

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In Indonesia, English as far-off language that has an important role in various aspects including in education aspect to compete with other parties in an increasingly sophisticated era (Morshidi et al., 2019). Many people in various countries use English as a communication tool both in daily conversations, business matters and for important international level meetings. Learning and understanding English is a necessity which is unavoidable. By learning English, someone will open their horizons and knowledge internationally. In order to provide English to students as early as possible and prepare them for the globalization era, Indonesia introduces English as a local subject in elementary schools. English plays a very large function and role so that to face global competition, English is introduced to students earlier. Many students in elementary school (SD) and even kindergarten (TK) start learning English. In junior high schools, high schools and universities, English is one of the main subjects. Students need to practice English outside the classroom formal if want to improve their communication skills.

To be fluent in English, pupils must be able to master the four skills including speaking, writing, reading and listening. Reading is the activity of looking at the text and the process of understanding the contents of the text aloud or silently. Reading is one of the language skills that ought to be mastered really well by the students because reading is an important factor that influences that one's activity

within the communication (Haerazi & Irawan, 2020). One of the most important abilities to develop is reading comprehension. Most people agree that the world is revealed through reading. Students could get a lot of information as well as enrich their knowledge without going anywhere through reading. The reader must be able to manage each part of the text, because reading comprehension will be easily obtained if the reader is able to organize a text. Reading Comprehension is the main goal of reading activities (Nurhayati & Yundayani, 2021)

Reading strategies also greatly affect a student's ability to read, especially reading for comprehension. A strategy in reading that is often used to quickly understand the content of a reading is a critical reading strategy. A type of reading known as "critical reading" is one that is done judiciously, thoughtfully, thoroughly, critically, and analytically (Ocak & Karşlı, 2022). In general, critical reading learning carried out in schools and universities must be directed to achieve several goals. Critical reading is not only done so that students are able to read, but a process that involves all mental activities and thinking abilities of students or students in understanding, criticizing, and producing written discourse. When people read critically, they not only absorb or understand, but also interpret, analyze, and evaluate a text. Critical reading is the fundamental capital for pupils to achieve success in their studies.

The researcher interviewed the English teacher and looked at the students' score on English Final Test in SMPN 2 Lubuk Pakam in Academic year 2020/2021 and 2022/2023 in the form of the following table:

Table 1.1 Students' score on English Final Test in SMPN 2 Lubuk Pakam in Academic year 2020/2021 and 2021/2022

Academic Year	Average Score	KKM
2020/2021	55	70
2021/2022	59	70

Based on the syllabus used by class VIII² at SMPN 2 Lubuk Pakam that there are 4 skills that must be mastered by students, one of which is reading skill. Students are very emphasized to understand a reading text. For this reason, reading comprehension really needs to be improved.

Based on the interview with English teachers conducted by researcher and based on data above, students' reading comprehension ability at 8th student of SMPN 2 Lubuk Pakam was quite low because many students have scores below 70 while the minimum score (KKM) they must achieve is 70. So, researcher concluded that there are 2 (two) main factors that affect students' reading comprehension, namely from internal and external factor.

The first factor that originates from internal factor was related to students' vocabulary mastery. Low student vocabulary items will be a severe challenge interpreting text messages. Although they were aware of this issue, it doesn't seem like they are making an effort to broaden their vocabulary. They do not attempt to infer the meaning from the context when they come across challenging words in the text, which demonstrates this. When students failed to learn some challenging terms after the teacher explained their meaning. Besides, it was very difficult for them to find the main message of the text and make conclusions about a text.

The second factor was about students' interest, nowadays pupils' interest in reading is decreasing, for them reading is not a fun activity, they can only focus on reading for only about 15 minutes but more than that they feel bored. This was supported by a statement put forward by UNESCO which stated that Indonesia is a country that ranks second from the bottom in terms of world literacy. According to UNESCO data, the reading interest of the Indonesian people was very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader. The student struggled to concentrate when reading a text. They occasionally put down their books to talk to their friends. Also, they engaged in another activity, such as playing with their pencil, ruler, or eraser, while reading a text. They miss the chance to read and learn English materials at home. So they do not gain such a knowledge and cannot draw conclusions from what they read

The third factor was about students' ability to applied reading strategy. The pupils' final consideration is how well they used reading strategies. Even though there are so many reading strategies that can help students understand the text, but they do not used reading strategies effectively or even do not used them at all and look for shortcuts in understanding English texts, for example using google translate to understand the content of the text.

