

**THE EFFECTIVENESS OF USING INSTAGRAM TO  
ENHANCE STUDENTS' READING COMPREHENSION  
AT SMAN 4 PALOPO**

*A Thesis*

*Submitted to Fulfill the Requirement for Bachelor of Education Degree (S.Pd)  
in English Language Education Study Program of Education and  
Teacher Training Faculty of State Islamic Institute of Palopo*



1902020010

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

### THESIS APPROVAL

This thesis entitled "The Effectiveness of Using Instagram to Enhance Students' Reading Comprehension at SMAN 4 Palopo.", which was written by Mutmainnah, Reg. Num. 1902020010, English Language Education Study Program of Education and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in the Munaqasyah examination which is carried out on Monday, August 07<sup>th</sup>, 2023 M, coincided with Muharram 20, 1445 H. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, August 07<sup>th</sup>, 2023

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1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledged as my own work or thought.

2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Regards,



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*Assalamu 'alaikum wr. wb.*

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menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk dipublikasikan pada forum seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

*wassalamu 'alaikum wr. wb.*

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Palopo, 07<sup>th</sup> August 2023

*Muhammad*  
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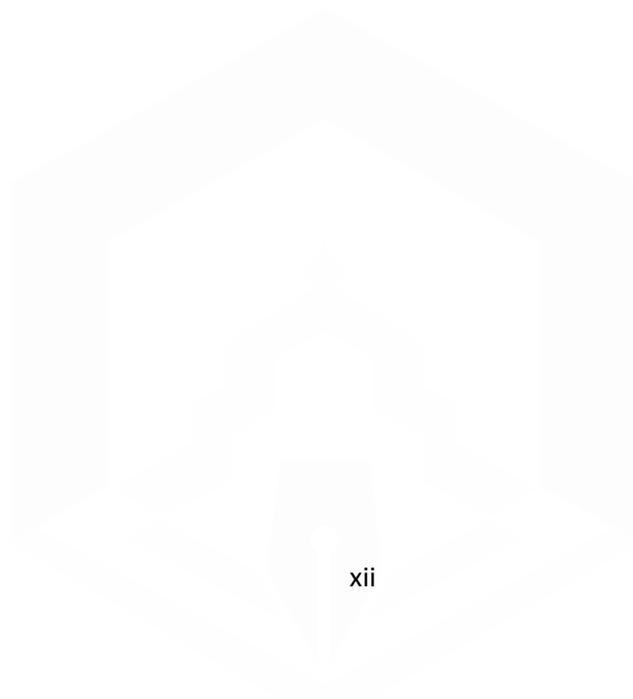
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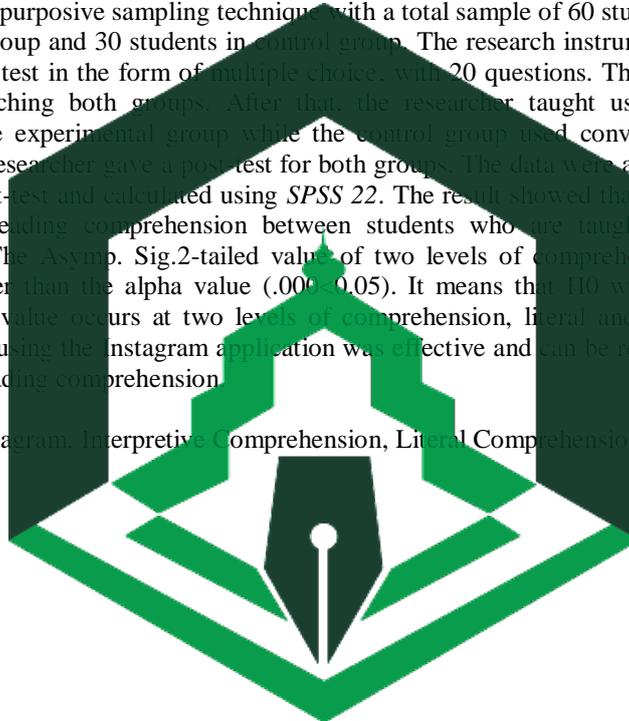


## ABSTRACT

**Mutmainnah, 2023.** *"The Effectiveness of Using Instagram to Enhance Students' Reading Comprehension at SMAN 4 Palopo,"* a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Magfirah Thayyib (Consultant 1) and Husnaini (Consultant 2).

This research focuses on the use of Instagram media as an alternative media to enhance students' reading comprehension at SMAN 4 Palopo. This study aims to determine whether the use of Instagram is effective to enhance students' literal and interpretive comprehension at SMAN 4 Palopo. This study uses a quasi-experimental method. The population of this research was eleventh-grade students of SMAN 4 Palopo for the 2022/2023 academic year. The samples were taken using the purposive sampling technique with a total sample of 60 students, 30 students in the experimental group and 30 students in control group. The research instrument used was a reading comprehension test in the form of multiple choice with 20 questions. The researcher gave a pre-test before teaching both groups. After that, the researcher taught using Instagram for four meetings in the experimental group while the control group used conventional way. After the treatment, the researcher gave a post-test for both groups. The data were analyzed by applying the Paired Sample t-test and calculated using SPSS 22. The result showed that there was a significant difference in reading comprehension between students who are taught using Instagram and conventional. The Asymp. Sig.2-tailed value of two levels of comprehension indicated that P-value was lower than the alpha value (.000 < 0.05). It means that H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. This value occurs at two levels of comprehension, literal and interpretive. It can be concluded that using the Instagram application was effective and can be recommended to enhance the students' reading comprehension.

**Keywords:** Instagram, Interpretive Comprehension, Literal Comprehension, Reading Skill



# CHAPTER I

## INTRODUCTION

### A. Background

Reading is one of the most important language skills, especially English as a second or foreign language.<sup>1</sup> This is one of the skills to obtain information from books, magazines, newspapers, and study science and technology. Students can improve vocabulary, grammar, comprehension, and many other aspects through reading. The translation of the Qur'an states that the importance of reading is revealed in the glorious Al-Qur'an Surah Al-Alaq verses 1-5.

أَفْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) تَفْرَأُ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

*The meaning: "Read in the name of the Lord who created. He created man from a clot. Read, and the Lord is the most bountiful. Who taught by the pen. Teacher man that which he knew not."<sup>2</sup>*

Reading includes all activities carried out by readers to gather information from the material they read. Reading products result from reading, namely understanding the content of reading. To make reading easier, students can take advantage of technological developments by using social networks as a fashionable learning tool.

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<sup>1</sup> Duquette, L. *The Role of Reading Comprehension in Language Learning*. TESL Canada Journal, 34(1), (2017) 1-15.

<sup>2</sup> Departement Agama RI, *Al-Qur'an Terjemah Perkara* (Jakarta: Yayasan Penyelenggara Terjemah/Penafsiran AL-Qur'an, 2008), p.597.

In the era of modernization, humans are very dependent on technology. Information and communication technology (ICT) can be used as a complementary tool in education. Using ICT in the learning process helps students become more effective and interesting.<sup>3</sup> One important form of ICT in language learning is social media.

Social media is a means of learning. Using social media as a learning tool is very good because students are enthusiastic.<sup>4</sup> Students are more interested in using social media because they are highly motivated to interact socially with their friends. In addition, social media can be used to improve students' English skills. If used properly and wisely, social media can help develop English skills effectively.<sup>5</sup>

The researcher observed the students of SMAN 4 Palopo and found that the student's interest in learning English was low. This is due to reduced student motivation to learn. In addition, the researcher also found that many students still had low reading comprehension. They face several reading problems, such as a lack of vocabulary and comprehension ability which causes students difficulty in comprehending the information presented in the text.<sup>6</sup>

Teachers must understand and choose the right and ideal media for learning. Instagram can be an ideal medium for students to increase their interest

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<sup>3</sup> Jain, Mayuri, and Rama Tyagi. "Education standard can be improved by integrating. ICT in Education." *International Education & Research Journal* 3.10 (2017): 77-80.

<sup>4</sup> Sukmaningrum Saputri, Adi, "Instagram Reels as a Media in Writing Procedure Text For The Ninth Grade Students of SMPN 1 Pageruyung Academic Year 2021/2022," *Desember 2*, no. 2 (2021), [http://ejournal.undhari.ac.id/index.php/de\\_journal](http://ejournal.undhari.ac.id/index.php/de_journal).

<sup>5</sup> Mubarak, Amin Ali Al. "Learning English as a second language through social media: Saudi Arabian tertiary context." *International Journal of Linguistics* 8.6 (2016): 112-127.

<sup>6</sup> Observation, Palopo, 12 December 2022.

in writing descriptive texts.<sup>7</sup> Instagram is the right media because Instagram stories make students more enthusiastic and motivated to learn English.<sup>8</sup> When the teaching and learning process is enjoyable, students will be motivated to listen to the teacher and be active during learning. The researcher uses Instagram as a media to enhance students' reading comprehension. Reading comprehension can be interpreted as the activity of making a sequence of descriptions or organizing the contents of the text, being able to evaluate and being able to respond to what is stated or implied in the text so that reading comprehension is divided into two levels, namely literal comprehension and interpretive comprehension. In this study, the researcher focused on both levels to enhance students' reading comprehension at SMAN 4 Palopo.

Based on the explanation above, the researcher conducted the research entitled *“The Effectiveness of Using Instagram to Enhance Student’s Reading Comprehension at SMAN 4 Palopo”*. The researcher applies Instagram as an alternative media to solve student problems at SMAN 4 Palopo. The use of Instagram as a media to enhance students' reading comprehension, especially procedural text.

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<sup>7</sup> Pipit Nurjanah, *“The Use of Instagram as Media to Improve Student’s Writing Achievement in Descriptive Texts”* (Lampung University, 2022).

<sup>8</sup> Iswar, *“The Effectiveness of Instastory Instagram Media ( IIM ) in Developing Students’ English Skills at the First Grade of SMA Negeri 3 Palopo”* (IAIN Palopo, 2021), [http://repository.iainpalopo.ac.id/id/eprint/3131/1/SKRIPSI\\_ISWAR\\_ACC\\_UT-dikonversi%282%29.pdf](http://repository.iainpalopo.ac.id/id/eprint/3131/1/SKRIPSI_ISWAR_ACC_UT-dikonversi%282%29.pdf).

## B. Research Questions

Based on the background above, the researcher formulated the research questions as follows:

1. Is the use of Instagram more effective to enhance students' literal comprehension than those to although by konvensional at SMAN 4 Palopo?
2. Is the use of Instagram more effective to enhance students' interpretive comprehension than those to although by konvensional at SMAN 4 Palopo?

## C. Objectives of the Research

Based on the research question, the objectives of this research:

1. To know whether the use of Instagram is more effective to enhance students' literal comprehension than those to although by konvensional at SMAN 4 Palopo.
2. To know whether the use of Instagram is more effective to enhance students' interpretive comprehension than those to although by konvensional at SMAN 4 Palopo.

## D. Significance of the Research

The significance of the research is classified into two: theoretically and practically.

1. Theoretically

This research provides an alternative media solution in teaching English to enrich theory in teaching reading.

## 2. Practically

### a. For Students

It can enhance students' interest in learning, encourage them to actively and creatively participate in learning English, and realize the reading comprehension levels of text procedures through Instagram.

### b. For Teachers

This research can be used by teachers to:

- 1) To improve the quality of teaching through social networking sites for teaching English, particularly when assessing students' reading comprehension levels.
- 2) Provide in-depth knowledge and information about using Instagram as a social media to stimulate students' interest in reading.
- 3) Creating a more effective classroom atmosphere by using excellent and exciting media.

### c. For Researchers

This research can be useful as input or scientific reference for other researchers in future research on reading comprehension using different learning media.

## E. Scope of the Research

This research focuses on the effectiveness of using Instagram as an alternative media to enhance students' reading comprehension, which is limited to procedural texts and uses certain Instagram accounts, especially for teaching

reading. The researcher used one of Instagram's features, namely the Instagram feed, to upload procedure text material for the experimental group and conventional teaching for the control group as a comparison.

## F. Operational Definition

It is essential to define key terms to avoid misunderstandings. About the topics discussed in this research, some of the terms used need to be determined. The title is "*The Effectiveness of Using Instagram to Enhance Students' Reading Comprehension at SMAN 4 Palopo*". This research wants to present definitions of key terms as follows:

1. Effectiveness is a measurement that states how far the target (quantity, quality, and time) has been achieved. The more significant the percentage of targets achieved, the higher the effectiveness.<sup>9</sup>
2. Reading comprehension referred to here is that XI grade students of SMAN 4 Palopo using Instagram as a teaching media to enhance reading comprehension of text procedures.
3. A procedure text is a text that tells us instructions for doing something.<sup>10</sup>
4. Instagram is a photo and video-sharing application that allows users to take photos, take videos, apply digital filters, and share them with various social networking services.<sup>11</sup>

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<sup>9</sup> Kairupan Edam, Pangemanan, "Efektivitas Program Cerdas Command Center Sebagai Media Informasi Masyarakat Dalam Rangka Pelayanan Publik," *Jurusan Ilmu Pemerintah* 1, no. 1 (2018): 1–10.

<sup>10</sup> Mark and Kathy Anderson, *The Use of Inside Outside Circle Technique*. (1997), 48.

<sup>11</sup> Jubilee Enterprise, *Instagram Untuk Fotografi Digital & Bisnis Kreatif*. (Bandung: Publishing House, 2016), h. 28

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous Research Findings

There are some previous studies related to this research, they are:

Tsania Fitra Maulidia, entitled "*The Effectiveness of Instagram in Improving the Second Grader's Writing Recount Text at MTsN 5 Kediri*". The objective of the research is to determine the ability of students to write recount text in the experimental class before and after using Instagram and to evaluate the effectiveness of Instagram in improving students' writing recount descriptive text skills. This research uses a quantitative approach to the experimental design method. This study's results indicate a significant difference between the pre-test and post-test results. The average value of the post-test is 79.61, which is higher than the pre-test value of 60.44. From the results of statistical calculations, the result is the value of Sign. (2-tailed) has been accepted, and the Null Hypothesis (H<sub>0</sub>) is rejected. It can be concluded that using the Instagram application as a media for teaching recount text writing is effective and can be used as an alternative media for teaching recount text writing at MTsN 5 Kediri.<sup>12</sup>

Iswar, entitled "*The Effectiveness of Instastory Instagram Media (IIM) In Developing Students' English Skills At The First Grade of SMAN 3 Palopo*". The research objective is to find out data and how to develop students' English skills through Instastory Instagram media. This study uses Classroom Action Research

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<sup>12</sup> Tsania Fitra Maulidia, "*The Effectiveness of Instagram in Improving the Second Grader's Writing Recount Text at MTSN 5 Kediri*" (State Islamic University, Malang, 2021).

(CAR). The research procedure uses two cycles, namely cycle I and cycle II. The results showed that the score of cycle II was better than cycle I. This can be seen from the average score of students in cycle I (64%) and cycle II (91.66%). Students benefit greatly when learning English using Instagram Stories.<sup>13</sup>

Dina Septi Nugraheni, entitled *“The Effectiveness of Using Instagram to Teach Writing at MAN Salatiga in the Academic Year of 2019/2020.”* The research objectives are to know the profile of the student’s writing scores before and after treatments and to find out the effectiveness of using Instagram to teach writing to the tenth-grade students of MAN Salatiga in the academic year of 2019/2020. This research methodology is Experimental Research. The results showed that (1) the profiles of students before and after different treatments, (2) there was the effectiveness of using Instagram to teach writing because the results of the post-test t-test were 4.16 with a df of 69 from (n-1) at the significant 5% and t-table of 1.66. This shows that the t-test is higher than the t-table (4.16 > 1.66). Based on the findings of this study, the researchers concluded that Instagram was effective for teaching writing to X-grade students of MAN Salatiga in the 2019/2020 academic year.<sup>14</sup>

Siti Hardiyanti, entitled *“The Effect of Using Picture Series on Students’ Reading Comprehension of Procedure Text at MA Hidayatul Insan Palangka Raya.”* The research objective is to know if the students taught using picture series have better reading comprehension than those taught using PPT slides at

<sup>13</sup> Iswar, *“The Effectiveness of Instastory Instagram Media ( IIM ) in Developing Students’ English Skills at the First Grade of SMA Negeri 3 Palopo.”* (IAIN Palopo, 2021).

<sup>14</sup> Dina Septi Nugraheni, *“The Effectiveness of Using Instagram to Teach Writing at MAN Salatiga in The Academic Year of 2019/2020.”* (IAIN Salatiga, 2019), <http://dspace.rowan.edu/handle/10927/977>.

MA Hidayatul Insan Palangka Raya. This research is included in the quantitative research with a quasi-experimental design. The analysis results obtained t-count = 2.829 with t-table = 2.02 at a significant level of 5% and t-table = 2.71 at a significant level of 1% with degrees of freedom = 39. This shows that the t-count value is higher than the t-table. In addition, the average value in the experimental class pre-test was 24.38, and the control class was 26.833. In the post-test, the average value of the experimental class increased to 74,519, and the control class also experienced an increase, but not as effective as the experimental class, to 67,333. Based on these scores, it can be seen that the average post-test score of the experimental class is higher than that of the control class. The results of hypothesis testing determined that the Alternative Hypothesis (Ha) was accepted, and the Null Hypothesis (H0) was rejected. That is, teaching reading using picture series affects students' reading comprehension.

Titik Nur Hasanah, entitled *"The effectiveness of using make a match technique toward students writing ability in procedure text"*. The objective of the research is to find out whether using the make-a-match technique is more effective towards the students writing ability in procedure text in the second semester of the second grade of SMKS Trisakti Jaya, Bandar Lampung in the academic year 2020/2021. This research was conducted using a pre-experimental design type one group pre-test-post test. The results showed that the result (2-tailed) was less than 0.05. This result means that the Make a Match Technique

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<sup>15</sup> Siti Hardiyanti, *"The Effect of Using Picture Series on Students Reading Comprehension of Procedure Text at MA Hidayatul Insan Palangka Raya"* (Study Program of English Education, 2022).

affects the ability to write procedural texts for even semester II students at Trisakti Jaya Vocational School Bandar Lampung for the 2020/2021 academic year.<sup>16</sup>

The differences and similarities between this study with the previous studies above are:

Tsania Fitra Maulida's research examines writing skills and uses recount text in his research, while the researcher examines reading comprehension and uses procedure text. The similarities are Instagram as a media. Iswar's research uses the class action research method (PTK), while this research uses experimental research. The similarities are in Instagram as a media. Dina Septi Nugraheni's research examines writing skills and uses descriptive text, while the researcher examines reading comprehension and uses procedure text. The similarities are in Instagram as a media. Siti Hardiyanti's research used picture series as a media, while the researchers used Instagram. The similarities are examining reading comprehension, procedure text, and using a quasi-experimental design method. Titik Nur Hasanah's research examines students' writing skills using the make-a-match technique, while researchers examine reading comprehension using Instagram as a media. The equation was the same as using procedure text.

The five previous studies prompted the researcher to conduct different studies on Instagram usage. In contrast to previous research on writing skills using Instagram, researcher were more interested in using Instagram as a learning media

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<sup>16</sup> Titik Nur Hasanah, *"The Effectiveness of Using Make a Match Technique Toward Students Writing Ability in Procedure Text at the Second Semester of The Second Grade Students of SMKS Trisakti Jaya Bandar Lampung in The Academic Year of 2020/2021"* (Islamic State University of Raden Intan, 2021), <http://www.ufrgs.br/actavet/31-1/artigo552.pdf>.

to enhance students' reading comprehension by using procedure text as a type of text.

## B. Some Pertinent Ideas

### 1. Reading Skill

#### a. Definition of Reading

Reading is an activity or cognitive process that seeks to find various information in writing.<sup>17</sup> This means that reading is a thought process to understand the contents of the text read. Therefore, reading is not only looking at the collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse, but more than that, reading is an activity of understanding meaningful symbols/signs/writing so that the reader can receive the message conveyed by the author.<sup>18</sup>

Reading is a receptive language process. It is a psycholinguistic process that begins with superficial linguistic representations supported by writing and ends with meanings constructed by readers.<sup>19</sup> In addition, reading is a process carried out and used by readers to get the message the writer wants to convey through words/written language.<sup>20</sup>

<sup>17</sup> Dalman, *Keterampilan Membaca*, (Jakarta: Rajawali Pers, 2013).

<sup>18</sup> Ratri Niandani, "*Pengaruh Kemampuan Membaca Pemahaman Terhadap Keterampilan Menulis Kembali Karangan Narasi Siswa Kelas V SD Gugus Pangeran Diponegoro Kota Semarang*" (Universitas Negeri Semarang, 2016).

<sup>19</sup> Patricia L. Carrel, Joanne Devine, and David E. Eskey, *Interactive Approach to Second Language Reading* (New York : Cambridge University Press, 1988), 12.

<sup>20</sup> Henry Guntur Tarigan, *Membaca sebagai Suatu Keterampilan Berbahasa* (Jakarta : Angkasa Bandung, 2015), 15.

Reading is understanding.<sup>21</sup> Reading requires a more profound comprehension to understand the text. Therefore we need to analyze what we read to know the contents of the text. Other experts define reading as an activity in which readers react and understand the text they read about their previous knowledge.

Reading can be a way to consolidate and broaden language knowledge. In this way, the reader can seek information and enjoyment related to language. This activity also offers many benefits for the readers. One of the advantages is that students can increase their knowledge by reading the text without the teacher's help because they can interpret it themselves.<sup>22</sup>

Based on the above comprehension, the researcher can conclude that reading is a comprehension process that involves our five senses. In this way, readers interact with the text they read and receive messages and methods for communicating with others. Readers should be able to verify and understand the content they read. Because by reading you get a lot of knowledge and information about the outside world.

#### b. Components of Reading

When students start learning to read English vocabulary, phrases, or sentences, it is necessary to apply five important components/stages developed and supported by a read naturally program: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. With five components/stages in

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<sup>21</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge : Cambridge University Press, 1996), 138.

<sup>22</sup> Lani Suryani, "Improving Students' Reading Skills By Using The Mind Map Technique at SMAN 1 Kretek in The Academic Year of 2013/2014," *Teaching and Teacher Education* (2015).

reading, it is hoped to improve students' reading comprehension of procedure text.<sup>23</sup>

1) Phonemic awareness

Students can develop their phonemic awareness by learning about sounds (phonemes), syllables, and vocabulary. Every word in English comprises the smallest units that still have different meanings, known as phonemes. This is one of the most essential skills students must learn to read.

2) Phonics

Phonics is the process of mapping the sounds in words to written letters. This is one of the earliest reading skills that must be developed in students, as it introduces them to the relationship between letters and sounds, known as the principles of the alphabet.

3) Fluency

Fluency is when students can develop their phonemic awareness, phonetic skills, and vocabulary. For this reason, regular reading practice is very important in developing reading fluency.

