

IMPROVING STUDENTS' READING ABILITY THROUGH INSTAGRAM FOR VOCATIONAL HIGH SCHOOL STUDENT

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Abstrak

Penelitian ini bertujuan untuk menjelaskan pengembangan kemampuan baca secara menyeluruh menggunakan media Instagram. Model penelitian yang di akusisi yakni menggunakan model kuasi eksperimen dengan tipe desain *non-equivalent control design*. Sampel dalam penelitian ini adalah siswakeselas XI Tahun Pelajaran 2021/2022 dengan kelas eksperimen siswa Teknik Gambar Bangunan 1 yang berjumlah 29 anak dan kelas kontrol Teknik Gambar Bangunan 2 yang terdiri 57 siswa. Hasil ini menarasikan hasil uji t melalui SPSS.21 sesuai berdasar variasi pengujian hipotesis yaitu hasil dari t test lebih dari .05 sehingga H_0 tertolak dan H_a dapat di akusisi, sehingga dapat disimpulkan bahwa didapati ketika siswa menggunakan Instagram dapat meningkat keterampilan membaca secara menyeluruh pada siswa. Oleh karena itu, media Instagram ini dapat dan pantas dipakai dalam proses pembelajaran siswa karena mampu melatih keterampilan membaca menyeluruh peserta didik. Dikarenakan Instagram sebagai sosial media memiliki banyak konten dan akun untuk membuat murid tertarik dan ada beberapa item seperti halnya gambar, video dan postingan video panjang.

Kata Kunci: Membaca menyeluruh, Instagram sebagai media, siswa sekolah menengah kejuruan.

Abstract

This study aims to explain improving reading comprehension skills through Instagram media. The method used is a quasi-experiment method with a non-equivalent control design. The sample in this study were 57 students of class XI vocational high students in the 2021/2022 academic year with an experimental class of Building Drawing Engineering students 1 which has total 29 students and a Building Drawing Engineering 2 control class totaling 28 students. The results of the independent sample T test with a significance level of $0.98 > 0.05$, then h_a is accepted so that H_0 is rejected and H_a can be accepted, so it can be concluded that there is a significant influence in the use of Instagram media on student's reading comprehension skills. Instagram is media which proper to use in the learning process because it's able to improve student's reading comprehension skills. Because Instagram as a social media has a lot of content and account to make students attract and there are some items such as pictures, videos, and long video reels.

Keywords: Reading comprehension, Instagram as a media, vocational high school students.

INTRODUCTION

Reading is a one of language skill that must be learn by the students, even the process of studying for reading could be pleasurable and fun for some students or unpleasant and sophisticated for others (Zurina Khairuddin, 2013). Teachers nowadays are being focus on how students have to understand the meaning of the text than try to create the reading fun and pleasure. According to O'Flynn, K (2016) the students are not aware of how their interests influenced their reading ability, that is why it is important to the teachers to find this connection.

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. In addition to obtaining information, it could

also comprehend from the information contained in the reading text and can become knowledge for the future of readers. Reading can also stimulate mentally, reduce stress, increase vocabulary, and expand thinking.

Currently students have difficulties while translating the ideas from what they read and often ask the teacher questions. This causes most students are not able to analyze information contained in a simple English discourse even though the teacher has tried to write down the meaning of difficult words on the blackboard. When asked to convey the meaning of the reading that has been read, most of the students were unable to answer.

This condition shows that learning to read English is less effective, so that the expected competence to understand the meaning of reading has not been maximum can be achieved. This is problem because there is no

visualization which created by students when reading that has an impact on students' ability to generate the meaning. Therefore, increasing students' ability to understand reading needs to be strived for with the use of interactive and interesting strategies. Visualizing is one of the strategies that can be used to improve reading comprehension ability.

Instagram as the new platform and in learning reading through Instagram the students has many beneficial to improve student reading comprehension. First, they be able to study every time. Second, it has quick and simple access internet and very cheap price. Third student could find any text and post from aboard that posted in Instagram to learn. Those three advantages made students easier in learning to improve their reading comprehension. They could study without join the class and also they have free access for being the big deals for learners because they can get anything easily without students need to pay the course.

