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# THE STUDENTS PERCEPTION OF USING INSTAGRAM FEED IN LEARNING READING COMPREHENSION AT DEPARTMENT OF ENGLISH EDUCATION UIN SUSKA RIAU

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**Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor's Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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Certify that this skripsi entitled **“The Students Perception of Using Instagram in Learning Reading Comprehension at Department of English Education”** is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, July 14<sup>th</sup>, 2025



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Pekanbaru, July 17<sup>th</sup>, 2025

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## ABSTRACT

**Risti Indri Astuti (2025): The Students Perception of Using Instagram Feed in Learning Reading Comprehension at Department of English Education UIN SUSKA RIAU**

The main focus of this research is to find out how is the students perception the of using Instagram feeds in learning reading comprehension at Department of English Education, UIN Sultan Syarif Kasim Riau. This research is descriptive quantitative with a survey method. Participants in this research were 30 second-semester students at Department of English Education, UIN Sultan Syarif Kasim Riau, taken by purposive sampling. In data collection, the researcher distributed questionnaires to respondents, to find out how students perceive the use of Instagram feeds on reading comprehension in the English Language Education Department, UIN Sultan Syarif Kasim Riau, which consists of 12 statement items constructed based on indicators. In collecting data, the researcher used a questionnaire. There are advantages and disadvantages perceive by the students in using Instagram. Overall, all students perceive that English learning accounts on Instagram can help and support them in reading comprehension. Because it supported by interesting content, the explanations of these accounts was easy to understand, and students can learning anytime and anywhere they want. The students enjoy learning with flexibility. It can be very helpful for them as students majoring in English, and can support their studies.

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## ABSTRAK

### **Risti Indri Astuti (2025): Persepsi Mahasiswa Tentang Penggunaan Instagram Feed Dalam Pembelajaran Pemahaman Membaca di Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU**

Fokus utama dari penelitian ini adalah untuk mengetahui bagaimana persepsi mahasiswa terhadap penggunaan Instagram feed dalam pembelajaran pemahaman membaca di Jurusan Pendidikan Bahasa Inggris, UIN Sultan Syarif Kasim Riau. Penelitian ini bersifat deskriptif kuantitatif dengan metode survei. Partisipan dalam penelitian ini adalah mahasiswa semester dua di Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau yang berjumlah 30 orang yang diambil secara purposive sampling. Dalam pengumpulan data, peneliti menyebarkan kuesioner kepada responden, untuk mengetahui bagaimana persepsi mahasiswa terhadap penggunaan Instagram feed terhadap pemahaman membaca di Jurusan Pendidikan Bahasa Inggris, UIN Sultan Syarif Kasim Riau, yang terdiri dari 12 item pernyataan yang dikonstruksi berdasarkan indikator. Dalam mengumpulkan data, peneliti menggunakan kuesioner. Terdapat kelebihan dan kekurangan yang dirasakan oleh mahasiswa dalam menggunakan Instagram. Secara keseluruhan, semua siswa menganggap bahwa akun pembelajaran bahasa Inggris di Instagram dapat membantu dan mendukung mereka dalam pemahaman membaca. Karena didukung dengan konten yang menarik, penjelasan dari akun-akun tersebut mudah dimengerti, dan para siswa dapat belajar kapanpun dan dimanapun mereka mau. Para siswa senang belajar dengan fleksibilitas. Hal ini dapat sangat membantu mereka sebagai mahasiswa jurusan Bahasa Inggris, dan dapat mendukung studi mereka.

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## ملخص

ريستي إندري أستوني، (٢٠٢٥): تصور الطلاب عن استخدام خاصية خلاصة إنستغرام في فهم القراءة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية بريماو  
الحكومة بريماو

التركيز الرئيسي من هذا البحث هو معرفة كيف ينظر الطلاب إلى استخدام خاصية خلاصة إنستغرام في فهم القراءة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية بريماو. هذا البحث ذو طابع وصفي كمي، باستخدام منهج المسح. شارك في هذا البحث طلاب الفصل الدراسي الثاني في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية بريماو، وعددهم 30 طالبا، تم اختيارهم بطريقة العينة المادفة. في جمع البيانات، قامت الباحثة بتوزيع استبيان على المشاركين لمعرفة تصورات الطلاب حول استخدام خاصية خلاصة إنستغرام في فهم القراءة في قسم تعليم اللغة الإنجليزية، ويكون الاستبيان من 12 بندًا تم إعدادها بناءً على مؤشرات محددة. في جمع البيانات، استخدمت الباحثة الاستبيان. وقد لاحظ الطالب بعض المزايا والعيوب في استخدام إنستغرام. عموماً، يرى جميع الطلاب أن حسابات تعلم اللغة الإنجليزية على إنستغرام يمكن أن تساعدهم وتدعمهم في فهم القراءة، لأن المحتوى المعروض فيها جذاب، وشرح الحسابات سهل الفهم، كما أن الطلاب يستطيعون التعلم في أي وقت وأي مكان يريدون. ويشعر الطلاب بالراحة عند التعلم بمرونة، وهذا يمكن أن يفيدهم كثيراً كطلاب في قسم اللغة الإنجليزية، كما أنه يمكن أن يدعم دراستهم.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Reading is an important skill that helps people to understand written words and symbols. It is one of the key language skills that every student needs to learn. Reading allows people to gain new knowledge and ideas, helping them to become more intelligent. This makes reading an essential tool for learning about different subjects. Patel & Jain (2008) explain that reading is a very important skill that benefits people in many ways. Good reading skills are necessary for both academic and personal growth. Therefore, students should make reading a regular activity because it is important for their success, not because they are forced to do it.

Reading the rapid advancement of technology has profoundly transformed how students engage with learning materials, especially through the use of social media platforms like Instagram. Reading comprehension is a fundamental skill vital for successful academic achievement and lifelong learning (Snow, 2002). With the pervasive use of smartphones, Instagram has emerged as a popular platform that offers various multimodal texts such as images, captions, and videos, making it an innovative tool for enhancing reading skills. Educational researchers have increasingly been interested in exploring how social media can support literacy development and make learning more engaging (Greenhow & Lewin, 2016). While traditional reading comprehension involves decoding written texts, Instagram challenges this by providing concise texts embedded in visual contexts, potentially affecting comprehension strategies. Many students use Instagram daily, making it a relevant medium for educational interventions aimed at improving reading comprehension. The perception

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of students towards using Instagram for educational purposes can influence how effectively the platform is integrated into formal learning settings (Kirschner & van Merriënboer, 2013). Understanding students' attitudes and perceptions towards Instagram feeds as learning tools is critical to maximizing their educational potential. Studies show mixed results, with some indicating positive impacts on engagement and comprehension, while others caution about distractions and superficial reading (Junco, 2012). This thesis aims to investigate these perceptions specifically within the Department of English Education, focusing on the reading skills dimension.