The first factor that originates from external factor was related to teacher's perspective. How teaching affected students' cognition and understanding. Explaining too fast, difficult explanations and boring techniques used by teachers are boring students to read English. The teacher actually utilized the ordinary way in the teaching and learning process. The teacher just asked the students to read

certain text or students' activities text (LKS) and afterward requested that the students do the undertaking following the text. The monotonous process of learning made students discourage to find out.

The second factor was about the material that used by the students. The material used is not interesting, such as texts that contain foreign sentences that made students find it difficult to find them. The third factor was about the environment surrounding the students. The hostile classroom atmosphere then has a bad effect on the pupils. Talking about environment not only about the place where students read, but the role and friend can influence students' ability in reading comprehension. The fourth factor was objects in reading. Objects in reading can sometimes influenced a student in understanding and drawing conclusions from a reading. Not all books or other reading materials can be easily understood by a student. In addition, in today's era there are many kinds of objects for reading, one of which is readings on the network such as Instagram Media.

The statement above was supported based on the theory of Johnson and Pearson in Darmiyati Zuchdi (2000:1) which stated that the factors that affect reading comprehension can be divided into two kinds, namely from the reader and outside the reader. Factors that are within the reader include; linguistic ability (language), interest (how much the reader cares about the reading he is dealing with), motivation (how much the reader cares about the reading assignment or general feelings about reading), and a collection of reading abilities (how well the reader can read). Factors outside the reader are divided into two categories, namely the elements of reading and the reading environment. The elements in the reading

or textual characteristics include; the language of the text, namely the level of difficulty of reading material and text organization. The reading environment includes factors: (1) teacher preparation before, during or after reading lessons to help students understand the text, (2) the way students respond to assignments, and (3) general atmosphere of task completion (obstacles and encouragement in reading).

Instagram has taken over the role of reading books in becoming an object or reading material for students, especially junior high school students. Studying using Instagram also increased student proficiency. It implies that using Instagram to conduct and enhance the teaching and learning process is viable. Moreover, Instagram helps teachers in facilitating positive value to the studying process (Carpenter, 2020). Instagram is more interesting to read because it is audio-visual. The point is because of the appearance of Instagram which has images and videos on each upload.

In carrying out this thesis, the researcher reads various studies related to this topic to looking for gap research. Research gap is a gap in research that can be entered by a researcher based on experience or previous research. There are 2 (two) study that related to this research so researcher.

Table 1.2 Preliminary Study

Preliminary Study/ Researcher's study	Method	Collecting Data	Object	Account used
1. The Efficacy of Instagram @gurukumrd as the Media in Improving Students reading skill	qualitative research with Ethnography method	Observation sheets and interview	9 th grade students from Yapia Pondok Aren	@gurukumrd account
Implementing Process Reading Strategy through Instagram Media to Improve the Students' Ability in Reading Comprehension at 8 th grade of SMPN 2 Lubuk Pakam	Classroom Action Research	Test and questionnaire	8 th grade student from SMPN 2 Lubuk Pakam	@aarons.english and @agusbacakilat account
2. Enhancing Students' Reading and Listening Skills by Using Social Media Language Learning (SMLL) Approach through Features on Instagram Verified Accounts.	Qualitative and Quantitative	Pre-test and post-test	30 learners in Graphic Design major, Polimedia PSDKU, 4 th semester, Medan	@washingtonpost and @bbcnews account
Implementing Process Reading Strategy through Instagram to Improve the Students' Ability in Reading Comprehension at 8 th grade of SMPN 2 Lubuk Pakam	Classroom Action Research	Test and questionnaire	8 th grade student from SMPN 2 Lubuk Pakam	@aarons.english and @agusbacakilat account

Since the preliminary study above have yielded mixed results, researcher plan to conduct research on Implementing “Process Reading Strategy through Instagram Media to Improve the Students’ Ability in Reading Comprehension at 8th grade of SMPN 2 Lubuk Pakam” by using Classroom Action Research (CAR) as the Research Design and Using @aarons.english and @agusbacakilat account Instagram as the media. Therefore, this research seeks to fill in the gaps in preliminary research, because it has a different location, sample, research design, and research focus, off course will produce different levels or result of this research.

1.2. The Problem of the Study

The researchers create the following research problem in light of the aforementioned research problem:

1. Does the Instagram media effectively in improve students’ in reading comprehension ability at 8th grade of SMPN 2 Lubuk Pakam?

