

The Effectiveness of Instagram-Based Hortatory Exposition Texts on Students' Reading Comprehension

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Abstract

This study investigated the effectiveness of Instagram-based hortatory exposition texts in improving the reading comprehension of eleventh-grade students at SMAN 7 Kediri in the academic year 2025/2026. The study focused on four indicators of reading comprehension: identifying main ideas, supporting details, inferences, and understanding vocabulary in context. This research employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants were 24 eleventh-grade students selected through random sampling. The instruments used in this study were reading comprehension tests and a questionnaire. The data were collected through administering the pre-test, post-test, and questionnaire, and then analyzed using a paired sample t-test. The findings showed that students' reading comprehension improved significantly after the implementation of Instagram-based hortatory exposition texts. The mean score increased from 56.87 in the pre-test to 84.37 in the post-test, while the significance value was 0.000, which was lower than 0.05. In addition, the questionnaire results showed positive students' behavior toward the use of Instagram in reading activities, particularly in identifying inferences. However, this study was limited to one class and focused only on reading comprehension. Therefore, future researchers are suggested to involve larger samples and different research designs to obtain broader findings.

Keywords: *Instagram-based learning, hortatory exposition text, reading comprehension, EFL.*

INTRODUCTION

Reading is an essential skill in English language learning, particularly in English as a Foreign Language (EFL) contexts, where written texts serve as an important source of linguistic input. Through reading, learners acquire vocabulary, grammatical knowledge, and information that contribute to their overall language development. More importantly, reading comprehension involves the process of constructing meaning from written texts through the interaction between the reader and the text. According to Snow (2002), reading comprehension is not merely the ability to recognize words but also the ability to extract and construct meaning from written language.

Effective comprehension requires readers to identify important information, connect ideas, interpret implicit meanings, and utilize contextual clues to understand unfamiliar vocabulary. Therefore, reading comprehension plays a crucial role in enabling learners to engage with texts critically and develop their language proficiency.

In the Indonesian educational context, reading comprehension has become increasingly important with the implementation of the Merdeka Curriculum, which emphasizes students' ability to comprehend, analyze, and respond critically to various types of texts. To achieve these objectives, students are expected to demonstrate several reading comprehension skills, including identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context. To develop these skills, students are required to engage with various text genres taught in the English curriculum. Among these genres, hortatory exposition texts are particularly challenging because they present arguments and recommendations that require readers to evaluate information critically. These skills are particularly important when reading hortatory exposition texts, which require students to evaluate arguments, analyze supporting reasons, and comprehend the writer's intended message. However, many EFL learners continue to experience difficulties in developing these skills. Students often struggle to identify the main idea of a text, distinguish supporting information, interpret implied meanings, and understand unfamiliar vocabulary. As a result, these difficulties may hinder their ability to construct meaning effectively and achieve satisfactory reading performance. Therefore, strengthening students' reading comprehension skills remains one of the primary objectives of English language instruction.

To address these challenges, English teachers are encouraged to integrate technology into language instruction. The rapid development of digital technology has transformed educational practices by providing learners with access to authentic materials and interactive learning experiences. The integration of technology into language learning not only increases students' motivation but also creates opportunities for more flexible and learner-centered instruction. One approach that has gained considerable attention is Mobile-Assisted Language Learning (MALL), which utilizes mobile devices to facilitate language learning beyond traditional classroom settings. According to Kukulska-Hulme and Shield (2008), MALL promotes learner autonomy and allows students to engage with learning materials anytime and

anywhere. Similarly, Burston (2014) argues that mobile technologies offer meaningful opportunities for language learning through interactive and accessible digital environments. As a result, MALL has become an increasingly relevant approach to language teaching, particularly among students who are highly familiar with mobile technology.

Among various mobile applications, Instagram has become one of the most widely used social media platforms among adolescents. As a multimodal platform that combines images, captions, videos, and written texts, Instagram offers considerable potential for language learning. The integration of visual and textual information can support students in understanding content more effectively by providing contextual clues that facilitate comprehension. Furthermore, the familiarity of Instagram among students may increase their engagement and participation in learning activities. Al-Ali (2014) suggests that Instagram can promote language learning by exposing learners to authentic content and encouraging meaningful interaction through digital communication. Consequently, Instagram has increasingly been recognized as a potential instructional medium that can support language learning in digital environments.