Social media platforms, like Instagram, are characterized by their accessibility and interactivity, key factors that contribute to their adoption in educational contexts (Wang, Woo, Quek, & Liu, 2012). Instagram provides a unique combination of visual and textual information, which may support dual coding theory by Paivio (1986), facilitating better comprehension and memory retention. Students' exposure to Instagram feeds for academic purposes can enhance their engagement by presenting reading tasks in a familiar and stimulating format (Dunlap & Lowenthal, 2016). However, the brevity and informal nature of social media texts also raise questions about whether Instagram use might lead to superficial reading habits that undermine deep comprehension (Carr, 2010). Furthermore, students' perceptions are influenced by their prior experiences with technology and their individual learning preferences (Prensky, 2001). Research on social media use in education emphasizes the importance of pedagogical design and teacher scaffolding to harness its benefits effectively (Manca & Ranieri, 2016). Instagram's visual cues may help students who struggle with traditional reading texts, offering alternative pathways to meaning-making (Kerres, 2018). The department's curriculum, which emphasizes literacy and media skills, provides an ideal arena for exploring the interplay between social media use and reading

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comprehension. Previous studies highlight the mixed attitudes students have towards using social media in education, ranging from enthusiasm to skepticism (Tess, 2013). This research will address gaps by focusing on Instagram's specific impact on reading comprehension and students' subjective perceptions.

Recent trends in educational technology highlight the growing importance of integrating digital tools for language learning (Stockwell, 2012). Instagram, as a visual social media platform, has gained attention for its potential to support vocabulary acquisition and reading comprehension through contextualized multimedia posts (Godwin-Jones, 2017). Student perception studies are essential because how learners view a tool often determines its successful adoption and use (Venkatesh & Davis, 2000). Positive perceptions can lead to increased motivation and time spent engaging with reading materials on Instagram (Dunlap & Lowenthal, 2016). Conversely, concerns over distractions and content relevance can negatively influence perceptions and usage patterns (Kirschner & van Merriënboer, 2013). Studies in similar educational settings have shown that Instagram feeds tailored to curriculum topics can reinforce classroom learning (Golonka et al., 2014). By focusing on reading comprehension, this thesis targets a key area of language education relevant to academic success and communication skills. The Department of English Education will benefit from empirical evidence on whether Instagram supports or hinders reading comprehension. The findings will inform pedagogical strategies to incorporate Instagram and other social media tools effectively. This background underscores the importance of investigating students' perceptions in this specific educational context.

Social media use among students has become a normalized practice that increasingly intersects with educational activities (Tess, 2013). Instagram's visually rich environment lends itself to supporting multimodal literacy practices, which include

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interpreting images alongside text—a skill aligned with modern literacy demands (Kress, 2010). The Department of English Education aims to cultivate such competencies by integrating contemporary tools that align with students' everyday communication channels (Hull & Schultz, 2001). Some research points to Instagram as a motivator for reading, particularly when posts contain educational content that resonates with students' interests (Junco, 2012). However, it is essential to investigate whether these perceptions translate into actual improvements in reading comprehension outcomes. Additionally, Instagram's design encourages brief engagements, raising concerns about potential impacts on sustained reading and deep comprehension (Carr, 2010). The platform's feed algorithms may selectively expose students to specific content types, affecting the diversity and richness of reading materials encountered (Pariser, 2011). Exploring student perceptions can reveal how these dynamics influence their learning behaviors and attitudes. Teachers and curriculum designers can use such insights to tailor instructional strategies that blend social media with traditional pedagogies (Manca & Ranieri, 2016). This thesis will thus contribute to understanding how to balance Instagram's affordances for engagement with educational rigor.

The rapid evolution of digital technologies necessitates continuous research on how new media influence cognitive and educational outcomes (Leu et al., 2015). Instagram represents a relatively new frontier for language learning, especially in supporting literacy development. This study responds to calls for research addressing how learners perceive and interact with emerging educational technologies (Tsai & Machado, 2021). Students' perceptions provide essential data for iterative design and effective implementation of social media in education. Failure to consider these perceptions can lead to resistance and suboptimal learning outcomes (Rogers, 2003). The Department of English Education's commitment to innovation positions it well to

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benefit from such research. This thesis findings will support evidence-based decisions on curricular and instructional adoption of Instagram-based tools. The broader educational community also gains insights from context-specific studies like this. The continuous cycle of research, implementation, and feedback is vital for leveraging new media in education effectively. This background underscores the timeliness and importance of the present study.

Therefore, considering the identified research gap and explanation above, this research focus on how is the students' perception of using Instagram Feed on Reading Comprehension . Then, the subject of the research is the second semester of English education department at Islamic State University Sultan Syarif Kasim Riau. For this reason, the researcher conducted a study entitled: **“The Students’ Perception of Using Instagram Feed in Learning Reading Comprehension at Department of English Education UIN Suska Riau”**.

## B. Problem of the Research

### 1. Identification of the Problem

Based on the background above, the researcher identifies several problems related to the use of Instagram feed in enhancing reading comprehension among students in the Department of English Education as follows: a.

- a. Why do some students find it challenging to improve their reading comprehension through traditional methods?
- b. Why do some students show low motivation in reading English texts?
- c. Why are social media platforms like Instagram not fully utilized as learning tools for reading comprehension?

- d. How do students perceive the effectiveness of Instagram feed as a medium to support their reading skills?
- e. What obstacles do students encounter when using Instagram for educational purposes, particularly for reading comprehension?

These issues reveal that many students still experience difficulties in mastering reading comprehension, which may be attributed to motivation, teaching methods, or the integration of technological tools. Therefore, this study aims to explore the students' perceptions regarding the use of Instagram feed and how it can be leveraged to enhance their reading skills.

## 2. Limitation of the Problem

This research is limited to investigating students' perceptions of using Instagram feed as a supplemental tool for reading comprehension improvement specifically in the Department of English Education. The study concentrates on analyzing how Instagram content influences students' engagement and reading abilities, without addressing other social media or broader language skills.

## 3. Formulation of the Problem

Based on the limitation of the problem stated above, the researcher formulates the problem as follows:

- a. How do students perceive the use of Instagram feed in enhancing their reading comprehension at the Department of English Education?

