

INSTAGRAM APPLICATION: AN EFFECTIVE TOOL IN ENHANCING STUDENTS READING COMPREHENSION

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Abstract

This study aimed to know the effectiveness of the Instagram application in enhancing students' reading comprehension, especially in literal and interpretive comprehension at SMAN 4 Palopo. This study applied a quasi-experimental method. The population of this research was the eleventh grade students of SMAN 4 Palopo with the total number was 182 students. The samples were taken by using a cluster random sampling technique with a total sample was 60 students, 30 students in the experimental group and 30 students in the control group. The researchers gave a pre-test before teaching in both groups. After that, the researchers taught using Instagram for 6 meetings in the experimental group while in the control group used non Instagram learning. After the treatment, the researchers gave a post-test for both groups. A reading comprehension test was used as the instrument of the research in the form of multiple choice consisting of 20 questions. The data were analyzed by applying the Paired Sample t-test and calculated using SPSS 22. The result showed that there is a significant difference in reading comprehension between students who are taught using Instagram and non-Instagram. The t-test scores of two levels of comprehension indicated that P-value is lower than the alpha value ($.000 < 0.05$). It means that H_0 is rejected and H_1 is accepted. This value occurs at two levels of comprehension, literal and interpretive. It can be concluded that the use of the Instagram application is effective and can be recommended to enhance the reading comprehension of the students.

Keywords: Instagram, Literal and Interpretive Comprehension, Reading Comprehension

INTRODUCTION

In the era of modernization, people rely heavily on technology. Technology is a basic need of every society (Insani, 2020). Advances in information technology have made it possible for people to interact with others without being limited by time or place. ICT aids

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both teachers and students in their learning activities (Tirani). Jain & Tyagi (2017) stated that using ICT in the learning process helps students become more effective and interesting. An important form of ICT in language learning is social media.

Maulidia, (2021) stated that media is an important thing in the learning process by teachers in the classroom. According to Brown (2001), Learning media used in learning activities will affect the effectiveness of learning. Teachers often use media as a learning tool to help students achieve their learning goals. Students can be motivated to learn by using various and appropriate media.

Social media is now commonly used as an alternative media in teaching English to utilize technology in the learning process. It is not only limited to get entertainment but also can support the effort of teachers to encourage students to learn English as a foreign language. According to Al Mubarak (2016), if used properly and wisely, social media can help develop English skills effectively.

Teachers need to understand and choose the right social media because it affects the learning process in the classroom (Saputri, 2021). According to Basith & Syafi'i, (2019), Instagram is a teaching tool that helps students and teachers communicate easily internally and externally class. One of the social media that teachers can use is Instagram. Instagram is social, a social media platform that teachers can use as a medium to convey information through learning methods that are appropriate to learning objectives. Moreover, the same research by Jubilee (2014) stated that Instagram is a photo and video-sharing application that allows users to take photos, take videos, apply digital filters, and share them on various social networking services. The learning delivery approach with Instagram was chosen to be easily accessible to students in the era of modern technology (Saputri, 2021).

Based on the results of observations on students of SMAN 4 Palopo. The researchers found that students' interest in learning English was low. This is due to reduced student motivation to learn. In addition, the researchers also found that there were still many students who had low reading comprehension, causing students to have difficulty understanding the information presented in the text. Instagram is considered the right tool to increase interest so that students are more enthusiastic and motivated to learn English. When the teaching and learning process is enjoyable, students will be motivated to listen to the teacher and be active during learning. The researchers use Instagram as a media to enhance students' reading comprehension.

Reading comprehension can be interpreted as an activity of making a sequence of descriptions or organizing the contents of the text and being able to evaluate and respond to what is stated or implied in the text. Reading comprehension can be divided into two levels, namely literal and interpretive comprehension (Pettit & Cockriel, 1974). In this study, the researchers focused on both levels to enhance students' reading comprehension at SMAN 4 Palopo.

Literature Review

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One of the media that can be used in this digital era is social media. According to Handayani, Cahyono & Widiyati (2018), Instagram is a place to share photos and videos online. The presence of social media can be an appropriate teaching tool to attract students' attention in the learning process. Social media is an important part of students' daily activities. They can interact and share stories with others directly.

Instagram is an effective media for teaching writing in various types of English texts, such as procedure texts (Saputri, 2021; Sulistyorini & Rahmawati, 2019) and recount texts (Maulidia, 2021). Based on the previous studies above, it can be identified that using Instagram can improve students' writing skill by using some features provided. It is possible to be used in teaching English.

As an interesting learning media, Instagram can foster students' motivation in learning English. The students are more likely interested and enthusiastic when learning reading by using some Instagram features, such as Reels (Saputri, 2021), Instastory (Iswar, 2021) and comments column (Sirait & Marlina, 2018). The features facilitate the teachers to share the materials to students. By using kinds of Instagram features students will be more interested to learn reading comprehension.