A growing body of research has investigated the use of Instagram in English language learning. Previous studies have reported that Instagram contributes positively to students' vocabulary acquisition, writing performance, learning motivation, and engagement in language learning activities. For example, Soviyah and Etikaningsih (2018) found that Instagram facilitated students' writing development by encouraging creativity and interaction. Similarly, Auly et al. (2022) reported that Instagram supported vocabulary learning by providing authentic and contextual language exposure. In reading instruction, Rosani et al. (2019), Putri et al. (2022), and Dewi et al. (2023) revealed that Instagram enhanced students' engagement and improved their reading comprehension through the integration of visual and textual elements. Collectively, these studies demonstrate the educational potential of Instagram as a language learning medium.

Although previous studies have demonstrated the educational benefits of Instagram in language learning, the findings indicate that research has primarily concentrated on vocabulary development, writing instruction, learner engagement, and general reading activities. Most studies have highlighted the motivational aspects of Instagram and its ability to provide authentic learning experiences through multimodal

content. However, relatively few studies have examined how Instagram can be systematically integrated into reading instruction using a specific text genre and assessed through clearly defined reading comprehension indicators. Consequently, further investigation is needed to provide more empirical evidence regarding the effectiveness of Instagram-based learning in supporting particular aspects of reading comprehension.

Despite these promising findings, several gaps remain in the existing literature. First, most previous studies have focused on vocabulary learning, writing instruction, students' perceptions, or general reading activities. Limited attention has been given to the use of Instagram-based hortatory exposition texts as instructional materials in reading classes. Second, previous research has rarely examined how Instagram supports specific reading comprehension indicators, such as identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context. These indicators are particularly important in comprehending hortatory exposition texts, which require students to understand arguments, evaluate supporting reasons, and interpret implied meanings. Therefore, further investigation is needed to explore how Instagram-based learning can support these aspects of reading comprehension.

The present study attempts to fill these gaps by investigating the effectiveness of Instagram-based hortatory exposition texts in improving students' reading comprehension. Unlike previous studies that primarily focused on vocabulary development, writing skills, or general reading activities, this study specifically examines four reading comprehension indicators: identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context. In addition, the study explores students' behavior toward the implementation of Instagram-based learning. By combining achievement data and students' behavior, this study is expected to provide a more comprehensive understanding of the role of Instagram in reading instruction.

Therefore, this study aims to investigate the effectiveness of Instagram-based hortatory exposition texts in improving the reading comprehension of eleventh-grade students at SMAN 7 Kediri and to explore students' responses toward the implementation of Instagram-based learning. The findings are expected to contribute to the growing body of research on technology-enhanced language learning and

provide practical insights for English teachers seeking innovative approaches to reading instruction in EFL classrooms.

METHODS

Research Design

This study employed a quantitative approach using a pre-experimental design, specifically a one-group pre-test and post-test design. In this design, students were administered a pre-test before the treatment and a post-test after the treatment to determine whether there was a significant improvement in their reading comprehension achievement. The treatment consisted of reading instruction using Instagram-based hortatory exposition texts as the learning medium. To complement the test data, a questionnaire was administered at the end of the treatment to explore students' behavior toward the implementation of Instagram-based learning.

Participants and Research Setting

The study was conducted at SMAN 7 Kediri during the 2025/2026 academic year. The participants were 24 eleventh-grade students selected through random sampling. The selected class represented the target population of eleventh-grade students who were studying hortatory exposition texts as part of their English curriculum. The participants had relatively similar learning backgrounds and had previously received reading instruction through conventional classroom activities.