## C. Objective and Significance of the Research

### 1. Objective of the Research

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Based on the formulation of the problem above, the objective of this research is:

- a. To investigate students' perceptions of the use of Instagram feed as a learning tool

## 2. Significance of the Research

Theoretically, this study contributes to the understanding of digital media's role in language learning, particularly how Instagram as a social media platform can influence reading comprehension. It extends knowledge about integrating informal digital tools into formal education settings, promoting innovative language teaching methods. Practically, the findings are expected to provide useful insights for English educators and curriculum developers seeking to incorporate social media in language instruction. It may also guide students to utilize Instagram feed more effectively as a resource for improving their reading skills. Furthermore, this research can benefit future studies by offering a foundation for exploring digital tools in language education.

## D. Definition of Terms

### 1. Perception

Perception is a complex process for obtaining and interpreting sensory information. Based on Pasek and Satyawan (2013), perception is a stimulus that is sensed by an individual, organized and then interpreted so that the individual realizes and understands what has been sensed. Perception in this study refers to students' perspective or point of view about the Instagram as mobile learning to improve their vocabulary.

### 2. Instagram Feed

Instagram is a social media platform created by Systrom and Krieger in (2010). The Instagram feed is the main page where users see posts shared by accounts they follow. In educational contexts, Instagram feed content can include text, images, videos, and interactive features that engage learners in informal and visual learning. This study considers Instagram feed as a supplementary learning tool where students access reading materials, discussions, and other language-related content to improve their reading comprehension skills.

### 3. Reading Comprehension

Reading comprehension is the process of extracting and constructing meaning from written texts through interaction with and reflection on the content (Caldwell, 2008). It involves understanding the overall meaning rather than focusing solely on individual words or sentences. Reading comprehension skills are essential for academic success and language proficiency.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Perception

Perception is a complex psychological phenomenon through which individuals organize and interpret sensory stimuli to create meaningful experiences of their environment. It serves as the bridge between external reality and internal understanding, allowing people to navigate the world by making sense of the information they receive through their senses. Essentially, perception transforms raw sensory data into coherent and comprehensible constructs, influencing how people respond emotionally and cognitively to their surroundings. Robbins & Judge (2017) emphasize that perception is not just a passive reception but an active process where the brain selects, organizes, and interprets inputs.

In the realm of education, perception gains heightened importance as it shapes how students interpret teaching methods, classroom environments, and learning tools. Schunk (2012) notes that perception influences the internalization of educational content and instructional strategies. When students perceive a lesson or tool as beneficial, their engagement and motivation can increase significantly. On the other hand, negative perceptions can lead to disengagement or resistance, highlighting the critical role perception plays in academic success and learning behaviors.

Perception is inherently subjective and influenced by a variety of factors unique to each individual. Jensen (2019) clarifies that because perception depends on prior knowledge, emotions, beliefs, and current context, different students may interpret the same stimulus differently. This diversity in perception explains why a

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single educational approach may be received with varying degrees of enthusiasm or skepticism by different learners. Understanding these differences allows educators to approach teaching with flexibility, adapting methods to meet diverse student needs.

The subjective nature of perception ties closely to cognitive processes such as attention and memory. People tend to pay more attention to stimuli that align with their interests or expectations, filtering out what they perceive as irrelevant (Goldstein, 2014). This selective attention shapes perception by influencing what information is processed more deeply. In education, this principle means that student perception is shaped not only by the content itself but also by how that content aligns with their interests, prior experiences, and learning preferences, affecting the effectiveness of the instructional method.

Moreover, perception is not formed solely from sensory input but is also influenced by emotional states. Pekrun (2006) argues that emotions play a significant role in shaping how information is perceived and processed. Positive emotions, such as excitement or curiosity, tend to enhance perception and learning, while negative emotions like anxiety or boredom can hinder them. Thus, students' emotional responses to a learning tool or method can be powerful indicators of their overall perception and its impact on motivation and achievement.

The process of perception also encompasses interpretation—a cognitive activity where meaning is assigned based on experience and context. According to Piaget's theory of cognitive development (1952), learners construct understanding by integrating new information into existing cognitive frameworks. This constructivist view suggests that students do not simply absorb information but

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actively interpret it in light of what they already know, highlighting the dynamic and constructive nature of perception in learning environments.

In practical terms, perception affects attitudes toward specific educational technologies and innovations. Venkatesh et al. (2003) found that students' perceptions of the usefulness and ease of use of technology platforms greatly influence their willingness to adopt them for learning. If students perceive a digital tool such as Instagram feeds as user-friendly and relevant to their academic goals, they are more likely to engage with it enthusiastically. Conversely, negative perceptions, possibly due to lack of familiarity or perceived complexity, can create barriers to effective use.

Perception also informs self-efficacy beliefs, which are crucial for academic motivation and performance. Pajares (1996) emphasizes that students who perceive themselves as capable of mastering a learning tool or subject are more likely to persist and succeed. Thus, positive perception can enhance confidence and willingness to tackle challenges, while negative perception may undermine these outcomes. Understanding this relationship can help educators design interventions that build students' positive perceptions and self-efficacy simultaneously.

Another important facet is that perception is influenced by social and cultural contexts. Bandura's (1986) social cognitive theory highlights that students' perceptions are shaped by social interactions and observational learning within their communities. Cultural norms and values influence how students interpret educational practices and tools, affecting their acceptance and enthusiasm. This social dimension of perception underscores the need for culturally responsive teaching that respects and incorporates students' backgrounds.

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Finally, in the context of this study, perception specifically relates to how

students view the use of Instagram feed as an educational tool for reading comprehension. As Instagram is traditionally seen as a social media platform for personal sharing, its adaptation for academic purposes might evoke different perceptions among students. This novel use requires exploring how students interpret, evaluate, and integrate this tool into their learning habits, which will provide insight into the effectiveness and suitability of technology-enhanced learning methods in contemporary education.

#### a. **Types of Perception**

According to Lee et al. (2016), there are two types of perception, and they are negative and positive perception; both are explained in the following description:

##### 1). Positive Perception

Positive perception is a positive interpretation that involves humans in evaluating something around them. In this case, a person with a positive perception will accept and support the perceived object.

##### 2). Negative Perception

Negative perception is an individual's perception of certain objects or information with the opposite view, contrary to what is expected from the perceived object or from existing rules.

#### b. **Perception Process**

As Jandt (2010) points out, humans generally sense things, but culture helps us process and further understand the information we get from our senses. The information comes through the senses of sight, smell, taste and touch.