4) Vocabulary

Having a constantly increasing vocabulary is a fundamental part of success in reading. The more words students know, the better they are at reading and understanding the text they are reading.

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<sup>23</sup> Learning Point Associates, *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*, (Naperville, IL: Learning Point Associates 2004).

## 5) Comprehension

By reading, students can obtain new information, increase their vocabulary, and connect what they read with other sources of information to deepen their level of comprehension of new concepts and topics. These are all indicators that students can have a complete and rich understanding of the text they read. Comprehension is a skill that will affect a student's future reading ability and academic ability in school and beyond.

Therefore, what was focused on in this research was students' comprehension. Because this was the problem at SMAN 4 Palopo, this comprehension describes students' reading success at SMAN 4 Palopo.

### c. Reading Process

There are three steps in teaching reading: pre-reading, while-reading and after-reading.<sup>24</sup>

#### 1) Pre-reading

The pre-reading stage is an activity that guides, directs, and prepares students or readers to be more prepared and stable before reading the text. The researcher did several things at the pre-reading stage, such as providing motivation and asking some questions related to the material to be taught to determine the extent of students' abilities.

#### 2) While-reading

While reading is an exercise about the text referred to in pre-reading. Students are already dealing with the text and practice exercises. At this stage, the

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<sup>24</sup> Wallace, C. *Reading*, (Oxford: Oxford of University Press, 1992).

researcher gave students examples of procedural texts accompanied by exercises. So that when students read, they can also do the exercises given.

### 3) After-reading

The stages after-reading are exercises to assess reading ability. The after-reading phase usually involves writing assignments, but other techniques are available, including discussion, debate, or project work.<sup>25</sup> At this stage, the researcher provides opportunities for students to write/answer/conclude the material taught.

Thus, pre-reading, while-reading, and after-reading can not be separated in the reading process. These three reading processes are used to learn English at SMAN 4 Palopo.

### d. Kinds of Reading

Classifies reading into three kinds: reading aloud, silent reading, and speed reading.<sup>26</sup>

#### 1) Reading Aloud

Reading aloud is important, and students should be taught to read aloud. Reading aloud is where the reader speaks every word of the text. The teacher should know that reading aloud in elementary school must be practised because it is the basis for speaking words. Reading aloud allows students to improve their pronunciation and intonation, and reading aloud helps them improve their vocabulary.

<sup>25</sup> Nurjannah Jufri, "Improving the Students' Reading Comprehension Through the Use Pre-Reading Task at the Eight Grade of SMPN 4 Belawa", (IAIN Parepare, 2018).

<sup>26</sup> Dolores in Aulia, "Kinds of Reading", <http://slllc.ucalgary.ca/Brian/611/readingkind.html>, Accessed on January 10, 2023.

## 2) Silent Reading

Silent reading means reading with the heart, where no sound is expressed.

Silent reading is a very important skill in teaching English. Reading is used to improve students' reading skills to strengthen the reader's understanding of the meaning of words. Silent reading is done to get a lot of information. The teacher should make them read silently when they can read without difficulty.

## 3) Speed Reading

This type of reading is used to increase reading speed and comprehension.

This skill is very important for students. Speed reading must meet the comprehension aspect. However, the role of reading speed depends on the type of reading. Speed is scientific reading.

All kinds of reading above are applied in the learning process at SMAN 4 Palopo Reading aloud is practised in schools to improve students' pronunciation, intonation, and vocabulary. Silent reading is practised in schools so that students can enhance reading comprehension and get a lot of information. Speed reading is practised in schools to enhance students' reading comprehension speed.

## e. Purpose of Reading

The main purpose of reading is to seek and obtain information, including content, and understand the meaning of reading. Reading activities aim to seek and receive information from messages or meanings to understand their meanings

through reading.<sup>27</sup> There are seven kinds of purposes for reading activities, namely:<sup>28</sup>

1) Reading for details or facts.

Reading aims to find or know the discoveries made by the character, to solve the problems created by the character.

2) Reading for main ideas

Read to know topics or issues in reading. To find the main idea of reading by reading page after page

3) Reading for sequence or organization

Reading aims to know the parts of the story and the relationships between parts of the story.

4) Reading for inference

Readers are expected to feel something that writers feel.

5) Reading to classify

Reading this type aims to find things that are not fair about something.

6) Reading to evaluate

So the reading aims to find something successful based on certain measures.

Reading this type requires comparability by comparing and re-testing.

7) Reading to compare or contrast

Reading aims to discover the difference or equality between two or more things.<sup>29</sup>

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<sup>27</sup> Nurjannah Jufri, "Improving the Students' Reading Comprehension Through the Use Pre-Reading Task at the Eight Grade of SMPN 4 Belawa", (IAIN Parepare, 2018).

<sup>28</sup> Anderson, M. & Kathy A., *Text Types in English*, (South Yarra: Mc Millan Education, Ltd, 2003).

<sup>29</sup> Dalman, *Keterampilan Membaca*. (Cet. I ; Bandar Lampung : PT Raja Grafindo Persada, 2013).

The purpose of reading at SMAN 4 Palopo emphasizes the purpose of understanding, absorbing, and receiving explicit or implied impressions and messages or ideas. Students must recognize word by word and understand groups of words, phrases, sentences, or text to do this. Reading at SMAN 4 Palopo involves thinking, education, and emotion and is adapted to the topics and types of reading they encounter.

## 2. Reading Comprehension

### a. Definition of Reading Comprehension

Reading comprehension is the activity of reconstructing the reader's knowledge, which guides the reader to change and critically analyze each part of the text to understand the actual content of the content being read.<sup>30</sup> Reading comprehension can be defined as an activity that aims to understand certain text messages. Reading comprehension refers to forming meaning from a given written text. The readers need to understand the author's thoughts in the reader's mind. In other words, the reader must have a good understanding of what the author meant.<sup>31</sup>

Reading comprehension means understanding the written text to extract the necessary information as efficiently as possible. Reading comprehension refers to reading for meaning, comprehension, and entertainment. It involves higher-order thinking skills. It can be defined as the reader's comprehension of

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<sup>30</sup> Hermanudin et al., "Improvement of Reading Comprehension Ability by Using Core Models of Class Vii a Students of Smp Negeri 10 Bengkulu Tengah," *International Journal of Scientific and Technology Research* 8, no. 12 (2019): 647–51.

<sup>31</sup> Siti Hardiyanti, "The Effect of Using Picture Series on Students Reading Comprehension of Procedure Text at MA Hidayatul Insan Palangka Raya.", (Study Program of English Education, 2020)

what the text is telling, knowing the text's main ideas and the details of the text being narrated, and then combining this with their knowledge of the topic covered. It is an active thinking process that depends on comprehension and the student's experience and prior knowledge, including vocabulary comprehension, seeing relationships between words and concepts, and making judgments and evaluations.<sup>32</sup>

Based on some of the definitions of reading comprehension above, it can be concluded that reading and comprehension cannot be separated. Reading comprehension is an activity to understand written ideas by introducing written materials. Reading comprehension is a complex thought process that includes the ability to master meaning and the ability to think about verbal concepts.

#### b. Levels of Reading Comprehension

Comprehension is an act of thought, so comprehension is an active thought process that depends not only on comprehension but also on the student's experience and prior knowledge. The majority of studies have found reading comprehension to be composed of two broad categories, as given below:<sup>33</sup>

##### 1) Literal Comprehension

Literal reading refers to ideas and facts stated directly on the printed page. The literal reading is the ability to extract the direct literal meaning of a word, idea, or sentence in context. The foundations of literal comprehension identify the

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<sup>32</sup> Nurjannah Jufri, "Improving the Students' Reading Comprehension Through the Use Pre-Reading Task at the Eight Grade of SMPN 4 Belawa", (IAIN Parepare, 2018).

<sup>33</sup> Pettit. N. T. And Cockriel. I. W, *A Factor Study of the Literal Reading Comprehension Test and the Inferential Reading Comprehension Test College Of Education*, (University of Missouri, Columbia, 1974).

main ideas, details, causes, effects, and the order in which they are presented. These levels are because readers must first understand what the author is saying before they can draw any conclusions or judgments.<sup>34</sup> Answers to literal questions only require that the student remember what the book says. Therefore, literal comprehension is more focused on comprehending the meaning of each word and sentence in the text.

## 2) Interpretive or Inferential Comprehension

Interpretive reading means reading between the lines or concluding. It is a process of deriving implied ideas rather than being stated directly. This level requires a higher level of thinking ability because the questions in the Interpretation category refer to answers not directly given in the text.<sup>35</sup> Interpreting students to read between the lines, making connections between individual expressing ideas, making conclusions, drawing conclusions, and reading between the lines to get conclusions.<sup>36</sup> At this level, the reader can be tested in the following tasks:

- a) Rearrange the ideas or topics discussed in the text
- b) Explain the author's purpose in writing the text

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<sup>34</sup> W. Burhanuddin, "Using Inquiry Method To Improve The Students' Reading Comprehension (A Classroom Action Research)", *English Education Department* 1, no. 1 (2012): 126, <https://doi.org/10.26618/ejpb.v1i1.765.g734>.

<sup>35</sup> W. Burhanuddin, "Using Inquiry Method To Improve The Students' Reading Comprehension (A Classroom Action Research)", *English Education Department* 1, no. 1 (2012): 126, <https://doi.org/10.26618/ejpb.v1i1.765.g734>.

<sup>36</sup> Sri Indriani Ismail, "Improving Students Reading Comprehension Through Explicit Teaching Strategy at the Second Grade of SMP Negeri 33 Makassar" (Makassar Muhammadiyah University, 2015).

- c) Summarize the main ideas if they are not explicitly stated in the text.<sup>37</sup>

In this study, the researcher examines the two reading comprehension levels, literal and interpretive. Both reading comprehension levels are used in the reading process at SMAN 4 Palopo.

### 3. Procedure Text

#### a. Definition of Procedure Text

Procedure text is an English text in which students explain how something is achieved through a sequence of actions or steps. Procedure text is used to tell how to make something or anything. A procedure is a text that tells us instructions for doing something.<sup>38</sup> Moreover, the procedure is the established or legal way of doing something. From this statement, it can be seen that procedural text gives us instructions or ways to do something. Besides explaining the steps to do something, the procedural text also contains the tools or materials that must be prepared. Everything has to be well prepared so that everything goes well.<sup>39</sup> It can be concluded that procedure text represents the steps of doing something, operating, or doing something, and is carried out through a series of actions or steps and is related to tips for living life. In this case, text procedures can be easily found in everyday life.

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<sup>37</sup> Husnaini, "The Effectiveness of Know –Want-Learn (KWL) Strategy in Teaching Reading Comprehension," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 6, no. 2 (2018): 36–42, <https://doi.org/10.24256/ideas.v6i2.512>.

<sup>38</sup> Mark and kathy Anderson, *The Use of Inside Outside Circle Technique*, (1997) 48.

<sup>39</sup> Titik Nur Hasanah, "The Effectiveness of Using Make a Match Technique Toward Students Writing Ability in Procedure Text at the Second Semester of The Second Grade Students of SMKS Trisakti Jaya Bandar Lampung in The Academic Year of 2020/2021.". (Islamic State University of Raden Intan, 2021).

The researcher decided to use procedure text because uploading food, drinks, steps to do or operate something, and tips for living life are trending topics in today's society. The researcher makes Instagram content more useful. Using procedure text would be a great idea because it can provide information about the content so that students enjoy it and gain new knowledge.<sup>40</sup> That way, learning has sustainable, interesting, and fun values, and students feel that learning English is something new.

#### b. Purpose of Procedure Text

The procedure text provides sequential information or directions to enable individuals to carry out activities safely, efficiently, and appropriately.<sup>41</sup>

Based on the explanation of procedure text, the researcher concludes that procedure text is a text that tells about how something is made or does something in several steps. There is a generic structure that must be included in the procedure text.

#### c. Types of Procedure Text

There are three types of procedure text, namely:

- 1) Procedure text that describes how to operate/use something.

For example: how to use a camera, how to use a computer, and how to use a printer.

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<sup>40</sup> Rahmawati Sulistyorini, "The Use of Instagram in Improving Students' Skill of Writing Procedure Text," *English Language and Literature International Conference (ELLiC)* 3 (2019): 179, <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4705/4232>.

<sup>41</sup> Akidatul Yusmalinda, "English Teacher's Methods in Teaching Reading Comprehension of Procedure Text: A Case Study of English Teachers of SMP N 23 Semarang In the Academic Year of 2019/2020," *Lib.Unnes* (2020), <http://lib.unnes.ac.id/39653/>.

<sup>42</sup> Titik Nur Hasanah, "The Effectiveness of Using Make a Match Technique Toward Students Writing Ability in Procedure Text at the Second Semester of The Second Grade Students of SMKS Trisakti Jaya Bandar Lampung in The Academic Year of 2020/2021." (Islamic State University of Raden Intan, 2021).

- 2) Procedure text that gives instructions for carrying out certain activities.

For example: how to make brownies, how to make coffee, and how to make fried bananas.

- 3) Procedure text related to life tips.

For example: how to be successful in life, how to make yourself happy, and how to live healthy living<sup>43</sup>

The type of procedure text often used in the learning process at SMAN 4 Palopo was procedure text that describes how to operate/use something and procedure text that gives instructions for carrying out certain activities. But in this research, the researcher focused on the three types of procedure text so that students could find other types, namely procedure text related to life tips.

#### d. Generic Structure of Procedure Text

This type of text has a generic structure. The general structure of the procedural text has three components: The introductory part of this statement states the intent or purpose. This can be the title of the text or the introductory paragraph. In addition, the materials required to carry out the procedure can be in the form of lists or paragraphs. Then arrange the steps in the order they should be performed; Numbers can indicate first, second, third, etc. Another reason is that order usually matters; Words like now, next, and after that can be used. Usually, the steps are preceded by a command sentence.<sup>44</sup>

<sup>43</sup> Nery, *Procedure Text: Pengertian, Ciri, Jenis, Struktur, dan Contohnya*. <https://blog.cakap.com/materi-lengkap-procedure-text/>. Accessed on Monday, 16 January 2023.

<sup>44</sup> Mark and Kathy Anderson. *The Use of Inside Outside Circle Technique*. (1997) 48.

#### e. Language Feature of ProcedureText

Procedure text has some characteristics of language features. They state that the procedure text can be recognized based on some language features below:

- 1) The use of present tense.
- 2) Sentences that begin with verbs and are stated as commands.

For example, the word “open” is used in the sentence.

- 3) Use time words or numbers that tell the order for doing the procedure. Time words are also called sequencers.

For example: first, second, then, after that, the next step is, next, and finally.

- 4) The use of adverbial phrases.

For example, words to describe time, place, and attitude.<sup>45</sup>

#### 4. Instagram

##### a. Definition of Instagram

Instagram is a photo and video sharing application that allows users to take photos, take videos, apply digital filters, and share them with various social networking services.<sup>46</sup> Since Kevin Systrom invented Instagram in 2010, Instagram has been a fun and fast way to share your life with friends through a series of photos you take with your smartphone, then choose filters that turn those pictures into memories you can keep forever. Instagram was created by Kevin Systrom and Mike Krieger and launched in October 2010. The service quickly

<sup>45</sup> Anderson, M. & Kathy A. *Text Types in English* (South Yarra: Mc Millan Education, Ltd. 2003).

<sup>46</sup> Jubilee Enterprise, *Instagram Untuk Fotografi Digital & Bisnis Kreatif*. (Bandung: Publishing House, 2016), h. 28

gained popularity and, by April 2012, had 32 over 100 million active users, and by December 2014, over 300 million active users.<sup>47</sup>

Instagram can be an interactive tool for students when reading, especially reading procedural texts. In the teaching and learning process, teachers can use this media to share students' experiences about learning activities in class through photos or videos posted to Instagram. Therefore teachers must be creative in using technology, and teachers must also be selective in choosing media that is suitable for use in the learning process.



Figure 2.1. Home page



Figure 2.2. News feed

<sup>47</sup> Tsania Fitra Maulidia, *“The Effectiveness of Instagram in Improving the Second Grader’s Writing Recount Text at MTSN 5 Kediri.”* (State Islamic University, Malang, 2021).

## b. Main Features of Instagram

Instagram is a social media application that allows users to share photos and videos, add text, edit filters, explore and create content, etc. Instagram has five main menus, all located at the bottom are as follows:<sup>48</sup>

### 1) Home Page

The home page is the main page that displays (timeline) the latest photos from other users they have followed. How to view photos only by sliding the screen from the bottom up like when scrolling the mouse on a computer. About 30 recent photos are uploaded when the user is using the app. Instagram only limits the most recent photos.

### 2) Comments

As a social networking service, Instagram provides comment feature photos on Instagram that can be commented on in the comments section. The trick is to click on the icon marked with a comment balloon below the photo, then write your impression about the photo in the box provided. After that, press the send button.

### 3) Explore

Explore is a display of the most popular favourite photos from Instagram users. Instagram uses a secret algorithm to determine which images are included in the feed.

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<sup>48</sup> Bambang Dwi Atmoko, *Instagram Handbook Tips Fotografi Ponsel*. (Jakarta: Media Kita, 2012) p. 10, 28.

#### 4) Profile

User profiles can receive detailed information about user data from users and other users. You can go to your profile page via the name card icon in the main menu on the right. This feature displays the number of uploaded photos, the number of followers, and the number of following.

#### 5) News Feed

Feed is a notification feature for various activities carried out by Instagram users. The news feed has two tabs: "following" and "news."

The procedure for using Instagram researcher uploads or posts several procedure text pictures on the Instagram timeline, which other users can then see. In this case, students can read the procedure text that has been uploaded.

Several sections must be filled in so that photos can contain meaningful information, namely:<sup>49</sup>

##### 1) Title

The photo's title or caption strengthens the character or message you want to convey to the user.

##### 2) Hashtag

Hashtag is a fence symbol marked (#). This fence feature is important because it makes it easy for users to find photos on Instagram with certain hashtags.

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<sup>49</sup> Bambang Dwi Atmoko, *Instagram Handbook Tips Fotografi Ponsel*. (Jakarta: Media Kita, 2012) p. 10, 28.

### 3) Location

Location is a feature that shows where the user takes an image. Although Instagram is referred to as a service for sharing photos. Instagram is also a social network because it allows users to interact with each other.

Some activities that can be done on Instagram are as follows:<sup>50</sup>

#### 1) Follow

Follow is a follower of an Instagram user. A user follows or is friends with other users who use Instagram.

#### 2) Like it

Like is an icon that allows users to like photos or pictures on Instagram by clicking the Like button at the bottom of the caption next to the comment.

Second, double-tap the photo you want.

#### 3) Comment

Comments are activities in giving thoughts through words, and users can comment on photos with suggestions, praise, or criticism.

#### 4) Mentions

This feature is for adding other users.

Based on the features above, it can be concluded that Instagram offers many things in the features provided. So the researcher used these features to help make Instagram an alternative learning media at SMAN 4 Palopo.

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<sup>50</sup> Bambang Dwi Atmoko, *Instagram Handbook Tips Fotografi Ponsel*. (Jakarta: Media Kita, 2012) p. 10, 28.

### c. Advantages and Disadvantages of Using Instagram in Teach Reading

#### 1) Instagram Advantages :

- a) As an interactive teaching interaction that is more effective in the process of education and teaching.
- b) Optimization of teaching and learning is not possible with the help of space and time.
- c) They were maximizing student understanding because teaching materials are not only focused on text but in the form of images, videos, audio, or other interesting media.<sup>51</sup>

Instagram can provide students with a flexible way to express themselves, so they are interested in interacting with it. Several features allow students to upload photos and videos and communicate through the available comments. The photo-sharing feature is the most popular part. Students can take pictures or photos with their cellphone cameras and immediately share them with other friends. Social features also support users to socialize. If you follow another account, any posts will automatically appear on their homepage. This allows other friends to comment on the upload. These features allow teachers to give students experience and time to read. At the same time, commenting on uploaded images or videos can create a learning community.<sup>52</sup> In addition, features on Instagram make it easier for students to remember where, with, whom, and when the photo

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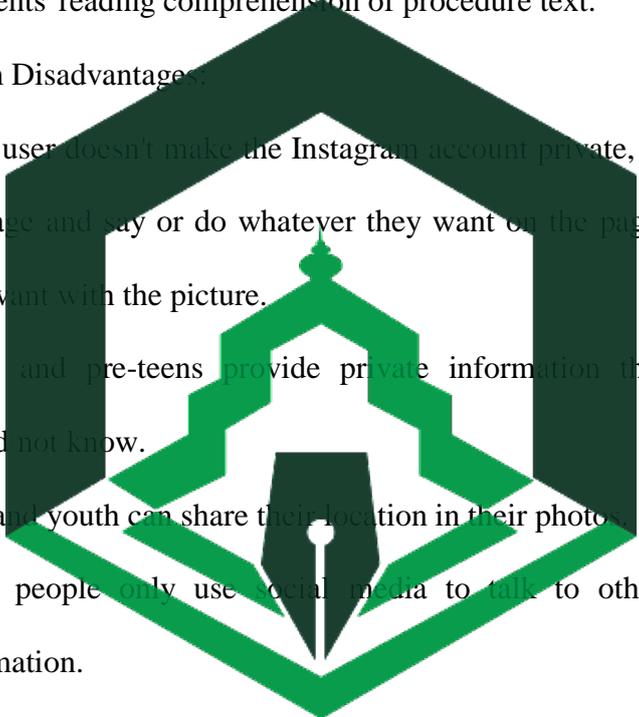
<sup>51</sup> Iswar, "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo." (IAIN Palopo, 2021).

<sup>52</sup> Marisatul Khasanah, "Peningkatan Keterampilan Menulis Descriptive Text Melalui Genre Based Approach Berbantuan Media Instagram," *Paedagogie* 13, no. 1 (2018): 9, <https://doi.org/10.31603/paedagogie.v13i1.2060>.

was taken because, on Instagram, there are locations, dates, and conversations of a person.

Based on the definition above, it can be concluded that Instagram has many features that provide benefits to support students' interest in reading. One of the benefits of using Instagram as a social media is helping to enhance students' reading comprehension. Therefore, the researcher used Instagram as a media to enhance students' reading comprehension of procedure text.

## 2) Instagram Disadvantages:

- 
- a) If the user doesn't make the Instagram account private, anyone can look at the page and say or do whatever they want on the page and do whatever they want with the picture.
  - b) Teens and pre-teens provide private information that random people should not know.
  - c) Kids and youth can share their location in their photos.
  - d) Some people only use social media to talk to other people and get information.
  - e) There is no filter to prevent kids from seeing explicit, they can see everything someone posts, but they can block the person posting and reporting the photo and the person.<sup>53</sup>

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<sup>53</sup> Iswar, "The Effectiveness of Instastory Instagram Media ( IIM ) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo." (IAIN Palopo, 2021).