1.3 The Objective of the Study

The researcher formulates the objective of the study to “to know the improvement student’s ability in reading comprehension using reading strategy assisted by Instagram media at 8th grade of SMPN 2 Lubuk Pakam”.

1.4 The Scope of the Study

There are various media that can be used to help students to improve reading comprehension but researcher choosing an application especially Instagram. There are many account can improving reading comprehension but the researcher choose

@aarons.english and @agusbacakilat account. There are some reading strategy that can used to improved students' reading strategy such as but in this study rsearcher choosing Critical Reading and CIRC (Cooperation Integrated Reading Cooperation) strategy. There are several school that can be used as research object, but the scope of this study is conducted in SMPN 2 Lubuk Pakam.

1.5 The Significant of the Study

The result of this study can be useful for others. There are two types of significance in this study. Those are theoretically and practically as follows:

1. Theoretically

The findings of this study are expected have some beneficial to many parties, including teachers. Instagram is expected to become a new learning media and a new breakthrough. By using many account that provides benefits, it is hoped that Instagram application will be a reading comprehension media that can help students to understand texts and also students get new experiences in reading and not get bored.

1. Researcher are expected get more knowledge related to teaching Reading Comprehension by using Instagram Application.
2. The result of this study are also expected to become a new finding that can be useful for public to be wiser in utilizing Instagram, especially in improving reading comprehension and can be used as reference or consideration in implementing proses reading strategy.

2. Practically

The findings of the study are expected to be useful for:

1. For teachers, the result of this study are expected to find out the proper media in teaching strategy in reading in order to improve students' reading comprehension.
2. For students, the result of this study are expected to facilitate the students to improve their ability in reading comprehension.
3. For next researchers, the result of this study are expected to further researcher to use this study as a references in their study.
4. For schools, to know the differences between students' language learning after using Instagram, so the institution can facilitate students using software as a useful learning media for students.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, first researcher must explain all terms related to the research in order to so that all terms can be understood. This chapter presents some of the theories and terms that support this research. It is intended to provide and support some of the theoretical concepts contained in this study. The discussion will be presented in the following section. This research is based on relevant theories and concepts. theory and the concept of this research is explained as follows:

2.2 Reading

2.2.1 Definition of Reading

Reading is one aspect in cognition ability to comprehend the meaning in text. Skilled reading makes students have deep understanding related material taught. this refer that the subjects of reading in the field of Indonesian studies should have greater enlightenment. According to Madolimovich (2022) Reading is an interactive process in which language learners understand and describe the big picture of a text using different reading strategies and skills. Effective reading strategies and techniques are important skills that should. Zhou (2018) stated that reading is an activity to obtain information, deepen knowledge because it knows the functions contained in the reading and interprets the text that is written in a reading. Reading does not only interpret written language or symbols of language

sound, but also captures and understands the content of written language (Hasibuan, 2019). From some of the opinions above it can be concluded that reading is a process of associating letters, translation, and understanding the meaning of reading content.

When reading, people got a lot of information that helps us in gaining knowledge, especially in the educational field which is important to apply reading in schools (Manuas et al., 2022). According to Yunus & Machmury (2019) The purpose of reading is to find and obtain information, including content, understand the meaning of reading, the meaning of meaning is closely related to the purpose or intent, or intensify the words in reading. While according to Milledge & Blythe (2019) The aim of reading is to construct meaning from text, i.e., for the reader to comprehend the written language. Based on the things mentioned above, reading means bringing a society towards the gate of knowledge. By reading someone can plunge into science. So it can be said that reading is an activity to improve the quality of human resources in society. With solid human resources will make a country ready to face global challenges so that the progress of a nation can be realized.

The three fundamental abilities of recording, decoding, and meaning are included in reading activities. According to the writing system employed, recording refers to words and sentences before associating them with sounds. The process of converting visual sequences into words is referred to as decoding. While knowing meaning is a process, it begins with comprehension at the interpretative, creative, and evaluative levels.

