

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of KWLH with Edraw-Max in the Teaching Reading Descriptive Text for Junior High School Students

Penerapan *Treffinger* Berbasis *Realistic Mathematics Education* (RME) pada Materi Lingkaran untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa

The Effectiveness of Mind Mapping in Teaching Writing Recount Text on the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018/2019

Pengaruh Kompensasi, Kepemimpinan dan Kompetensi terhadap Kinerja Pegawai KPU Kabupaten Tulungagung

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The Effectiveness of Small Group Discussion in Teaching Writing to the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018 / 2019

The Effectiveness of DRTA Strategy with Instagram Media in the Teaching Reading for Senior High School Students

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Profil Penalaran Siswa MTs Al Muslihuun pada Materi Peluang Berorientasi Pendekatan *Metaphorical Thinking* Ditinjau dari Kemampuan Matematis

Hubungan Pendidikan Karakter dengan Kecerdasan Intelektual dan Kecerdasan Emosional

PQRST Method in the Teaching Reading on Hortatory Exposition Text

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Ketua Penyunting

Feri Huda

Wakil Ketua Penyunting

Saiful Rifa'i

Penyunting Pelaksana

Udin Erawanto

Suryanti

Annisa Rahmasari

Penyunting Ahli

Miranu Triantoro

Riki Suliana

Khafid Irsyadi

Pelaksana Tata Usaha

Kristiani

Suminto

Sunardi

Alamat Penerbit/Redaksi : STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

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THE EFFECTIVENESS OF DRTA STRATEGY WITH INSTAGRAM MEDIA IN THE TEACHING READING FOR SENIOR HIGH SCHOOL STUDENTS

Vivi Retno Anggraini, Nurhadi Muyoto, Annisa Rahmasari

E-mail: viviretno725@yahoo.com

STKIP PGRI BLITAR

Abstrak: Membaca adalah salah satu keterampilan dasar bahasa yang sangat penting. Membaca adalah keterampilan menerima yang melalui membaca tersebut siswa dapat menerima informasi. Membaca adalah sesuatu yang dapat dilakukan siswa sendiri dan itu sangat memperluas kosa kata mereka, sehingga membantu mereka dalam berbicara (dan mendengarkan juga menulis). Itulah mengapa para guru harus menggunakan teknik yang tepat untuk membantu mereka meningkatkan kemampuan membaca mereka. Artikel ini adalah penelitian eksperimental yang membandingkan strategi DRTA dengan Instagram dan GTM untuk mengajar teks hortatory exposition bagi siswa kelas dua di SMAN 1 Kademangan.

Kata Kunci: Keefektifan, DRTA strategi dengan Instagram, Mengajar Membaca, SMAN 1 Kademangan

Abstract: Reading is one of the important basic language skills. Reading is a receptive skill-through it the students can receive information. Reading is something that the students can do on their own and that greatly broadens their vocabulary, thus helping them in speaking (and listening also writing). That is why the teachers should use an appropriate technique to help them increase their Reading ability. This study was an experimental research design applied the quantitative research compared DRTA strategy with Instagram and GTM to teach hortatory exposition texts for Second-Grade students in SMAN 1 Kademangan.

KeyWords: Effectiveness, DRTA with Instagram, Teaching Reading, SMAN 1 Kademangan

INTRODUCTION

Reading is one important skills that should be mastered by the students. It is a difficult learning process that is likely the most important competency is acquired in all of schools. By reading, the students can access many information which might have been

unknown, especially English textbook. Reading is the key of knowledge, because the success of their study depends on their ability to read. When the students have a poor reading skill, they will fail in their study or at least they will have difficulties in achievement. On the other sides, if they have a good

ability in reading, they may have a chance to be successful in their study. *“Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s knowledge of the language”* (Rivers, 1981, p. 259).

Dallman (1982:23) has stated that reading is more than knowing what each letter of alphabet stands for. Reading involves more than word recognition; comprehension is essential in reading; that is without comprehension no reading takes place. It means to understand the text, the students should be able to manage every part of the text because it is easier to get the comprehension when they can organize the text.

Unfortunately, we could not see the student’s awareness about it. This problem happens because they feel bored during the teaching learning process. The lack of understanding in reading is the worst problem that they face. There are some possibilities why it happen. The first, there is no student’s interest when they learn the lesson. And other possibility, the teacher uses the conventional method which could not grab student’s attention. To minimize this problem, the researcher will use Directed Reading Thinking Activity (DRTA) strategy in this research. *“The DRTA process encourages students to be active and thoughtful readers, enhancing their*

comprehension” (Reading Rockets, 2015). In other words, this strategy will help the researcher to revive the class, because the students have to be active for getting the comprehension on the text. In this strategy, the researcher will give the text and ask the students to do the thinking and predicting part. It is for making the students comprehend the text by themselves. *“These predictions, and confirmations (or revisions) guide the students’ understanding of the story”* (Jennings, Caldwell, and Learner, 2014).