Research Instruments

Two instruments were employed in this study: a reading comprehension test and a questionnaire. The primary instrument was a reading comprehension test administered as both a pre-test and a post-test to measure students' reading comprehension achievement before and after the treatment. The test consisted of 20 multiple-choice items developed based on four reading comprehension indicators: identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context. Each indicator was represented by five items. Every correct answer was awarded five points, and the total score was converted into a scale of 0–100. The same indicators were assessed in both the pre-test and post-test to ensure consistency in measuring students' reading comprehension performance.

In addition to the reading comprehension test, a questionnaire was administered after the treatment to explore students' behavior toward the implementation of Instagram-based hortatory exposition texts. The questionnaire consisted of statements

related to the four reading comprehension indicators addressed during the treatment, namely identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context. Students responded to each statement using a five-point Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, to Strongly Agree. The questionnaire data were used to provide additional insights into students' behavior and learning experiences during the implementation of Instagram-based learning.

Research Procedures

The study was conducted in five stages: pre-test, treatment, post-test, questionnaire administration, and data analysis. Before the treatment, students completed a pre-test to measure their initial reading comprehension achievement. The treatment was implemented in three instructional sessions using Instagram-based hortatory exposition texts. After the treatment, students completed a post-test to assess their reading comprehension achievement and a questionnaire to explore their behavior toward the implementation of Instagram-based learning. The detailed research procedures are presented in Table 1.

TABLE 1. Research Procedures

Stage	Activities
Pre-test	Students completed a reading comprehension test consisting of 20 multiple-choice questions to measure their initial reading ability.
Treatment 1	Students were introduced to Instagram-based hortatory exposition texts and practiced identifying main ideas and vocabulary in context.
Treatment 2	Students analyzed supporting details and textual information presented through Instagram posts.
Treatment 3	Students practiced identifying inferences and interpreting messages conveyed in the texts.
Post-test	Students completed a post-test consisting of 20 multiple-choice questions to measure their reading comprehension after the treatment.
Questionnaire	Students completed a questionnaire to respond to their behavior during Instagram-based learning.
Data Analysis	Pre-test and post-test scores were analyzed using SPSS version 25 with descriptive statistics and a paired-samples t-test.

The treatment was conducted in three instructional sessions using Instagram-based hortatory exposition texts. The learning activities were organized into pre-reading, while-reading, and post-reading stages to facilitate students' reading comprehension. The detailed implementation of Instagram-Based Hortatory Exposition is presented in Table 2.

TABLE 2. Implementation of Instagram-Based Hortatory Exposition

Instructional Stage	Learning Activities	Targeted Reading Indicator
Pre-Reading	Students observed an Instagram post by examining its title, image, and caption. Guided questions were used to activate background knowledge and encourage students to share their opinions regarding the topic.	Activating background knowledge
While-Reading	Students read an Instagram-based hortatory exposition text and analyzed its textual and visual elements. They identified the main idea and interpreted unfamiliar vocabulary using contextual clues provided by the caption and image.	Main idea and vocabulary in context
	Students revisited the same Instagram post to identify supporting details and examine how the writer's arguments were presented through textual and visual information.	Supporting details
	Students interpreted implicit meanings and drew conclusions by connecting information from the caption, image, and overall message of the post. Guided questions were used to support inferential thinking.	Inferences

Post-Reading	Students reflected on their learning experiences, expressed opinions about the issue discussed, and received feedback from the teacher.	Comprehension reinforcement and reflection
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Instagram-Based Learning Materials

The instructional materials used in this study consisted of Instagram-based hortatory exposition texts obtained from public Instagram posts discussing issues relevant to students' daily lives. The selected posts combined visual elements, headings, captions, and argumentative content, which reflected the characteristics of hortatory exposition texts. The integration of these elements enabled students to interact with authentic digital texts while practicing various reading comprehension skills.