The use of visualization of Instagram also improve student's ability to understand the main idea of the text or to generate ideas easily and quickly. During of teaching-reading, strategy had become important thing to aid the students to capturing the material of reading. If the teacher applying for the special methods or ways to teach, it was being able to aid students to illustrate or describe something and finally aid the students to know the idea on the text. (Susanti & Lailiyah, 2022).

Instagram as media for the students to get new vocabularies and through Instagram the students has many advantages. They could learn without joining class and also free access is being the big deals for learners because they can get anything easily without have to paid for bill. (Aprianti 2020).

This study used experimental design and the research question was, "Does Instagram improve student reading comprehension in vocational high school students? This research will focus on student reading ability because there are few who talking about using Instagram for improving students reading ability for vocational high school student and this research is different from the previous research because it has different subject of participants. It takes non-English Department students in the second grade in one vocational high school of the town in Indonesia. The reason is because they have applied Instagram to learn reading. The lecturer has made appropriate Instagram channel, so that the students can learn pronunciation, grammar, vocabulary, and gesture from the video.

After that, the students are asked to do the reading questions on Instagram, then they must send their answer through Instagram direct message. This study also will be different from the previous studies because participants are asked about their perception as well as difficulties while

reading the questions to learn reading which is explanation text about the reason, they take a certain major.

This study is conducted during online learning since there is covid-19 pandemic. This is also the reason why this study will be different with the previous studies on which they conducted their study in face to face classroom setting. In certain, most of research about the result of improving reading comprehension through Instagram were conducted In addition, most research about students results of the test through Instagram were conducted with quantitative by using close ended test. Students are asked to read texts. Then, they post their comprehension of the text. Students are also asked to discuss the content of the text being read. Some vocabularies that they do not understand are listed, and they open dictionary to find the meaning of those.

These learning activities are able to acquire new vocabulary and reading comprehension (Arndt & Woore, 2018; Haerazi et al., 2020). Besides, students are involved in searching videos relating to the reading topic. Teachers provided them with various YouTube videos that have the same topic. The use of video can guide them to attain more comprehension of the reading topics (Serder-Tuluca & Cecen, 2018; Bardakci, 2019). Therefore, this study indicated the students' reading skills increased.

METHOD

Research design

On this research method experimental research was employed, experimental was research which used to find the effect Instagram. Furthermore, the research method was used quasi experimental research. The experimental class that is a class which got the treatments were ornamented and in the test of reading comprehension to measure students results and to test the students the questions was consisted with explanation texts. The research instrument was controlled which one is proper or not to test the students, the test was a close-ended test with multiple choices the test was going into two kinds of test, pre-test and post-test, the pre-test had given before researcher gave the experimental group treatment to the students, while the post-test was delivered after treatment. Pre-test and post-test were conducted to see the difference in scores of students before acquire treatments and after acquire treatments. The population for this study was the eleventh grades from one of the SMK or vocational school in Blitar, East Java. When choose the classes, researcher used direct class sampling. Two classes chosen as samples

To answer the research study, there are two classes in this study, which were experimental and control class. To solve those problem, it could be used Instagram to improve students' reading skills. Instagram is one of the new media that be able to support students' in learning to attract. Instagram is the most favorite application and has been installed on each student's cell phone. Just like what happened to the first graders of vocational high school students in DPIB (building information modeling design) who has difficulty answering questions based on language discourse English provided.

Research Instruments

In this research, the instruments using to collect the data was controlled using explanation text because that material still in studying progress and contains of informational text like how something happen and logic text. Tests were used to collect the result about students' reading comprehension. According to Ary (2010), a test is a set of questions given to an individual to acquire their response to assign a numerical score. Before being distributed, the test was tested for validity and reliability first. Validity test was done by being checked by an expert to know whether or not the questionnaire was valid. To conduct this test, firstly the researcher asked a lecturer to be a validator then the questionnaire had been declared valid as the research instrument with minor revision. Afterward, the test was tested for reliability that use to measure the distributing this instrument to students to the test were analyzed using SPSS 21.0.