Besides, as we know that the use of social media becomes more popular for the students nowadays. Social media is network application that helps the users to communicate, or share ideas with other people. When the users feel easy to access and to use social media, it becomes a very effective tool to communicate and exchange their ideas. Students are likely use social media to keep up with their friends, to stay up to date about the news, to find the entertaining contents, and to share their opinions. Thus, the researcher takes the advantages of the popularity of the social media among the students as a tool in teaching learning. One of the most popular social medias is Instagram. It is social network that allows the users to take pictures and videos, and then share it publicly or privately. Hunt (2004) stated that as one of platforms social media, instagram becomes widely used by the students. It provides users an instantaneous way

to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos". It is common for students to have an account in their Instagram and to post photos or videos about their life. Their followers will be able to like and comment from it. Therefore, Instagram is a good tool in teaching learning. The researcher is able to use this tool to increase the students' interest creatively.

According to the consideration above, the researcher is interested to do experimental research. The researcher will investigate the effectiveness of DRTA strategy with Instagram media in teaching reading. The title of this research is "The Effectiveness of DRTA (Directed Reading Thinking Activity) Strategy With Instagram Media In The Teaching Reading For Senior High School".

READING

According to Harmer (1991:190) reading is an exercise dominated by the eyes and brains. The eyes receive message and the brain has to work out the significant of the message, unlike listening task, reading moves at speed of the reader to decide how fast he want read the text, whereas listeners often have to do their best with a text whose speed is chosen by speaker.

Reading as a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan:

2003).It means that the comprehension is determined by the text and the reader's background knowledge. In this case, the readers are demanded to have ability for combining ideas between their own background knowledge and information in the text. Thus, it will make a good connection to find ideas of the text. As we know that without comprehension, reading is just an activity to decode printed materials with no understanding. While, reading comprehension can be defined constructing a supportable understanding of a text (Neufeld, 2005).

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In other word we can make a conclusion about the meaning of the word based on the context. In order word, in reading process, the reader will get meaning from the message that need the reader's knowledge and language skill (Linse, 2005). Reading has been defined as a process of thinking, evaluating, judging, reasoning, and problem solving (Gates, 1949).

According to what the experts said previously, the researcher can conclude that reading is information between the reader and the writer where the reader understand what the writer means in the text. The reader expresses it by giving attention, decoding, and retrieving with eyes and brain.

Teaching Reading

Teaching reading consists of two words, teaching and reading. Teaching is a process of transferring knowledge. According Collins English dictionary, teaching is the work that a teacher does in helping students to learn.

Reading is the process of constructing meaning from written texts. Despite its importance, teaching reading has no appreciation for many years. It happens because English teacher teaches reading just as the repetition of drills and memorization. According to William (1984:486) reading can be pointed as four step process. The four steps are interrelated to other, they are : a. Word perception, the ability to recognize a point. b. Comprehension, the ability to infer ideas from words. c. Reaction, a step in which the reader interacts intellectually and emotionally. d. Integration, absorbing the ideas in context of one's personal background.

William states that there are three phases involved in reading activity namely the pre, while, and post reading activities: a) Pre-Reading, the teacher spends some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata so that students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage. The aims of Pre reading activities are; 1) to introduce and arouse interest in the topic, 2) to motivate learners by giving a reason

for reading, 3) to provide some language preparation for the text. b) While-Reading, not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you order it.

According to William the purpose of this phase they are: 1) to help understanding of the text structure, 2) to help understanding of the writer's purpose, 3) to clarify text content. In while-reading there is other type work, the comprehension exercise at the end of passage is one of the typical reading activities. At the pre text questions which are given to the students they might be asked to find the answer to the question interested within the passage ; completing diagram, making list, taking notes. While-reading activity is begin with a global understanding of the text and then more to smaller unities a paragraph-sentences, and words, the reason for this, that the larger the unities provide a context for understanding the smaller units. c) Post-Reading. Post-reading activity include reaction to the passage and to while reading activity, example; the students say whether they like the text and find it useful or not. The purposes of post-reading are as follow:1) to consolidate of reflect what has been read. 2) to relate the text to the learners own knowledge, interest or views.

According to explanation above, it can be concluded that teaching reading is not only about teaching to read, but more than it. Teaching reading will reach the goal when the students can comprehend the text well.

The Purpose of Reading

Graves (1998) has stated that the goal for establishing a purpose for reading is to identify the appropriate motive for reading and to determine the appropriate reading style to fit that purpose. It means that having a purpose set prior before reading is important. Whatever their purpose.

Establishing the purpose for reading is also important. When the readers know the purpose for reading, it will be motivation to read. The importance of establishing a purpose for reading by stating reading is a conscious, deliberate act prompted by plausible purpose, it is what motivates us, helps us focus our attention, or gives us a goal, something tangible to work toward (Pressley, 1995:267).