Figure 1. Example of an Instagram-Based Hortatory Exposition Text

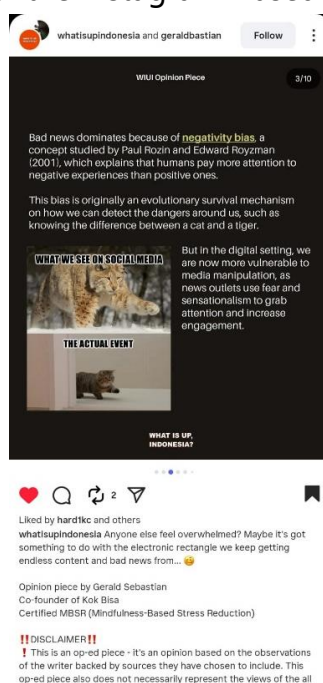


The learning activities began by directing students to observe the visual elements of the Instagram post before reading the accompanying text. Students were asked to examine the title *"How to Survive and Stay Sane in the Ocean of Bad News?"* and identify information presented in the image. Through guided questions such as *"What do you think the text will discuss?"* and *"What message is conveyed by the*

image?”, students were encouraged to activate their background knowledge and predict the topic of the text.

The visual illustration showing a character surrounded by various sources of bad news provided contextual clues that helped students infer the general theme before reading. At this stage, students practiced identifying the possible main idea of the text by connecting the title, image, and their prior experiences related to social media and news consumption. This activity corresponds to the pre-reading stage presented in Table 2, where students were encouraged to develop predictions and establish connections between visual information and textual content.

Figure 2. Continuation of the Instagram-Based Hortatory Exposition Text



After making predictions, students proceeded to read the textual content presented in the following slides of the Instagram post. During this stage, they analyzed the arguments provided by the writer regarding the phenomenon of negativity bias and its influence on social media users. Students identified supporting details explaining why negative news tends to attract more attention and examined how the writer supported the argument through examples and explanations.

The visual comparison presented in the post also functioned as contextual support that assisted students in interpreting the message of the text. Students were guided to draw inferences by connecting information from the written explanation with

the accompanying image. For example, they discussed how the visual illustration represented the difference between what people commonly perceive on social media and the actual situation being described. In addition, unfamiliar vocabulary appearing in the text was interpreted through contextual clues provided by both the written explanations and visual representations.

Through these activities, students engaged in identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context. The use of Instagram posts enabled students to interact with multimodal texts that combined visual and textual information, thereby creating a more engaging reading experience and supporting the development of reading comprehension skills.

The activities illustrated in Figures 1 and 2 correspond to the pre-reading and while-reading stages presented in Table 2.

Data Analysis

The quantitative data obtained from the pre-test and post-test were analyzed using SPSS version 25. Descriptive statistics, including mean scores, standard deviations, and standard errors, were used to summarize students' reading comprehension achievement before and after the treatment. To determine whether there was a statistically significant difference between the pre-test and post-test scores, a paired-sample t-test was conducted at the significance level of 0.05.

The questionnaire data were analyzed using percentage analysis. Students' responses to each statement were calculated and categorized based on the Likert-scale responses. The percentages were then used to describe students' behavior toward the implementation of Instagram-based hortatory exposition texts.

FINDINGS AND DISCUSSION

Findings

To examine the effectiveness of Instagram-based hortatory exposition texts on students' reading comprehension, the researcher compared the students' pre-test and post-test scores.

RQ1: The effectiveness of Instagram-based hortatory exposition texts on students' reading comprehension

TABLE 3. Students' Pre-Test and Post-Test Scores

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	56.8750	24	31.44396	6.41847
	POST TEST	84.3750	24	25.46577	5.19818

As presented in Table 3, the mean score of the pre-test was 56.88, while the mean score of the post-test increased to 84.38. The results indicate an improvement of 27.50 points following the implementation of Instagram-based hortatory exposition texts. This substantial increase suggests that students achieved better reading comprehension performance after participating in the treatment sessions.

The pre-test mean score indicates that students initially experienced difficulties in comprehending hortatory exposition texts. Several students encountered challenges in identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context. These difficulties may have limited their ability to construct meaning from the texts and resulted in relatively low reading comprehension achievement before the treatment.

Following the implementation of Instagram-based learning activities, students demonstrated noticeable improvement in their reading comprehension performance. The increase in the post-test mean score suggests that the integration of Instagram-based hortatory exposition texts provided meaningful support for students in understanding textual information. Through the combination of visual and textual elements, students were able to engage with the reading materials more actively and develop a better understanding of the content presented in the texts.