#### d. Teaching Reading Comprehension Using Instagram

Teachers can use various activities to implement Instagram in their classes, for example, by utilizing online storytellers, practising grammar on photo captions, doing photojournalism, making photo requests for themselves, finding metaphors in the selected photos, and creating photo blog, finding and documenting context in photographs, conducting ethnographic studies, sharing art, and practising artistic and creative expression through self-portraits.<sup>54</sup>

Instagram can be implemented in language learning by asking students to participate in field trips and create photo stories and essays based on curriculum expectations.<sup>55</sup> Instagram positively affects some students' English skills.<sup>56</sup> In reading activities, the researcher uploaded or posted examples of procedural texts accompanied by exercises on Instagram. The post provides features on Instagram (e.g. location, time, tags, hashtags, etc.). Then, students read the procedural text uploaded by the researcher and do the exercises by answering them in the comments column. Then, the researcher checked the students' reading and answers. Students can use Instagram to read comprehension and learn procedural texts.

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<sup>54</sup> Spencer, J. "Ten ideas for using Instagram in the classroom." Available at: <http://www.educationrethink.co/m/2012/07/ten-ideasfor-usinginstagram-in.html> (2012).

<sup>55</sup> Bell, M. A., "Picture this! Using Instagram with students." *Internet@ Schools* 20.4 (2013): 23-25.

<sup>56</sup> Handayani, Fitri. "Instagram as a teaching tool? Really?." *Proceedings of ISELT FBS Universitas Negeri Padang* 4.1 (2015): 320-327.

### C. Conceptual Framework

In this research, the researcher uses Instagram as a media to enhance students' reading comprehension of procedure texts. The conceptual framework that underlies this research can be seen in the diagram below:

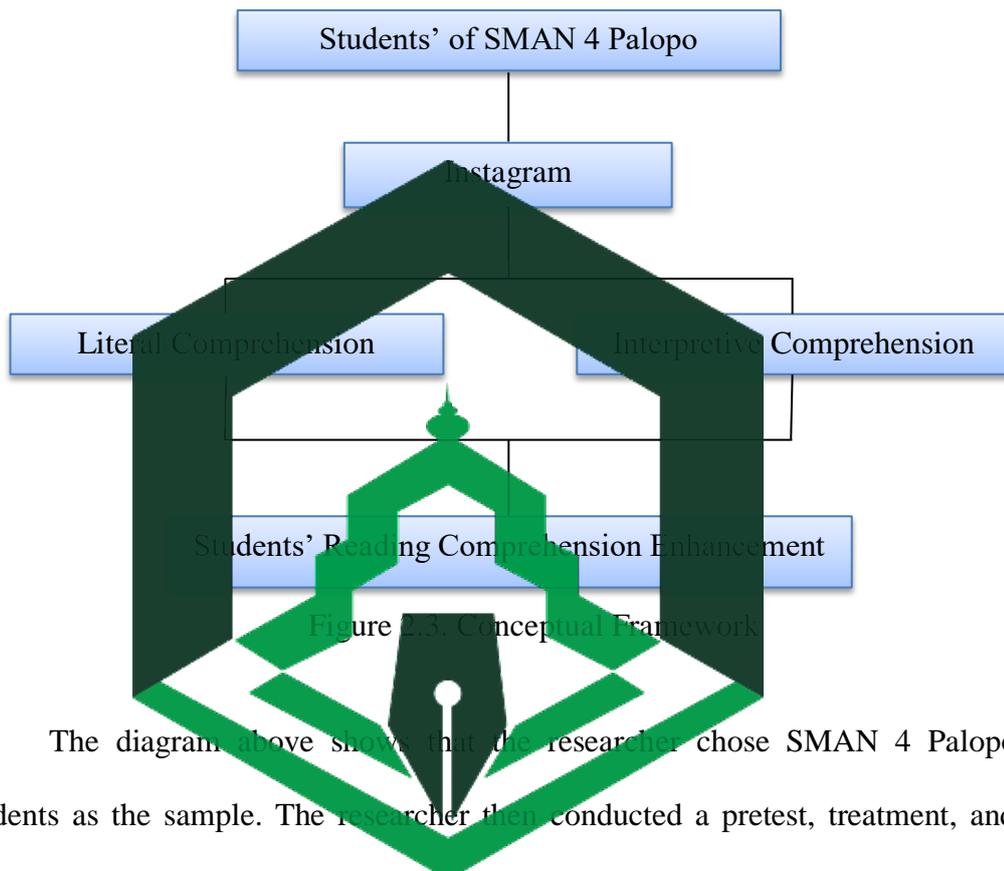


Figure 4.3. Conceptual Framework

The diagram above shows that the researcher chose SMAN 4 Palopo students as the sample. The researcher then conducted a pretest, treatment, and posttest. Researchers use Instagram as a learning medium to improve students' reading comprehension, especially at the literal and interpretive levels. The aim is to use Instagram as a learning medium aiming to find empirical evidence of increasing students' reading comprehension and the significance of the effectiveness of teaching reading comprehension of procedure texts.

#### D. Hypothesis

Based on the theory above, the research hypothesis is formulated as follows:

1.  $H_0$ : The use of Instagram is not more effective to enhance students' literal comprehension than those to although by konvensional at SMAN 4 Palopo.

$H_1$ : The use of Instagram is more effective to enhance students' literal comprehension than those to although by konvensional at SMAN 4 Palopo.

2.  $H_0$ : The use of Instagram is not more effective to enhance students' interpretive comprehension than those to although by konvensional at SMAN 4 Palopo.

$H_1$ : The use of Instagram is more effective to enhance students' interpretive comprehension than those to although by konvensional at SMAN 4 Palopo.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher collects, manages, and analyzes data to get research conclusions. This research is quantitative. This research design is experimental. Experimental design involves the study of the effects of systematically manipulating one variable on another. In an experiment, researchers will test an idea (practice or procedure) to determine whether an independent variable affects the dependent variable.<sup>57</sup>

This research used a quasi-experimental design consisting of two groups: experimental and control groups. The experimental group received Instagram treatment, and the control group received conventional learning. Both groups were given pre-test and post-test. The pattern of this research design is described as follows:

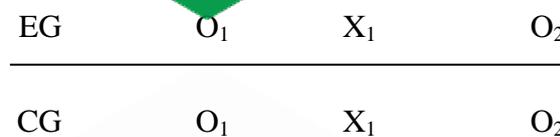


Figure 3.1. Research Design<sup>58</sup>

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<sup>57</sup> Siti Hardiyanti, "The Effect of Using Picture Series on Students Reading Comprehension of Procedure Text at MA Hidayatul Insan Palangka Raya." (Study Program of English Education, 2020).

<sup>58</sup> Gay, L.R., E. Millis, Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (New Jersey. Prentise Hall, 2006).

**Notes :**

EG: Experimental group

CG: Control group

O<sub>1</sub>: Pretest

O<sub>2</sub>: Posttest

X<sub>1</sub>: The treatment by using Instagram

X<sub>2</sub>: The treatment by using conventional

**B. Variables of the Research**

In conducting this research, the researcher used two kinds of variables: the dependent and independent variables.

1. Independent variable (X): Instagram
2. Dependent variable (Y): Reading Comprehension

**C. Location of the Research**

This research was conducted on XI-grade students at SMAN 4 Palopo, Jl. Bakau, Kel. Balandai, Kec. Bala, Kota Palopo, Sulawesi Sulawesi, with zip code 91914.

**D. Population and Sample**

1. Population

The population in this research were students of XI grade at SMAN 4 Palopo, where the total population was approximately 120 students from 4 classes, namely XI MIPA 1, XI MIPA 2, XI IPS 1, and XI IPS 2.

## 2. Sample

The researcher used a purposive sampling technique. The researcher took two classes, XI IPS 1 and XI IPS 2, as samples because both groups have low reading comprehension based on student learning outcomes. XI IPS 1 is the experimental group with 30 students, and XI IPS 2 is the control group with 30 students, so the total sample is 60 students. The age of students varies between 14-15 years.

## E. Instrument of the Research

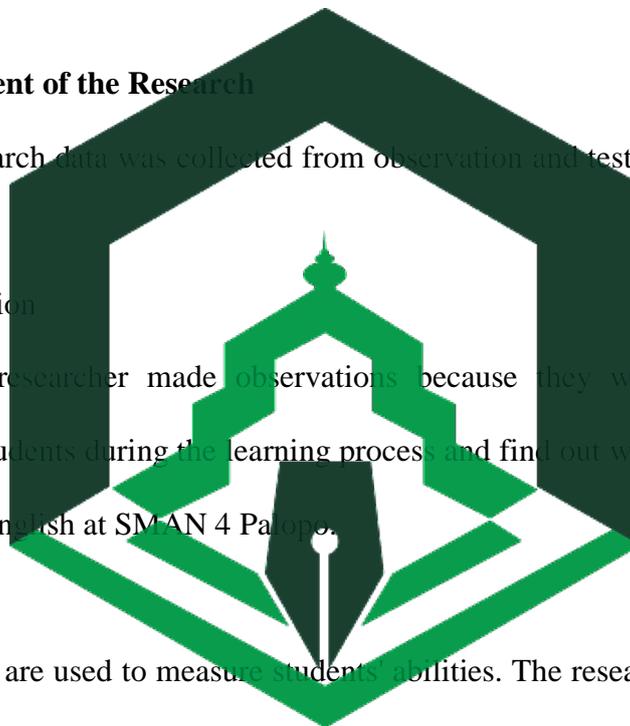
Research data was collected from observation and tests. The description is as follows:

### 1. Observation

The researcher made observations because they wanted to know the activity of students during the learning process and find out what the problem was in learning English at SMAN 4 Palopo.

### 2. Test

Tests are used to measure students' abilities. The researcher offers pre-test and post-test to show how to enhance students' reading comprehension of procedure text. The pre-test measures students' reading comprehension first, while the post-test determines the reading comprehension of the procedure text after being given treatment. The form of the test for the pre-test and post-test was the same, but the researcher randomized the numbers on the post-test questions. The test is multiple choice with a total of 20 questions and consists of two levels of comprehension, namely:



- a. Literal questions consisted of 10 items, namely numbers 1, 3, 4, 6, 8, 11, 15, 16, 18, and 20;
- b. Interpretive questions consisted of 10 items, namely numbers 2, 5, 7, 9, 10, 12, 13, 14, 17, and 19.

#### **F. Validity of The Research**

In this case, the researcher wants to know whether the test can provide results in measuring students' reading comprehension of procedure texts. The researcher made feasible aspects of the validity of the test instrument, and the researcher asked experts to provide corrections and fill in the eligibility aspects (IAIN Palopo Lecturer).

#### **G. Procedure of Collecting Data**

The procedure for collecting data from both the experimental and control groups in this research are as follows:

##### **1. Pre-test**

The researcher gave both the experimental and control groups a reading test for the pre-test. The pre-test was given at the first meeting to identify students' prior knowledge or to determine students' reading comprehension before and after treatment. In this test, students are asked to answer a test. It took 60 minutes to complete.

##### **2. Treatment**

The researcher gave treatment using Instagram for the experimental group and conventional teaching for the control group. The reading test used at each meeting was the same in both groups. Giving tests directs students to deepen

students reading comprehension skills. The researcher gave treatment for four meetings, each lasting 80 minutes. The details for this step are as follows:

a. Experimental group

The researcher gave treatment to the experimental group by using Instagram as a media for learning reading comprehension. The research treatment was carried out for four meetings. In each meeting, students are given reading material uploaded on Instagram. The details for this step are as follows:

- 1) The researcher opened the class by greeting them and asking about the students' condition.
- 2) The researcher checked the attendance list.
- 3) The researcher explained reading comprehension and procedure text to students.
- 4) The researcher instructed the students to prepare their Instagram accounts and follow the Instagram accounts that the researcher had created.
- 5) The researcher uploaded examples of procedure text accompanied by several questions, which consist of literal comprehension and interpretive comprehension, and instructed students to read examples of procedure texts that the researcher uploaded and directed students to answer questions in the comments column.
- 6) The researcher checked student reading and student answers in the comments column on Instagram.
- 7) The researcher reviewed the material before closing the lesson and closing the meeting with a prayer.

#### b. Control Group

The researcher gave treatment to the control group using conventional methods. The research treatment was carried out for four meetings. This group studied reading texts in the same form as the experimental group, namely procedural texts with the same reading comprehension level. The details for this step are as follows:

- 1) The researcher opened the class by greeting them and asking about the students' condition.
- 2) The researcher checked the attendance list.
- 3) The researcher explained reading comprehension and procedure text to students.
- 4) The researcher distributed to students examples of procedure text accompanied by several questions.
- 5) The researcher instructed students to read examples of procedure texts and answer questions consisting of literal comprehension and interpretive comprehension of the text on the papers that have been distributed.
- 6) The researcher checked student reading and student answers.
- 7) The researcher reviewed the material before closing the lesson and closing the meeting with a prayer.

#### 3. Post-Test

The researcher evaluated the students with the same test form on the pretest. From the scores of this test, the researcher intends to measure whether

students are progressing by using Instagram as a media to enhance students' reading comprehension of conventional procedural texts and strategies.

## H. Technique of Data Analysis

The researcher analyzes the data using the following procedure:

1. Scoring and converting the students' answers on pre-test and post-test. The students' correct answers got 1, and the wrong answer got 0. The formula for indicating the students' scores as follows:

$$\text{Score} = \frac{B}{N} \times 100$$

Where:

B: Frequency of the correct answers

N: Number of test items<sup>59</sup>

Table 3.1. The Conversion of Students' Scores in Reading Comprehension

No	The Number of the Students' correct answer	Score
1	20	100
2	19	95
3	18	90
4	17	85
5	16	80
6	15	75
7	14	70
8	13	65
9	12	60
10	11	55
11	10	50
12	9	45
13	8	40
14	7	35
15	6	30
16	5	25
17	4	20
18	3	15
19	2	10
20	1	5
21	0	0

<sup>59</sup> Sudijono, Anas. "Pengantar evaluasi pendidikan." (2001).

Table 3.2. The Conversion of Students' Scores in Each Level of Comprehension (Literal and Interpretive)

No	The number of students' correct answer	Score
1	10	100
2	9	90
3	8	80
4	7	70
5	6	60
6	5	50
7	4	40
8	3	30
9	2	20
10	1	10
11	0	0 <sup>60</sup>

2. Classifying student answer scores. The researcher used standard student assessment criteria to assess the level of students' reading comprehension. But then simplified into seven classification levels as follows:

Table 3.3. Scoring Classification of Students' Reading Achievement

No	Interval Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor <sup>61</sup>

3. Using SPSS 22, measure the mean score and standard deviation of students.

<sup>60</sup> Husnaini, "The Effectiveness of Know –Want-Learn (KWL) Strategy in Teaching Reading Comprehension," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 6, no. 2 (2018): 36–42, <https://doi.org/10.24256/ideas.v6i2.512>.

<sup>61</sup> Depdiknas, *Pembelajaran Bahasa Inggris*. (Jakarta: Badan Standar Nasional Pendidikan 2006).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this section, the researcher showed the learning outcomes of XI-grade students at SMAN 4 Palopo. It consists of the scores of students from the experimental and control groups in the pre-test and post-test. The researcher reported each group's results by comparing the two groups' pre-test and post-test results. The research results are as follows:

##### 1. Students' reading comprehension achievement on the literal level

a. Students' reading comprehension achievement on the literal level of experimental and control groups

In the table below, the researcher shows the achievements of each group by comparing the results of the pre-test and post-test with the level of literal comprehension of the experimental and control groups. The achievements can be seen in the following table.

Table 4.1. Students' reading comprehension achievement on the literal level of experimental and control groups

No	Students	Literal Comprehension			
		Experimental		Control	
		Pre-test	Post-test	Pre-test	Post-test
1	S1	50	90	60	90
2	S2	50	100	50	70
3	S3	50	100	30	80
4	S4	60	100	40	90
5	S5	10	100	60	90
6	S6	60	100	20	80
7	S7	40	100	40	90
8	S8	10	90	30	100
9	S9	40	100	30	60

10	S10	30	100	20	90
11	S11	60	100	20	80
12	S12	20	80	60	90
13	S13	30	100	50	100
14	S14	20	100	30	90
15	S15	40	100	40	70
16	S16	10	90	50	90
17	S17	40	100	30	70
18	S18	50	100	40	90
19	S19	30	100	20	70
20	S20	20	100	40	80
21	S21	20	100	20	60
22	S22	30	100	50	90
23	S23	50	100	20	80
24	S24	60	100	60	100
25	S25	20	100	30	70
26	S26	30	100	10	60
27	S27	70	100	50	80
28	S28	20	90	20	70
29	S29	40	100	40	90
30	S30	30	90	20	70
Mean Score		1090	2930	1080	2440
		36.33	97.67	36.00	81.33

The table above shows the results of the pre-test and post-test of the experimental group and the control group. Where the level of students' literal comprehension of the results of the pre-test in the experimental group was 36.33 and in the control group was 36.00, while the level of students' literal comprehension of the results of the post-test in the experimental group was 97.67 and in the control group was 81.33.

*1) Distribution score of students' pre-test on the literal level of experimental and control groups*

In the table below, the researcher shows the pre-test scores at the level of literal comprehension and percentage for the experimental and control groups.

Table 4.2. Frequency and percentage of students' pre-test on the literal level of experimental and control groups

No	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	1	3,34%	0	0
5	Fair	56-65	4	13,33%	4	13,33%
6	Poor	36-55	10	33,33%	11	36,67%
7	Very Poor	0-35	15	50%	15	50%
Total			30	100%	30	100%

The table above shows the student frequency and the percentage of student classification scores from the pre-test results of the two groups. In the experimental group, no students were classified as excellent, very good, or good. However, 1 student (3.34%) was classified as fairly good, 4 students (13.33%) were in fair classification, 10 students (33.33%) were in poor classification, and 15 students (50%) were in very poor classification.

While in the control group, it was the same as the experimental group. That is, there were no students classified as excellent, very good, and fairly good. However, 4 students (13.33%) were in fair classification, 11 students (36.67%) were in poor classification, and 15 students (50%) were in very poor classification.

## 2) *Distribution score of students' post-test on the literal level of experimental and control groups*

After giving treatment to the experimental group and the control group. The results of the pre-test and post-test scores were significantly different. The table below shows the post-test achievement at the literal comprehension level in both groups:

Table 4.3. Frequency and percentage of students' post-test on the literal level of experimental and control groups

No	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent	96-100	24	80%	3	10%
2	Very Good	86-95	5	16,67%	11	36,67%
3	Good	76-85	1	3,33%	6	20%
4	Fairly Good	66-75	0	0	7	23,33%
5	Fair	56-65	0	0	3	10%
6	Poor	36-55	0	0	0	0
7	Very Poor	0-35	0	0	0	0
Total			30	100%	30	100%

The table above shows the frequency and percentage of student classification scores on the post-test results of the two groups. The results showed differences in the post-test scores of students at the literal level in the experimental and control groups. In the experimental group, most of the students were classified as excellent, where 24 students (80%) were in excellent classification, 5 students (16.67%) were in very good classification, and 1 student (3.33%) was classified as good. No students were classified as fairly good, fair, poor, and very poor.

While in the control group, the data showed that only 3 students (10%) in the control group were classified as excellent. In contrast to the experimental group, most of the students were classified as very good. Where 11 students (36.67%) were classified as very good, 6 students (20%) were classified as good, 7 students (23.33%) were classified as fairly good, 3 students (10%) were classified as fair, and no students were poor and very poor.

### 3) *The mean score and standard deviation of students' pre-test on the literal level of experimental and control groups*

The results of students' pre-test at the level of literal comprehension obtained before being given treatment to students can be seen in the table below:

Table 4.4. The mean score and standard deviation of students' pre-test on the literal level of experimental and control groups

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	36.33	16.914	3.088
Control	30	36.00	14.762	2.695

The table above shows that the average pre-test score of students at the level of literal comprehension of the experimental group was 36.33, and that of the control group was 36.00. Table 4.4. shows that the student scores are not much different. This means that students' reading comprehension at the literal level is almost the same in the experimental group and the control group before being given treatment. It also shows that the standard deviation value of the experimental group was 16.914, and that of the control group was 14.762. Before treatment, the average standard error in the experimental group was 3.088, and in the control group was 2.695. That is, there are differences in the data distribution between the two groups, but the differences are not too great.

4) *The calculation of the Mann-Whitney test pre-test on the literal level of experimental and control groups*

The researcher used the Mann-Whitney Test to determine whether the two means differ significantly at the chosen probability level (0.05). The data in the table below shows the achievements of the experimental group and the control group at the level of literal comprehension before being given treatment. The Mann-Whitney Test below was used to determine whether the difference between the two groups was statistically significant or not.

Table 4.5. Mann-Whitney test of students pre-test on the literal level of experimental and control groups

	Groups	N	Mean Rank	Sum of Ranks
Student learning outcomes	Pre-test Experiment	30	30.60	918.00
	Pre-test Control	30	30.40	912.00
	Total	60		

Table 4.6. Test Statistics of students pre-test on the literal level of experimental and control groups

	Student learning outcomes
Mann-Whitney U	447.000
Wilcoxon W	912.000
Z	-.045
Asymp. Sig. (2-tailed)	.964

From the table above, the statistical hypothesis based on the probability value statistical test (Asymp. Sig. 2-tailed), the probability value is higher than alpha ( $.964 > 0.05$ ). This means that the pre-test comprehension scores of the experimental and control groups' literal levels were not significantly different. In other words, the achievement of students' reading comprehension at the level of literal comprehension in the experimental group and the control group before being given almost the same treatment.

5) *The mean score and standard deviation of students' post-test on the literal level for experimental and control groups*

The table below shows the average post-test scores of students at the level of literal comprehension of the experimental group and the control group after the two groups received different treatments. Data can be seen in the following table:

Table 4.7. The mean score and standard deviation of students' post-test on the literal level of experimental and control groups

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	97.67	5.040	.920
Control	30	81.33	11.958	2.183

The table above shows a difference between the average scores of the experimental group and the control group at the literal comprehension level, where the average score of the experimental group is higher than that of the control group ( $97.67 > 81.33$ ). The standard deviation value indicates that the standard deviation value of the experimental group is lower than that of the

control group (.920<2.183). That is, students who were taught to use Instagram showed better enhancement than students who were not taught to use Instagram.

6) *The calculation of the Mann-Whitney test post-test on the literal level of experimental and control groups*

The data in the table below shows the achievement of the experimental group and the control group at the literal comprehension level after treatment.

Table 4.8. Mann-Whitney test of the students' post-test on the literal level of experimental and control groups

	Groups	N	Mean Rank	Sum of Ranks
Student learning outcomes	Post-test Experiment	30	42.32	1269.50
	Post-test Control	30	18.68	560.50
	Total	60		

Table 4.9. Test Statistics of the students' post-test on the literal level of experimental and control groups

	Student learning outcomes
Mann-Whitney U	95.500
Wilcoxon W	560.500
Z	-5.565
Asymp. Sig. (2-tailed)	.000

The table above shows that the statistical hypothesis was based on a statistical test on the probability value (Asymp. Sig. 2-tailed). The probability value is lower than alpha (.000<0.05). That is, the achievement of students' reading comprehension at the literal level of the two groups after being given treatment was significantly different. And related to the previous results, the average score of the experimental group student learning outcomes was much better than the control group learning outcomes. In other words, Instagram was more effective than non-Instagram in enhancing students' reading comprehension at the literal level at SMAN 4 Palopo.