According to Weintraub, Thomas-Maddox and Byrnes (2015), the perception process has three stages:

1). Selection

The first phase of the perception process is selection. At this stage, aspects begin to take shape, and barriers arise. Two people communicating with each other may see things differently which results in different opinions.

2). Organization

Organization is the second stage of the perception process that follows selection. Once we have selected the aspects that come to our attention, they must be organized. What we receive may be connected to something we have experienced. As part of this process, we categorize the information we have received.

3). Interpretation

The last step is interpretation which is the phase where we give meaning to what we have selected and organized. Our personal experiences can also influence how we interpret an object.

## Students' Perception

Student perception can be understood as the ability of students to form their own opinions and distinguish them from the studies presented in the class (McGoldrick & Caffrey, 2009). Knowing the student's perception is very important. This also means that teachers will evaluate student perceptions after they know the results. After knowing the student's perceptions, the teacher can change what the student dislikes and improve what the student likes, whether teaching or

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providing materials to the student. Therefore, student awareness is very important, especially for teachers and lectures.

#### **d. Factors Influencing Students' Perception**

- 1) Prior Knowledge and Experiences Students' existing cognitive frameworks strongly shape how they perceive new information. According to Piaget (1952), individuals interpret new stimuli through their prior knowledge, meaning a positive or negative past experience with similar educational tools can influence current perception.
- 2) Motivation and Interest Motivation, especially intrinsic motivation, significantly affects perception. As Deci and Ryan (2000) explain, students who are interested and motivated by the subject or learning medium tend to view it more positively and engage deeply with the learning process.
- 3) Cultural and Social Backgrounds Students' cultural values, norms, and social expectations influence their educational attitudes and openness to learning methods (Hofstede, 2001). Diverse backgrounds result in varying perceptions toward educational technologies like Instagram as a learning tool.
- 4) Technological Proficiency Comfort and familiarity with technology impact how students perceive digital learning tools. Venkatesh et al. (2003) highlight that technologically proficient students are more likely to have favorable views, while those less adept may feel anxious or resistant.
- 5) Peer Influence and Social Interaction Social interactions and peer opinions within the learning environment play a crucial role. Bandura's social cognitive theory (1986) posits that students observe and learn from peers, which can shape or shift their perceptions through shared experiences and collaborative learning.

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- 6) Educational Support and Teaching Quality The level of guidance, motivation, and technical support from instructors greatly affects students' acceptance of new learning methods. Biggs & Tang (2011) state that good educational support encourages positive perception, while inadequate support can lead to frustration and rejection of the tool.

### **Indicators of Students' Perception**

According to Sutari et al., (2025), understanding students' perception of educational platforms such as Instagram requires analyzing specific indicators that reflect their experiences, attitudes, and challenges. These indicators provide a comprehensive framework to evaluate how students interact with and view Instagram in the context of learning. The authors emphasize the importance of examining motivational factors, emotional responses, cognitive engagement, and shifts in social media perspectives to fully grasp the multifaceted nature of perception in educational settings.

#### **1) Motivation and Initial Experience Using Instagram**

Reflects students' eagerness and willingness to start using Instagram for learning purposes. Positive early experiences influence continued engagement and foster a motivated attitude towards its educational use.

#### **2) Using Instagram as a Medium of Expression and Inspiration**

Leverages Instagram's interactive and visual platform, allowing students to creatively express ideas and draw inspiration. Enhances personalized learning by making educational content relatable and stimulating.

#### **3) The Influence of Instagram on Self-Confidence**

Social interactions and feedback on Instagram can boost students' self-confidence in reading and comprehension. Positive reinforcements enhance

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self-esteem, while negative experiences may lead to anxiety and decreased willingness to participate.

#### 4) Instagram as a Tool for Learning

Evaluates perceptions of Instagram's effectiveness in knowledge acquisition and improving academic skills. Considers accessibility, content relevance, and the platform's usefulness in supporting learning objectives.

#### 5) Challenges in Learning through Instagram

Identifies technological issues, distractions from entertainment content, and information overload as barriers. These challenges can negatively affect perceptions and highlight the need for strategic support to optimize learning.

#### 6) Changes in Views on Social Media after Using Instagram

Assesses shifts in students' attitudes towards social media when it is integrated into their learning routines. Positive changes indicate increased acceptance of Instagram as a viable educational tool beyond leisure activities.

## 2. Instagram Feed

Instagram reaches the younger generation, and appeals to diverse societies more prevailingly than other social networking services (Abbott et al., 2013). It has been reported that youngsters today spend more time on Instagram than Facebook (Salomon, 2013). This is likely because young mobile users are extremely driven to take photos or pictures using their mobile phones, and share them with others instantly (Abbott et al., 2013). As such, the sharing of images rather than words alone has made communication with friends and broader groups of users who share similar interests more ideal, convenient and fascinating (Bakhshi et al., 2013).

On another note, by connecting physical and digital realms, Instagram enhances online presence and identity, and allows more effective interaction not only for personal reasons, but also for business purposes (Abbott et al., 2013). Based on Mansor and Rahim (2017), Instagram is called an effective tool that students can interact with when discussing work-related activities. Additionally, Instagram has also been found useful in other fields, such as academia (Salomon, 2013), and medical industry (Chante et al., 2014).

There are several Instagram terms that will be find in using Instagram:

1. Instagram profile is a section that displays information about a user's profile. This includes the biography, circular profile photo, number of posts, and number of followers/followers of the user.
2. A caption or description for a photo or video. Instagram users can accompany their posts with captions. Only the first few lines of the caption will be visible when scrolling, but to know more about the caption, users can click see more.
3. A comment is someone posting a reply or response to another user's post. The more comments you have, the more quality engagement you have on your site.
4. A follower is a "friends" or partner on Instagram and could potentially see your posts in your feed. The more followers you have, the larger your audience.
5. Hashtags are used to describe and categorize posts. The # symbol always goes at the beginning of a #hashtag and can be clicked on to find similar posts. Using popular hashtags can help to increase the visibility of the posts.

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6. Instagram Live is a video feature that allows you to broadcast live to the followers. Followers will only be able to watch the video in real time, and there is no replay option.
7. Like is the follower respond by giving double taps for photo or taps the heart button. The user can give the support for each other by giving like for another user post.
8. Post is any photo, or video that is shared via the Instagram network. The photos or videos can be described in a caption, and hashtags.
9. Story is a short, no more than 60 second post that is visible for 24 hours on your page. Instagram users can create multiple stories a day. Using the story feature is a great alternative to constantly uploading pictures or videos to the site.
10. Tag is an Instagram user attaches another person's handle to the post. This can occur in comments of another's posts, or a user may tag users in photos that they post as well.
11. Reels is a new way to create and discover short, entertaining videos on Instagram. Create videos to share with friends or anyone on Instagram. Record and edit 15-second multi-clip videos with audio, effects, and new creative tools.