In addition, the standard deviation decreased from 31.44 in the pre-test to 25.47 in the post-test. This reduction indicates that students' achievement became more consistent after the treatment. In other words, the improvement was not limited to a small number of students but was generally experienced by the participants. These findings suggest that Instagram-based hortatory exposition texts may have contributed positively to students' reading comprehension achievement.

To determine whether the observed improvement was statistically significant, a paired-sample t-test was conducted. The results are presented in Table 4.

TABLE 4. Paired-Sample T-Test Result

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-27.50000	32.63767	6.66214	-41.28168	-13.71832	-4.128	23	.000

The paired-sample t-test was conducted to determine whether the improvement observed in students' reading comprehension scores was statistically significant. As shown in Table 4, the analysis produced a mean difference of -27.50, a t-value of -4.128, and a significance value (p) of 0.000. Since the obtained significance value was lower than the alpha level of 0.05, the null hypothesis was rejected. This result confirms that there was a statistically significant difference between students' reading comprehension achievement before and after the implementation of Instagram-based hortatory exposition texts. Based on these findings, it can be concluded that Instagram-based hortatory exposition texts were effective in enhancing students' reading comprehension. The statistical evidence obtained from the paired-sample t-test supports the effectiveness of the treatment and provides a clear answer to the first research question of this study.

RQ2: Students' behavior toward the implementation of Instagram-based hortatory exposition texts in the reading class

To gain further insights into students' behavior of Instagram-based learning, a questionnaire was administered after the treatment. The questionnaire focused on four reading comprehension indicators: identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context.

TABLE 5. Students' Behavior toward Instagram-Based Hortatory Exposition Texts

Reading Comprehension Indicator	Percentage (%)	The Highest Category
Main Idea	72	Agree
Supporting Details	70	Agree
Identifying Inference	79	Agree
Vocabulary in Context	74	Agree

As shown in Table 5, the questionnaire results demonstrate that students generally responded positively to the implementation of Instagram-based hortatory exposition texts. Across all reading comprehension indicators, the majority of students selected positive responses, indicating that Instagram supported their reading comprehension during the learning process. The percentages ranged from 70% to 79%, suggesting that students perceived Instagram as a useful and engaging medium for reading activities.

The results revealed that 72% of students agreed that Instagram helped them identify the main ideas of the texts. The visual elements accompanying the captions may have provided additional context that enabled students to understand the overall topic and focus on the central message of the text more effectively. Through the integration of images and written information, students were able to recognize the main points discussed in the hortatory exposition texts.

For the supporting details indicator, 70% of students reported positive responses. This finding suggests that Instagram assisted students in locating and understanding information that supported the writer's arguments. The combination of captions and visual content may have helped students organize information more clearly and recognize details that contributed to the overall meaning of the text.

The highest positive response was found in the inference indicator, with 79% of students expressing agreement that Instagram facilitated their ability to identify implied meanings and draw conclusions from the texts. This finding indicates that the multimodal features of Instagram may have provided contextual clues that supported inferential thinking. By connecting information from images, captions, and prior

knowledge, students were able to interpret messages that were not explicitly stated in the texts.

In terms of vocabulary in context, 74% of students agreed that Instagram helped them understand unfamiliar words and expressions. The visual representations provided through Instagram posts may have supported students in inferring the meanings of words from contextual clues rather than relying solely on dictionary definitions. As a result, students perceived Instagram as beneficial for developing vocabulary comprehension during reading activities.

Overall, the questionnaire findings indicate that students viewed Instagram-based hortatory exposition texts positively. The consistently high percentages across all indicators suggest that Instagram not only supported students' reading comprehension but also created an engaging learning environment. These findings imply that the integration of Instagram may contribute to students' comprehension development in reading activities.

Discussion

The Effectiveness of Instagram-Based Hortatory Exposition Texts on Reading Comprehension

The findings of this study revealed that the implementation of Instagram-based hortatory exposition texts significantly improved students' reading comprehension. This improvement was demonstrated by the increase in the mean score from 56.88 in the pre-test to 84.38 in the post-test. Furthermore, the paired-sample t-test showed a significance value of 0.000, indicating a statistically significant difference between students' reading comprehension achievement before and after the treatment. These results suggest that Instagram-based learning can effectively support students in comprehending hortatory exposition texts.