Based on the statements above, people actually read for many purposes. Some of them read because they like and others read for getting information. Nuttal (2005) has stated that whatever your reasons for reading (excluding any reading for language learning), it is not very likely that you were interested in the pronunciation of what you read, and even less likely that you more interested in the grammatical structure used. The readers read because they want to get something

from the writing. It emphasizes that no matter the reader's technique used in reading, it just to get message from the text.

The different purpose of reading is also stated by Harmer. He divided it into some areas such as predictive skills, extracting specific information, getting the general picture, extracting detailed information, recognizing function and discourse patterns, and deducing meaning from context (Harmer, 1983:183-184). Generally, reading purposes mentioned above is to understand or to comprehend the reading passage from the printed text whether there is an action or not after reading a text. It emphasizes on reading is not a general ability. Related to the purpose of reading itself, it includes a wide variety of tasks, activities, skills, and mental process. For example, when reading for getting specific information, a reader needs to consider the accuracy of words meaning in order to comprehend the information in the text. In sum up, those definitions above conclude that the general purpose of the reading is to be able to use any techniques of reading activity and to reach the meaning or message toward kinds of reading. Based on the purpose of reading classified by Harmer, there are two types of reading related to its purpose. Those are extensive and intensive reading. For the detail description of the two reading types are as follows:

a. Intensive Reading

Nuttal (2005:38) stated, “Intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text and the aim is to arrive at an understanding not only of what the text means but also of how the meaning is produced”.

It means that intensive reading uses to get deep understanding of the text which is important for the readers. They have to pay attention of reading accuracy concerning reading text, vocabulary, and organization if they want to reach the comprehension in reading.

b. Extensive Reading

Nuttal (2005), extensive reading is assumed as follow; It is assumed that in order to understand the whole (e.g., book), we must first understand the parts (sentences, paragraph, chapters) of which it is made up. However, we can in fact often understand a text adequately without grasping every part of it; students have to be encouraged to develop this facility. From that statements, we can know that students actually are able to understand the text without grasping every part of it if they want to develop this.

So, it is necessary to determine the reader’s purpose in previous reading and know for certain what a reader is looking for. In this case, both intensive and extensive reading have the own technique in reading skill. The techniques involve

skimming and scanning (Maxwell, 2000:2).

a. Skimming

Maxwell (2000) viewed skimming is as “the ability to process large quantities of materials very rapidly in order to read for a specific purpose, the location of the main idea”. Skimming would be helpful when we want to find out quickly about the writer’s point of view. We may want to find out what the writer thinks about something. When we want to know the writer’s point of view or how a book or article is organized, we do not need to read a whole text or we do not need to know the details for this instead of we just need to read only a few important words.

b. Scanning

According to Maxwell (2000) “scanning is an excellent technique for reviewing to make sure that you have mastered and understood the relevant supporting details.” Scanning is the ability to locate facts quickly. For example, when we look up a person’s telephone number, we do not start reading started from alphabet A. Rather, we scan down the column until we locate the first letter of that person exactly.

Based on illustration above, we can know that skimming and scanning are two very different for speed reading. Skimming will help the readers locate the information quickly in reading. Unlike skimming, when scanning, the readers only look for a specific fact or piece of

information without reading everything.

In the conclusion, the readers will be easier in reading when they know the purpose of reading. That is why they have to decide and know exactly what kind of purposes they have in reading text.

Hortatory Exposition

Based on Zhang (2006: 297), hortatory exposition is designed to persuade people to do something. The hortatory exposition texts is text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation (Priyana, Riandi, Mumpuni, 2008: 132). Hortatory exposition text presents recommendation in the end of paragraph of hortatory exposition. In this recommendation, the writer tries to invite and persuades the readers to do something.

Social Function of Hortatory Exposition

To persuade readers or listeners towards something that should be agreed or disagreed (Kodrat and Gusrayani, 2007: 2).

Generic Structure of Hortatory Exposition

According to Priyana (2008: 132), there are three generic structure of hortatory exposition. They are general statement of topic discussed, arguments which arranged according to the writer's choice, and suggestion which contains what should or should not happen.

Language Features of Hortatory Exposition

Sudarwati and Grace (2004) mention that the language features of hortatory exposition are : 1) the use emotive words (e.g.: alarmed, worried), 2) the use of words that qualify statements (e.g.: usually, probably), 3) the use of words that link arguments (e.g.: firstly, however, on the other hand, therefore), 4) the use present tense, 5) the use of compound and complex sentences, 6) the use of modal and adverbs (e.g.: can, may, certainly, get, stop), and 7) the use of subjective opinions using pronouns I and We.

DRTA Strategy

In teaching reading, actually there are many kinds of strategy that can be used by teacher to comprehend the text. One of them is Directed Reading Thinking Activity (DRTA) strategy. Directed Reading Thinking Activity is one of strategy that can be used by the teacher in teaching learning reading.