Listiani (2016) said Instagram and its supporting features not only support people communication need but also it can be used in teaching and learning activity. Some features of Instagram that can support teaching and learning are: Photo and video sharing, Comment board, social interaction.

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Instagram is not only a place for having fun but it can also be used by people

according to their respective needs, such as work or study. Like other social media which has advantages and disadvantages, Instagram also has it.

**Table II.1**

**Perceived advantages and disadvantages of using Instagram in English language learning.**

NO	Advantages	Disadvantages
1	Readily available	Lack of privacy
2	Affordable	Academic use may inhibit personal use
3	Allows one to become immersed in an English language environment	The information posted on Instagram may contain spelling and grammatical errors
4	Informal learning context	Learning experiences based on Instagram may be too informal or unstructured
5	Opportunity to use language in an authentic manner	
6	Increases English	
7	Increases motivation for reading English materials	

(Yeh & Mitric, 2019; Aloraini, & Cardoso, 2018; Brebara, 2018; Gonulal, 2019)

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### 3. Reading Comprehension

Reading comprehension is the process of extracting and constructing meaning

from written language through interaction and involvement (Caldwell, 2008).

According to Klinger (2007) reading comprehension as a multifaceted, highly complex process involving many interactions between readers and what they bring to the text (previous knowledge, strategy use), as well as text-related variables (interest in text, understanding of text types). According to Woolley (2011) reading comprehension is the process of making meaning from text. Therefore, the goal understanding what is described in the text as a whole is preferred over deriving meaning from individual words or sentences. During the reading process, children develop mental models, or representations of the meaning of the text ideas, which aid in comprehension.

Snow (2002) stated that reading comprehension is a complex activity that involves interaction between the readers and the text. It means that reading comprehension is a process to know whether reader understand or not about a text that the reader is read. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to another one by interpretive interactions between what the reader gleans from the text and what the reader already knows.

Reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Therefore, reading is one of the urgent skills for students to obtain their success. Tarigan (2008) notes that

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by reading some information are given by the teacher through a text, students will find general information and experience which later they can increase their language skills such as listening, speaking and writing.

Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

### 1). Skimming

Skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail (Kustaryo, 1988). This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. Moreover, (Yorkey 134) defines that there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material. (Azies & Alwasilah 1996) said “*Aktifitas skimming melibatkan proses membaca, sekalipun dengan kecepatan melebihi kecepatan membaca pada umumnya*”.

This, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all

the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

## 2). Scanning

Scanning is quickly reading to find the specific information Brown (2001) stated that, scanning is quickly searching for some particular piece or pieces of information in a text.

By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose”, Nuttall in (Kahayanto 2005). When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs, also, he or she should have the strong belief where he or she will find such information needed from the text.

According to Stanley (1999) there are five components of reading comprehension, they are:

- 1) Finding main ideas.



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It is the main topic that can be discussed in a paragraph, and it aids readers in determining what the paragraph is about. The main idea of the paragraph can be found in the first, middle, or last sentence.

2) Finding factual information.

It necessitates the reader scanning specific details of the text. It is usually accompanied by a guessing word. Finding factual information can help you find specific information such as a person, location, event, or time.

3) Finding meaning of vocabulary in the context.

The reader should be able to deduce the meaning of an unfamiliar word in the paragraph or sentence they have just read.

4) Identifying reference.

The paragraph contains several instances of the same words or phrases. They are typically short and contain pronouns, such as they, she, he, it, her, him, and other. This component can identify the words to which they refer in order to assist the reader in understanding the reading passage.

5) Making inference.

The readers are expected to make precise predictions. A prediction can be made by correctly interpreting the indicator provided by the author. The researcher combined reading comprehension indicators and descriptive text in this study.

## B. Relevant Research



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Many researchers have investigated topics related to this area of study, including the following. The titles of several journal articles may not be identical due to variations in terminology and focus.

The first research conducted by Afif Al Baironi Haka, Cucu Sutarsyah, and Ramlan Ginting Suka in (2015), published in the Journal of English Teaching (UNILA). The subjects of this study were students of class XI IPA 3 at MAN 1 Model Bandar Lampung, with the total sample 38 students. The research design was using ex-post facto design, utilizing questionnaires and tests as data collection instruments. The results of the research explain that students' reading habits significantly influence their reading comprehension.

Sandy and Aris Sugianto (2018) who did research entitled "Investigating Gen Z students' perceptions on the use of Instagram to improve vocabulary". This study used a qualitative and the research design was looked at by the case study research method. Data collection techniques used in this study were Questionnaires, Interview, and Observation.

Based on the results of this study, the research findings include: 1) Instagram is included as part of their learning style, which is called Edutainment. Instagram is claimed by Gen Z students as part of their learning style. This makes them feel comfortable in learning English through Instagram. The students think that the process of following multiple accounts has generated some feedback from each English content creator's post. (2) Gen Z students prefer to use English video content over other media on Instagram. It was also found that Instagram is considered an interesting medium for learning English vocabulary.

Then, Putri (2022) who conducted research entitled "An Impact of the Use Instagram Application Towards Students Vocabulary" with a research design using

descriptive qualitative. The data collection technique used a questionnaire, that will be spread through personal chat WhatsApp. This questionnaire will be conducted among English education students PI 17A writing class in Universitas Teknokrat Indonesia. This question will be spread to half of the students in that class that consist of 47 students, so the writer will just take for about 20 25 students as a sample.<sup>27</sup> The results show that the use of social media, especially Instagram, greatly affects students' vocabulary. Because this application is very familiar to everyone. From the samples taken, it is also seen that they often use this application to increase their vocabulary. This application can improve students' vocabulary from the features provided by this application, both through captions and videos, but from the existing samples, the author sees that the caption feature is more effective than the video.

### C. Operational Concept

The operational concept serves as a tool to clarify the theoretical framework and prevent misunderstandings in this research. According to Syafi'i (2016, p.103), "operational concepts come from theoretical concepts relating to all variables that must be operated practically and empirically in academic research paper writing." In this study, the researcher will specifically examine the influence of students' reading habit on their reading comprehension.

#### 1. Indicators of Instagram Feed

According to expert Atmoko Bambang Dwi (2012:28-63), in his book, Instagram Handbook, the indicators of social media are:

##### a. Hashtag

A label (tag) consisting of a word prefixed with the symbol #.