One possible explanation for this improvement is the multimodal nature of Instagram. Unlike conventional reading materials that rely primarily on written texts, Instagram integrates images, captions, and textual information within a single platform. Such multimodal features provide contextual support that can facilitate students' understanding of reading materials. During the treatment sessions, students were encouraged to observe visual elements, analyze captions, identify main ideas, recognize supporting details, make inferences, and interpret vocabulary in context. The combination of textual and visual information may have helped students construct

meaning more effectively and reduced difficulties in comprehending unfamiliar content.

The findings are consistent with the principles of Mobile-Assisted Language Learning (MALL), which emphasize flexibility, accessibility, and learner engagement in language learning. According to Kukulska-Hulme and Shield (2008), mobile learning enables students to access learning materials in a more flexible and interactive manner. Similarly, Burston (2014) argues that mobile technologies create opportunities for meaningful language learning experiences through learner-centered activities. In the present study, Instagram functioned as a mobile learning platform that allowed students to engage with reading materials in a familiar digital environment. As a result, students appeared to be more involved in reading activities and demonstrated improved comprehension performance.

The findings also support previous studies that reported positive impacts of Instagram on language learning. Rosani et al. (2019) found that Instagram enhanced students' engagement in reading activities by integrating visual and textual information. Similarly, Putri et al. (2022) reported that Instagram facilitated reading comprehension by providing authentic and attractive learning materials. The present study extends these findings by demonstrating that Instagram-based hortatory exposition texts can improve specific reading comprehension indicators, including identifying main ideas, recognizing supporting details, identifying inferences, and understanding vocabulary in context.

In relation to identifying main ideas, the findings suggest that Instagram assisted students in understanding the central message of hortatory exposition texts. The visual elements accompanying captions may have provided contextual support that enabled students to focus on the topic and purpose of the text more effectively. Through the integration of images and written information, students were able to identify the main points discussed in the texts and connect them to the overall message conveyed by the writer.

Regarding supporting details, Instagram appeared to help students recognize information that strengthened the writer's arguments. Since hortatory exposition texts require readers to understand claims and supporting reasons, the combination of textual and visual information may have facilitated students in organizing information and distinguishing between main ideas and supporting details. Consequently, students

were better able to comprehend how specific details contributed to the development of the writer's arguments.

The findings also indicate that Instagram supported students' ability to identify inferences. Inference-making involves interpreting information that is not explicitly stated in a text and requires readers to connect textual information with contextual clues and prior knowledge. The multimodal features of Instagram may have provided additional contextual support that enabled students to interpret implied meanings more effectively. Through the interaction between captions, images, and prior experiences, students were able to draw conclusions and understand messages beyond the explicitly stated information.

In addition, Instagram contributed positively to students' vocabulary comprehension. Visual representations accompanying textual content may have helped students infer the meanings of unfamiliar words through contextual clues. Rather than relying solely on dictionary definitions, students were able to utilize both textual and visual information to understand vocabulary within meaningful contexts. This finding supports the view that multimodal learning environments can facilitate vocabulary development and improve reading comprehension simultaneously.

Overall, the findings demonstrate that Instagram-based hortatory exposition texts can serve as an effective instructional medium for reading comprehension. By integrating visual and textual information, Instagram not only improved students' reading achievement but also supported the development of specific reading comprehension skills required for understanding hortatory exposition texts.

Students' Positive Behavior toward Instagram-Based Learning

The questionnaire results showed that students responded positively to the implementation of Instagram-based hortatory exposition texts. Positive responses were observed across all reading comprehension indicators, with inference making receiving the highest percentage. This finding indicates that students perceived Instagram as a supportive learning medium that facilitated their understanding of reading materials.