According to Stauffer in Bainbridge and Sylvia (1999:164), DRTA is one of strategy to show the active role of readers. Before reading, the students are asked to generate prediction of story development based on some limited information such as the title of the reading selection, the author's name, or a few illustrations. The Directed Reading Thinking Activity is a much stronger model for building independent readers and learners. DRTA is designed to help students in

setting a purpose for reading; making justifying, and verifying prediction and coming conclusion. The students will survey the text to be read, make prediction and justify their prediction.

Further, Block and Sheri (2008:160) confirm that DRTA focuses more directly on developing reading skill. In this strategy, the students examined text by looking at the title, illustrations, and the first few pages, and then make prediction what the text would be about. Subsequently, they read the text and confirmers or disconfirm their prediction.

Furthermore, Talal Abd Al (2012) defined Directed Reading Thinking Activity as follows: The origin of DRTA is intended to develop students' ability to read critically and reflectively. The directed reading thinking activity attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.

According to Opitz and Guccione (2009:148) stated that Directed Reading Thinking Activity (DRTA) is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while

they read. It means that in teaching reading by use DRTA strategy, ask students to make and confirm predictions while they read. Based on theories above, the writer concludes that Directed Reading Thinking Activity (DRTA) is a strategy which serves the students to be active in reading. Besides, this strategy can help the students determine a purpose of reading. In this strategy, the students will make prediction about the text by limited information such as title, the author's name or a few illustrations.

The Purpose of Directed Reading Thinking Activity

According to Allen (2004), the power of Directed Reading Thinking Activity strategy increases when the teacher guides students to check their predictions after reading. The value of Directed Reading Thinking Activity isto make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. Verifying predictions while reading extend thoughts and promotes interactive learning.

Specifically, the purposes of using Directed Reading Thinking Activity are: To encourage readers to be more aware of the strategies they use to interpret text, to help students understand the reading process, to develop prediction skills, to stimulate

thinking and develop hypotheses about text which aid interpretation and comprehension, to increase understanding the purposes and effects of the structures and features of particular text, to increase curiosity about particular texts and text-types, and to encourage students to listen to the opinions of others and modify their own in light of additional information.

In short, the purpose of using Directed Reading Thinking Activity could ease the readers to understand whole parts of a story.

The Procedure or Step in the teaching reading with Directed Reading Thinking Activity (DRTA) strategy

The general procedure to follow when preparing a basic story map includes the following steps: The Directed Reading Thinking Activity engages students in a step by step process that guides them through informational text. It is designed to move students through the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. Additionally, new questions and predictions are formulated as the students' progress through the text.

According to Stauffer in Bainbridge and Sylvia DRTA strategy has several steps: First, Prior to reading, choose a text. This strategy works well with both fiction and non-fiction texts. Second, activate students' prior knowledge. Have the students read the title of the

text, or tell them the topic of the text. Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have students brainstorm a list of ideas that they associate with an overriding theme of the story, the story's setting, or the author of the story (if the author is someone with whom your students are familiar). Students will be making predictions about what they will read about in the text, so it is important that you activate their prior knowledge on a topic that will allow them to make predictions about what might be included in the text. Third, the predictions are recorded on the board, a transparency, or a chart. Have students make predictions about what they will read about the text. Use all available clues, including the index, table of contents pictures, charts, and tables in the text. Ask students to explain how they came up with their prediction. Fourth, after that, have students read a section of a text. Once students have read a certain amount of text, they return to their prediction to see which have been realized, which seem unlikely to be fulfilled, and which may still possibly occur. Fifth, ask students to confirm or revise prior predictions and make new predictions. Students should be encouraged to explain what in the text is causing them to confirm and /or revise prior predictions, and what is causing

them to make the new predictions they are making. The last, students are encouraged to support their opinions and to make further predictions based on their literary and life experience. When students have finished reading, ask questions that promote thinking and discussion (Bainbridge and Sylvia, 1999:164).

The Advantages of Directed Reading Thinking Activity (DRTA)

According to Tierney, Readence and Dishner DRTA has advantages as follows: First, DRTA gives the students' ability to determine purpose of reading. Second, DRTA gives the students' ability to extract, comprehend, and assimilate information by using DRTA method students more easily to comprehend the text. Third, DRTA gives the students' ability to examine reading material based upon purpose for reading. Fourth, DRTA method with Balabolka can help the students built ideas to comprehend the text. Fifth, DRTA give the students' ability to make decision based upon information gleaned from reading.