This hashtag feature is important because it makes it easier for users to find photos shared on Instagram with a specific label.

b. Location/Geotag

Smartphones are equipped with a geotag feature, which is useful for identifying the location where a photo was taken.

c. Follow

A system for following another user's account or having Instagram followers.

d. Share

On other social networks, you can also share photos not only on Instagram but also through other social networks.

e. Like

This indicates that another user likes a photo uploaded by another user.

f. Comments

Part of the interaction on Instagram is providing comments in the form of suggestions, praise, or criticism.

g. Mention

Offending other users in the photo caption and comments section is intended to communicate with the offended user.

## 2. Indicators of Reading Comprehension

Based on King and Stanley (2004, p.8), there are several indicators of reading comprehension as follows:

a. Students are able to finding factual information

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- b. Students are able to finding main idea
- c. Students are able to finding the meaning of vocabulary in context
- d. Students are able to identifying references
- e. Students are able to making inferences



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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study applies a descriptive quantitative research design, which aims to describe and interpret the students' perceptions of using Instagram Feed as a tool in enhancing reading comprehension. This design allows the researcher to collect measurable data and present findings in the form of statistics, percentages, and categorized scores to explain the respondents' views.

According to Creswell (2012), descriptive research is used to describe behaviors, attitudes, or characteristics of a group or phenomenon and is often used in educational research to assess perceptions, preferences, and practices. The use of a quantitative approach also enables the researcher to analyze the data systematically and make generalizations based on the obtained results. In this study, students' perceptions will be explored through their responses to a structured questionnaire focused on the integration of Instagram Feed into reading comprehension practices.

#### B. Time and Location of the Research

This research is conducted over four months during the academic year of 2023. It includes the stages of research design, instrument development, distribution of questionnaires, data collection, and data analysis. The location of the study is the Department of English Education, specifically involving fifth-semester students who have experienced or been exposed to reading activities using Instagram Feed.

#### C. Subject and Object of the Research

##### 1. Subject of the Research

The subjects of this research are fifth-semester students from the Department of English Education. These students were selected because they have experienced online-based learning and are more likely to be familiar with educational trends that integrate social media, especially Instagram. A total of 30 students are selected as participants who meet the criteria of having engaged in reading-related activities through Instagram Feed.

## 2. Object of the Research

The object of this research is the students' perception of the use of Instagram Feed in supporting reading comprehension. The study focuses on their perceived effectiveness, motivation, inspiration, engagement, and influence on their reading abilities when using Instagram content (captions, visual texts, short descriptions) as part of their English learning process.

## D. Population and Sample

### 1. Population

According to Sugiyono (2012), population is a region of generalization consisting of objects or subjects that possess certain qualities and characteristics defined by the researcher to be studied and concluded. In this research, the population is 30 second-semester students of the Department English Education, who have been exposed to or have used Instagram Feed in the context of English learning, particularly reading comprehension.

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**Table III.1**  
**The Population and Sample**

No	Class	Population	Sample
1	A	32	15
2	D	29	15
	Total	61	30

## 2. Sample

The sample is selected using purposive sampling, which is a non-probability sampling technique where the sample is chosen based on specific purposes and criteria related to the research problem. The sample consists of 30 second-semester students, who were selected because they had experience in using Instagram Feed in reading activities or were assigned reading tasks through Instagram platforms.

## E. Technique of Data Collection

The technique used in this study is a questionnaire, which is designed to collect quantitative data regarding students' perceptions. The questionnaire consists of closed-ended Likert scale questions ranging from *Strongly Agree* to *Strongly Disagree*.

**Table III.2**  
**Perception Indicators**

The questionnaire is developed based on the following perception indicators:

No	Pernyataan	SS	S	N	TS	STS
<b>Indikator 1: Motivation and Initial Experience Using Instagram</b>						
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:	Saya merasa lebih termotivasi membaca teks bahasa Inggris karena tampilannya menarik di Instagram Feed.					
2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:	Pengalaman awal saya menggunakan Instagram untuk membaca teks terasa menyenangkan dan tidak membosankan.					
<b>Indikator 2: Using Instagram as a Medium of Expression and Inspiration</b>						
3	Instagram memberi saya ruang untuk mengekspresikan pemahaman saya tentang teks bacaan.					
4	Konten bacaan di Instagram sering menginspirasi saya untuk mencari informasi lebih lanjut.					
<b>Indikator 3: The Influence of Instagram on Self-Confidence</b>						
5	Saya menjadi lebih percaya diri saat memahami teks bacaan berbahasa Inggris melalui Instagram Feed.					
6	Saya merasa tidak ragu membagikan opini saya tentang bacaan di Instagram.					
<b>Indikator 4: Instagram as a Tool for Learning</b>						
7	Saya menganggap Instagram sebagai media yang bermanfaat untuk meningkatkan kemampuan membaca saya.					
8	Materi bacaan yang saya temui di Instagram membantu saya memahami teks secara lebih kontekstual.					
<b>Indikator 5: Challenges in Learning through Instagram</b>						
9	Saya kesulitan fokus saat membaca teks di Instagram karena terganggu oleh konten lain.					

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No	Pernyataan	SS	S	N	TS	STS
10	Keterbatasan teks dan fitur Instagram membuat pemahaman saya terhadap bacaan kurang optimal.					
<b>Indikator 6: Changes in Views on Social Media after Using Instagram</b>						
11	Setelah menggunakan Instagram untuk membaca, saya mulai melihat media sosial sebagai sarana edukatif.					
12	Pengalaman saya membaca melalui Instagram mengubah cara pandang saya terhadap media sosial.					

Before distribution, the questionnaire is validated through expert judgment to ensure its content validity and clarity, and a pilot test is conducted on a small group of students to examine the reliability using Cronbach's Alpha.

## F. Data Analysis

In quantitative data analysis, Creswell (2012) suggests using statistical methods to interpret research findings. The analysis technique is a critical step used to address the research problem and draw conclusion from the results. In this study, Regression analysis is employed to determine whether there is an influence between variables and to assess the significance and strength of this influence.

The predictor regression line equation is formulated as:

$$Y = a + bX$$

Description:

Y = Criterion variable

X = Predictor variable

a = Constant Number

b = linear regression direction coefficient

The coefficients  $a$  and  $b$  are essential components. The linear regression direction coefficient ( $b$ ) indicates the average change in variable  $Y$  for each unit increase in variable  $X$ . A positive value of  $b$  implies that  $Y$  increases as  $X$  increases, while a negative value suggests that  $Y$  decreases as  $X$  increases. The calculation of the regression equation is conducted by using SPSS 26. This analysis aims to determine the strength and significance of the relationship between variables.