Reading comprehension is the activity of reconstructing the reader's knowledge, which guides the reader to change and critically analyze each part of the text to gain an understanding of the actual content of the content being read (Hermanudin & Suryadi 2019). Reading comprehension can be defined as an activity that aims to understand certain text messages. Reading comprehension refers to the ability to form meaning from a given written text. The readers need to understand the author's thoughts in the mind of the reader, in other words, the reader must have a good understanding of what the author meant (Hardiyanti, 2020).

There are two levels of comprehension, namely literal and interpretive comprehension (Kamagi, 2020). Literal comprehension is acquiring and comprehending information which is stated in a reading text literally. Interpretive comprehension is finding and comprehending information which is not explicitly stated in the reading text (Nurwanti, Asrifan, & Haedar, 2019). These two levels can be used to identify the student' reading comprehension.

These previous studies were used as a reference for conducting this research and also as a comparison between studies that were relevant to the research being conducted by the current researchers. In this study have similarities, especially in the use of Instagram and the type of text chosen namely procedure text. In this study, the researchers chose procedure text because according to Sulistyorini & Rahmawati (2019), a topic that is popular among people today is uploading how to make things such as food, snacks, and drinks. However, several cases distinguish this research from previous studies, such as the skill being studied, namely reading comprehension, and the subject being eleventh grade students of SMAN 4 Palopo.

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Method

In this study, the researcher used a quasi-experimental design. The experimental group received treatment (using Instagram) and the control group received conventional learning (non Instagram). The control group was given as a comparison to see whether the treatment is effective or not (Gay et al, 2006). The researchers gave a pre-test and post-test to both groups. The result of the studies are taken from both pre-test and post-test outcomes (Bungin in Azir, 2019). The pre-test was conducted to assess students' prior knowledge, while the post-test was designed to determine the effect of the treatment on students' reading comprehension. By using the Instagram application, the results of the pre-test and post-test were compared to find out the enhancement in students' English reading skills. The design is formulated as follows:

	EG	O ₁	X ₁	O ₂
CG	O ₁	X ₁	O ₂	

Figure 1 Research Design

Notes :

EG: Experimental group

CG: Control group

O₁: Pre-test

O₂: Post-test

X₁: The treatment by using instagram

X₂: The treatment by using non-instagram (conventional)

The population of this research is XI grade students of SMAN 4 Palopo for the 2022/2023 academic year. This population consists of four classes with a total of 182 students. Each class has 30 students. In taking samples, the researchers used cluster random sampling. Researchers took two classes as samples which became the experimental group and the control group. The number of samples for each class was 30 students, so the total sample was 60 students. This means that the researchers selects groups and not individuals. The instrument used in this study was a multiple-choice reading comprehension test consisting of 20 questions. This instrument aims to measure the achievement of students' language skills, especially reading comprehension.

The data collection procedures in both the experimental and control groups were conducted in three steps. The first was pre-test, both experimental and control groups were given a pretest. This test was carried out by answering questions in the form of multiple choices. The aim is to find out the students' prior knowledge or to see the achievement of students' reading comprehension before treatment. The second was treatment, the researchers provided treatment using the Instagram application for the experimental group and non-Instagram (conventional) for the control group. The reading text used in each meeting was the same for both groups. The researchers gave treatment to students for six meetings and each meeting lasted 80 minutes. The third was post-test, where the researchers

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gave post-test to the students. The results of the pre-test and post-test were calculated to measure whether students were progressing or not by using the Instagram application in improving students' reading comprehension and non-Instagram (conventional).

In analyzing the data, the researchers used several stages: 1) Scoring and convert students' pretest and posttest answers; 2) Classifying student answer scores. The score is classified into seven classification levels according to the scoring system used at SMAN 4 Palopo; 3) Calculating the average score of student answers. The researchers used the Statistical Package for the Social Sciences (SPSS) version 22 to determine the mean, standard deviation, and t-test results of the pre-test and post-test of the experimental and control groups.

Findings and Discussion

The findings in this study are based on the analysis of data collected using tests, namely the pre-test and post-test for both the experimental group and the control group.

a. Students' reading comprehension achievement on literal level

Table 1

Normality Result

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre-Test Experiment	.146	30	.102	.943	30	.111
	Post-Test Experiment	.478	30	.000	.518	30	.000
	Pre-Test Control	.161	30	.046	.915	30	.020
	Post-Test Control	.232	30	.000	.900	30	.008

a. Lilliefors Significance Correction

Based on the SPSS 22 results above, it can be seen that the pre-test significance value for the experimental group was .102 and higher than 0.05 (.102>0.05). This means that the distribution of the pre-test data is automatically normal. Then the significance of the post-test in the experimental group was .000 and lower than 0.05 (.000<0.05). This means that the distribution of post-test data in the experimental group is automatically not normal. Likewise, with the control group, the control group's pre-test significance value was .046 and lower than 0.05 (.046<0.05). This means that the distribution of the pre-test data is automatically not normal. Then the significance of the post-test in the control group was .000 and lower than 0.05 (.000<0.05). This means that the distribution of the post-test data is