7) *Students' reading comprehension achievement on the literal level of experimental and control groups*

The table of student learning outcomes data at the level of literal comprehension in the two groups as a whole can be seen in the following table:

Table 4.10. Students' reading comprehension achievement on the literal level of experimental and control groups

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

The table above shows that the mean values shown in the pre-test and post-test of the two groups are different. The mean pre-test scores at the literal level of the experimental group and the control group were statistically the same before being given treatment. After being given the treatment, the post-test scores were statistically different in the two groups. Table 4.10 above also shows that the student's reading comprehension at the pre-test and post-test literal level in the experimental group is significantly different because the probability value (Asymp. Sig. 2-tailed) is lower than alpha (.000<0.05).

Likewise, in the experimental group, students' reading comprehension at the literal pre-test and post-test control group levels differed significantly because the probability value (Asymp. Sig. 2-tailed) was lower than alpha (.000<0.05). Although the probability values (Asymp. Sig. 2-tailed) in the experimental and control groups are the same, the post-test mean scores in the two groups are different. This means that after being given treatment, the achievement of students' reading comprehension at the literal level in the experimental group is better than the control group.

Table 4.11. The Wilcoxon Signed Ranks test of pre-test and post-test on the literal level of experimental and control groups

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

Based on Table 4.11. the data shows that the negative rank between the literal level students' reading comprehension learning outcomes for the pre-test and post-test was 0. This value indicates no decrease from the pre-test to the post-test scores. Positive ranks between learning outcomes for the pre-test and post-test. There were 30 positive data (N) which means that the 30 students experienced an increase in learning outcomes of students' reading comprehension at the literal level from pre-test scores to post-test scores. The mean rank was 15.50, while the sum of rank was 465.00. Ties are the similarity of pre-test and post-test scores. The value of attachment to the data shows 0, so it can be said that there is no the same value between the pre-test and post-test in the two groups.

Table 4.12. Test Statistics of pre-test and post-test on the literal level of experimental and control groups

	Post-Test Experiment - Pre-Test Experiment	Post-Test Control - Pre-Test Control
Z	-4.802 <sup>b</sup>	-4.816 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.000

The researchers used the Wilcoxon test with SPSS version 22 to evaluate the results. The basis for decision-making with the Wilcoxon test is if the Asymp. Sig value <0.05, then the hypothesis is accepted. In addition, if the Asymp. Sig.2-tailed value was >0.05, and the hypothesis is rejected. The results of the t-test in this study showed that the Asymp. Sig.2-tailed value in the experimental group

was .000, and the control group was .000. The Asymp. Sig.2-tailed value shown in both groups was equal to and smaller than the standard P-value of 0.05 ( $.000 < 0.05$ ). This shows that hypothesis null ( $H_0$ ) was rejected, and hypothesis alternative ( $H_1$ ) was accepted because of the P-value  $< \alpha$ .

## 2. Students' reading comprehension achievement on the interpretive level

### a. Students' reading comprehension achievement on the interpretive level of experimental and control groups

In this section, the researcher reports the results of each group by comparing the pre-test and post-test results for the level of interpretive comprehension of the experimental and control groups. The results can be seen in the following table:

Table 4.13. Students' reading comprehension achievement on the interpretive level of experimental and control groups

No	Students	Interpretive Comprehension			
		Experimental		Control	
		Pre-test	Post-test	Pre-test	Post-test
1	S1	20	90	40	90
2	S2	10	90	10	80
3	S3	20	100	20	70
4	S4	40	100	30	80
5	S5	40	100	20	80
6	S6	30	100	10	40
7	S7	30	100	0	60
8	S8	20	80	40	80
9	S9	40	100	10	70
10	S10	10	90	40	90
11	S11	40	100	10	70
12	S12	10	90	40	90
13	S13	30	100	40	70
14	S14	20	80	20	60
15	S15	20	100	20	80
16	S16	10	90	40	80
17	S17	10	100	20	70

18	S18	20	100	30	80
19	S19	40	100	0	50
20	S20	10	80	20	70
21	S21	20	100	10	60
22	S22	30	100	20	90
23	S23	30	100	20	70
24	S24	40	100	40	80
25	S25	20	100	20	70
26	S26	20	80	10	40
27	S27	20	90	10	70
28	S28	10	90	20	60
29	S29	20	100	30	90
30	S30	10	90	20	70
Mean Score		690	2846	660	2160
		23.00	94.67	22.00	72.00

The table above shows a comparison of the results of the pre-test and post-test of the experimental group and the control group. The level of students' interpretive comprehension of the pre-test results of the experimental group was 23.00, and the control group was 94.67. While the level of students' interpretive comprehension of the post-test results in the experimental group was 22.00, and in the control group was 72.00.

*1) Distribution score of students' pre-test on interpretive level of experimental and control groups*

In the table below, the researcher shows the pre-test results on the level of interpretive comprehension and percentage for the experimental and control groups. The data can be seen as follows:

Table 4.14. Frequency and percentage of students' pre-test on an interpretive level of experimental and control groups

No	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	0	0	0	0

5	Fair	56-65	0	0	0	0
6	Poor	36-55	6	20%	7	23,33%
7	Very Poor	0-35	24	80%	23	76,67%
Total			30	100%	30	100%

The table above shows the student frequency and the percentage of student classification scores on the pre-test results of the two groups. The results showed that in the experimental group, there were no students classified as excellent, very good, good, fairly good, and fair. However, 6 students (20%) were in poor classification, and some were classified as very poor, whereas 24 students (80%) were in very poor classification.

While in the control group, it was almost the same as the experimental group. No students were classified as excellent, very good, good, fairly good, and fair. However, 7 students (23.33%) were in poor classification, and 23 students (76.67%) were in very poor classification.

## 2) *Distribution score of students' post-test on interpretive level of experimental and control groups*

After giving treatment to the experimental group and the control group. Then the results of the pre-test and post-test values were significantly different. The following is the post-test achievement at the level of interpretive comprehension in the experimental group and the control group:

Table 4.15. Frequency and percentage of students' post-test on interpretive level of experimental and control groups

No	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent	96-100	18	60%	0	0
2	Very Good	86-95	8	26,67%	5	16,67%
3	Good	76-85	4	13,33%	8	26,67%
4	Fairly Good	66-75	0	0	10	33,33%
5	Fair	56-65	0	0	4	13,33%
6	Poor	36-55	0	0	3	10%
7	Very Poor	0-35	0	0	0	0
Total			30	100%	30	100%

The table above shows the student frequency and the percentage of student classification scores on the pre-test results of the two groups. In the experimental group, most students were classified as excellent, where 18 students (60%) were in excellent classification, 8 students (26.67%) were in very good classification, 4 students (13.33%) were in good classification, and the experimental group, there were no students classified as fairly good, fair, poor, and very poor.

While in the control group, the data showed that none of the students were classified as excellent. Where 5 students (16.67%) were in very good classification, 8 students (26.67%) were in good classification, 10 students (33.33%) were in fairly good classification, 4 students (13.33%) were in fair classification, 3 students (10%) were classified as poor and no students classified as very poor.

3) *The mean score and standard deviation of students' pre-test on the interpretive level of experimental and control groups*

The results of the students' pre-test at the level of interpretive comprehension obtained before being given treatment can be seen in the following table:

Table 4.16. The mean score and standard deviation of students' pre-test on the interpretive level of experimental and control groups

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	23.00	10.875	1.986
Control	30	22.00	12.429	2.269

The table above shows that the average score of students' pre-test at the level of interpretive comprehension of the experimental group was 23.00, and that of the control group was 22.00. Table 4.16. shows a difference in the average score of the two groups at the interpretive level before being given treatment. The

standard deviation value also looks different. The standard deviation value for the experimental group was 10.875 lower than the control group, namely 12.429.

4) *The calculation of the Mann-Whitney test pre-test on the interpretive level of experimental and control groups*

The researcher used the Mann-Whitney Test to determine whether the two means differ significantly at the chosen probability level (0.05). The data in the table below shows the achievements of the experimental group and the control group at the level of literal comprehension before being given treatment. The Mann-Whitney Test below was used to determine whether the difference between the two groups was statistically significant or not.

Table 4.17. Mann-Whitney test of students pre-test on interpretive level of experimental and control groups

	Groups	N	Mean Rank	Sum of Ranks
Student learning outcomes	Pre-test Experiment	30	31.17	935.00
	Pret-test Control	30	29.83	895.00
	Total	60		

Table 4.18. Test Statistics of students pre-test on interpretive level of experimental and control groups

	Student learning outcomes
Mann-Whitney U	430.000
Wilcoxon W	895.000
Z	-.308
Asymp. Sig. (2-tailed)	.758

From the table above, the statistical hypothesis based on the probability value statistical test (Asymp. Sig.2-tailed), the probability value is greater than alpha (.758>0.05). This means that the pre-test comprehension scores at the interpretive level of the experimental and control groups were not significantly different. In other words, the achievement of students' reading comprehension at the level of interpretive comprehension in the experimental group and the control group before being given almost the same treatment.

5) *The mean score and standard deviation of students' post-test on interpretive level for experimental and control groups*

The table below shows the results of the average post-test scores of students at the interpretive level of the experimental and control groups after being given different treatments in the two groups. Data can be seen in the following table:

Table 4.19. The mean score and standard deviation of students' post-test on the interpretive level of experimental and control groups

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	94.67	7.303	1.333
Control	30	72.00	13.493	2.464

The table above shows a difference between the average scores of the experimental group and the control group at the level of interpretive comprehension, with the average score of the experimental group being higher than the average score of the control group ( $94.67 > 72.00$ ). That is, students who were taught to use Instagram showed better enhancement than students who were not taught to use Instagram. The standard deviation value indicates that the data in the experimental group is more homogeneous than the control group because the standard deviation value of the experimental group was lower than the control group ( $7.303 < 13.493$ ).

6) *The calculation of the Mann-Whitney test post-test on the interpretive level of experimental and control groups*

The data in the table below shows the achievement of the experimental group and the control group at the interpretive level after treatment.

Table 4.20. Mann-Whitney test of the students' post-test on the interpretive level of experimental and control groups

	Groups	N	Mean Rank	Sum of Ranks
Student learning outcomes	Post-test Experiment	30	43.63	1309.00
	Post-test Control	30	17.37	521.00
	Total	60		

Table 4.21. Test Statistics of the students' post-test on the interpretive level of experimental and control groups

	Student learning outcomes
Mann-Whitney U	56.000
Wilcoxon W	521.000
Z	-5.976
Asymp. Sig. (2-tailed)	.000

The table above shows that the statistical hypothesis is based on statistical tests on the probability value (Asymp. Sig. 2-tailed). The probability value is lower than alpha ( $.000 < 0.05$ ). That is, students' reading comprehension at the interpretive level of the two groups after being given treatment was significantly different. Based on the previous results, the average score of the experimental group's learning outcomes was better than the control group's learning outcomes. In other words, Instagram was more effective than non-Instagram in enhancing students' reading comprehension at the interpretive level at SMAN 4 Palopo.

7) *Students' reading comprehension achievement on the interpretive level of experimental and control groups*

The table of student learning outcomes data at the interpretive level of the two groups as a whole can be seen in the following table:

Table 4.22. Students' reading comprehension achievement on the interpretive level of experimental and control groups

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

The table above shows that the two groups' average scores on the pre-test

and post-test results are different. The pre-test mean scores at the level of interpretive comprehension for the experimental group and the control group were statistically almost the same before being given treatment. After being given the treatment, the results of the post-test scores in the two groups were statistically different. Table 4.22. It also shows that students' reading comprehension on the interpretive level pre-test and post-test in the experimental group is significantly different because the probability value (Asymp. Sig. 2-tailed) was lower than alpha ( $.000 < 0.05$ ).

Likewise with the experimental group, the pre-test and post-test results of the control group were significantly different because the probability value (Asymp. Sig. 2-tailed) was lower than alpha ( $.000 < 0.05$ ). Although the probability value (Asymp. Sig. 2-tailed) was the same in the experimental and control groups, the post-test mean scores in the two groups differed. That is, after the treatment, the level of students' reading comprehension in the experimental group was better than the control group after the treatment.

Table 4.23. The Wilcoxon Signed Ranks test of Pre-Test and Post-Test on interpretive level of experimental and control groups

		N	Mean Rank	Sum of Ranks
Post-test Experiment - Pre-test Experiment	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	30 <sup>b</sup>	15.50	465.00
	Ties	0 <sup>c</sup>		
	Total	30		
Post-test Control - Pre-test Control	Negative Ranks	0 <sup>d</sup>	.00	.00
	Positive Ranks	30 <sup>e</sup>	15.50	465.00
	Ties	0 <sup>f</sup>		
	Total	30		

Based on Table 4.23, the data shows that the negative rank between students' reading comprehension at the interpretive level for the pre-test and post-test was 0. This value indicates no decrease from the pre-test to the post-test.

Positive ranks between learning outcomes for the pre-test and post-test. There are 30 positive data (N) which means that the 30 students experienced an increase in reading comprehension results at the interpretive level of students from pre-test to post-test scores. The mean rank was 15.50, while the sum of rank was 465.00. Ties are the similarity of pre-test and post-test scores. The value of attachment to the data shows 0, so it can be said that there is no the same value between the pre-test and post-test in the two groups.

Table 4.24. Test Statistics of Pre-Test and Post-Test on interpretive level of experimental and control groups

	Post-Test Experiment - Pre-Test Experiment	Post-Test Control - Pre-Test Control
Z	-4.802 <sup>a</sup>	-4.816 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.000

The researcher used the Wilcoxon test with SPSS version 22 to evaluate the results. The basis for decision-making with the Wilcoxon test is if the Asymp. Sig. 2-tailed value  $< 0.05$ , then the hypothesis is accepted. In addition, if the value of Asymp. Sig. 2-tailed  $> 0.05$ , then the hypothesis is rejected. The results of the t-test in this study showed that the Asymp. Sig.2-tailed value in the experimental group was .000, and the control group was .000. The Asymp. Sig.2-tailed value shown in both groups was equal to and smaller than the standard P-value of 0.05 ( $.000 < 0.05$ ). This shows that hypothesis null ( $H_0$ ) was rejected, and hypothesis alternative ( $H_1$ ) was accepted because of the P-value  $< \alpha$ .

## B. Discussion

In this study, the researcher measured students' reading comprehension using Instagram and conventional. The discussion concerns the research results

according to students' reading comprehension from the pre-test and post-test results of the experimental and control groups.

1. Achievement of students' reading comprehension at the literal level of the experimental group and the control group

Achievement of students' pre-test results at the literal level of the experimental and control groups was in the classification of fairly good, fair, poor, and very poor. In contrast to the results of the pre-test, the results of the post-test showed that the post-test results of the experimental group students had increased. Most experimental group students were classified as excellent, very good, and good. In contrast, in the control group, some students were classified as excellent, very good, good, fairly good, and fair.

Before being given treatment, both groups had low abilities at the level of literal comprehension. This is shown in Table 4.4, that the mean score of the experimental and control groups on the pre-test results is low. The mean value in the experimental group was 36.35, and the control group was 36.00. From these findings, the researcher concluded that the student's achievement at the level of literal comprehension before being given treatment was statistically almost the same.

Student learning outcomes that were low in the pre-test would be much better after being given treatment using Instagram, especially in the experimental group. The mean post-test score of students in the experimental group was 97.67, while in the control group, it was 81.33.

The increase in students' literal comprehension in the control group was less significant than in the experimental group because the control group was only given conventional teaching. In the control group, students were only given a paper containing the same material as the experimental group. Even with the same material, the treatment given to the two groups was different, so the post-test results in the two groups were different in line with Rahmawati & Sulistyorini's research, which said that Instagram was more effective in improving students' procedure writing skills compared to using conventional teaching<sup>62</sup>. In other words, using Instagram as a learning media makes a more significant contribution than conventional teaching to enhance students' reading comprehension at the literal level.

Using Instagram makes learning more efficient and interesting because students no longer need paper to submit their work. They use their smartphones, take advantage of the comment column feature to communicate with each other and answer the exercises given in this feature so that learning does not seem rigid and students can enjoy the learning process. This is in line with Rifki Irawan's research, which says that using Instagram for learning can increase the effectiveness of learning activities in terms of time, effort, and equipment.<sup>63</sup> This statement is supported by Iswar, who found that using Instagram helps teachers increase students' interest in learning so that students are more enthusiastic and

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<sup>62</sup> Sulistyorini, "The Use of Instagram in Improving Students' Skill of Writing Procedure Text." *English Language and Literature International Conference (ELLiC)*, (2019).

<sup>63</sup> Rifki Irawan, "Improving the Writing Learning Process of Grade VIII Students of SMP N 1 Pleret through Facebook Group in the Academic Year of 2014/2015" (Yogyakarta State University, 2015).

motivated to learn English.<sup>64</sup> Students are motivated to listen to the teacher when the teaching and learning process is fun. They are active in learning, so using Instagram increases student engagement and learning outcomes.

Using Instagram helps teachers engage students from the start of the lesson by activating their prior knowledge and keeping them engaged when thinking about what they have learned. Therefore, the use of Instagram significantly contributes to enhancing students' reading comprehension at the literal level.

## 2. Achievement of students' reading comprehension at the interpretative level of the experimental group and the control group

Most of the students' pretest results at the level of interpretive comprehension in both the experimental and control groups are in the poor and very poor classifications. Different conditions occurred in the results of the students' post-test. Most of the students in the experimental group were classified as excellent, very good, and good, while in the control group, no students were classified as excellent. However, most students are classified as very good, good, fairly good, fair, and poor.

After being given treatment in both groups, there was a significant difference between the mean pre-test and post-test scores. The mean pre-test score of students in the experimental group was 23.00, and the average post-test score of students in the experimental group was 94.67. This means that the average

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<sup>64</sup> Iswar, "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo." (IAIN Palopo, 2021).

value of the pre-test was lower than the post-test. In other words, there was a significant increase after being given treatment using Instagram in the teaching and learning process. While the mean pre-test score of students in the control group was 22.00, and the mean post-test score of students in the control group was 72.00. This means that the mean value of the post-test had increased from before but was still lower than the average value of the experimental group.

The increase in students' interpretive comprehension in the control group was less significant than in the experimental group because the control group was only given conventional teaching. In the control group, students were only given a paper containing the same material as the experimental group. Even with the same material, the treatment given to the two groups was different, so the post-test results in the two groups were different in line with Dina Septi Nugraheni's research, which said that there is the effectiveness of Instagram for teaching writing compared to using conventional teaching to students.<sup>65</sup> In other words, using Instagram as a learning media makes a more significant contribution than conventional teaching to improve students' reading comprehension at the interpretive level.

Conventional teaching in the control group was less attractive. This makes students quickly bored during the learning process, causing low student motivation in contrast to the experimental class, which was treated using Instagram. Instagram can increase student learning motivation and encourage

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<sup>65</sup> Dina Septi Nugraheni, "The Effectiveness of Using Instagram to Teach Writing at MAN Salatiga in The Academic Year of 2019/2020." (IAIN Salatiga, 2020).

student involvement and participation in class activities. Based on research findings, Mary Manaroinsong said that making Instagram posts is a process of taking several actions to support learning English. Instagram can increase student motivation in learning.<sup>66</sup> This statement was also supported by Saputri, Adi & Sukmaningrum, who found that using Instagram Reels in writing procedure texts can make students more enthusiastic and creative in learning English, and students can learn the material quickly.<sup>67</sup>

Reading comprehension at the interpretive level is not as easy as understanding the literal comprehension level. Students need to have a good way of learning, and Instagram can fulfil that. Therefore, using Instagram as a learning media can be suitable for improving students' English skills, especially students' reading skills at the interpretive level.

The drawback of this Instagram application is that if the teacher makes the account private, students must follow a special account created by the teacher to see the material uploaded by the teacher that is shared. To support the use of Instagram, students and teachers must have a smartphone and a quota to be able to use and access Instagram. In addition, Instagram requires a stable internet network because the learning process is a little slow if the internet error.

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<sup>66</sup> Mary Manaroinsong, "The Use of Instagram As Mobile Learning To Support English Cognitive Learning Process" (Islamic University of Indonesia Yogyakarta, 2018), [https://dspace.uii.ac.id/bitstream/handle/123456789/13618/SKRIPSI\\_MERY\\_MANAROINSONG\\_13322005.pdf?sequence=1&isAllowed=y](https://dspace.uii.ac.id/bitstream/handle/123456789/13618/SKRIPSI_MERY_MANAROINSONG_13322005.pdf?sequence=1&isAllowed=y).

<sup>67</sup> Saputri, Adi, "Instagram Reels as a Media in Writing Procedure Text For The Ninth Grade Students of SMPN 1 Pageruyung Academic Year 2021/2022." Vol. 2 No. 2 (Desember , 2021), 329-336, [http://ejournal.undhari.ac.id/index.php/de\\_journal](http://ejournal.undhari.ac.id/index.php/de_journal)

This research is limited to using Instagram to understand procedure text only. The researcher used the Instagram feed feature to enhance students' reading comprehension at SMAN 4 Palopo. The results of the study using SPSS version 22 showed that the results of the pre-test and post-test data in the two groups were not normally distributed. Therefore, the researcher used nonparametric statistical tests. The nonparametric statistical test is an alternative because the data does not meet the assumption test. That is, the data is normally distributed.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher concludes that:

Instagram media was more effective than conventional teaching in increasing the literal reading comprehension of class XI students of SMAN 4 Palopo. This is evidenced by the mean post-test scores at the literal level of the two groups. There was a significant difference between the post-test results of the experimental and control groups. The mean post-test score of the experimental group was higher than the average post-test value of the control group. Meanwhile, the mean pre-test scores of the two groups were not significantly different. The final score of the probability value (Asymp. Sig. 2-tailed) on students' literal level reading comprehension was lower than alpha ( $.000 < 0.05$ ). This shows that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted because the  $P$ -value  $< \alpha$ .

Instagram media was more effective than conventional teaching in increasing students' interpretive reading comprehension. This was evidenced by the two groups' mean post-test scores at the interpretive level. There was a significant difference between the post-test results of the experimental and control groups. The mean post-test score for the experimental group was higher than the post-test average for the control group. Meanwhile, the mean pre-test scores of the

two groups were not significantly different. The final score of the probability value (Asymp. Sig. 2-tailed) on students' interpretive level reading comprehension was lower than alpha ( $.000 > 0.05$ ). This shows that the null hypothesis (H<sub>0</sub>) was rejected, and the alternative hypothesis (H<sub>1</sub>) was accepted because the P-value  $< \alpha$ .