The data collected from the questionnaire will be analyzed using descriptive statistics with the help of SPSS (Statistical Package for the Social Sciences) or Microsoft Excel. The detailed procedures are as follows:

#### 1. Scoring the Questionnaire Items

Each response on the Likert scale is given a numerical score:

1. Strongly Agree (5)
2. Agree (4)
3. Neutral (3)
4. Disagree (2)
5. Strongly Disagree (1)

#### 2. Calculating the Frequency and Percentage

The number and percentage of students who selected each response option will be calculated for every item.

#### 3. Determining the Mean Score of Each Item and Indicator

The average (mean) score is computed to determine the general trend of perception.

#### 4. Graphical Representation

Results are presented in bar graphs or tables to visually illustrate the trend of student perceptions for each indicator.

## 5. Interpretation and Conclusion

The analyzed data are interpreted based on the score trends. The conclusion will reflect the students' overall perception, strengths, and possible limitations of



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on research data collected through questionnaire, this study investigates the students' perception of using Instagram feed in reading comprehension at the Department of English Education in the second semester of English Education Department UIN Suska Riau. The researcher drawn conclusions as follows: First, Instagram has the advantages and disadvantages. The advantages of Instagram that mentioned by students such as communication, information resources, socializing, supporting hobbies, adding new knowledge, and also learning tools. Disadvantages of Instagram are makes negligent, wasting time, hoax information, pornography, impolite things, harsh words, and inappropriate stuff. Second, all participants perceive that English learning Account on Instagram can help and support them in reading comprehension. Because it supported by interesting content, the explanation of the accounts was easy to understand. And many accounts present the material in a simple way with various methods such as videos, quizzes, and even games. It can be very helpful for them as students majoring in English, and can support their studies. Last, most of participant enjoy learning reading comprehension through account of Instagram. Some students follow several accounts on Instagram such as @jagobahasacom, @kampunginggrism, and @mrbobkampunginggris which those accounts support them to increase their reading comprehension. Thus, that they can learn not only in the classroom but they also can learn anywhere and anytime using their smartphones. In this research, most of the students enjoy learning reading comprehension through Instagram. They

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perceive positive perception that Instagram as mobile learning can supports them in learning reading comprehension.

## B. Suggestion

Based on the conclusions drawn, the following suggestions are offered for various stakeholders:

### 1. For Lecturer:

Teachers are encouraged to incorporate Instagram as an alternative or complementary medium for reading activities, especially to enhance student motivation and engagement. However, to address the low self-confidence indicator, teachers should design structured and guided tasks that help students build confidence in analyzing texts and sharing their opinions online.

### 2. For Students:

Students should take advantage of Instagram not only for entertainment but also as a tool for learning. They are encouraged to explore informative content, reflect on what they read, and gradually increase their involvement in expressing ideas related to academic materials on social media.

### 3. For Curriculum Developers:

The positive perception of Instagram as an educational tool suggests that integrating social media literacy into the curriculum can support 21st-century learning goals. Curriculum planners should consider adding digital learning strategies that include social media as part of reading comprehension activities.

### 4. For Future Researchers:

This study was limited to a small sample and descriptive method. Future research is recommended to expand the sample size, apply different methodologies such as experimental or mixed methods, and explore the long-

term impact of social media on specific reading skills (e.g., inferencing, vocabulary acquisition).

#### 5. For Institutions:

Educational institutions should provide training or workshops for lecturers and students on how to utilize digital platforms effectively for academic purposes. This can further support the development of digital literacy and help manage the challenges associated with distraction and content limitation.

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**APPENDIX I**

**Research Instrument**

## ANGKET PENELITIAN

**Judul:** *The Students' Perception of Using Instagram Feed in Learning Reading Comprehension at Department of English Education*

## A. Identitas Responden

## Nama

## Semester 3

## B. Pernyataan

## Petunjuk:

Bacalah setiap pernyataan dengan seksama dan berilah tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda terhadap penggunaan Instagram Feed dalam membaca teks berbahasa Inggris.

Skor:

**SS = Sangat Setuju | S = Setuju | N = Netral | TS = Tidak Setuju | STS = Sangat Tidak Setuju**

No	Pernyataan	SS	S	N	TS	STS
1	Saya menjadi lebih percaya diri saat memahami teks bacaan berbahasa Inggris melalui Instagram Feed.					
2	Saya merasa tidak ragu membagikan opini saya tentang bacaan di Instagram.					

#### Indikator 4: Instagram as a Tool for Learning

No	Pernyataan	SS	S	N	TS	STS
3	Saya menganggap Instagram sebagai media yang bermanfaat untuk meningkatkan kemampuan membaca saya.					
4	Materi bacaan yang saya temui di Instagram membantu saya memahami teks secara lebih kontekstual.					

#### Indikator 5: Challenges in Learning through Instagram

No	Pernyataan	SS	S	N	TS	STS
5	Saya kesulitan fokus saat membaca teks di Instagram karena terganggu oleh konten lain.					
6	Keterbatasan teks dan fitur Instagram membuat pemahaman saya terhadap bacaan kurang optimal.					

#### Indikator 6: Changes in Views on Social Media after Using Instagram

No	Pernyataan	SS	S	N	TS	STS
7	Setelah menggunakan Instagram untuk membaca, saya mulai melihat media sosial sebagai sarana edukatif.					
8	Pengalaman saya membaca melalui Instagram mengubah cara pandang saya terhadap media sosial.					