The Disadvantages of Directed Reading Thinking Activity (DRTA)

According to Tierney, Readence and Dishner DRTA has disadvantages as follows: First, only useful if students have read or heard the text being used. It is means if the students haven't read or heard the text that used in class while reading class, the students will difficult to

predicting what is contain in the text. Second, Classroom management may become a problem. Because in this method require the students to work in the group. They will make noise while discussing with their group. It is challenge for the teacher to manage the class conducive while teaching learning process. Third, themethod useful depend on the situation of the class. The teacher must be give more attention to the students and manage the class situation conducive. If the teacher can manage the class well the purpose of this method will be achieved.

Instagram Media

The use of social media in this era is very famous, it makes some teachers want to use it in the teaching learning process. One of social medias which is known by many people is instagram. Lunden (2014) have used instagram for their studies and concluded that using media technology has helped the process in the teaching learning.

In fact, instagram is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using instagram in the classroom. Besides, it will minimize the students' boredom. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst : 2016).

Instagram seems to be a perfect tool to support learning English for

the following reasons. First, using instagram in classroom can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other. Second, instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in

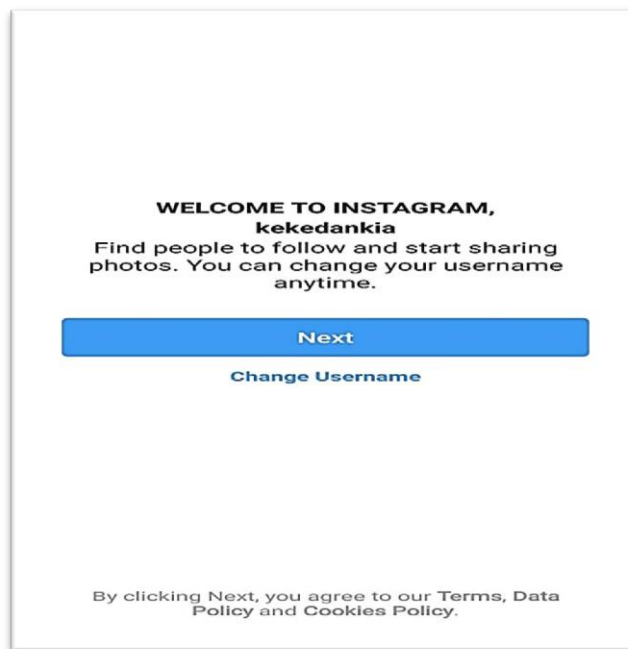
real life environment. Finally, ease to access to instagram and availability in most handled devices makes it more inviting to consider this platform for use in language classroom. (Ali : 2014).

From instagram, the teacher can create account and then share useful materials in learning English. Teachers can post everything that can guide students to learn language effectively.

Steps use Instagram Media

1. When you open the instagram application for the first time, click sign up.

You will find menu above. Then, enter your email or phone number and click *next* button.



2. After you are success to create account, this picture will appear. You can press the *next* to continue the next steps.

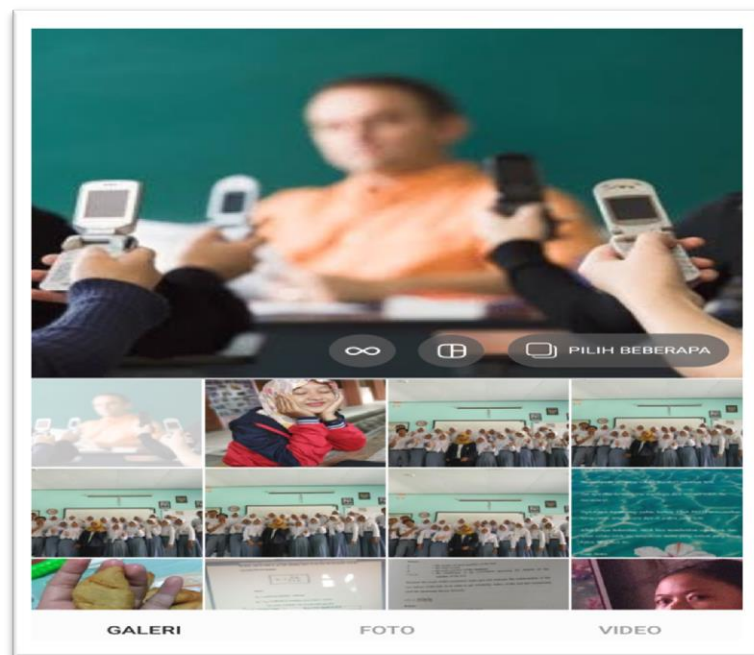


3. In the next step, you can add or skip the profile photo. After finishing all steps, you can start to use instagram; like post photos, make stories, commentate picture, etc.