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automatically not normal. Thus it can be concluded that only the pre-test data in the experimental group were normally distributed. Meanwhile, the data obtained from the pre-test results in the control group were not normally distributed. Likewise, the post-test results in the two groups were also not normally distributed. Therefore, the researchers used nonparametric statistical tests. Nonparametric statistical test is used as an alternative because the data does not meet the assumption test, namely the data is normally distributed (Schober, P., & Vetter, T. R. (2020).

Table 2

Students' reading comprehension achievement on literal level of experimental and control groups:

	Experimental			Control		
	Pre-test	Post-test	Asymp. Sig. (2-tailed)	Pre-test	Post-test	Asymp. Sig. (2-tailed)
Mean	36.33	97.67	.000	36.00	81.33	.000

Table 2 shows that there is a significant difference between the mean pre-test and post-test scores in the experimental group. In the experimental group, the pre-test mean score was lower than the post-test ($36.33 < 97.67$). In other words, there was a significant increase after treatment using the Instagram application. While the value in the control group post-test mean value increased from before, but still lower than the average value of the experimental group ($97.67 > 81.33$). It was concluded that the use of Instagram as a learning media made a greater contribution than non-Instagram to enhance students' reading comprehension at the literal level. Instagram can be a useful social media for students to enhance their reading comprehension. This is also in line with research findings conducted by Irawan (2015) which states that social media makes the learning process more interesting. In addition, learning becomes more effective because students no longer need paper to submit their work. They just operate their smartphone and the teacher gets their job right away. Therefore, using Instagram for learning can enhance the effectiveness and efficiency of learning activities in terms of time, effort, and equipment. As a result, students' reading abilities can enhance well.

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Table 3

Paired Sample T-test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-Test Experiment - Pre-Test Experiment	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	30 ^b	15.50	465.00
	Ties	0 ^c		
	Total	30		
Post-Test Control - Pre- Test Control	Negative Ranks	0 ^d	.00	.00
	Positive Ranks	30 ^e	15.50	465.00
	Ties	0 ^f		
	Total	30		

a. Post-Test Experiment < Pre-Test Experiment

b. Post-Test Experiment > Pre-Test Experiment

c. Post-Test Experiment = Pre-Test Experiment

d. Post-Test Control < Pre-Test Control

e. Post-Test Control > Pre-Test Control

f. Post-Test Control = Pre-Test Control

Test Statistics ^a		
	Post-Test Experiment - Pre-Test Experiment	Post-Test Control - Pre-Test Control
Z	-4.802 ^b	-4.816 ^b
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

To evaluate the results, the researchers used the Wilcoxon test with SPSS version 22. The basis for decision-making with the Wilcoxon test is if the Asymp. Sig value <0.05 then the hypothesis is accepted. In addition, if the Asymp. Sig. 2-tailed value was >0.05, the hypothesis is rejected. Based on Table 3, the data shows that the negative ranks between the literal level students' reading comprehension learning outcomes for the pre-test and post-test is 0. This value indicates that there is no decrease from the pre-test to the post-test scores. Positive

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ranks between learning outcomes for the pre-test and post-test. There are 30 positive data (N) which means that the 30 students experienced an increase in learning outcomes of students reading comprehension at the literal level from pre-test scores to post-test scores. The mean rank was 15.50, while the sum of rank was 465.00. Ties are the similarity of pre-test and post-test scores. The value of attachment to the data shows 0, so it can be said that there is no the same value between the pre-test and post-test in the two groups. The results of the t-test in this study showed that the Asymp. Sig. 2-tailed value in the experimental group was .000 and the control group was .000. The Asymp. Sig. 2-tailed value shown in both groups was equal to and smaller than the standard P-value of 0.05 (.000<0.05). This shows that hypothesis null (H_0) is rejected and hypothesis alternative (H_1) is accepted because of the P-value < α .