## B. Suggestions

Based on findings of the results above prove that using Instagram as a media enhances students' reading comprehension more effectively. Therefore, the researcher would like to provide suggestions as follows:

### 1. For teachers

Teachers were advised to make learning material more interesting through application Instagram. The material presented can be edited in such a way as a photo or video. After editing the photo or video, the material can be uploaded immediately and viewed, especially by students. In addition, the teacher does not recommend making the account private to make it easier for students to see material uploaded by the teacher because if the teacher makes the account private, then only students who follow the account can see uploaded material shared by the teacher. Teachers and schools can provide wifi or quota and ensure the use of a stable internet network to create an optimal learning environment and support the use of Instagram in the learning process because sometimes there are students who do not have quotas making it difficult to access Instagram.

## 2. For students

Students can use Instagram as a support tool to enhance their reading comprehension. Students must have a smartphone and a quota to use and access Instagram. To use Instagram wisely and meaningfully in teaching reading, the roles of students and teachers are significant. Students must be fully involved in the reading process, both in pre-reading, while-reading, and after-reading activities.

## 3. For other researchers

Referring to the results above, other researchers should further develop the use of Instagram in teaching English to students. Because this research is limited to using Instagram to comprehend procedural texts, other researchers can use Instagram to teach other types of texts such as descriptive, recount, narrative, report, explanation, and analytical exposition. Apart from that, researchers also suggest using other features such as reels Instagram, live Instagram, highlights Instagram, and Instastory. Therefore, the researcher suggests other researchers conduct further research regarding the use of Instagram as an alternative media by using Instagram in the learning process. Because the data obtained in this study were not normally distributed, the researcher suggested that further researchers identify the causes and factors that influence the treatment so that the data were not normally distributed by conducting descriptive research.

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### LESSON PLAN (Class Experiment)

#### PPP LESSON PLAN (First Meeting)

<b>CLASS/LEVEL</b>	XI/Basic
<b>TOPIC</b>	Procedure Text (Drinks)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students must be able to know what is procedure text</li> <li>• Students must be able to understand the procedural text uploaded on Instagram.</li> </ul>
<b>VOCABULARIES</b>	Ingredients, steps, brew, let, put, pour, add, blend, speed, mix, serve.
<b>MATERIALS</b>	Handphone, marker, whiteboard, and Instagram.
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

Present Activities	Interaction	Time
<b>Greetings and Introducing Self</b> <ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• The teacher asks about the student's condition.</li> <li>• The teacher introduces herself.</li> </ul>	T-Ss	5 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• The teacher mentions the students' names one by one.</li> <li>• The teacher asks students to read the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Attention grabber</b> <ul style="list-style-type: none"> <li>• The teacher instructs students. If the teacher says, "Hocus focus," students say, "Everybody focuses." The teacher gives an example of the attention grabber.</li> </ul>	T-Ss	3 minutes
<b>Lead in</b> <ul style="list-style-type: none"> <li>• The teacher gives directions related to students' experiences with procedure text. Can be described as below: The teacher asks questions about the material, and students will guess what they will learn. <ul style="list-style-type: none"> <li>- Have you had breakfast?</li> <li>- What food do you usually eat for breakfast?</li> <li>- What ingredients are used to make the food?</li> </ul> </li> <li>• The teacher guides students to guess the material</li> </ul>	T-Ss	7 minutes

that the teacher will explain.		
<p><b>Present Material.</b></p> <ul style="list-style-type: none"> <li>The teacher explains to the students what reading comprehension and text procedures are, their purpose, generic structure, and characteristics, and introduces Instagram as a learning media.</li> <li>The teacher gives instructions to students to set up their Instagram accounts. They can use their account or create a new account.</li> <li>The teacher gives examples of procedure text (how to make blended iced cappuccino) accompanied by Instagram exercises.</li> </ul>	TTT	25 minutes

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher uploads examples of procedure text accompanied by exercises and instructs students to see them.</li> <li>The teacher directs students to read examples of procedure texts uploaded on Instagram.</li> <li>The teacher instructs students to do the exercises and then answers them in the comments column, with the format: Name and answer.</li> </ul>	STT	20 minutes

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher checks the students' reading and answers in the comments column.</li> <li>The teacher directs students to read how to make a blended iced cappuccino.</li> <li>The teacher reviews the material and then closes the lesson with a prayer, saying, "Thank you and Wassalam."</li> </ul>	T-Ss	15 minutes

### PPP LESSON PLAN (Second Meeting)

<b>CLASS/LEVEL</b>	XI/Basic
<b>TOPIC</b>	Procedure Text (Foods)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students must be able to know what is procedure text</li> <li>Students must be able to understand the procedural text uploaded on Instagram.</li> </ul>
<b>VOCABULARIES</b>	Ingredients, steps, place, mix, make, middle, add, little, whisk, batter, smooth, coating, thin, peel, cut, dip, heat, fryer, hot, slowly, crispy, usually, take, remove, drain, dry, serve, warm.

<b>MATERIALS</b>	Handphone, marker, whiteboard, and Instagram.
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>Teacher greetings the students.</li> <li>The teacher asks about the student's condition.</li> </ul>	T-Ss	5 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>The teacher mentions the students' names one by one.</li> <li>The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Warm-up</b> <ul style="list-style-type: none"> <li>The teacher instructs students. If the teacher says, "Pour the egg," then students say, "Mix..mix..mix" and If the teacher says, "Heat a frying pan" then students say, "Hot..hot..hot". The teacher gives an example of the warm-up.</li> </ul>	T-Ss	3 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	T-Ss	7 minutes
<b>Present Material</b> <ul style="list-style-type: none"> <li>The teacher gives instructions to students to set up their Instagram accounts. They can use their account or create a new account.</li> <li>The teacher gives examples of procedure text (how to make fried bananas) and exercises using Instagram.</li> </ul>	TTT	20 Minutes

<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The teacher directs students to read examples of procedure texts uploaded on Instagram.</li> <li>The teacher instructs students to do the exercises and then answers them in the comments column, with the format: Name and answer.</li> </ul>	STT	20 minutes

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The teacher checks the students' reading and answers in the comments column.</li> <li>The teacher directs students to retell how to make</li> </ul>	T-Ss	20 minutes

fried bananas. • The teacher reviews the material and then closes the lesson with a prayer, saying, "Thank you and Wassalam."		
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**PPP LESSON PLAN (Third Meeting)**

<b>CLASS/LEVEL</b>	XI/Basic
<b>TOPIC</b>	Procedure Text (Object)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students must be able to know what is procedure text</li> <li>• Students must be able to understand the procedural text uploaded on Instagram.</li> </ul>
<b>VOCABULARIES</b>	Next, turn, prepare, check, open, press, print, first, device, install, plug, and connect.
<b>MATERIALS</b>	Handphone, marker, whiteboard, and Instagram.
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

Present Activities		Interaction	Time
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• The teacher asks about the student's condition.</li> </ul>	T-Ss	5 minutes	
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• The teacher mentions the students' names one by one.</li> <li>• The teacher asks students to read the prayer before starting the class.</li> </ul>	T-Ss	5 minutes	
<b>Attention grabber</b> <ul style="list-style-type: none"> <li>• The teacher instructs students. If the teacher says, "Claps one," the students clap once. "Claps two," students clap twice, and "Claps three," students say. "Husttt" The teacher gives an example of the attention grabber.</li> </ul>	T-Ss	3 minutes	
<b>Review</b> The teacher reviews the topic in the previous meeting.	T-Ss	7 minutes	

<b>Present Material</b>		
<ul style="list-style-type: none"> <li>The teacher gives instructions to students to set up their Instagram accounts. They can use their account or create a new account.</li> <li>The teacher gives examples of procedure text (how to use a printer) and exercises using Instagram.</li> </ul>	TTT	20 minutes

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher directs students to read examples of procedure texts uploaded on Instagram.</li> <li>The teacher instructs students to do the exercises and then answers them in the comments column, with the format: Name and answer.</li> </ul>	STT	20 minutes

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher checks the students' reading and answers in the comments column.</li> <li>The teacher directs each student to write a text procedure on how to operate a computer.</li> <li>The teacher reviews the material and then closes the lesson with a prayer, saying "Thank you and greetings."</li> </ul>	T-Ss	20 minutes

### PPP LESSON PLAN (Fourth Meeting)

<b>CLASS/LEVEL</b>	XI Basic
<b>TOPIC</b>	Procedural Text (Tips for living life)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students must be able to know what is procedure text</li> <li>Students must be able to understand the procedural text uploaded on Instagram.</li> </ul>
<b>VOCABULARIES</b>	Make, plan, dreams, set, target, achieve, immediate, action, evaluation, motivate, discipline, responsibility, build, work smart, improve, not extravagant.
<b>MATERIALS</b>	Handphone, marker, whiteboard, and Instagram.
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>• Teacher greetings the students.</li> <li>• The teacher asks about the student's condition.</li> </ul>	T-Ss	5 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• The teacher mentions the students' names one by one.</li> <li>• The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Attention grabber</b> <ul style="list-style-type: none"> <li>• The teacher instructs students. If the teacher says "attention," students say "attention, attention, attention." The teacher gives an example of the attention grabber.</li> </ul>	T-Ss	3 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	T-Ss	7 minutes
<b>Present Material</b> <ul style="list-style-type: none"> <li>• The teacher gives instructions to students to set up their Instagram accounts. They can use their account or create a new account.</li> <li>• The teacher gives examples of procedure text (how to be successful in life) accompanied by exercises using Instagram.</li> </ul>	T-TT	20 Minutes
<b>Practice Activities</b> <ul style="list-style-type: none"> <li>• The teacher directs students to read examples of procedure texts uploaded on Instagram.</li> <li>• The teacher instructs students to do the exercises and then answers them in the comments column, with the format: Name and answer.</li> </ul>	STT	20 minutes
<b>Production Activities</b> <ul style="list-style-type: none"> <li>• The teacher checks the students' reading and answers in the comments column.</li> <li>• The teacher directs each student to write a procedure text on how to make yourself happy.</li> <li>• The teacher reviews the material and then closes the lesson with a prayer, saying "Thank you and greetings."</li> </ul>	T-Ss	20 minutes

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### LESSON PLAN (Class Control)

#### PPP LESSON PLAN (First Meeting)

<b>CLASS/LEVEL</b>	XI/Basic
<b>TOPIC</b>	Procedure Text (Drinks)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students must be able to know what is procedure text</li> <li>• Students must be able to understand the procedure text given</li> </ul>
<b>VOCABULARIES</b>	Ingredients, steps, brew, let, put, pour, add, blend, speed, mix, serve.
<b>MATERIALS</b>	Marker, whiteboard, and paper.
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

Present Activities	Interaction	Time
<b>Greetings and Introducing Self</b> <ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• The teacher asks about the student's condition.</li> <li>• The teacher introduces herself.</li> </ul>	T-Ss	5 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• The teacher mentions the students' names one by one.</li> <li>• The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Attention grabber</b> <ul style="list-style-type: none"> <li>• The teacher instructs students. If the teacher says, "Hocus focus," students say, "Everybody focuses."</li> </ul> <p>The teacher gives an example of the attention grabber.</p>	T-Ss	3 minutes
<b>Lead in</b> <ul style="list-style-type: none"> <li>• The teacher gives directions related to students' experiences with procedure text. Can be described as below:</li> <li>• The teacher gives questions about the material, and students will guess what material they will learn. <ul style="list-style-type: none"> <li>- Have you had breakfast?</li> <li>- What food do you usually eat for breakfast?</li> <li>- What ingredients are used to make the food?</li> </ul> </li> <li>• The teacher guides students to guess the material</li> </ul>	T-Ss	7 minutes

that the teacher will explain.		
<p><b>Present Material.</b></p> <ul style="list-style-type: none"> <li>The teacher explains to the students what reading comprehension, procedure text, purpose, generic structure, and the characteristics of procedure text are.</li> <li>The teacher gives examples of procedure text (how to make blended iced cappuccino) accompanied by exercises.</li> </ul>	TTT	25 minutes

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher gives examples of procedure text accompanied by exercises to students.</li> <li>The teacher directs students to read the example procedure text given.</li> <li>The teacher instructs students to do the exercises and then answers them on paper.</li> </ul>	STT	20 minutes

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher checks the students' reading and answers.</li> <li>The teacher directs students to retell how to make a blended iced cappuccino.</li> <li>The teacher reviews the material and then closes the lesson with a prayer, saying, "Thank you and Wassalam. "</li> </ul>	T-Ss	15 minutes

### PPP LESSON PLAN (Second Meeting)

<b>CLASS/LEVEL</b>	XI/Basic
<b>TOPIC</b>	Procedure Text (Foods)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students must be able to know what is procedure text</li> <li>Students must be able to understand the procedure text given</li> </ul>
<b>VOCABULARIES</b>	Ingredients, steps, place, mix, make, middle, add, little, whisk, batter, smooth, coating, thin, peel, cut, dip, heat, fryer, hot, slowly, crispy, usually, take, remove, drain, dry, serve, warm.
<b>MATERIALS</b>	Marker, whiteboard, and paper.
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>Teacher greetings the students.</li> <li>The teacher asks about the student's condition.</li> </ul>	T-Ss	5 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>The teacher mentions the students' names one by one.</li> <li>The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Warm-up</b> <ul style="list-style-type: none"> <li>The teacher instructs students. If the teacher says, "Pour the egg," then students say, "Mix..mix..mix", and If the teacher says, "Heat a frying pan," then students say, "Hot hot hot". The teacher gives an example of the warm-up.</li> </ul>	T-Ss	3 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	T-Ss	7 minutes
<b>Present Material</b> The teacher gives examples of procedure text (how to make fried bananas) accompanied by exercises.	TTT	20 Minutes

<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The teacher gives examples of procedure text accompanied by exercises to students.</li> <li>The teacher directs students to read the example procedure text given.</li> <li>The teacher instructs students to do the exercises and then answers them on paper.</li> </ul>	STT	20 minutes

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The teacher checks the students' reading and answers.</li> <li>The teacher directs students to retell how to make fried bananas.</li> <li>The teacher reviews the material and then closes the lesson with a prayer, saying, "Thank you and Wassalam. "</li> </ul>	T-Ss	20 minutes

**PPP LESSON PLAN (Third Meeting)**

<b>CLASS/LEVEL</b>	XI/Basic
<b>TOPIC</b>	Procedure Text (Object)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students must be able to know what is procedure text</li> <li>• Students must be able to understand the procedure text given</li> </ul>
<b>VOCABULARIES</b>	Next, turn, prepare, check, open, press, print, first, device, installed, plug, connect.
<b>MATERIALS</b>	Marker, whiteboard, and paper.
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• The teacher asks about the student's condition.</li> </ul>	T-Ss	5 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• The teacher mentions the students' names one by one.</li> <li>• The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Attention grabber</b> <ul style="list-style-type: none"> <li>• The teacher instructs students. If the teacher says, "Claps one," the students clap once, "Claps two," students clap twice, and "Claps three" students say. "Husttt"</li> <li>The teacher gives an example of the attention grabber.</li> </ul>	T-Ss	3 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	T-Ss	7 minutes
<b>Present Material</b> The teacher gives examples of procedure text (how to use a printer) accompanied by exercises.	TTT	20 minutes

<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher gives examples of procedure text accompanied by exercises to students.</li> <li>• The teacher directs students to read the example procedure text given.</li> <li>• The teacher instructs students to do the exercises</li> </ul>	S TT	20 minutes

and then answers them on paper.		
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<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The teacher checks the students' reading and answers.</li> <li>The teacher directs each student to write a text procedure on how to operate a computer.</li> <li>The teacher reviews the material and then closes the lesson with a prayer, saying "Thank you and greetings."</li> </ul>	T-Ss	20 minutes

### **PPP LESSON PLAN (Fourth Meeting)**

<b>CLASS/LEVEL</b>	KI/Basic
<b>TOPIC</b>	Procedure Text (Tips for living life)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students must be able to know what is procedure text</li> <li>Students must be able to understand the procedure text given</li> </ul>
<b>VOCABULARIES</b>	Make, plan, dreams, set, target, achieve, immediate, action, evaluation, motivate, discipline, responsibility, build, work smart, improve, not extravagant.
<b>MATERIALS</b>	Marker, whiteboard, and paper
<b>TIME</b>	80 minutes
<b>POTENTIAL PROBLEM</b>	Mixed ability, distracted behaviour, lack of vocabulary, error networking, lack of quota.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>Teacher greetings the students.</li> <li>The teacher asks about the student's condition.</li> </ul>	T-Ss	5 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>The teacher mentions the students' names one by one.</li> <li>The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes

<b>Attention grabber</b> <ul style="list-style-type: none"> <li>The teacher instructs students. If the teacher says “attention,” students say “attention, attention, attention.”</li> <li>The teacher gives an example of the attention grabber.</li> </ul>	T-Ss	3 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	T-Ss	7 minutes
<b>Present Material</b> The teacher gives examples of procedure text (how to be successful in life) accompanied by exercises.	TTT	20 Minutes

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher gives examples of procedure text accompanied by exercises to students.</li> <li>The teacher directs students to read the example procedure text given.</li> <li>The teacher instructs students to do the exercises and then answers them on paper.</li> </ul>	STT	20 minutes

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The teacher checks the students' reading and answers.</li> <li>The teacher directs each student to write a procedure text on how to make yourself happy.</li> <li>The teacher reviews the material and then closes the lesson with a prayer, saying "Thank you and greetings."</li> </ul>	T-Ss	20 minutes

### PRE-TEST & POST-TEST

Name :

Class :

**Read the text and answer the questions!**

*Text 1 for questions 1 to 3*

#### How to Make Brownies

**To make brownies, you need the following:**

1. Butter: 150 grams
2. Chocolate powder: 150 grams
3. Eggs: 4
4. Flour: 300 grams

5. Sugar: 600 grams
  6. Vanilla extract: 1 tablespoon
- Steps:
1. First, melt the chocolate with butter.
  2. Then, mix the eggs with sugar and vanilla extract. Stir.
  3. Preheat the oven to a low temperature.
  4. Next, you have to combine the mixes you made. Add the flour and stir.
  5. Grease a brownie tin. Add a little flour to cover the container.
  6. Add the brownie dough.
  7. Bake for 10-30 minutes.
  8. You can put a knife in the mix to check the brownies. The knife must be moist if the mix is right.
  9. Take out the brownies from the oven, and eat them after 15 minutes for a better eating experience.

Source: <https://mamikes.com/mo-contoh-soul-procedure-text-beserta-jawabannya-pilihan-ganda-dan-essay-pljr/> Accessed on Friday, 03 February 2023.

1. What is the title of the text above?
  - a. To make vanilla brownies
  - b. How to make brownies
  - c. How to make a cake
  - d. To make chocolate brownies
2. What is the social function of this text?
  - a. Explain about brownies.
  - b. Inform the readers about brownies.
  - c. Describe brownies
  - d. Describe how to make brownies.
3. How much flour do we need to make brownies?
  - a. 300 grams
  - b. 600 grams
  - c. 150 grams
  - d. 350 grams

***Text 2 for questions 4 to 7***

- Ingredients:
- 5 large strawberries
  - 2 tsp sugar
  - 1/2 glass of water
  - milk or yogurt (optional)
  - ice cubes
- Steps :
1. First, Slice the fruits.
  2. Then, put them into the blender.
  3. Next, pour water, sugar, and ice cubes.

4. If you like it creamy, add milk or yogurt if you prefer a sour taste.
5. After that, blend them for about 2 or 3 minutes.
6. And last, pour into the glass, add a straw, and the juice is ready to drink.

Source: <https://www.dimensibahasainggris.com/2018/11/latihan-soal-procedure-text-dan-manual.html> Accessed on Friday, 03 February 2023.

4. From the text, how many strawberries do we need?
  - a. 4 large strawberries
  - b. 5 large strawberries
  - c. 6 large strawberries
  - d. 5 small strawberries
5. What is the text about?
  - a. The description of strawberry
  - b. The way to ask people to consume juice
  - c. The way to make strawberry juice
  - d. How to drink strawberry juice
6. What should we do if we want to make creamy strawberry juice?
  - a. Add milk
  - b. Add more ice cubes
  - c. Add yogurt
  - d. Add more strawberries
7. Which statement is NOT TRUE according to the text?
  - a. We add yogurt to make a sour taste
  - b. Blend the juice for about 2-3 minutes
  - c. We need a blender to blend the juice
  - d. We need 5 small strawberries

**Text 3 for questions 8 to 9**

### The Basic Operation Digital Camera

You need :

1. a digital camera
2. an object (a friend/classmate or something Hold up the camera and center the object in the LCD (Liquid interesting, you can find it around the classroom or schoolyard)

Follow the steps below to take the picture :

1. Hold up the camera and center the object in the LCD (Liquid Crystal Display)
2. Closer or use the zoom control for the result you want
3. When you are ready to take the picture, hold the shutter halfway. It is very important so the camera sets the focus, shutter speed, and various other calculations.
4. A light should appear that let you know the camera is set to go

5. Press the shutter down. It may be necessary to turn off the LCD and use the viewfinder when there is more extreme sunlight to conserve battery. Glare from the LCD does not work well with more bright light.

Source: <http://nabilakazhimahqatrunada.blogspot.com/2016/06/kumpulan-soal-tentang-procedural-teks.html>

Accessed on Friday, 03 February 2023.

8. It may be necessary ... the LCD and use the viewfinder when there is more extreme sunlight.
- Turn off
  - Open
  - To turn
  - Close
9. What will happen to the LCD when there is more extreme sunlight?
- The glare runs very well
  - The glare works well
  - The glare does not work well
  - The glare is broken

*Text 4 for questions 10 to 12*

#### How to Make Bregedel Tempe

- 150 g Tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon Royco
- 1 cup vegetable oil for frying

Here are the instructions:

1. Mash the tempe with a fork.
2. Put the mashed tempe in a bowl and mix with the flour and Royco, followed by an egg.
3. Shape the tempe into the size of a golf ball and flatten it a little with a fork.
4. Heat the vegetable oil on a medium flame. When the oil is hot, drop the tempe into the oil, five or six at a time.
5. Fry until golden brown on both sides, drain on *absorbent* paper, and serve hot with chilli or sauce.

Source: <https://quizizz.com/admin/quiz/601756e290cb99001ba700e9/procedure-text>

Accessed on Friday, 03 February 2023.

10. What is the social function of this text?
- To inform the readers about Bregedel Tempe
  - To retell about Bregedel Tempe
  - To describe Bregedel Tempe
  - To describe how to make Bregedel Tempe
11. How many stages should we do to make Bregedel Tempe?