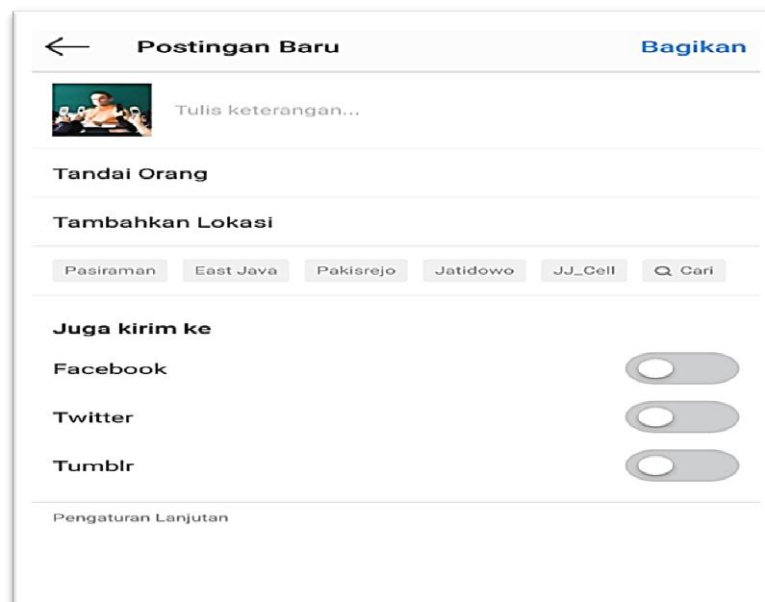


4. Based on the picture above, there are five main icons in this media. The first icon is *home*. It is the main window when you login in instagram. In home menu, there will be the up to date news from people whom we follow. The second icon is *search*. In this icon, we can search someone else's account. The third icon is *upload*. We use this icon when we want to upload

photos or videos which is in our gallery. The next icon is *activity*. It contains notification about something happens with our instagram. For example, when there is someone likes or commentates our photo. The last icon is profile. We can find our own profile when we click this icon. It contains all photos or videos that we have uploaded.



5. The first step to upload the photo is to press upload menu. After it, we will find our photos in gallery. Then, choose photo which want to upload. If you have found it, you can click *next*. You can add color for your photo.



6. Based on the picture above, it is the last step when we upload the photo. We can add the caption or location, and tag our friends. But, that is just optional. We can click *next* to finish it. We can see the photo that we have uploaded in our profile.

Grammar Translation Method

Grammar Translation Method is the traditional method. Originally used to teach Latin and Greek, this method was applied to teach of modern languages in the late nineteenth and twentieth centuries. Its primary purpose was to enable students to “explore the depths of great literature”, while helping them understand their native language better through extensive analysis of the grammar of the target language and the translation.

Grammar Translation Method is an approach, which emphasizes the rules merely and translates the text into native language. In line with this theory, Jack C Richard (1986:5) has stated that Grammar Translation Method is an approach of studying a language through detailed analysis first grammar rules then followed by application of knowledge to the task of translation sentence and text into and of the native.

From the theory above, it can be concluded that Grammar Translation Method emphasizes on the rule of language and expect the students recognize use of vocabulary and structure and use it to the sentence.

Procedure of Grammar Translation Method

According to Larsen-Freeman (2000), there are some procedures in teaching language by using Grammar Translation Method, the procedures are: First, the students read the text written in the target

language. The teacher gives the students the text that used target language for the students. Second, the students translate the passage from the target language into the native language. Third, the teacher engaged the students to translate all of the passage in the text into the native language. It will be make the students easily to analyze the text and comprehend the text. Fourth, the teacher asks the students in the native language if they have questions and the students answer in the native language as well if they have one. It will make the students more enthusiast while the learning process because the teacher tried to make the class attractive and active. Fifth, the students are expected to write down the answers of the reading comprehension questions by translating all of the passage in the text. The students are expected can answers the questions based on the text that they have translate. Sixth, the teacher checks the answers and if there are incorrect answers, the teachers will give the right ones. Seventh, the new words found by the students then being translated into the native language. Eight, the teacher gives the students some grammar rules. Ninth, the rule is applied by the students in the exercises given. The last, the students are expected to memorize grammatical structure.

The Advantages of Grammar Translation Method

According to Larsen, Diance-Freeman (1986:13) said that grammar translation method has advantages and disadvantages if you use this method in the teaching and learning activity. some of advantages that are given by the method are : first, phraseology of target language is quickly receive students because learn about phrase before ,word by word, and can add vocabularies and students more understand. The second, students will not have much difficulty in responding question in first language. The next advantage is teacher can easily tell to the students about lessons. Grammar Translation Method will facilitate teacher and students to understand more about material of lesson.

The Disadvantages of Grammar Translation Method

There are some disadvantages when Grammar Translation Method used in the teaching class, they are : first, listening and speaking skills are not developed. The students aren't accustomed to have communication by using the language which they are learning. Second, students lacked an active role in the classroom. It is because they students have no change to ask their own idea and they only learn the material by translation the word or sentence without using speaking ability in learning activity. The last, this method just focused to reading and writing skill. If the students just

focus in two part of lesson, their ability will not to grow maximal.