2.2.2 Importance of reading

Mastery of reading is an important indicator to improve the achievements of the younger generation in achieving success. The habit of reading as early as possible must be realized because it is the main thing in realizing an intelligent nation. By reading a person can know and understand what was previously unknown, it means that by getting used to reading, people will gain experience and knowledge so that it will be able to help themselves out of various life problems as well as being able to solve problems well. In addition, by reading our language mastery will be better. In addition to gaining experience and knowledge, other benefits that can be obtained by reading are:

- a. Can reduce stress. Reading can suppress the development of the hormone cortisol which is the cause of stress, so it can make the mind more relaxed so that stress problems can be overcome. Besides, reading can also make a person feel more calm and peaceful. A study published in the Journal of College Teaching and Learning proves that the habit of reading books, for at least 30 minutes every day, can lower blood pressure, reduce heart rate, and even reduce feelings of stress.
- b. Can improve memory quality. The habit of reading books will affect every memory and help the brain to be trained stronger. Reading books can make it easier for someone to remember things than those who have never read a book. In addition, reading books also helps the brain focus more on thinking and concentrate more as well as to improve concentration.

- c. Can train mentally. Various studies have shown that reading can be mentally stimulating and can even prevent Alzheimer's disease and dementia. So reading books is very important for old age provisions to stay healthy.
- d. Train analytical skills. Through the results of magnetic resonance imaging (MRI), the researchers found that someone who is used to reading books can activate a complex network of circuits in the brain more. This circuit is very functioning to regulate the work and quality of the brain. Then it can train the brain to think more critically and be able to analyze the problems presented in the book. Then, the ability to analyze and skills will be applied in everyday life.
- e. Add vocabulary. The more they read, the more vocabulary they master. With an increase in vocabulary, students can speak well and have more knowledge about various topics.
- f. Skilled at writing. Accustomed to reading will make someone trained to write well, can add experience, motivation and inspiration to be able to write in good language or even better than what he reads.
- g. Drive life goals. Reading will make a person able to identify characters, problems, experiences, and various events as if they were actually facing them while reading. Later this becomes a strong provision to achieve one's life goals and take action.

Due to the fact that all knowledge is currently written down, pupils currently confront great hurdles. For students to find the text's contents, they must have strong reading abilities. Pustaka & Wiedarti (2019) believes that Indonesian students need

to learn English so they can read texts that have meaning for their career or study. Because reading has become a part of our daily activity and has included one of skills that students have to learn in English as foreign language. Besides, through reading activity, students can improve their language, experience, reading skills, and their minds (Ayu et al., 2017). They will get information and ideas from what they read and what they need to know (Sasalia & Sari, 2020). A reading activity can shape the students to become long life learners since they keep refresh and add knowledge every time they do reading (Pustika, 2018).

The conclusion, reading is important for students both to develop their knowledge and develop their way of thinking related to development of their moral, emotional, as well as verbal intelligence.

2.2.3 Reading Comprehension

Reading comprehension is a complex process that involves the interaction of many components. These components are readers, their background knowledge, their interest in the topic, their reading strategy, the text, and their knowledge of the type of text. These components are related to one another in understanding printed text. if distractions arise in engagement, the reader finds difficulty in reading comprehension.

In addition, Snow (2002) defines reading comprehension in slightly different ways. Snow divides the element that interacts and involves oneself in reading comprehension into three parts. The reader, the text, and the activity make up these three elements. The reader components of Snow comprise the readers'

talents, abilities, knowledge, and experiences. Snow clarifies the text as any written or digital text, while for the activity. Snow covers the intent, methods, and outcomes of any attitude in reading.

To sum up, reading comprehension is a mental process that involves a number of different parts that work together to infer the text's meaning. The reader, the text, and the action make up the majority of those elements. The elements ought to work nicely together. There will be reading issues if there is interference between them.

2.2.4 Factors Affecting Reading Comprehension

Reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind those symbols (Dennis, 2008). Several factors affect reading comprehension skills. They are the complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or speed of word recognition, and medical problems. In the following sections, these factors are described in detail

The first factor is about the difficulty of the texts is one of the elements that affects students' ability to comprehend what they read. This aspect is determined by the readers' command of the language, their fluency with it, and their understanding of its nuances. Because students hear words and pick up a lot of terminology, oral skills play a big role in determining how skilled a reader can be. Many words in the vocabulary help students interpret unfamiliar words by using context-based assumptions (Dennis, 2008)

The second factor is related to environmental conditions that have an impact on students who try to read a text. Readers are likely to have more problems understanding text in a disorganized environment than those reading in a calm, controlled setting. If students are in an unsafe place, they find it difficult to focus on their reading. When they are in a safe environment, their reading comprehension skills will be better. Readers will lose concentration in understanding a text when there are voices such as television or radio (Dennis, 2008)