- a. 4 stages
  - b. 5 stages
  - c. 6 stages
  - d. 7 stages
12. Which statement is TRUE about the instruction?
- a. We need a big fire to make the oil hot
  - b. We fork to flatten the shape of tempe
  - c. We fry the tempe before it becomes golden brown
  - d. We ought to drop the tempe around ten or twelve at a two times

**Text 5 for questions 13 to 15**

**How to Make Instant Noodles**

1. You can make instant noodles with the help of a microwave.
2. Finally, add any items that you want and serve the noodles.
3. First, fill the bowl with two cups of water and the noodle.
4. Microwave it for about three to five minutes.
5. Then, take the noodles out of the microwave and pour the seasonings.
6. After the microwave beeps, wait for three minutes in the closed microwave.
7. Next, stir the noodles until the seasonings dissolve.

Source: <https://id.gurupendidikan.com/question/how-to-make-instant-noodles-1-you-can-make-instant-noodles-with-aWzifPA9> Accessed on Friday, 03 February 2023

13. The best arrangement of the sentences above is .....
- a. 1-7-5-6-2-4-3
  - b. 1-3-4-6-5-7-2
  - c. 1-2-7-3-6-5-4
  - d. 1-4-7-5-2-6-3
14. Which of the following procedures is true?
- a. We need about two to four minutes to make the noodles
  - b. Pour the seasoning before putting the noodles into the microwave
  - c. We need to wait three minutes after the beep of the microwave
  - d. Fill a bowl with three cups of water and noodles before placing them in the microwave
15. What is the last step?
- a. You can make instant noodles with the help of a microwave
  - b. Microwave it for about three to five minutes
  - c. Stir the noodles until the seasonings dissolve
  - d. Add any items that you want and serve the noodles

**Text 6 for questions 16 to 18**

**How to Healthy Living**

1. Eat regularly and according to health rules (4 healthy 5 perfect)

2. Regular sleep patterns (8 hours a day)
3. Regular exercise
4. Be diligent in consuming vitamins to keep your body fit and healthy
5. Drink plenty of water
6. Maintain cleanliness of the body and the environment
7. Avoid smoking and liquor

Source: <https://brainly.co.id/tugas/28205109> Accessed on Friday, 03 February 2023

16. According to the text, how healthy food should we eat regularly?
  - a. 5 healthy 4 perfect
  - b. 4 healthy 5 perfect
  - c. Only 4 healthy
  - d. 4 healthy 4 perfect
17. Which statement is NOT TRUE according to the text?
  - a. We need vitamins to keep the body healthy and fit
  - b. 4 Healthy 5 Perfect is a dietary rule that complies with health rules
  - c. We don't need to drink a lot of water
  - d. We should avoid smoking and always pay attention to cleanliness
18. From the text, how many hours does a person need for regular sleep?
  - a. 4 hours a day
  - b. 8 hours a day
  - c. 5 hours a day
  - d. 4 to 5 hours a day

**Text 7 for question 19**

Ingredients:

- Buttermilk
- Plain flour
- Egg whites
- Chocolate powder

Source: <https://brainly.co.id/tugas/52862473> Accessed on Friday, 03 February 2023

19. We can find the ingredients above in the ...
  - a. Chocolate cake recipe
  - b. Chocolate milk recipe
  - c. Strawberry pudding recipe
  - d. Chocolate pudding recipe

**Text 8 for question 20**

**How to be Successful in Life**

1. Always think positively
2. Give thanks for life every day
3. Dare to start
4. Discipline

5. Quick to adapt
6. Open to criticism and suggestions
7. Have a healthy lifestyle
8. Build relationships

20. How many stages should we do to be successful in life?
- a. 4 stages
  - b. 5 stages
  - c. 6 stages
  - d. 8 stages



## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : St. Hartina, S.Pd., M.Pd.  
 Jabatan/Pekerjaan : Dosen  
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*The Effectiveness of Using Instagram to Enhance Student's Reading Comprehension at STAN 4 Palopo*

Nama : Mutmainnah  
 Jurusan : Pendidikan Bahasa Inggris  
 NIM : 19 0202 0010

(~~suatu instrumen belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa hal sebagai berikut:

~~instrumen tersebut dapat digunakan setelah Revisi (minor)~~

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo, 06 Februari 2023  
 Validator,

*St. Hartina*

St. Hartina, S.Pd., M.Pd.  
 NIP. 19910909 201903 2 021

\*coret yang tidak perlu

### GIVING PRE-TEST

(Class Experiment)



Figure. 3.2: Gave pre-test to the students

(Class Control)



Figure. 3.3: Gave pre-test to the students

### GIVING TREATMENT

(Class Experiment)



Figure. 3.4: Explained the topic to the students

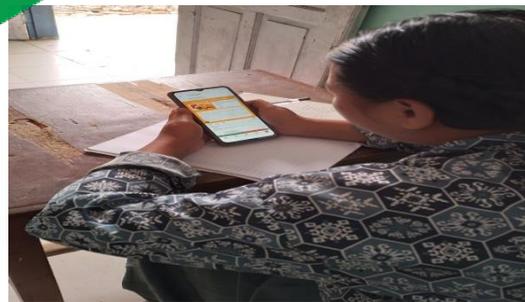


Figure. 3.5: Read material that has been uploaded on Instagram



Figure. 3.6: Worked on exercises that have been uploaded on Instagram



Figure. 3.7: Checked the answer in the comments column on Instagram and reviewed the topics

**(Class Control)**



Figure. 3.8: Explained the topic to the students

Figure. 3.9: Read the material on the paper that the researcher has given



Figure. 3.10: Worked on exercises on paper that the researcher has given



Figure. 3.11: Checked the student's answer and reviewed the topics

## GIVING POST-TEST

(Class Experiment)



Figure. 3.12: Give post-test to the students

(Class Control)



Figure. 3.13: Give post-test to the students

## HASIL PRE-TEST

(Class Experiment)

10  
106  
104

**Pre-test & post-test**

Name : Rizki  
Class : XI IPS 4

**Read the text and answer the questions!**  
*Text 1 for questions 1 to 3*

**How to Make Brownies**

To make brownies, you need:

1. Butter: 150 grams
2. Chocolate powder: 150 grams
3. Eggs: 4
4. Flour: 300 grams
5. Sugar: 150 grams
6. Vanilla: 1 teaspoon

Steps:

1. First, melt the chocolate with butter.
2. Then, mix the eggs with sugar and vanilla extract. Stir.
3. Pour the mixture into a pan and bake in the oven to low temperature.
4. Next, mix the flour and sugar together. Add the flour to the mixture.
5. Cook the mixture in a brownie tin. Add a little flour to cover the container.
6. After 30 minutes, the brownie dough is ready.
7. Bake for 30 minutes.
8. Use a knife in the mix to check the brownies. The knife should be moist if the mix is done.
9. Take the brownies from the tin and eat them after 15 minutes for a better eating experience.

Source: <https://magazine.com/info/cookie-recipe-recipe-text-brownies-wabannya-pengalaman-ganda-dan-essay-plit/> Accessed on Friday, 22 February 2024

1. What is the title of the text above?
  - a. To make vanilla brownies
  - b. How to make brownies
  - c. How to make cake
  - d. To make chocolate brownies
2. What is the social function of this text?
  - a. Explain about brownies.
  - b. Inform the readers about brownies.
  - c. Describe brownies
  - d. Describe how to make brownies.
3. How much flour do we need to make brownies?
  - a. 300 grams
  - b. 600 grams
  - c. 150 grams
  - d. 350 grams

**Text 2 for questions 4 to 7****Ingredients:**

5 large strawberries  
 2 tsp sugar  
 1/2 glass of water  
 milk or yogurt (optional)  
 ice cubes

**Steps :**

1. First, Slice the fruits.
2. Then, put them into the blender.
3. Next, pour water, sugar, and ice cubes.
4. If you like it creamy, you may add milk or add yogurt if you prefer a sour taste.
5. After that, blend them for about 2-3 minutes.
6. And last pour into the glass. The juice is ready to drink.

Source: <https://www.dinm.com/2017/02/procedure-text-dan-manual.html> Accessed on Friday, 03 February 2017 at 10:00 AM

4. From the text, how many strawberries do we need to make strawberry juice?  
 a. 2 strawberries  
 b. 3 strawberries  
 c. 4 strawberries  
 d. 5 strawberries
5. What is the main purpose of the text about?  
 a. A description of strawberry  
 b. A way to ask people to consume juice  
 c. A way to make strawberry juice  
 d. A way to drink strawberry juice
6. What should we do if we want to make a creamy strawberry juice?  
 a. Add milk  
 b. Add more ice cubes  
 c. Add yogurt  
 d. Add more strawberries
7. Which statement is NOT TRUE according to the text?  
 a. We add yogurt to make a sour taste  
 b. Blend the juice for about 2-3 minutes  
 c. We need a blender to blend the juice  
 d. We need 5 small strawberries

**Text 3 for questions 8 to 9**

**The Basic Operation Digital Camera**

You need :

1. a digital camera
2. an object (a friend/classmate or something) Hold up the camera and center the object in the LCD (Liquid interesting, you can find it around the classroom or schoolyard)

Follow the steps below to take the picture :

1. Hold up the camera and center the object in the LCD (Liquid Crystal Display)
2. Closer or use the zoom control for the result you want
3. When you are ready to take the picture, hold the shutter halfway. It is very important, so the camera sets the focus, shutter speed, and various other calculations.
4. A light should appear that let you know the camera is set to go
5. Press the shutter down. It may take a few seconds to turn off the LCD and use the viewfinder when there is more of a battery. Glare from the LCD does not work well with the camera.

Source: <http://www.spot.com/.../tang-procedural-teks.html>  
 Accessed: ...

8. ... necessary ... the LCD and use the viewfinder ... more extreme

9. ... happen to the LCD when there is more extreme sun ...  
 ... runs very well  
 ... works well  
 ... glare does not work well  
 ... The glare is broken



## Text 4 for questions 10 to 12

## How to Make Bregedel Tempe

- 150 g Tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon Royco
- 1 cup vegetable oil for frying

Here are the instructions:

1. Mash the tempe with a fork.
2. Put the mashed tempe in a bowl and mix with the flour and Royco, followed by an egg.
3. Shape the tempe into the size of a golf ball and flatten a little with a fork.
4. Heat the vegetable oil on a medium fire. When the oil is hot, drop the tempe into the oil, five or six at a time.
5. Fry until golden brown, drain on absorbent paper, and serve hot with chili or sauce.

Source: <https://www.english.com/601756e290cb7/> Accessed on Friday, 03 February 2023

10. What is the social function of this text?
- a. To inform the readers about Bregedel Tempe
- b. To tell all about Bregedel Tempe
- c. To describe Bregedel Tempe
- d. To describe how to make Bregedel Tempe
11. How many stages should we do to make Bregedel Tempe?
- a. 5
- b. 6
- c. 7
- d. 8
12. Which statement is TRUE about the text?
- a. We need a big fire to make Bregedel Tempe.
- b. We fork to flatten the shape of the tempe.
- c. We fry the tempe before golden brown.
- d. We ought to drop the tempe around ten or twelve at a two times.

## Text 5 for questions 13 to 15

## How to Make Instant Noodles

1. You can make instant noodles with the help of a microwave.
2. Finally, add any items that you want and serve the noodles.
3. First, fill the bowl with two cups of water and the noodle.
4. Microwave it for about three to five minutes.
5. Then, take the noodles out of the microwave and pour the seasonings.
6. After the microwave beeps, wait for three minutes in the closed microwave.
7. Next, stir the noodles until the seasonings dissolve.

Source: [https://roboguru.ruanguru.com/question/how-to-make-instant-noodles-1-you-can-make-instant-noodles-with\\_aWuCz7fPA9](https://roboguru.ruanguru.com/question/how-to-make-instant-noodles-1-you-can-make-instant-noodles-with_aWuCz7fPA9) Accessed on Friday, 03 February 2023

- ✓ 13. The best arrangement of the sentences above is ...
- 1-7-5-6-2-4-3
  - ✗ 1-3-4-6-5-7-2
  - 1-2-7-3-6-5-4
  - 1-4-7-5-2-6-3
- ✗ 14. Which of the following procedures is true?
- We need about two to four minutes to make the noodles
  - ✗ Pour the seasoning before putting the noodles into the microwave
  - We need to wait three minutes after the beep of the microwave
  - Fill a bowl with the hot water and noodles before placing them in the microwave
- ✓ 15. What is the correct order of the sentences to make instant noodles with the help of a microwave?
- Put the noodles in the microwave for about three to five minutes
  - Put the noodles in the microwave until the seasonings dissolve
  - Put the seasonings in the microwave
  - Put the seasonings in the microwave

#### Text for Questions 16 to 18

#### How to Healthy Living

1. Eat healthy and according to health rules (4 healthy 5 perfect)
2. Get enough sleep (7-8 hours a day)
3. Exercise regularly
4. Get enough vitamins from your diet and supplements
5. Stay clean and healthy
6. Maintain cleanliness of the body and environment
7. Avoid smoking and alcohol

Source: <https://roboguru.ruanguru.com/question/how-to-healthy-living-1> Accessed on Friday, 03 February 2023

- ✓ 16. According to the text, how healthy food should we eat regularly?
- ✗ 5 healthy 4 perfect
  - 4 healthy 5 perfect
  - Only 4 healthy
  - 4 healthy 4 perfect
- ✓ 17. Which statement is NOT TRUE according to the text?
- We need vitamins to keep the body healthy and fit
  - ✗ 4 healthy 5 perfect is a dietary rule that complies with health rules
  - We don't need to drink a lot of water
  - We should avoid smoking and always pay attention to cleanliness

- e X 18. From the text, how many hours does a person need for regular sleep?
- 4 hours a day
  - 8 hours a day
  - 5 hours a day
  - 4 to 5 hours a day

**Text 7 for questions 19**

Ingredients:

- Buttermilk
- Plain flour
- Egg whites
- Chocolate powder

Source: <https://brainly.co.id/tugas/52888888>, 03 February 2023

- X 19. We can find the ingredients in the text.
- Chocolate powder
  - Chocolate powder
  - Chocolate powder
  - Chocolate powder

**Text 8 for questions 20**

**How to be Successful in Life**

1. Always think positively
2. Control your emotions for life every day
3. Don't be afraid to take risks
4. Don't be afraid to fail
5. Control your budget
6. Control your time and suggestions
7. Have a healthy lifestyle
8. Build good relationships

- e X 20. How many stages should we follow to be successful in life?
- 4 stages
  - 5 stages
  - 6 stages
  - 8 stages



**Text 2 for questions 4 to 7****Ingredients:**

5 large strawberries  
 2 tsp sugar  
 1/2 glass of water  
 milk or yogurt (optional)  
 ice cubes

**Steps :**

1. First, Slice the fruits.
2. Then, put them into the blender.
3. Next, pour water, sugar, and ice cubes.
4. If you like it creamy, you may add milk or add yogurt if you prefer a sour taste.
5. After that, blend them for about 2-3 minutes.
6. And last pour into the glass. The juice is ready to drink.

Source: <https://www.dan-manual.com/recipe-text-dan-manual.html> Accessed on Friday, 03 February 2023 at 10:00 AM WIB

4. How many strawberries do we need?
- a. 5 strawberries  
 b. 2 strawberries  
 c. 1/2 strawberries  
 d. 2-3 strawberries
5. What is the text about?
- a. A description of strawberry  
 b. The way to ask people to consume juice  
 c. The way to make strawberry juice  
 d. How to drink strawberry juice
6. What should we do if we want to make a creamy strawberry juice?
- a. Add milk  
 b. Add more ice cubes  
 c. Add yogurt  
 d. Add more strawberries
7. Which statement is NOT TRUE according to the text?
- a. We add yogurt to make a sour taste  
 b. Blend the juice for about 2-3 minutes  
 c. We need a blender to blend the juice  
 d. We need 5 small strawberries



**Text 4 for questions 10 to 12****How to Make Bregedel Tempe**

- 150 g Tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon Royco
- 1 cup vegetable oil for frying

Here are the instructions:

1. Mash the tempe with a fork.
2. Put the mashed tempe in a bowl and mix with the flour and Royco, followed by an egg.
3. Shape the tempe into the size of a golf ball and flatten a little with a fork.
4. Heat the vegetable oil on a medium fire. When the oil is hot, drop the tempe into the oil, five or six at a time.
5. Fry until golden brown, drain on absorbent paper, and serve hot with chili or sauce.

Source: <http://www.english.com.au/1756e290c6/> Accessed on Friday, 03 February 2012

10. What is the main function of this text?  
 a. To inform the readers about Bregedel Tempe  
 b. To tell all about Bregedel Tempe  
 c. To describe Bregedel Tempe  
 d. To describe how to make Bregedel Tempe
11. How many stages should we do to make Bregedel Tempe?  
 a. 5  
 b. 6  
 c. 7  
 d. 8
12. Which statement is TRUE about the text?  
 a. We need a big fire to make Bregedel Tempe.  
 b. We fork to flatten the shape of Bregedel Tempe.  
 c. We fry the tempe until golden brown.  
 d. We ought to drop the tempe around ten or twelve at a two times

**Text 5 for questions 13 to 15****How to Make Instant Noodles**

1. You can make instant noodles with the help of a microwave.
2. Finally, add any items that you want and serve the noodles.
3. First, fill the bowl with two cups of water and the noodle.
4. Microwave it for about three to five minutes.
5. Then, take the noodles out of the microwave and pour the seasonings.
6. After the microwave beeps, wait for three minutes in the closed microwave.
7. Next, stir the noodles until the seasonings dissolve.

Source: [https://roboguru.ruangguru.com/question/how-to-make-instant-noodles-1-you-can-make-instant-noodles-with\\_aWuCz7fPA9](https://roboguru.ruangguru.com/question/how-to-make-instant-noodles-1-you-can-make-instant-noodles-with_aWuCz7fPA9) Accessed on Friday, 03 February 2023

- ✓ 13. The best arrangement of the sentences above is ...
- 1-7-5-6-2-4-3
  - 1-3-4-6-5-7-2
  - 1-2-7-3-6-5-4
  - 1-4-7-5-2-6-3
- ✗ 14. Which of the following procedures is true?
- We need about two to four minutes to make the noodles
  - Pour the seasoning before putting the noodles into the microwave
  - We need to wait three minutes in the deep of the microwave
  - Fill a bowl with water, add the instant noodles before placing them in the microwave
- e ✓ 15. What is the correct procedure to make instant noodles with the help of microwave?
- Put the noodles in the microwave and heat it for about three to five minutes
  - Put the noodles until the seasonings dissolve
  - Put any items that you want to serve the noodles

Try to answer questions 16 to 18

#### How to Healthy Living

1. Eat regularly and according to health rules (4 healthy 5 perfect)
2. Keep good sleep patterns (8 hours a day)
3. Do regular exercise
4. Be diligent in consuming vitamins to keep your body fit and healthy
5. Drink plenty of water
6. Maintain cleanliness of the body and the environment
7. Avoid smoking and liquor

Source: [https://roboguru.ruangguru.com/question/how-to-healthy-living-1-avoid-smoking-and-liquor\\_A](https://roboguru.ruangguru.com/question/how-to-healthy-living-1-avoid-smoking-and-liquor_A) Accessed on Friday, 03 February 2023

- e ✓ 16. According to the text, how healthy food should we eat regularly?
- 5 healthy 4 perfect
  - 4 healthy 5 perfect
  - Only 4 healthy
  - 4 healthy 4 perfect
- ✗ 17. Which statement is NOT TRUE according to the text?
- We need vitamins to keep the body healthy and fit
  - 4 healthy 5 perfect is a dietary rule that complies with health rules
  - We don't need to drink a lot of water
  - We should avoid smoking and always pay attention to cleanliness



