they understand their meaning.

#### **Reading Comprehension Questions**

Students answer the question in the target language based on their understanding of reading passage. There are three kinds of questions the first question often contained the answer that needs information stated in the reading passage, but the second question, students will have to make inferences based on their understanding of reading passage to answer the question. It means that students should make the answer even though it is stately written or contained in reading passage, and the last question is the students should answer question based on their own experience.

#### **Antonyms/Synonyms**

Students are given one set of words and asked to find antonym and synonym in the reading passage. Alternatively, students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Other exercise related to vocabulary items can be used.

#### **Cognates**

Students are taught to recognize cognates by learning the spelling or sound pattern that corresponds between the languages. Students are also asked to

memorize words that look like cognates but have meanings in the target language that are different from those in the native language. This technique is useful in languages that share cognates.

#### **Deductive Application of Rule**

Grammar rules are presented with examples. Exception to each rule is also noted. Once students understand a rule, they are asked to apply it to some different examples :

#### **Fill-in-the-blanks**

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items of a particular grammar type, such as prepositions or verbs with different tenses.

#### **Memorization**

Students are given a list of target language vocabulary words and their native language equivalent and asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms, such as verb conjugation.

#### **Use Words in Sentences**

In order to show that students understand the meaning and use of new vocabulary items, they make up sentences in which they use the new words.

#### **Composition**

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspects of a reading passage of the lesson.

### **The Principle of Grammar Translation Method**

Diane Larsen - Freeman on his book entitled "Technique and Principles in Language Teaching" (1985:9) stated that the principles of Grammar Translation Method are: 1). A fundamental purpose of learning a foreign language is to be able to read its literature. Literary language is superior to spoken language. Students' study of foreign culture is limited to its literature and fine arts. 2). An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners. 3). The ability to communicate in the target language is not the goal of foreign language instruction. 4). The teacher is the authority in the classroom. It is very important that students get the correct answer. 5). It is important for students to learn about the form of the target language. 6). Students should be conscious of the grammatical rules of the target language. 7). Wherever possible verb conjugation and other grammatical paradigms should be committed to memory.

#### **The Implementation of GTM**

Here is the procedure to use Grammar Translation Method in teaching reading. In the classroom, the teacher takes the authority. After the greetings, the teacher explains the material to the students. Then, he calls on each student to read a few lines from the passage.

Finishing reading, he is asked to translate it. If there are difficulties in vocabulary, teacher will help him. Next, teacher asked the students if there is a new vocabulary item, which they do not know.

Since there are no more questions from students, they asked to do the exercise by writing and answer it. Students answer the question in the target language based on their understanding of the reading passage. They do the first exercise as the example and it is done together. The teacher asks one of them to read aloud the answer. When they have no difficulties in doing the exercise, they move in to the next section. Here the students work again quietly by themselves.

There are two types of question that ask information contained within the reading passage. The first type, they have to make inferences based on their understanding of the passage. For example, "*Do you think.....? Why yes or why not?*" The other type of question requires the students to relate the passage to their own experience.

After a few hours, the teacher speaks in their own language and asks their student stop working and checks their work. One by one each student is incorrect; the teacher selects a different student to supply the correct answer, or the teacher herself gives the right answer. The next activity is the teacher asks the students to give the meaning of the

vocabularies. The teacher tells the students to give the meaning of the vocabularies. The teacher tells the students that these words are taken from the passage they have just read. They are told that some of the words are review and the others are new to them. They also ask to give the synonym and the antonym to each word.

When they have finished this exercise, the teacher reviews the lesson by giving and a post test to know their understanding of the passage.

### **The Advantages of Grammar Translation Method (GTM)**

Translation is the easiest and shortest way of explaining meaning of words and phrases. Means that the students will easiest to translate or explaining meaning of words or sentences. Learners have no difficulties in understanding the lesson as it is carried out in the mother tongue. It is a labor-saving method as the teacher carries out everything in the mother tongue. This method enriches learners' vocabulary and develops a strong foundation in grammatical structures.

### **The Disadvantages of Grammar Translation Method**

Speaking or any kind of spontaneous creative output was missing from the curriculum. Means that this method focuses on grammar rules and ignores everyday communication skills so the students will difficult to communicate with foreign people. Students lacked an active role in the

classroom. It is because the students have no change to ask their own idea and they only learn the material by translation the words or sentences without using speaking ability in learning activity. Very little attention is paid to communication. Means that Very little attention is paid to content. Translation is sometimes misleading.

### **RESEARCH METHOD**

The research is applying quasi experimental research using non-randomized pretest-posttest control group. This is a quasi experimental because the two groups to be the sample of the study are already given as a classroom groups. They are not classified using random technique. Pretest and post test technique is applied. The different achievement between the students' score of the pretest and posttest is considered to be the students' achievement. Control group is also applied. There are two classes as the sample. One class, experimental class is used Direct Reading Thinking Activities (DRTA) technique, and the other class, control group, is taught using Grammar Translation Method (GTM).

The population of the study is the second year students of English Department of STKIP PGRI Blitar, and the samples are taken from two classes, class A and B. Each class consists of 20 students. One class, Class A, is taught using Direct Reading Thinking Activities (DRTA) technique, and

the other class, class B, is taught using Grammar Translation Method (GTM).

The data about the students' achievement on reading comprehension is collected using pretest and posttest. The results are analyzed using ANCOVA technique.

### **FINDINGS**

After doing all the necessary calculation using SPSS, it is finally found out that Direct Reading Thinking Activities (DRTA) technique produces significantly better result than Grammar Translation Method (GTM) because the mean score for DRTA method is 79.632, which is greater than 73.488 for conventional method (GTM).

### **CONCLUSION AND SUGGESTION**

All in all it can be concluded that the result of the study a DRTA method with picture media was more effective in enhancing English reading ability. The students easy to find ideas transform their

ideas into readable text and picture helps the students' interaction as well as their relationship of friends and classmates. The main reason is that Direct Reading Thinking Activities (DRTA) method with picture media makes student to be active learners, because they felt that it was very fun to use picture in teaching learning activity to improve their confidence.

Therefore, it is suggested that DRTA method with picture media is recommended to teach reading especially on descriptive text, because it is not only help the students but also the lecturer in explaining the material, giving example, giving motivation and clear descriptive text.

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