The third factor relates to anxiety during reading comprehension. Exams, class work, or homework situations can put more pressure on reading readers than reading for pleasure. Some students react positively to exams while others are overwhelmed by the pressure of doing reading activities. Pupil who struggle with this anxiety may not comprehend instructions completely, which can cause confusion and poor comprehension of reading assignments (Dennis, 2008)

Interest and motivation comprise the fourth component. According to Dennis (2008) the development of reading comprehension skills depends greatly on the interest and desire of the students. Readers will have a lot of problems focusing on their comprehension if they feel the reading material to be monotonous. This may cause readers' reading comprehension to decline. Students are better able to comprehend and retain reading material if they find it fascinating. By giving them engaging reading material during class, EFL teachers can inspire their pupils.

The fifth element has to do with how quickly words can be decoded or recognized. Readers who struggle with word recognition and decoding read slowly

and have a harder time comprehending sections than readers who don't have these issues. He claimed that vocabulary had an impact on reading comprehension because readers need decoding abilities to comprehend the pronunciation and meaning of unfamiliar words. Individuals who have a large enough vocabulary can read passages more rapidly or explain meaning more easily than those who must infer the meaning of unfamiliar terms from their context (Dennis, 2008)

The final element relates to health issues. Poor reading comprehension skills may be related to medical difficulties that are not treated until the child is older (Hollowell, 2013). Untreated ADD (attention deficit disorder), speech issues, and hearing loss are all included with this. He noted that students who have trouble speaking and listening often avoid participating in class discussions and oral readings. These two exercises aid students in developing their comprehension of reading.

2.3 Critical Reading

2.3.1 Definition of Critical Reading

While reading critically, one should do so with wisdom, consideration, depth, evaluative, and analytical rigor - not only to find flaws. So, critical reading is not only understanding what is written explicitly but also what is implied. "Critical reading is a reading strategy that aims to provide an assessment of a written work by engaging oneself as well as possible in the reading and making a reliable analysis (Harjasujana, 1988). A critical reader is able to assess reading from all

aspects well. Good here means being able to detail or explain the advantages and disadvantages of a piece of writing clearly.

Knowing, understanding, analyzing, synthesizing, and evaluating are the steps of critical reading, which allows the reader to uncover the total meaning of the reading material, including both the explicit and implied meanings. So, critical reading is a reading strategy that is able to process reading material, both explicit and implied, so as to be able to provide a review or assessment of the writing that is read. The purpose of critical reading is to find out the facts contained in the reading and then provide an assessment of that fact. In critical reading, the reader must be open to the ideas of others. As well as readers should have extensive background experience and in-depth knowledge of a discussion raised in the reading because in critical reading, the reader will analyze, compare, and judge.

Based on the understanding of critical reading put forward by experts, it can be concluded that critical reading is a reading strategy that aims to provide an assessment of written works by involving oneself in reading material so that correct and appropriate analysis can be made.

2.3.2 The Benefits and Purpose of Critical Reading

Tarigan (2008) states that the benefits of critical reading are as follows. The first benefit, we can really understand that critical reading includes deeper digging into reading material and is an attempt to find reasons why the author said what he did. The second benefit, Critical reading is essential for students to succeed in their academic endeavors. Agustina (2008) states that the purpose of critical reading is

to find out the facts contained in the reading and then provide an assessment of that fact. In critical reading, the reader must be open to the ideas of others. As well as readers should have extensive background experience and in-depth knowledge of a discussion raised in the reading because in critical reading, the reader will analyze, compare, and judge.

Critical reading is a level of advanced reading comprehension. Critical reading demands the reader to be able to decipher the implied meanings in the text, as opposed to reading comprehension, which just calls for the reader to comprehend what is being read. In line with that, Tarigan (2008) suggests seven things that must be considered by critical readers. First, recognize the author's purpose. Second, comprehend the fundamental structure of writing. Lastly, you can evaluate how the author and author are presented. Fourth, you can apply important concepts to your regular reading. Finally, promote reading enthusiasm and skills, as well as critical thinking. Sixth, be familiar with the criteria for choosing reading content. The seventh is reading magazines or important periodicals. The benefits of critical reading can be inferred from the previous explanation, especially in understanding and analyzing reading content to gain self-confidence so that it is more stable in providing support or criticism of reading content.