According to Suryabrata (2000:41), validity is the degree of measurement function of a test, or the degree of accuracy in measuring a test. The validity of a test is concerned with whether the test actually measures what it is intended to measure.

Item validity is indicated by the existence of a correlation or support for the total item (total score), the calculation is carried out by correlating the item score with the total item score. If we use more than one factor, it means testing the validity of the item by correlating the item score with the factor score, then proceeding to correlate the item score with the total factor score (the sum of several factors).

From the results of the correlation calculation, a correlation coefficient will be obtained which is used to measure the level of validity of an item and to determine whether an item is suitable for use or not. In determining whether or not an item will be used, a correlation coefficient significance test is usually carried out at a significance level of 0.05, meaning that an item is considered valid if it has a significant correlation with the total score.

To test the validity of this using the SPSS program. The testing technique that is often used by researchers to test the validity is using the Bivariate Pearson correlation (Pearson Moment Product). This analysis is done by correlating each item's score with the total score. The total score is the sum of all items. Question items that are significantly correlated with the total score indicate that these items are able to provide support in revealing what you want to reveal. Valid. If r count r table (2-sided test with sig. 0.05) then the instrument or question items have a significant correlation with the total score (declared valid).

A form of the test was multiple choices consist of five option to answer correct options with choosing the most correct answer from a, b, c, d, and e relates on the reading that had delivered. Twenty-four questions of multiple choices items which there are seven reading explanation text to test students. And then the makes questions from the texts that have already taken. Each text has same types of story, such as fable and legend what they read and represented reading comprehension

The results of validity test from the results experimental instrument the researcher got index of validity from each question to decide valid or not valid questions. From 25 questions the result which correlated with between questions scores and total scores (y) there are 20 questions valid (1, 2, 3, 4, 5, 6, 8, 9, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 25) and 5 (7, 10, 11, 15, 20) questions were not valid thus only 20 questions which had used for research The questionnaire was said to be reliable when the Cronbach Alpha value was > 0.840

Data collection technique

In simple terms, the definition of pre-test is a test that is carried out before the teacher starts learning. The purpose of the pre-test is to determine the initial ability of students regarding the material to be delivered. by knowing these initial abilities, it is easier for teachers to determine the models and methods that will be applied in learning. Through giving a pre-test, the teacher will get an idea of how many students already have initial knowledge of reading comprehension material. The questions of test were consisting of 24 question and multiple choices a, b, c, d, and e which there are seven explanation text

The treatment given after students got post-test in previous conducted in this study were using learning plan and being able to use learning plan 3.8 distinguishing social functions, text structures, and linguistic elements of several oral and written explanation texts by giving and asking for information related to natural or social phenomena covered in other subjects in class XI, and also while 4.8 capturing contextual meaning related to social functions, text structure, and linguistic elements of spoken

and written explanation texts, related to natural or social phenomena covered in other subjects in class XI according to the context of their use. The purpose of this treatment was giving students understanding and reading strategies. The treatment was held with three meeting class with forty-five minutes each meeting. Also, the researcher giving the information and some of understanding to students get easier to study by giving explanation about explanation text and studying by Instagram which combining treatment and exercises

This post-test in the researcher want to know the results of the studying from the students, and the understanding about reading content According to (Popping, 2016) The test allowed the participants or respondent to answer by using their own words, they free to express thought and perception. Next, after obtaining the data from the test, the researcher analyzed it. This step is also trying to teach student reading comprehension in the ways of analysis. Then, the teacher asks students to correct and evaluate their opinion about the text

Data Analysis technique.

This research is a quasi-experimental quantitative research (Quasi Experimental Design). The research design used was the Pretest-Posttest Control Group Design. The independent variable in this study is the learning media Instagram (X). The dependent variable of this research is comprehensive reading (Y). Samples were taken by using non-probability sampling method with saturated sampling type. Sampling in this way was chosen because the samples taken were all members of the population, namely class XI Engineering Drawing SMKN 01 Blitar. Class XI TGB 1 as the experimental class and class TGB 2 as the control class.