The positive responses may be attributed to the familiarity and accessibility of Instagram among secondary school students. Since Instagram is frequently used in students' daily lives, its integration into classroom activities may have created a more comfortable and engaging learning environment. Rather than viewing reading as a demanding academic task, students interacted with learning materials through a

platform that was already familiar to them. This familiarity may have increased their motivation and willingness to participate actively during the learning process.

Students' positive responses toward identifying main ideas suggest that Instagram helped them focus on the essential information presented in the texts. The visual content available on Instagram may have directed students' attention to the topic being discussed and facilitated their understanding of the overall message. Consequently, students perceived the learning activities as more manageable and meaningful.

Similarly, positive responses toward supporting details indicate that students found Instagram helpful in understanding information that supported the writer's arguments. The integration of images and captions may have enabled students to organize information more effectively and identify details that contributed to the overall meaning of the text. This finding suggests that Instagram can support students in processing information systematically during reading activities.

Another important finding is that identifying inferences received the highest positive response among the four reading comprehension indicators. Identifying inferences requires students to connect textual information with contextual clues and prior knowledge. The visual and textual features available on Instagram may have supported this process by providing additional context that helped students interpret implied meanings and draw conclusions from the texts. As a result, students were able to engage in deeper comprehension processes beyond simply identifying explicit information.

In terms of vocabulary in context, students also reported positive perceptions toward the use of Instagram. Visual representations and contextual information available in Instagram posts may have assisted students in understanding unfamiliar words more effectively. These features allowed students to infer word meanings through context, thereby reducing their dependence on translation and promoting more meaningful vocabulary learning experiences.

These findings support Al-Ali's (2014) argument that Instagram promotes meaningful interaction with authentic content and encourages learner engagement. They are also in line with previous studies suggesting that social media platforms can contribute positively to language learning by creating interactive and motivating learning experiences. Therefore, the positive responses reported in this study indicate that Instagram not only improved students' reading comprehension achievement but

also fostered favorable attitudes toward reading activities. This suggests that integrating social media into language instruction may provide both cognitive and affective benefits for EFL learners.

CONCLUSION

This study investigated the effectiveness of Instagram-based hortatory exposition texts in improving students' reading comprehension and explored students' responses toward the implementation of Instagram-based learning. The findings revealed that the use of Instagram-based hortatory exposition texts significantly improved students' reading comprehension, as indicated by the increase in the mean score from the pre-test to the post-test and the statistically significant result obtained from the paired-sample t-test. These findings suggest that Instagram can serve as an effective instructional medium for facilitating students' comprehension of hortatory exposition texts.

The questionnaire results further demonstrated that students responded positively to the implementation of Instagram-based learning. Most students agreed that Instagram helped them identify main ideas, recognize supporting details, identify inferences, and understand vocabulary in context. Among these indicators, inference making received the highest positive response, indicating that the multimodal features of Instagram provided meaningful contextual support for interpreting textual information.

Overall, this study highlights the potential of Instagram as an innovative learning medium that integrates visual and textual elements to support reading comprehension in EFL classrooms. The findings contribute to the growing body of research on Mobile-Assisted Language Learning (MALL) by providing empirical evidence of the effectiveness of Instagram-based learning in reading instruction. Therefore, English teachers may consider incorporating Instagram-based materials into reading activities to create more engaging and meaningful learning experiences for students.

However, the findings should be interpreted with caution due to several limitations. The study employed a pre-experimental design without a control group and involved a relatively small sample from a single school. In addition, the treatment was conducted over a limited period of time. Therefore, for future research, it is recommended to involve larger samples and employ more rigorous experimental

designs to obtain broader insights into the effectiveness of Instagram-based learning across different educational contexts and language skills.

SUGGESTION

Based on the findings of this study, English teachers may consider utilizing Instagram as an alternative instructional medium to create more engaging and meaningful reading activities. The integration of authentic social media content can support students in identifying main ideas, recognizing supporting details, making inferences, and understanding vocabulary in context.

For future research, it is recommended to involve larger samples, include control groups, and implement longer treatment periods to obtain broader insights into the effectiveness of Instagram-based learning. Future studies may also investigate the use of Instagram in teaching other language skills or explore different types of texts to extend the findings of the present study.

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