Teaching Reading Using DRTA strategy with Instagram Media

There are following steps concerning in teaching reading using DRTA strategy with Instagram media. 1) The teacher posts a picture in instagram, and then asks the students to predict about the story from picture. 2) After it, the teacher gives the students story text from picture. When the students have received the story, the teacher asks them to read it. From the text, students are able know that the prediction relates with the story or not. 3) the last, teacher gives some questions that concern with the text.

RESEARCH DESIGN

This research applied quantitative approach. This focused on numbers of variables and numerical data. The data used in this research are interval data in the form of students' scores of English reading test. This research aimed to investigating the effectiveness of DRTA strategy with Instagram media in the experiment group, compared to the control group utilizing Grammar Translation Method. Method of the study is quasi-experimental research applying non-randomized pretest-posttest control group design (Donald Ary, 2010:316).

There are four reasons for taking this design, they are: First, the research was conducted without changing the setting of the class, the observed

classes were not changed in their characteristics and setting. Second, this research conducts this method by using time schedule that had been arranged by the institution as before. Third, the researcher only collaborates with the teacher for doing this study to create the natural condition of the class, to avoid the students feel being observed which can cause the extraneous variable. Fourth, the two classes used in this research have been separated long before the researcher conducts the research by considering the sampling technique.

This study is applied to find out the effectiveness of two methods that are DRTA and GTM in teaching and learning process. The researcher uses two classes. One class (XI IPA 5) as a control group was taught using GTM while the other class (XI IPS 3) as an experimental class was taught using DRTA with Instagram media.

Variable

Latief (2012) stated that variable is defined as characteristic that tend to individual, though any two or more individuals may have the same variable trait or measure.

There are seven kinds of variable. They are dependent, independent, intervene, moderator, confounding, control and concomitant variable. However, related to hypothesis of this study, there are only two variables observed. They are dependent and independent variable. The independent variables are DRTA and

GTM, while the dependent one is student's achievements presented by their scores at the end of the treatment using those two teaching methods.

Treatment

The quasi experimental research is conducted to know the effect of different treatment in teaching to the control group and experimental group. The researcher used different teaching methods. The experimental group was taught by DRTA strategy with Instagram media and the control group was taught by GTM method.

Time Allocation

The duration in this experiment was 90 minutes in every meeting. Each class needs 3 meetings to finish the lesson. This experiment was held on the second semester at the academic year of 2019/2020.

Instructional Material

The instructional material that was used by researcher for two group are same in the material. The materials of this experimental study are taken from students' handbook, students' English worksheet, some text from media available to be used for the students and some English books related with the student's materials.

Subject of the Study

The Subject of this study was students of the second grade of SMAN 1 Kademangan who took English lesson in the second semester. There two classes that chosen as control group and

experimental group. Group 1 as an experimental group (XI IPS 3) consisted of 20 students taught using Direct Reading Thinking Activity (DRTA) strategy with Instagram media to increase reading comprehension and Group 2 consisted of 21 students as a control group (XI IPA 5) taught using Grammar Translation Method (GTM).

Research Instrument

In this study, the instrument used by the researcher is test. The tests is in the form of multiple choices. The material of the test was taken from English book related to the subject. The test are given after and before the students treated using Direct Reading Thinking Activity strategy in experiment group while the control group treated using Grammar Translation method. There are at least two requirements to make a good result in this study, namely, validity and reliability.

Validity

Validity is the most important idea to consider when preparing or selecting an instrument used. More than anything else, researchers want the information they obtain through the use of an instrument to serve their purposes (Fraenkel 2009:147). There are four types of validity; namely; face validity, content, construct, empirical and predictive validity (Heaton 1975:153-154).

First, Face validity is the appearance of the test or the test grooming. It is the physical

appearance of the test, which covers the format of presenting the test like a lay out and paragraphing. Second, Content validity is concerned with how well the content of the test represents the subjects matter or behaviors to be tested. The procedure of determining the content validity is by comparing the content of test with the universe content of behaviors supposedly being measured. Third, Construct validity means wording of the test should represent the course objective. It covers the cognitive domain, which constitute knowledge, comprehension, application, analyses, synthesis, and evaluation. According to bay, construct validity is the degree to which a test measures an intended hypothetical construct, which is a non-behaviors. Fourth, Empirical validity is divided into predictive and concurrent validity. It means that the results of the test has a high score of correlation (ρ) compared with another test. Fifth, Predictive validity it means the degree to which a test can predict how well an individual will do a future situation. This is extremely important for the test used to clarify or select individuals. In this study, the researcher used empirical validity to get the valid test. To measure the empirical validity of the test, the research applied the factorial analysis, that is, the scores of every number of the test were correlated with the total scores.

Reliability

Reliability of a measuring instrument is the degree of

consistency in which it measures it is measuring. This reliability is essential in any kind of measurement since it has to do with the stability of the score for the same individuals (Donald Ary, 2010).