The data collection technique used is by using a test. The test consists of 20 multiple choice questions. Before conducting the research, the instrument was first tested for validity and reliability. The validity test is calculated using the Product Moment Correlation formula and the reliability test is carried out using the Cronbach alpha formula using the help of the Statistical Package for Social Science (SPSS). Before testing the hypothesis in research, it is necessary to test prerequisites first. The prerequisite tests used in this study were the normality test and the homogeneity test. The data normality test was conducted to determine whether the data from each variable was normally distributed or not as a prerequisite for testing the hypothesis. The formula used in this study is the Kolmogorov-Smirnov formula using the help of the Statistical Package for Social Science (SPSS). The hypotheses proposed to measure the normality of the data are: H_0 = Data with normal distribution if the significance

value (sig) < 0.05 H_a = Data is not normally distributed if the significance value (sig) > 0.05

Table 1. Results of Normality Test

		Tests of Normality					
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
RESULTS	PRE_EXP	.160	29	.055	.943	29	.117
	POST_EXP	.163	29	.047	.930	29	.064
	PRE_CON	.153	28	.091	.964	28	.443
	POST_CON	.198	28	.006	.864	28	.002

a. Lilliefors Significance Correction

From that table it showing that the data in the Normality Test, it can be known that the significant from Shapiro-wilk have result from three of tests was significant with 0.117, 0.064, 0.0443 except 0.002 with understanding that if the result was got > 0.05 it's mean that data was distributed normally.

Based on the table above, it can be seen that the value of the pre-test significance of the experimental group's learning outcomes is 0.117 and the control group has a significance of 0.443 which means it is greater than the set significance of 0.05. This means that H_0 is accepted, thus it can be concluded that the research variables form a normal distribution to the population.

Homogeneity test was conducted to determine whether the samples taken in this study came from populations with homogeneous variances or not. According to Sugiyono (2015: 197), the homogeneity test can be carried out using the F test with the following formula. The hypotheses proposed to measure the homogeneity of the data are: H_0 = If the significance value (sig) on the bed on mean > 0.05, then the data is homogeneous H_a = if the significance value (sig) is based on mean < 0.05, then the data is not homogeneous Calculations are carried out with the help of the Statistical Package for Social Science (SPSS), as follows:

Table 2. Result of Homogeneity Independent Sample t-test of Pre-test Scores

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
RESULTS	Based on Mean	.233	3	110	.873
	Based on Median	.251	3	110	.860
	Based on Median and with adjusted df	.251	3	105.283	.860
	Based on trimmed mean	.251	3	110	.861

Based on Table 2, the value in the pre-test value significance of the control and experimental class are 0.873 which based on mean, based on median. While in the median scores with df 0, 860 based on data the mean 0,861 so it can be concluded that this pre-test and post-test

data could be said to be homogeneous. The results indicated that variable from both classes are homogenous.

RESULTS AND DISCUSSION

Results

The result of pre-test grades from the experimental and control class was analyzed by using an independent sample t-test. First, it would be calculated the average score

Table 3. The Mean Score of Pre-test between an Experimental and Control Group

Group Statistics				
CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT PRE_EXP	29	63.28	9.662	1.794
PRE_CONTROL	28	62.32	9.475	1.791

Based on table 3, it could be seen that the results of the pre-test grades in the experimental class and control class were actually have the close similarity. The mean score of pre experiment and pre control group are 63.28 and 62.32 and the standard deviation for pre experimental was 9.662 and pre control was 9.475 It translated both side of classes have almost same ability related to reading comprehension ability. The result of the independent sample t-test was as follows

Table 4. The Results of Independent Sample t-test of Pre-test Grades

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RESULT	Equal variances assumed	.017	.895	.376	55	.708	.954	2.536	-4.127	6.036
	Equal variances not assumed			.377	54.985	.708	.954	2.535	-4.126	6.034

On table 4 which to show the students result from pre-test to measure their understanding about reading comprehension text, it denoted that the results level test from the data it was showing .895. Moreover, the equal from the averages showed in the Significant. (2-tailed) in the data was showing .708 level. Based on Pallant (2010), if the test was more from .05. It is received that there is collateral variants, and the assumption from collateral variances was not infringed. From those classes are collateral, or there are no high differences only if the Significant (2-tailed)/significant value is larger than .05. As the Sig. (2-tailed)/significant values showed more or higher value than .05; it could be interpreted that both groups there is no significant diverge or collateral in the average of pre-test grades. After that, it analyzed the results the data from post-test. The post-test scores were analyzed by using an independent sample t-test. Then, the post-test average grades of both classes had also analyzed

to know the students' development when they acquire treatment.