## TREATMENT

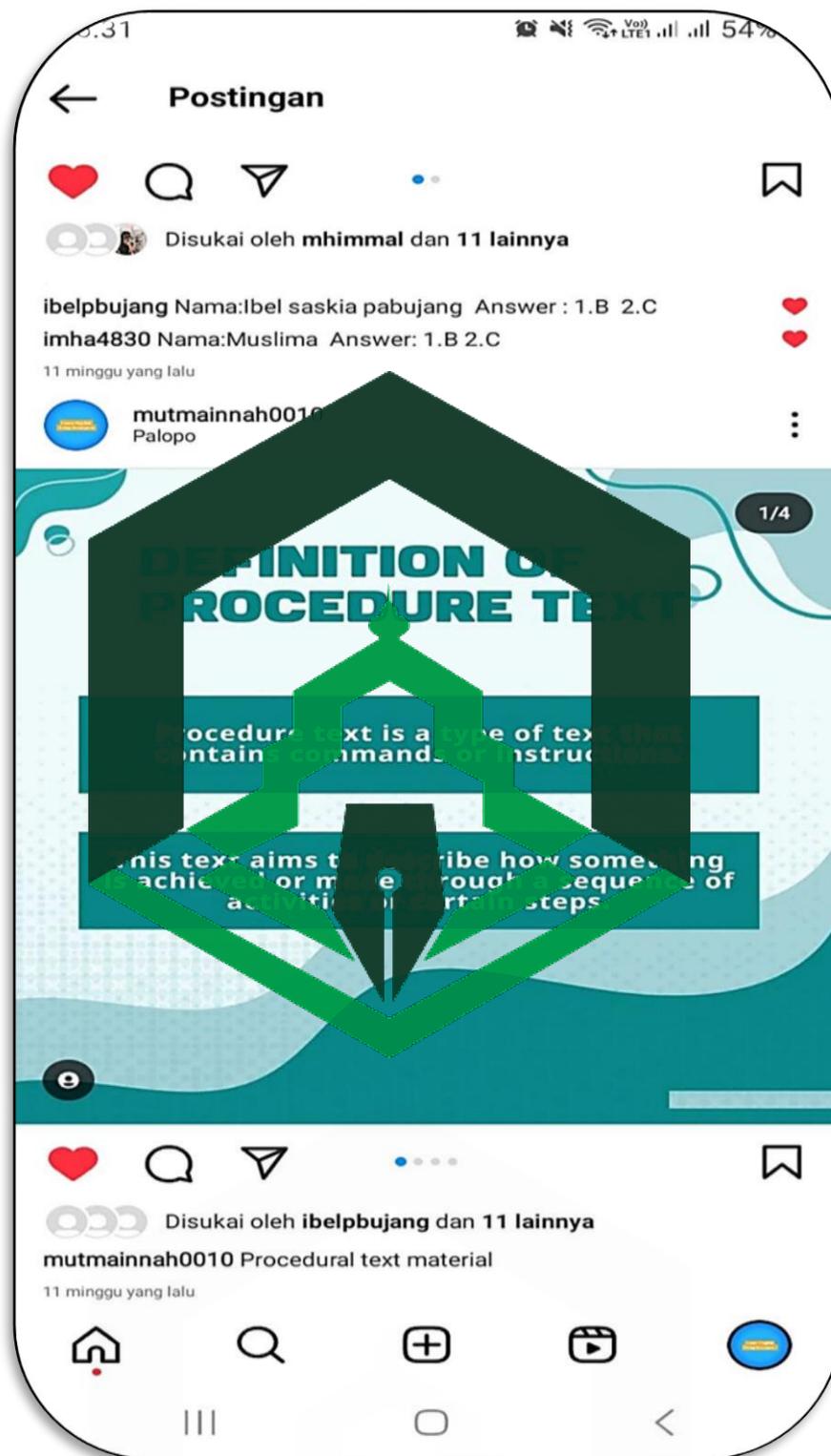


Figure. 3.14: Definition of procedure text on March 1, 2023

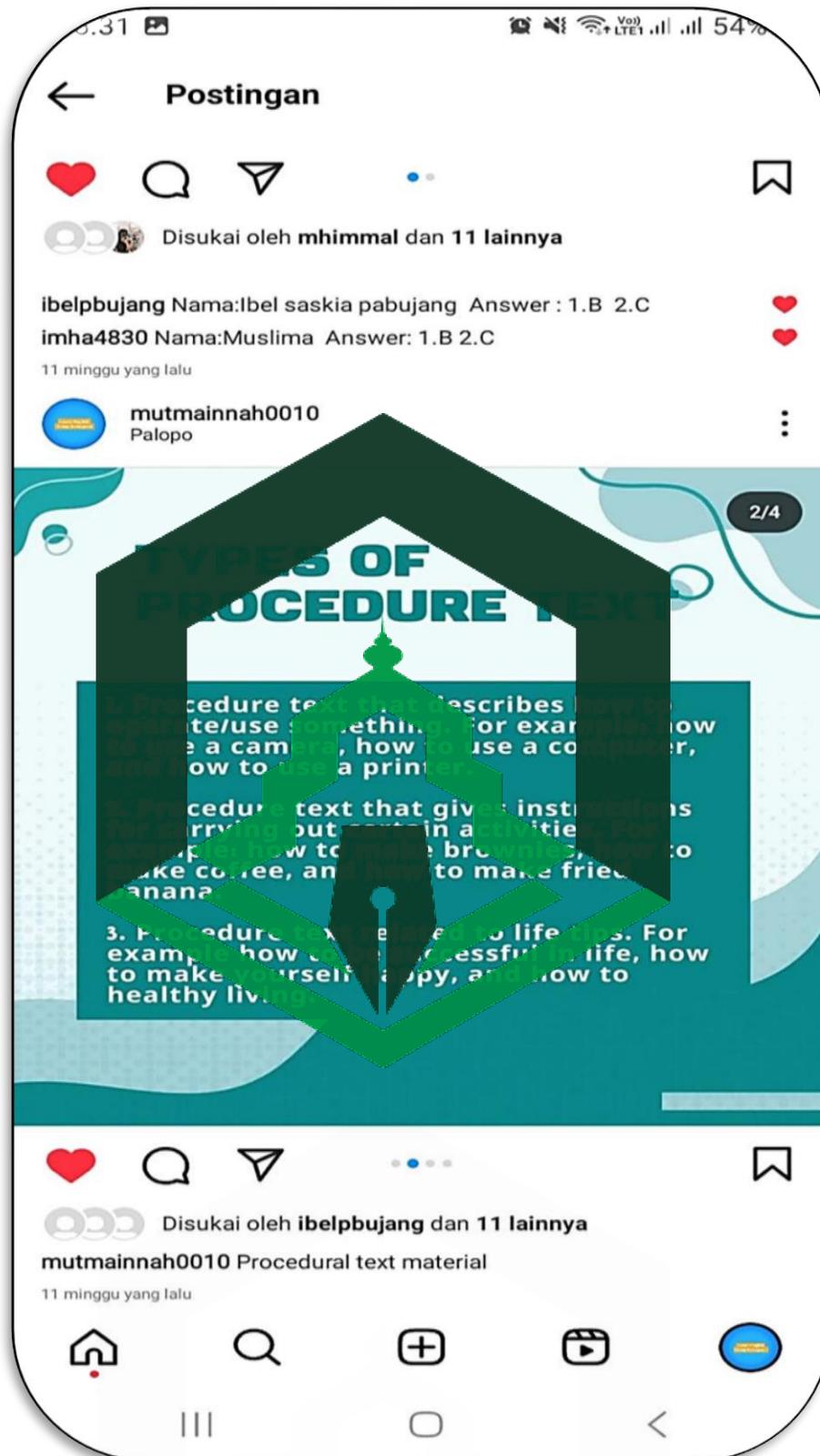


Figure. 3.15: Type of procedural text material on March 1, 2023

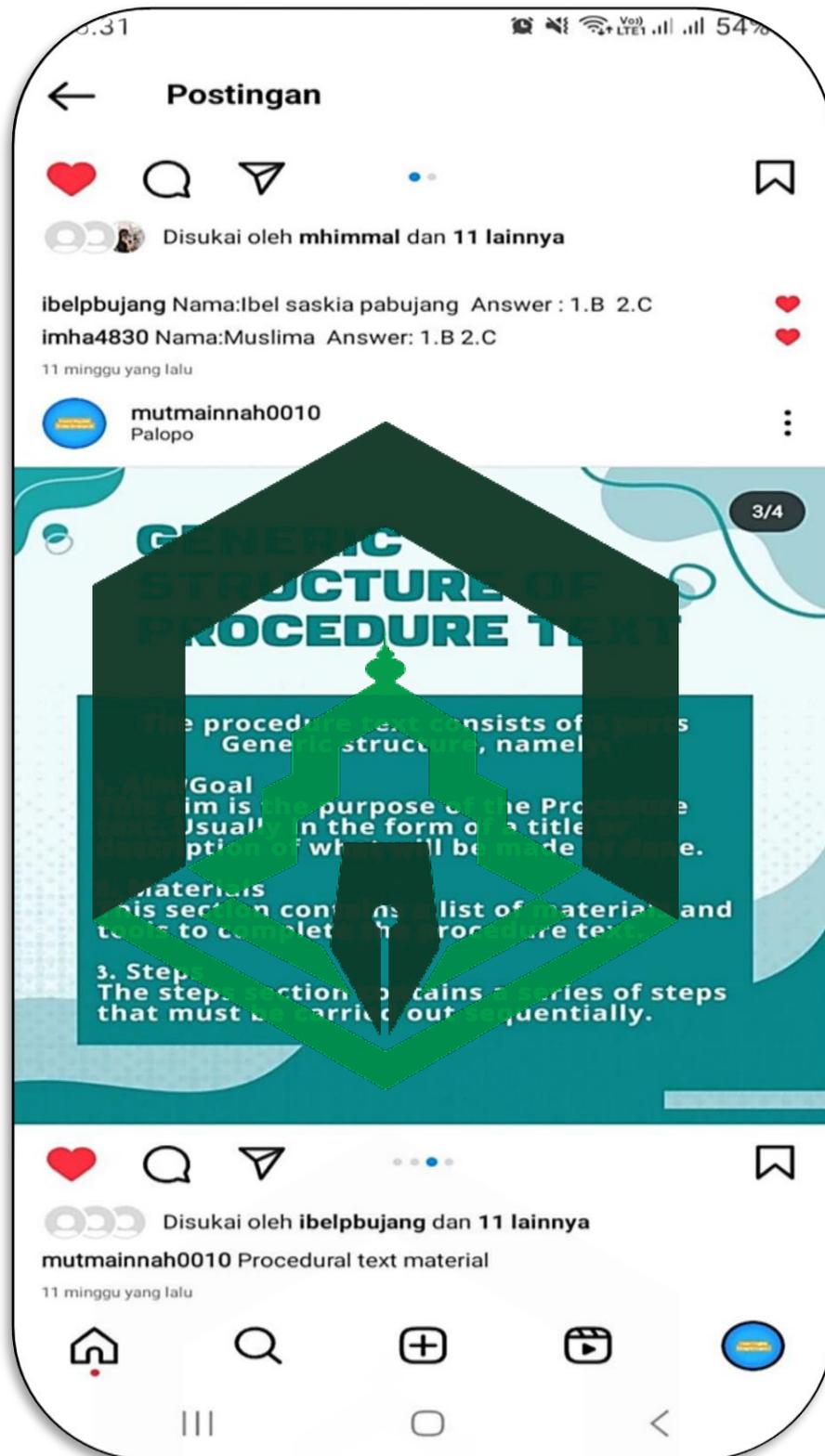


Figure. 3.16: Generic structure of procedural text material on March 1, 2023

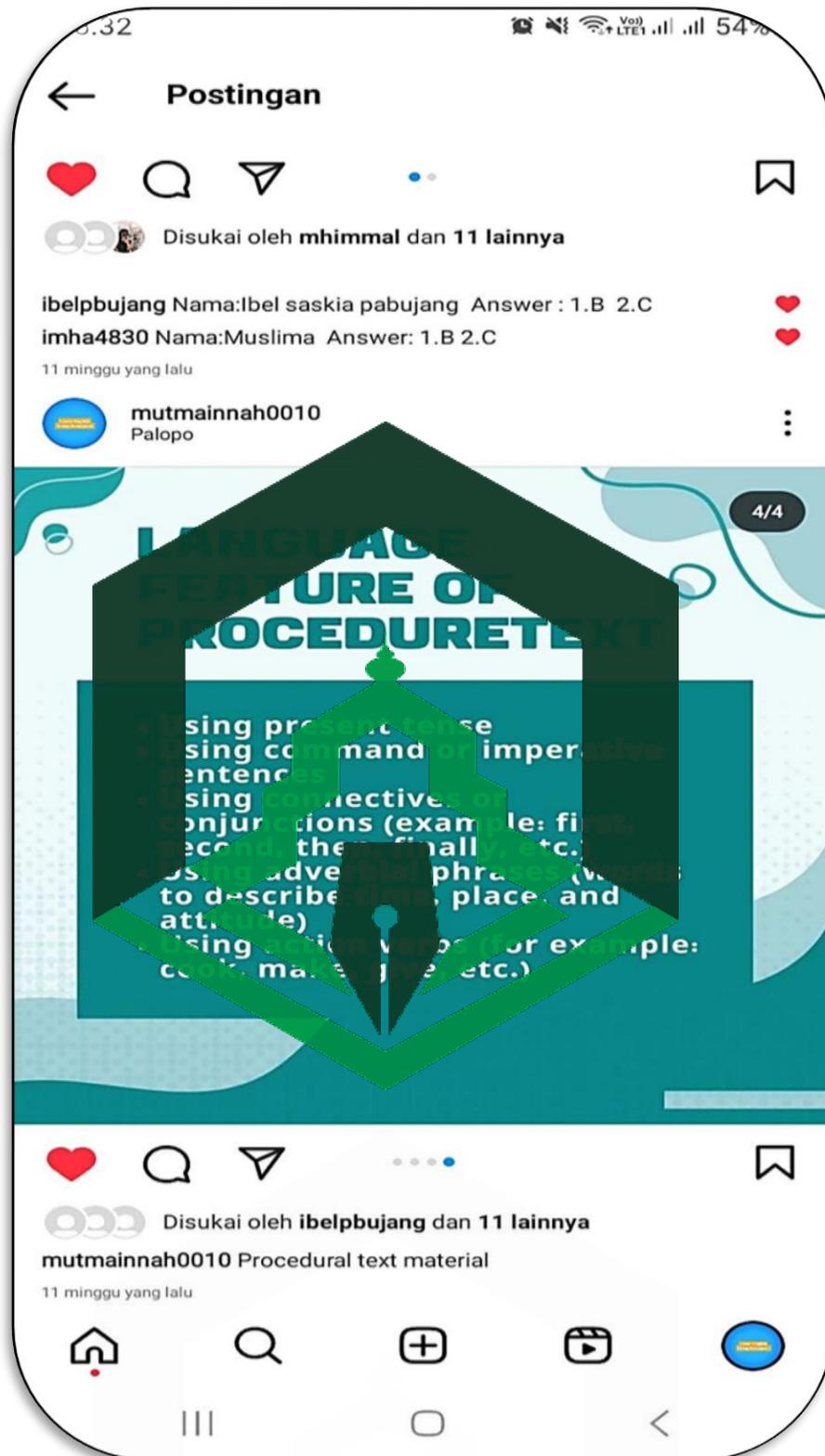


Figure. 3.17: Language feature of procedural text material on March 1, 2023



Figure. 3.18: Example of a procedure text on March 1, 2023



Figure. 3.19: Exercise of a procedure text on March 01, 2023



Figure. 3.20: Answered in the Instagram comments column on March 1, 2023



Figure. 3.21: Example of a procedure text on March 2, 2023

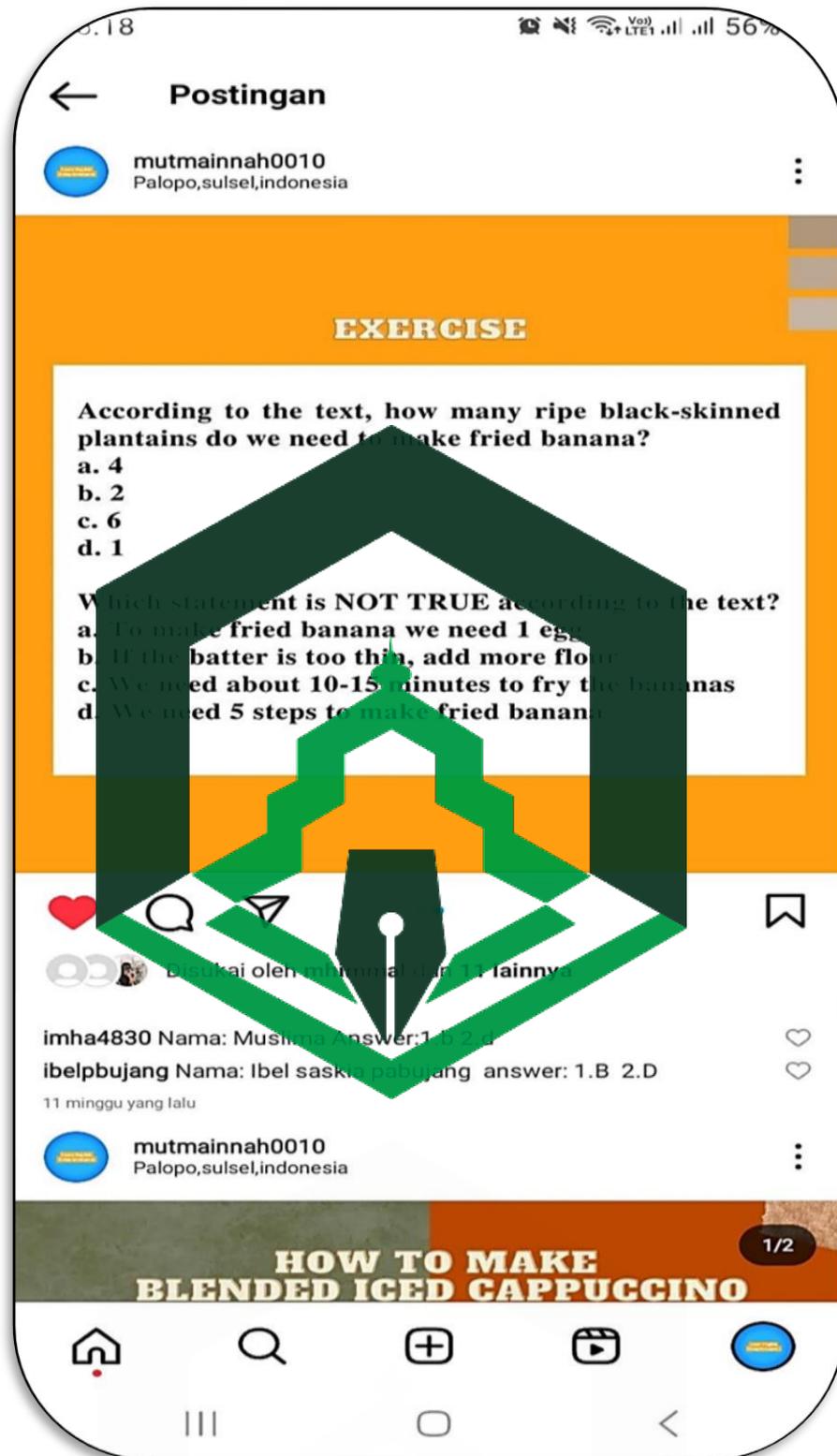


Figure. 3.22: Exercise of procedure text on March 02, 2023



Figure. 3.23: Answered in the Instagram comments column on March 2, 2023



Figure. 3.24: Example of a procedure text on March 3, 2023

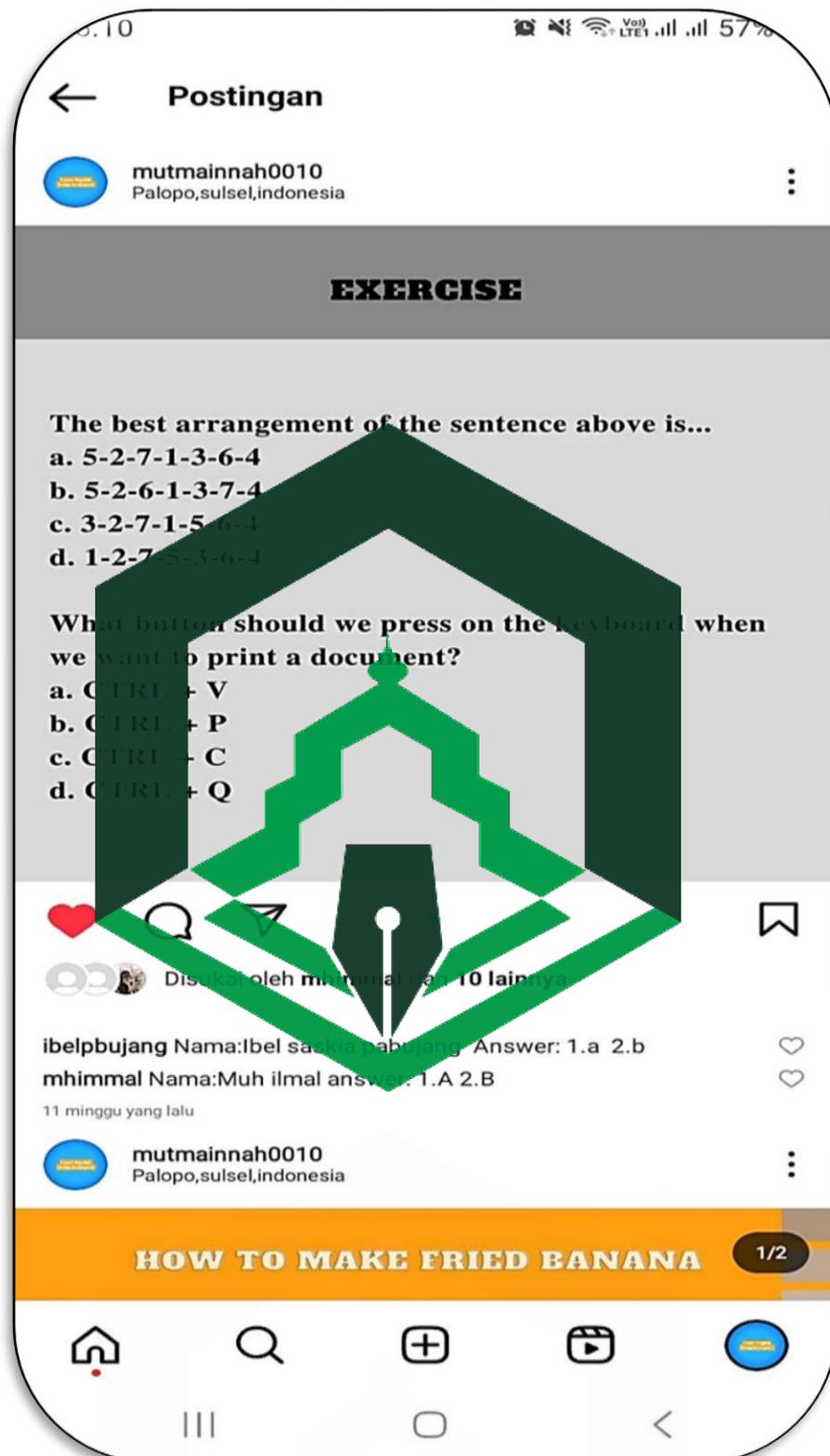


Figure. 3.25: Exercise of procedure text on March 3, 2023



Figure. 3.26: Answered in the Instagram comments column on March 3, 2023



Figure. 3.27: Example of a procedure text on March 4, 2023

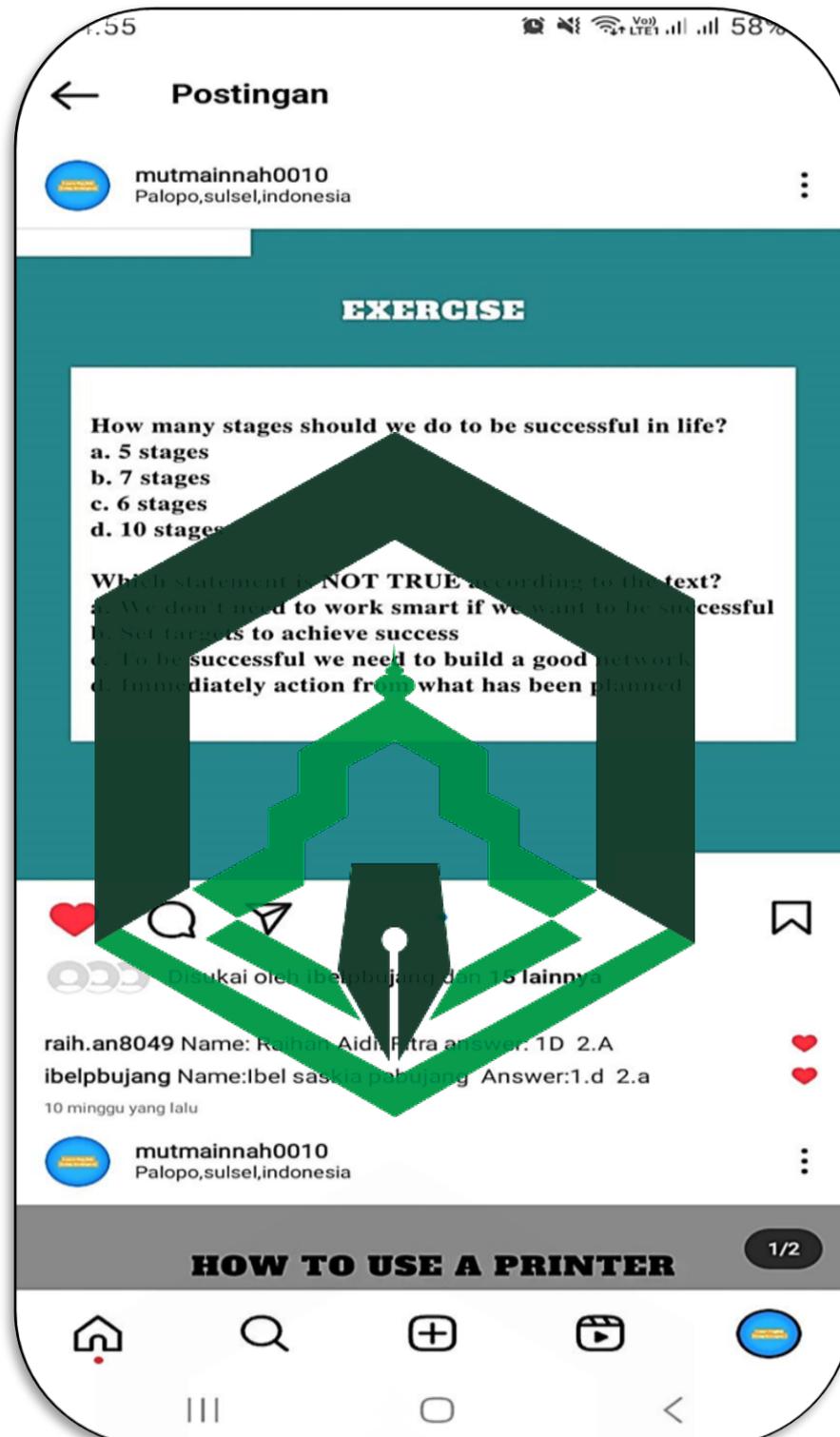


Figure. 3.28: Exercise of procedure text on March 4, 2023



Figure. 3.29: Answered in the Instagram comments column on March 4, 2023

## HASIL POST-TEST

(Class Experiment)

20  
10  
10

**Post-Test**

Name : Raiski  
Class : XI IPS 1

**Read the text and answer the questions!**  
**Text 1 for questions 1 to 3**

**How to Make Bregedel Tempe**

- 150 g Tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon Roasted Sesame Oil
- 1 cup vegetable oil

Here are the steps:

1. Cut the tempe with a fork.
2. Mix the cut tempe in a bowl and mix with the flour. This is followed by an egg.
3. Shape the tempe into the size of a golf ball and flatten a little.
4. Fry the tempe in vegetable oil on a medium flame. When the oil is hot, drop the tempe into the oil one or two at a time.
5. Fry until golden brown on both sides, drain on absorbent paper. Serve hot with sauce.