2.3.3 Techniques of Critical Reading

Soedarso in Agustina (2008) states that critical reading techniques can be done in the following way. First, Understand the reading's subject matter. Understanding the basic idea, being aware of crucial facts and details, and then

being able to draw inferences or offer interpretations of those ideas are all parts of recognizing facts and interpreting what is read. While concepts will deepen knowledge, facts are useful for supplying information. Understanding seeks to know that something is a fact, while obtaining information seeks to know that something is a fact. second, look at the author's references. To distinguish between information provided as opinions and facts in this example, the perspectives and aims as well as the assumptions implicit in the writing are tested. The third is the dialogue between the author and the reader. Readers must compare the author's intention with what they already know from reading other authors in order to fully understand it. Readers must evaluate and contrast the reading's content with their prior knowledge. Fourth, give the author's viewpoints a chance. The author's thoughts should be respected by readers. The reader then assesses the writing style. Lastly, the reader evaluates and thinks about his justifications using sensible justifications and a reliable interpretation.

Based on the aforementioned viewpoints, it can be inferred that using critical reading strategies involves comprehending the text's substance, looking into the author's sources, engaging with the reader, and being receptive to the author's ideas.

2.4 Instagram

2.4.1 Definition of Instagram



Picture 2.1 Instagram Logo

Instagram is an image-based social media that provides services share photos or videos online. The word “insta” comes from the word “instant” this name is taken from the Polaroid camera which is an instant camera that becomes instantaneous. As for the word “gram” comes from the word “telegram” which works to send information to other people quickly. In this case, the words made are in accordance with Instagram's goals which are able to send photos and video on the internet network instantly and quickly.

2.4.2 Instagram Features

Instagram is one form of the result of internet progress and is classified as one of the social media that is quite loved by today's audience (Ambarsari, 2020). This can be proven by the increasing number of Instagram users every year. The Napoleon Cat report shows that there are 91.01 million Instagram users in Indonesia as of October 2021. Unlike other social media, Instagram focuses on posting photos and videos from its users. The uniqueness that makes Instagram different from social media in general. Moreover, Instagram often updates its system. Since it

launched in 2010, Instagram has regularly improved its features to make them more intriguing and comprehensive. The features that Instagram currently offers are listed below:

1. Follower and Following

By having Instagram followers, one person can become a follower of another user's account, and vice versa. As a result, liking and commenting on other users' submitted photographs or videos might develop connection between Instagram users themselves. You can use links to other social media accounts, including Facebook and Twitter, to find pals on Instagram.

2. Uploading Photos/Videos with Captions (Posts)

Instagram is mostly used as a platform for sharing photographs and videos with other users. Users on Instagram are limited to sharing a total of 10 images or videos at once. Only videos with a 1-minute time limit can be uploaded for videos themselves. Before uploading photos or videos, users can also enter a title or description about the photo according to what is on the minds of the users. The users also can label the title of the photo, as a sign to classify the photos in a category.

3. Camera and Filters

Photos that have been taken through the Instagram application can be saved. Using the camera via Instagram can also directly use existing effects, to adjust the photo coloring that the user wants. In the application of effects, users can also simultaneously edit photos such as adjusting the brightness, contrast, color, etc.

4. Arroba

By adding arroba (@) and entering the Instagram account name of the other user. Users can not only offend other users in photo captions, but also in photo comments. Basically in offending other users, what is meant is to communicate with the user who has been offended.

5. Hashtsag

Hashtag is a code that makes it easy for users to search for the photo by using keywords. Thus the users give labels on an image, then the image can be easier to find. The Label itself can be used in any form of communication is concerned with the photo itself. Users can enter their own name, the place where the photo was taken, to announce an event, to indicate that the photo took part in a competition, or to indicate that the photo was produced by a member of the Instagram community. Photos that have been uploaded, it can put a label in accordance with the corresponding information with photos.

6. Social Network

In sharing these photos, users can not only share them on Instagram, but these photos can also be shared through other social networks such as Facebook and Twitter by linking the Instagram account link with other social media accounts.

7. Likes

The "like" tool on Instagram serves the same purpose as the similar feature on Facebook, mainly to indicate that other users enjoy pictures that other users have uploaded.

8. Instastory

Instagram has a feature called Instastory that enables users to post pictures or videos that will be automatically removed after 24 hours. Also, there are effects in the Instastory feature that might amuse people.

9. Photo Archive

This function functions as a private album or as private media. Users can thus post images or movies that are only visible to other users.