Table 5. The Mean Scores of Post-test between Experimental and Control Class

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT	POST_EXP	29	82.76	8.301	1.541
	POST_CONTROL	28	77.14	7.868	1.487

From the table 5, it could be narrated that the average score from experiments were 82.76, 77,14 and deviation standards was got 8.301, and the control group was got 7.868. It's showing that the experimental class was did better in the post-test rather than the control class. Besides, to ensure those results, whether there was increasing students' Reading Comprehension, an independent sample t-test was used to calculate the results of the post-test value.

Table 6. Result of Independent Sample t-test of post-test Grades

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RESULT	Equal variances assumed	.000	.986	2.620	55	.011	5.616	2.144	1.320	9.912
	Equal variances not assumed			2.622	54.983	.011	5.616	2.142	1.324	9.908

Based on Table 6 showed that the significant level test was .986. It means that the perception of collateral variance is not infringed. Furthermore, the high of differences in both groups could be seen in the Sig. (2-tailed) the column which showed .011 . Pallant (2010) argues if the score in the Sig. (2-tailed) is collateral or less than .05, it's show that there is a high difference between the mean scores which from both class. It could be reflected that there was a high diverge between the average of the post-test score among the experiment class and the control class. Thus, H1 as hypothesis was accepted means that the use of instagram to improve students reading comprehension ability could apply to gain students' reading comprehension ability.

The data from the test were analyzed by using descriptive statistics to calculate the mean and standard deviations of the students' choices in using each type of strategy

Discussion

The result of the analysis from the data from students' pre-test and post-test scores obtained from bot side the experimental and control groups that indicate that using Instagram as media to help student to improve reading. It is useful to improve students' reading comprehension

through Instagram for senior high school students. The findings from previous research have confirmed improving reading ability through social media had a positive effect on reading comprehension skills in the experimental groups. Muhamad Sofian Hadi, & Mutiarani (2021) in his journal entitled "The Efficiency of Instagram @gurukumrd as the Media in Improving Students Reading Skills Ability in Another Media in Even Classroom According to the Situation and Conditions in It". Based from the findings from previous study, Instagram was being able to increase reading skills.

The gain become interesting one for the students because at this era students are easy to be bored with the old teaching ways, so learning through smartphone make them like the new ways. Hanik Pujiati, Zahra, Ellis Tamela (2019) social media as a learning platform, Instagram has proved that it's not just utilizes to connect with others, but also as English learning media. Its featured with activities that could attract the student with photos, videos, and text private or public set. Instagram aided in encouraging students them in learning English even improve students' knowledge and skills

Furthermore, this finding declares clearly with some research findings by (Rizqy, Hadi, Mutiarani.,2021), which mentioned that reading skills could only increase by continues reading. To measure reading culture or may be a hobby and solve the problems while the studying process. While in order to increase students' reading abilities. By Instagram in a study process, they can know and learn about the information and ideas that they read. It will enhance their attractiveness, which is part of interesting on reading. Base on the finding above, it assures that Instagram feed post is effective towards improving students' reading comprehension ability.

CONCLUSION

As a conclusion about improving reading comprehension with Instagram as a media learning for vocational high students. Instagram as the source of new platform and in learning reading through Instagram the students has many beneficial to improve student reading comprehension. First, they be able to study every time. Second, it has quick and simple access internet and very cheap price. Third student could find any text and post from aboard that posted in Instagram to learn. Those three advantages made students easier in learning to improve their reading comprehension. They could study without join the class and also, they have free access for being the big deals for learners because they can get anything easily without students need to pay the course. Students could study with they unnecessary to bring their notes only through Instagram as a media, they just must open their

smartphone that was easier for the students. The accessible also becoming interesting one for the students because nowadays students easy to be bored with the non-attractive teaching, then learn about reading through Instagram would make them in another type in study.

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