b. Students' reading comprehension achievement on interpretive level

Table 4

Normality Result

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk Statisti		
	Groups	Statistic	df	Sig.	c	df	Sig.
Student learning outcomes	Pre-Test Experiment	.242	30	.000	.852	30	.001
	Post-Test Experiment	.367	30	.000	.705	30	.000
	Pre-Test Control	.231	30	.000	.886	30	.004
	Post-Test Control	.208	30	.002	.900	30	.008

a. Lilliefors Significance Correction

Based on the SPSS 22 results above, it can be seen that the pre-test significance value for the experimental group was .000 and lower than 0.05 (.000<0.05). This means that the automatic pre-test data distribution is not normal. Then the significance of the post-test in the experimental group was .000 and less than 0.05 (.000<0.05). This means that the distribution of post-test data in the experimental group is automatically not normal. Likewise, with the control group, the control group's pre-test significance value was .000 and lower than 0.05 (.000 <0.05). This means that the automatic pre-test data distribution is not normal. Then the significance of the post-test in the control group was .002 and lower than 0.05 (.002<0.05). This means that the distribution of post-test data in the control group is automatically not normal. Thus it can be concluded that the pre-test and post-test data for the two groups were not normally distributed. Therefore, the researchers used nonparametric statistical tests. Nonparametric statistical test is used as an alternative

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because the data does not meet the assumption test, namely the data is normally distributed (Schober, P., & Vetter, T. R. (2020).

Table 5

Students' reading comprehension achievement on interpretive level of experimental and control groups:

	Experimental			Control		
	Pre-test	Post-test	Asymp. Sig. (2-tailed)	Pre-test	Post-test	Asymp. Sig. (2-tailed)
Mean	23.00	94.67	.000	22.00	72.00	.000

Table 5 shows that there is a significant difference between the pre-test and post-test average scores in the experimental group. In the experimental group, the average pre-test was lower than the post-test (23.00<94.67). In other words, there was a significant increase after treatment using the Instagram application. Whereas in the control group, the mean pre-test score was lower than the post-test (22.00<72.00). It can be concluded that using Instagram as a media is far better than non-Instagram. This research is supported by Manaroinson (2018), making Instagram posts is a process of taking several actions to support learning English. Instagram can increase student motivation in learning to encourage student involvement and participation in class activities. This statement is supported by Mansor & Rahim (2017) who found that Instagram is effective in encouraging student interaction. Therefore, using Instagram as a learning media can enhance students' English skills, especially students' reading skills at the interpretive level.

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Table 6

Paired Sample T-test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-Test Experiment - Pre-Test Experiment	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	30 ^b	15.50	465.00
	Ties	0 ^c		
	Total	30		
Post-Test Control - Pre- Test Control	Negative Ranks	0 ^d	.00	.00
	Positive Ranks	30 ^e	15.50	465.00
	Ties	0 ^f		
	Total	30		

a. Post-test Experiment < Pre-test Experiment

b. Post-test Experiment > Pre-test Experiment

c. Post-test Experiment = Pre-test Experiment

d. Post-test Control < Pre-test Control

e. Post-test Control > Pre-test Control

f. Post-test Control = Pre-test Control

Test Statistics ^a		
	Post-test Experiment - Pre-test Experiment	Post-test Control - Pre-test Control
Z	-4.845 ^b	-4.839 ^b
Asymp. Sig. (2- tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

To evaluate the results, researchers used the Wilcoxon test with SPSS version 22. The basis for decision making with the Wilcoxon test is if the Asymp. Sig. 2-tailed value <0.05 then the hypothesis is accepted. In addition, if the value of Asymp. Sig. 2-tailed >0.05 then the hypothesis is rejected. Based on table 6, the data shows that the negative ranks between students' reading comprehension at the interpretive level for the pre-test and post-test was 0. This value indicates that there is no decrease from the pre-test to the post-test scores.

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Positive ranks between learning outcomes for the pre-test and post-test. There were 30 positive data (N) which means that the 30 students experienced an increase in reading comprehension results at the interpretive level of students from pre-test scores to post-test scores. The mean rank was 15.50, while the sum of rank was 465.00. Ties are the similarity of pre-test and post-test scores. The value of attachment to the data shows 0, so it can be said that there is no the same value between the pre-test and post-test in the two groups. The results of the t-test in this study showed that the Asymp. Sig. 2-tailed value in the experimental group was .000 and the control group was .000. The Asymp. Sig. 2-tailed value shown in both groups was equal to and smaller than the standard P-value of 0.05 (.000<0.05). This shows that hypothesis null (H_0) is rejected and hypothesis alternative (H_1) is accepted because of the P-value < α .

Conclusion

From the results of the research above it can be concluded that: the first the result of the students' reading test indicated that the use of Instagram is more effective than non-Instagram to enhance students' literal reading comprehension. This is evidenced by the improvement of the mean score before and after treatment. The second, the result of the students' reading test indicated that the use of Instagram is more effective than non-Instagram to enhance students' interpretive reading comprehension. It is proved by the significant improvement of the students' pre-test and post-test. Referring to the result above, the researchers recommends applying an alternative media by using Instagram in teaching reading to improve students' literal and interpretive comprehension. In addition, the use of Instagram can also increase students' interest and motivation. For the further researchers, this research can be developed by identifying the causes of the abnormal distributions data by conducting descriptive research.

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