The researcher used Spearman brown formula to calculate the reliability of the moment. Before calculating the data into Kude Richardson Formula (KR), the data was calculated using split half technique and by applying person product moment formula.

Technique of Collecting Data

The data are collected by using test. In this research, the researcher used multiple choice tests. These tests are used to measure the student's mastery in English. In the experimental and control groups the students were given a test to know the achievement of the students and how far the instructional objectives could be reached.

Pre-test, Before the researcher teaches the material using DRTA strategy with Instagram media to teach reading on hortatory exposition text, the researcher gives pre-test to control group and experimental group. The main purpose of the pre-test is to know the ability of the students. Treatment, the treatment design by using quasi-experimental, we compare two groups and each group will receive different treatment. The experimental group will treat using DRTA strategy with Instagram media and the control group will treat using Grammar Translation Method (GTM). Post-test,

the researcher's purpose of doing the post test is to investigate the effect of both methods to the students' achievement in reading comprehension. Finally, the score obtained in the post test is analyzed.

Technique of Analyzing Data

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000, chapter 20: 1), who states that ANCOVA can be used when you have two group pretest/posttest design (e.g., comparing the impact of two different intervention, taking before and after measure of the groups). Further he says that the pretest scores are treated as a covariate to control for pre existing differences between groups.

ANCOVA is also handy when a research has been unable to randomly assign the subject to the different groups, but instead having had to use existing groups (e.g., classes of students). As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences (Pallant:2005). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 20.

CONCLUSION

The study is aimed at examining the effectiveness of DRTA strategy with Instagram on hortatory exposition text in students'

reading achievement comparison. This study compared between two strategy there was; DRTA strategy (Directed Reading Thinking Activity) and GTM method (Grammar Translation method). The finding showed that statistically the students taught using DRTA strategy with Instagram had a better achievement than those taught using conventional method (GTM). Practically, there was positive result from the implementation of DRTA strategy (DRTA (Directed Reading Thinking Activity) with Instagram media.

First, DRTA strategy shows the differences of students reading comprehension achievement. It can be seen from their score of pre-test and post-test. From both test, it was found that the student's score increased especially in post-test. The student's score increased after the researcher taught the student using DRTA strategy.

Second, the implementation of DRTA strategy can increase the student's achievement of reading comprehension in hortatory exposition text. It can be seen from the students mean score of pre-test and posttest which increase several points. It happens because the students get treatment by using DRTA strategy before they do their post-test. In addition, the implementation of DRTA strategy with Instagram makes the students interested in reading activity and finally it influences their scores and also motivation them to study.

Third, the implementation of DRTA strategy through learning in a group improves students' cooperation. Because working in a group is not easy thing especially in learning process. It happens because the students have different ideas. It will be difficult to unite their idea. But in DRTA strategy, these activities can be more fun because the students can discuss their ideas and mix all of their idea to create a good story. It can be more communicative task and provide students with new concepts, ideas, suggestions, and style of thinking.

Fourth, DRTA strategy is one of successful strategies that can be used by the teacher as their effective means for teaching reading comprehension. By using this strategy the students can be curious to read the text. They will able be to use their critical thinking and share their idea. This strategy can be used by the teacher to motivate their students to read the text, because the students will not only be a passive reader, but they can participate actively in telling their idea.

It can be concluded that the result of the study, DRTA strategy with Instagram was more effective in enhancing students reading ability. The students more active and thinking critically to build their own ideas. DRTA strategy also helps students to work in a group and work together to unite their ideas.

SUGGESTION

Based on the finding on the conclusion above, the researcher would like to propose some suggestion as follow;

Suggestion for the Teacher

The English teacher recommended to apply DRTA strategy as one of the appropriate strategy in teaching reading of hortatory exposition text. The teacher must carefully to choose the story that used as a media in teaching reading with DRTA strategy. It is because if the students have been known the story that used while teaching process with DRTA strategy. This strategy cannot work properly. It happens because the students will not interest in following the teaching learning process. Third, the teacher should know the characters of the students. Because sometimes there are some students who do not want to express their idea. They tend to be passive. It's important for the teacher to pay attention to the passive students. So, they will take a part in express their ideas while learning process activity. The teacher should be able to manage the condition of the class. It is because it can be noisy and sometimes students cannot control their emotion to speak. All the students want to speak up loudly. If the teacher cannot manage the class, the situation cannot be conducive.

Suggestion for the Students

The key success of students learning activity is the students itself. The students must prepare themselves well before following the class. The students must put themselves in the pleasant situation. So, they can absorb the materials that given by the teacher and also can understand what they have learnt.

Suggestion for the Further Researcher

The next researcher can conduct the further research in the field by extending it to the other levels and subjects. The next researcher can take contribution to develop the instructional model and strengthen the similar theory.

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