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## APPENDIX II

### Table Respondent

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**Table IV.1**

**I feel more motivated to read English texts because they look interesting on the Instagram Feed.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	13,3	13,3
	3	10	33,3	46,7
	4	1	3,3	50,0
	5	15	50,0	100,0
	Total	30	100,0	100,0

**Table IV.2**

**My initial experience of using Instagram to read texts was fun and not boring.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3,3	3,3
	4	2	6,7	10,0
	5	27	90,0	90,0
	Total	30	100,0	100,0

**Table IV.3**

**Instagram gives me space to express my understanding of the reading text.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3,3	3,3
	5	29	96,7	96,7
	Total	30	100,0	100,0

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**Table IV.4**
**Reading content on Instagram often inspires me to seek further information**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	10,0	10,0
	5	27	90,0	90,0
	Total	30	100,0	100,0

**Table IV.5**
**I become more confident when understanding English reading texts through Instagram feed.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	13,3	13,3
	2	2	6,7	20,0
	3	1	3,3	23,3
	4	3	10,0	33,3
	5	20	66,7	100,0
	Total	30	100,0	100,0

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**Table IV.6**
**I do not hesitate to share my opinion about the reading text on Instagram.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6,7	6,7
	2	4	13,3	20,0
	3	2	6,7	26,7
	4	2	6,7	33,3
	5	20	66,7	100,0
	Total	30	100,0	100,0

**Table IV.7**
**I consider Instagram a useful medium to improve my reading skills.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3,3	3,3
	2	1	3,3	6,7
	3	3	10,0	10,0
	4	5	16,7	16,7
	5	20	66,7	66,7
	Total	30	100,0	100,0

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**Table IV.8**

**The reading materials I encounter on Instagram help me understand the text in a more contextualized way.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3,3	3,3
	3	2	6,7	10,0
	4	1	3,3	13,3
	5	26	86,7	100,0
	Total	30	100,0	100,0

**Table IV.9**

**I have difficulty focusing when reading texts on Instagram because I am distracted by other content.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	3,3	3,3
	5	29	96,7	96,7
	Total	30	100,0	100,0

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**Table IV.10**

**The limitations of Instagram texts and features make my understanding of the reading less than optimal.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3,3	3,3
	2	2	6,7	10,0
	3	2	6,7	16,7
	4	5	16,7	33,3
	5	20	66,7	100,0
	Total	30	100,0	100,0

**Table IV.11**

**After using Instagram for reading, I began to see social media as an educational tool.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	10,0	10,0
	4	8	26,7	36,7
	5	19	63,3	100,0
	Total	30	100,0	100,0

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**Table IV.12**

**My experience reading through Instagram changed my perspective on social media.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3,3	3,3
	3	4	13,3	16,7
	4	14	46,7	63,3
	5	11	36,7	100,0
	Total	30	100,0	100,0

**Table IV.13**

**Percentages of Score**

Item No.	Total Score	Total Possible	Percentage
Item 1	94	150	62.67%
Item 2	90	150	60%
Item 3	74	150	49.33%
Item 4	84	150	56%
Item 5	67	150	44.67%
Item 6	69	150	46%
Item 7	111	150	74%
Item 8	109	150	72.67%
Item 9	100	150	66.67%
Item 10	99	150	66%
Item 11	115	150	76.67%
Item 12	117	150	78%

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**Table IV.14**  
**Indicators Score**

Indicator	Items Included	Total Score	Percentage
Indicator 1	Item 1–2	61.335	16%
Indicator 2	Item 3–4	52.665	14%
Indicator 3	Item 5–6	45.335	12%
Indicator 4	Item 7–8	73.335	19%
Indicator 5	Item 9–10	66.335	17%
Indicator 6	Item 11–12	77.335	20%



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Pekanbaru, 02 Agustus 2022

Hal : Permohonan SK pembimbing  
Lampiran : 4 lembar

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,  
Saya yang bertanda tangan dibawah ini :

Nama	: Risti Indri Astuti
NIM / HP	: 11810423233 / 082169601492
Tempat / tanggal lahir	: A.P.K.Bandung,Curup/ 24 Januari 2000
Semester	: VIII
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ibu permohonan SK pembimbing dengan judul "The use of Edmodo Application on Students Reading Comprehension at Junior High School 1 Batang Cenaku".  
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr.H.Kalayo Hasibuan,M.Ed,TESOL.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy sinopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI,  
Ketua Jurusan  
  
Dr. Faizina Anastasia, S.S, M.Iium.  
NIP. 198106112008012047

Hormat Saya,  
  
Risti Indri Astuti  
NIM. 11810423233



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
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Alamat : Jl. H. R. Soebrantas Km. 15 Tampak Pekanbaru Riau 28293 PG. BOX 1204 Tel. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. Jenis yang dibimbing         | : Skripsi                          |
| a. Seminar usul Penelitian      | : ..                               |
| b. Penulisan Laporan Penelitian | : ..                               |
| 2. Nama Pembimbing              | : Drs.H.Kalayo Hasibuan,M.Ed.TESOL |
| a. Nomor Induk Pegawai (NIP)    | : 196510281997031001               |
| 3. Nama Mahasiswa               | : Risti Indri Astuti               |
| 4. Nomor Induk Mahasiswa        | : 1181024233                       |
| 5. Kegiatan                     | : Bimbingan Skripsi                |

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Fax. (0761) 861947 Web: www.uin-suska.ac.id E-mail: etak.uinss@yahoocom

Nomor: Un.04/F.II.4/PP.00.9/13412/2022

Pekanbaru, 29 Agustus 2022

Sifat : Biasa

Lamp. :

Hal : *Pembimbing Skripsi*

Kepada  
Yth. Drs. H. Kalayo Hasibuan, M.Ed.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara  
sebagai pembimbing skripsi mahasiswa :

Nama	: RISTI INDRI ASTUTI
NIM	: 11810423233
Jurusan	: Pendidikan Bahasa Inggris
Judul	: The use of edmodo application on students reading comprehension at junior high school I batang ceruk
Waktu	: 6 Bulan terhitung dari tanggal keharmnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan  
teknik penulisan skripsi, sebagaimana yang sudah diketahui. Atas kesedian Saudara  
dihaturkan terimakasih.



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Nomor : Un.04/F.II.4/PP.00.9/23091/2024  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 31 Oktober 2024

Kepada  
Yth.  
1. Drs. H. Kalayo Hasibuan, M.Ed.  
2.  
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara  
sebagai pembimbing skripsi mahasiswa :

Nama : RISTI INDRI ASTUTI  
NIM : 11810423233  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The Use of edmodo application on improving students reading comprehension  
at junior high school 1 barang cenaku  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan  
Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan  
Saudara dihaturkan terima kasih.



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## CURRICULUM VITAE

Risti Indri Astuti is the first daughter of Mr. Agus Maryadi and Mrs. Sugiyem. She was born in A.P.K. Bandung, Curup, January 24<sup>th</sup>, 2000. She graduated from SDN 013 Kuala Gading. She also finished her study at SMPN 01 Batang Cenaku in 2013 and SMAN 01 Batang Cenaku in 2018. In 2018, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2021, she was doing KKN (Kuliah Kerja Nyata) program in Petala Bumi, Indragiri Hulu RIAU. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMK Abdurrah Pekanbaru on October until December 2021. Finally, she passed the thesis examination for her undergraduate program entitled **“The Students Perception of Using Instagram Feed in Learning Reading Comprehension at Department of English Education UIN Suska Riau”**.