Source: <https://www.quizizz.com/quiz/601756e2904000e9/process> accessed on Friday, 03/10/2023.

- ✓ 1. How many stages should we do to make Bregedel Tempe?
  - a. 5 stages
  - b. 6 stages
  - ✗ c. 5 stages
  - d. 4 stages
- ✓ 2. What is the social function of this text?
  - a. To describe Bregedel Tempe
  - ✗ b. To describe how to make Bregedel Tempe
  - c. To inform the readers about Bregedel Tempe
  - d. To retell about Bregedel Tempe
- ✓ 3. Which statement is TRUE about the instruction?
  - ✗ a. We ought to drop the tempe around ten or twelve at a two times
  - b. We need a big fire to make the oil hot
  - c. We fry the tempe before golden brown
  - d. We fork to flatten the shape of tempe

**Text 2 for questions 4 to 5**

**The Basic Operation Digital Camera**

You need :

1. a digital camera
2. an object (a friend/classmate or something)

Hold up the camera and center the object in the LCD (Liquid interesting, you can find it around the classroom or schoolyard)

Follow the steps below to take the picture :

1. Hold up the camera and center the object in the LCD (Liquid Crystal Display)
2. Closer or use the zoom control for the result you want
3. When you are ready to take the picture, hold the shutter halfway. It is very important, so the camera sets the focus, shutter speed, and various other calculations.
4. A light should appear that let you know the camera is set to go
5. Press the shutter down. It may be necessary to turn off the LCD and use the viewfinder when there is more extreme sunlight to conserve battery. Glare from the LCD does not work well with more bright light.

Source: <http://nabilakazhimahqatrunada.blogspot.com/2016/06/kumpulan-soal-tentang-procedural-teks.html>  
 Accessed on Friday, 03 February 2023.

- ✓ 4. What will happen to the LCD when there is more extreme sunlight?
- a. The glare works well
  - b. The glare is broken
  - c. The glare runs
  - ✗ The glare does not work well
- ✓ 5. ... the LCD and use the viewfinder when there is more extreme

#### Text Questions 6 to 8

- How to Healthy Living**
1. Eat regularly and according to health rules (4 healthy 5 perfect)
  2. Sleep regularly 8 hours
  3. Exercise regularly
  4. Be diligent in consuming vitamins to your body fit and healthy
  5. Drink plenty of water
  6. Maintain cleanliness and hygiene in your environment
  7. Avoid smoking and liquor

Source: <https://brainly.co.id/tugas/2820510> Accessed on Friday, 03 February 2023

- ✓ 6. Which statement is NOT TRUE according to the text?
- ✗ We don't need to drink a lot of water
  - b. We need vitamins to keep the body healthy and fit
  - c. We should avoid smoking and always pay attention to cleanliness
  - d. 4 healthy 5 perfect is a dietary rule that complies with health rules
- ✓ 7. From the text, how many hours does a person need for regular sleep?
- a. 4 to 5 hours a day
  - b. 5 hours a day
  - ✗ 8 hours a day
  - d. 4 hours a day
- ✓ 8. According to the text, how healthy food should we eat regularly?
- a. Only 4 healthy
  - b. 5 healthy 4 perfect

- c. 4 healthy 4 perfect  
~~X~~ 4 healthy 5 perfect

**Text 4 for questions 9 to 11**

**How to Make Brownies**

To make brownies, you need:

1. Butter: 150 grams
2. Chocolate powder: 150 grams
3. Eggs: 4
4. Flour: 300 grams
5. Sugar: 600 grams
6. Vanilla extract: 1 tablespoon

Steps:

1. First, melt the chocolate.
2. Then, mix the egg and sugar.
3. Preheat the oven to 180°C.
4. Next, mix the melted chocolate with the mixes you have prepared and stir.
5. Add the flour and vanilla extract. Add a little flour to cover the bottom of the pan.
6. Bake for 20-30 minutes.
7. Check the brownies after 10-15 minutes.
8. Insert a knife in the mix to check the brownies. The brownies should be moist if the knife comes out clean.
9. Remove the brownies from the oven and eat them after 15 minutes for a better eating experience.

Source: <https://mamikos.com/soal-contoh-soal-essay-linguistic-text-beserta-jawaban-ganda-dan-pilihan-ganda-dan-essay>, accessed on Friday, 03 February 2023.

- ✓ 9. What is the social function of this text?
- a. Inform the reader about brownies.
  - ~~X~~ b. Describe how to make brownies.
  - c. Explain about brownies.
  - d. Describe brownies.
- ✓ 10. How much flour do we need to make brownies?
- a. 600 grams
  - b. 150 grams
  - ~~X~~ c. 300 grams
  - d. 350 grams
- ✓ 11. What is the title of the text above?
- ~~X~~ a. How to make brownies
  - b. To make vanilla brownies
  - c. To make chocolate brownies
  - d. How to make cake

**Text 5 for questions 12**

Ingredients:

- Buttermilk
- Plain flour
- Egg whites

- Chocolate powder

Source: <https://brainly.co.id/tugas/52862473> Accessed on Friday, 03 February 2023

- ✓ 12. We can find the ingredients above in the ...
- a. Chocolate milk recipe
  - b. Strawberry pudding recipe
  - c. Chocolate pudding recipe
  - ✗ Chocolate cake recipe

**Text 6 for questions 13 to 16**

**Ingredients:**

5 large strawberries  
2 tsp sugar  
1/2 glass of water  
milk or yogurt (optional)  
ice cubes

**Steps:**

1. Wash the strawberries.
2. Cut the strawberries into the blender.
3. Add the strawberries, water, sugar, and ice cubes.
4. Blend for 2-3 minutes. If it is not creamy, you may add milk or add yogurt if you like a sweeter taste.
5. Pour the juice into a glass and blend them for about 2-3 minutes.
6. Enjoy your drink. The juice is ready to drink.

Source: <https://www.dimensi.com/latihan-soal-pengertian-manual.html>  
Accessed on Friday, 03 February 2023

- ✓ 13. The text above is about ...
- a. How to drink strawberry juice
  - ✗ The way to make strawberry juice
  - c. The way to ask people to drink strawberry juice
  - d. The description of strawberry juice
- ✓ 14. From the text, how many strawberries do you need?
- a. 5 small strawberries
  - b. 6 large strawberries
  - ✗ 5 large strawberries
  - d. 4 large strawberries
- ✓ 15. Which statement is NOT TRUE according to the text?
- a. We need a blender to blend the juice
  - b. We add yogurt to make a sour taste
  - ✗ We need 5 small strawberries
  - d. Blend the juice for about 2-3 minutes
- ✓ 16. What should we do if we want to make creamy strawberry juice?
- a. Add more ice cubes
  - b. Add more strawberries
  - c. Add yogurt
  - ✗ Add milk

## Text 7 for questions 17

## How to be Successful in Life

1. Always think positively
2. Give thanks for life every day
3. Dare to start
4. Discipline
5. Quick to adapt
6. Open to criticism and suggestions
7. Have a healthy lifestyle
8. Build relationships

- ✓ 17. How many stages should we do to be successful in life?
- a. 8 stages
- b. 6 stages
- c. 5 stages
- d. 4 stages

## Text 8 for questions 18-20

## How to Make Instant Noodles

1. You can make instant noodles with the help of a microwave.
2. Add any items that you want and serve the noodles.
3. Fill a bowl with two cups of water and the noodle.
4. Microwave it for about three to five minutes.
5. Stir the noodles and pour the seasoning into the bowl.
6. After the microwave beeps, wait for three minutes in the closed microwave.
7. Stir the noodles until the seasonings dissolve.

Source: <http://roboguru.com/question/how-to-make-instant-noodles-can-make-instant-noodles>  
 Accessed on Friday, 07 February 2020 at 10:00 AM WIB

- ✓ 18. The best arrangement of the steps above is ...
- a. 1-3-4-6-5-2-7
- b. 1-3-6-2-4-3-7
- c. 1-4-7-2-6-3
- d. 1-2-7-3-6-5-4
- ✓ 19. What is the last step?
- a. You can make instant noodles with the help of a microwave
- b. Add any items that you want and serve the noodles
- c. Microwave it for about three to five minutes
- d. Stir the noodles until the seasonings dissolve
- ✓ 20. Which of the following procedures is true?
- a. Fill a bowl with three cups of water and noodles before placing them in the microwave
- b. Pour the seasoning before putting the noodles into the microwave
- c. We need about two to four minutes to make the noodles
- d. We need to wait three minutes after the beep of the microwave

## (Class Control)

Post-Test

Name : ADITYA AL-FACHREZI  
Class : XI IPS 2

Read the text and answer the questions!  
Text 1 for questions 1 to 3

**How to Make Bregedel Tempe**

- 150 g Tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon Royco
- 1 cup vegetable oil

Here are the instructions:

1. Mash the tempe in a bowl and mix with flour, egg, and Royco.
2. Roll the mixture into a ball and flatten it. This is followed by an
3. Shape the tempe into the size of a golf ball and flatten a
4. Heat the vegetable oil on a medium flame. When the oil is hot, drop the tempe into the oil one or six at a time.
5. Fry until golden brown on both sides, drain on *absorbent paper*, and serve hot with

Soal: <https://www.quizizz.com/admin/questions/601756e290601ba700e9/process> accessed on Friday, 03/10/2023 10:08:00 AM

- ✓ 1. How many stages should we do to make Bregedel Tempe?
  - a. 2 stages
  - b. 3 stages
  - ✗ c. 5 stages
  - d. 4 stages
- ✓ 2. What is the social function of the text?
  - a. To describe Bregedel Tempe
  - ✗ b. To describe how to make Bregedel Tempe
  - c. To inform the readers about Bregedel Tempe
  - d. To retell about Bregedel Tempe
- ✓ 3. Which statement is TRUE about the instruction?
  - ✗ a. We ought to drop the tempe around ten or twelve at a two times
  - b. We need a big fire to make the oil hot
  - c. We fry the tempe before golden brown
  - d. We fork to flatten the shape of tempe

Text 2 for questions 4 to 5

**The Basic Operation Digital Camera**

You need :

1. a digital camera
2. an object (a friend/classmate or something Hold up the camera and center the object in the LCD (Liquid interesting, you can find it around the classroom or schoolyard)

Follow the steps below to take the picture :

1. Hold up the camera and center the object in the LCD (Liquid Crystal Display)
2. Closer or use the zoom control for the result you want
3. When you are ready to take the picture, hold the shutter halfway. It is very important, so the camera sets the focus, shutter speed, and various other calculations.
4. A light should appear that let you know the camera is set to go
5. Press the shutter down. It may be necessary to turn off the LCD and use the viewfinder when there is more extreme sunlight to conserve battery. Glare from the LCD does not work well with more bright light.

Source: <http://nabilaka/himahqatrunada.blogspot.com/2016/06/kumpulan-soal-tentang-procedural-teks.html>  
 Accessed on Friday, 03 February 2023.

- ✓ 4. What will happen to the LCD when there is more extreme sunlight?
- a. The glare works well
  - b. The glare is broken
  - c. The glare runs very fast
  - ✗ The glare does not work well
- ✓ 5. It may be necessary to turn off the LCD and use the viewfinder when there is more extreme sunlight to conserve battery.

Text for questions 6 to 8

- How to Healthy Living**
1. Eat regularly and according to health rules (4 healthy 5 perfect)
  2. Keep regular sleep patterns (8 hours a day)
  3. Exercise regularly
  4. Be diligent in consuming vitamins to keep your body fit and healthy
  5. Drink plenty of water
  6. Maintain cleanliness of the body and environment
  7. Avoid smoking and liquor

Source: <https://brainly.com/question/28205706> Accessed on Friday, 03 February 2023

- ✓ 6. Which statement is NOT TRUE according to the text?
- ✗ We don't need to drink a lot of water
  - b. We need vitamins to keep the body healthy and fit
  - c. We should avoid smoking and always pay attention to cleanliness
  - d. 4 healthy 5 perfect is a dietary rule that complies with health rules
- ✓ 7. From the text, how many hours does a person need for regular sleep?
- a. 4 to 5 hours a day
  - b. 5 hours a day
  - ✗ 8 hours a day
  - d. 4 hours a day
- ✓ 8. According to the text, how healthy food should we eat regularly?
- a. Only 4 healthy
  - b. 5 healthy 4 perfect

- c. 4 healthy 4 perfect  
~~X~~ 4 healthy 5 perfect

**Text 4 for questions 9 to 11**

**How to Make Brownies**

To make brownies, you need:

1. Butter: 150 grams
2. Chocolate powder: 150 grams
3. Eggs: 4
4. Flour: 300 grams
5. Sugar: 600 grams
6. Vanilla extract: 1 tablespoon

Steps:

1. First, melt the chocolate.
2. Then, mix the eggs.
3. Preheat the oven.
4. Next, mix the ingredients you need and stir.
5. Grease the pan and add a little flour to cover.
6. Pour the mix into the pan.
7. Bake for 30 minutes.
8. Insert a knife in the mix to check the brownies. The knife should be moist if the brownies are done.
9. Take out the brownies from the oven and eat them after 15 minutes for a better eating experience.

Source: <https://mamikos.com/contoh-soal-pengertian-text-beserta-jawaban-ganda-dan-pilihan-ganda-dan-jawabannya>  
 accessed on Friday, 10 February 2023.

9. What is the social function of this text?  
 a. To inform the readers about brownies.  
~~X~~ b. To describe how to make brownies.  
 c. To explain about brownies.  
 d. To describe brownies.
10. How much flour do we need to make brownies?  
 a. 600 grams  
 b. 150 grams  
~~X~~ c. 300 grams  
 d. 350 grams
11. What is the title of the text above?  
~~X~~ a. How to make brownies  
 b. To make vanilla brownies  
 c. To make chocolate brownies  
 d. How to make cake

**Text 5 for questions 12**

Ingredients:

- Buttermilk
- Plain flour
- Egg whites



*Text 7 for questions 17***How to be Successful in Life**

1. Always think positively
2. Give thanks for life every day
3. Dare to start
4. Discipline
5. Quick to adapt
6. Open to criticism and suggestions
7. Have a healthy lifestyle
8. Build relationships

- ✓ 17. How many stages should we do to be successful in life?
- a. 8 stages
  - b. 6 stages
  - c. 5 stages
  - d. 4 stages

*Text 8 for questions 18-20***How to Make Instant Noodles**

1. You can make instant noodles with the help of a microwave.
2. Add any items that you want and serve the noodles.
3. Fill a bowl with two cups of water and the noodle.
4. Microwave it for about three to five minutes.
5. Take out the noodles out of the microwave and pour the seasoning.
6. After the microwave beeps, wait for three minutes in the closed microwave.
7. Stir the noodles until the seasonings dissolve.

Source: <http://roboguru.com/question/how-to-make-instant-noodles-in-microwave>  
 Accessed on 12 February 2020

- ✓ 18. The best arrangement of the steps above is ...
- a. 3-4-6-5-2-1
  - b. 1-2-3-6-2-4-3
  - c. 1-4-7-3-5-6-2
  - d. 1-2-7-3-6-5-4
- ✓ 19. What is the last step?
- a. You can make instant noodles with the help of a microwave
  - b. Add any items that you want and serve the noodles
  - c. Microwave it for about three to five minutes
  - d. Stir the noodles until the seasonings dissolve
- ✗ 20. Which of the following procedures is true?
- a. Fill a bowl with three cups of water and noodles before placing them in the microwave
  - b. Pour the seasoning before putting the noodles into the microwave
  - c. We need about two to four minutes to make the noodles
  - d. We need to wait three minutes after the beep of the microwave



1 2 0 2 3 1 9 0 0 9 0 2 0 0

PEMERINTAH KOTA PALOPO  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 200/IP/DPMPSTP/II/2023

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMORANDUM KEPADA**

Nama : **ERICK K. SIGA**  
Jenis Kelamin : **Laki-laki**  
Alamat : **Jl. BTP. Bogar Blok. D No. 74 Kota Palopo**  
Pekerjaan : **Mahasiswa**  
NIM : **1902020010**

Maksud dan Tujuan : **Adapun maksud dan tujuan dilakukan penelitian dalam rangka penulisan Skripsi dengan**

**THE EFFECTIVENESS OF USING INSTAGRAM TO ENHANCE STUDENTS' READING COMPREHENSION AT SMAN 4 PALOPO**

Lokasi : **SMA NEGERI 4 PALOPO**

Lamanya : **23 Februari 2023 - Mei 2023**

**DENGAN MENUNTUN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian, melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, apabila pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 24 Februari 2023

a.n. Kepala Dinas Penanaman Modal dan PTSP

Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



**ERICK K. SIGA, S.Sos**

Pangkat : Penata Tk.I

NIP : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo.
3. Dandim 1403 S/WG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINASPENDIDIKAN  
SMA NEGERI 4 PALOPO**

Jalan Rakau Palopo No. Telp. (0471) 21475 Email: sman4palopo@gmail.com

**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3/933-UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 4 Palopo, menerangkan bahwa :

N a m a	<b>MUTMANNAH</b>
NIM	100202010
tempat, tanggal lahir	: Gowa, 08 April 2001
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: STP Bogar Blok D No. 21 Kota Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 palopo**, terhitung mulai tanggal 27 Februari s/d 07 Maret 2023, guna melengkapi Skripsi yang berjudul :

**“The Effectiveness Of Using Instagram To Enhance Student’s Reading Comprehension At SMAN 4 Palopo”**

Demikian Surat Keterangan Penelitian ini di buat, di berikan kepada yang bersangkutan untuk digunakan sebagaimana mesunya.

Palopo, 08 Maret 2023  
Kepala UPT



**Drs. H. Esman, M.Pd**  
Pangkat Pembina Utama Muda  
NIP. 19641231 198903 1 242

**BerAKHLAK**

# bangga  
melayani  
bangsa

**Sipakatau**

**Disdik**

## SCORING PRE-TEST & POST-TEST

(Class Experimental)

No	Students	Experimental			
		Literal Comprehension		Interpretive Comprehension	
		Pre-test	Post-test	Pre-test	Post-test
1	S1	50	90	20	90
2	S2	50	100	10	90
3	S3	50	100	20	100
4	S4	60	100	40	100
5	S5	10	100	40	100
6	S6	50	100	30	100
7	S7	30	100	30	100
8	S8	10	90	20	80
9	S9	40	100	40	100
10	S10	30	100	10	90
11	S11	60	100	40	100
12	S12	20	80	10	90
13	S13	30	100	30	100
14	S14	20	100	20	80
15	S15	40	100	20	100
16	S16	10	90	10	90
17	S17	40	100	10	100
18	S18	50	100	20	100
19	S19	30	100	40	100
20	S20	20	100	10	80
21	S21	20	100	20	100
22	S22	30	100	30	100
23	S23	50	100	30	100
24	S24	60	100	40	100
25	S25	20	100	20	100
26	S26	30	100	20	80
27	S27	70	100	20	90
28	S28	20	90	10	90
29	S29	40	100	20	100
30	S30	30	90	10	90
Mean Score		1090	2930	690	2840
		36.33	97.67	23.00	94.67

## SCORING PRE-TEST & POST-TEST

(Class Control)

No	Students	Control			
		Literal Comprehension		Interpretive Comprehension	
		Pre-test	Post-test	Pre-test	Post-test
1	S1	60	90	40	90
2	S2	50	70	10	80
3	S3	30	80	20	70
4	S4	40	90	30	80
5	S5	60	90	20	80
6	S6	20	80	10	40
7	S7	40	90	0	60
8	S8	30	100	40	80
9	S9	30	80	10	70
10	S10	20	90	40	90
11	S11	20	80	10	70
12	S12	60	90	40	90
13	S13	50	100	40	70
14	S14	30	90	20	60
15	S15	40	70	20	80
16	S16	50	90	40	80
17	S17	30	70	20	70
18	S18	40	90	30	80
19	S19	20	70	0	50
20	S20	40	80	20	70
21	S21	20	60	10	60
22	S22	50	90	20	90
23	S23	20	80	20	70
24	S24	60	100	40	80
25	S25	30	70	20	70
26	S26	10	60	10	40
27	S27	50	80	10	70
28	S28	20	70	20	60
29	S29	40	90	30	90
30	S30	20	70	20	70
Mean Score		1080	2440	660	2160
		36.00	81.33	22.00	72.00

## CURRICULUM VITAE



Mutmainnah, born in Gowa April 8, 2001. The writer was the first child of six children. Father named Hasanuddin Suasa, A.Md., and mother named Sitti Maimuna. Currently, the author lives in Palopo, South Sulawesi. The author's basic education was completed in 2013 at SDN 6 Bogar. Then in the same year studied at SMPN 3 Palopo until 2016. Then continued his education at SMAN 1 Palopo and graduated in 2019. After graduating from high school the author continued his education at the Palopo State Islamic Institute of Palopo and majored in English education.