10. Close Friends

Users can exchange images or videos with this function, but only those users who have been designated as "Close Friends" will be able to see them.

11. IG TV

Users can utilize this function to post videos longer than one minute; however, they are not saved in the uploading profile feed.

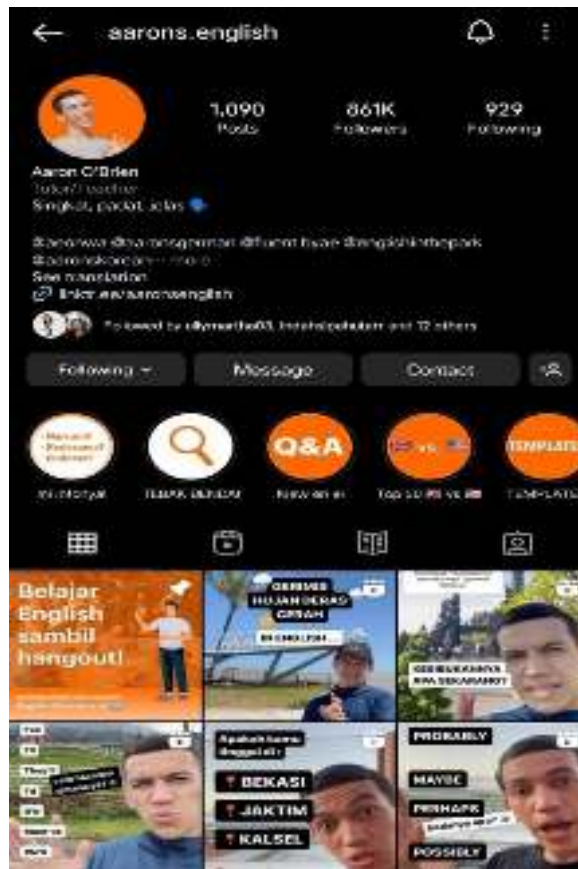
2.4.3 Account @aarons.english and @agusbacakilat to Teach Reading Skill

The purpose of teaching reading is basically to provide students with the knowledge and ability to master reading techniques and capture the contents of the reading properly and correctly. According to Halida (2018) The main goal in reading is to seek and obtain information, include content, understand the meaning of reading. The meaning is very closely related to our intent or intensity in reading.

The researcher choosing Instagram account @aarons.english and @agusbacakilat as the media that can be used to improve students' reading skills since all posts and captions are in English.

1. **@aarons.english**

@aarons.english account owner named Aaron O'Brien, he is a Native Speaker born in Melbourne, Australia who has lived in Indonesia for a long time. He is an Indonesian "celebgram" who focuses on teaching English through Instagram and currently has 861.000 followers. He has posted as many as 1.090 videos and the average viewer in his videos is 120.6K viewers. All of the content contains learning English that is easy and practical to learn. most of the content teaches about vocabulary and how to understand words in English easily. As the researcher has explained in the background that the main thing that causes students to have difficulty understanding texts is due to a lack of vocabulary, besides that there is also a lot of content from @aarons.english account that can be utilized in teaching reading comprehension. So, through @aarons.english account, students are expected to improve their reading comprehension.



Picture 2.2 Instagram homepage of @aarons.english

2. @agusbacakilat

The @agusbacakilat account is a special account for teaching how to understand reading through videos that he makes and shares on that account. Not only that, in his posts he also teaches how to choose the right books and how to create a comfortable environment for learning. @agusbacakilat account has 20,500 followers. He has posted as many as 1338 photos and videos and the average viewer in his video is 2,926 viewers where through its posts students can understand reading comprehension. He is not only active in making videos about reading comprehension on Instagram but also on his YouTube channel.



Picture 2.3 Instagram homepage and post of @agusbacakilat account

By knowing the benefits and uses of the two accounts above, the two accounts will be used by researchers as a medium for teaching and improving students' reading comprehension.

2.5 Previous Study

In carrying out this proposal, the researcher reads various studies related to this topic as a reference for researchers. Researchers take three as an example. In the first sample study conducted by (Putri et al., 2021), in her research entitled “The Efficacy of Instagram @gurukumrd as the Media in Improving Students Reading Skills”. The purpose of this study is to ascertain how using Instagram @gurukumrd can help pupils' reading abilities. Researchers used qualitative research and the

ethnographic method to accomplish the study's objectives. Instruments used to collect the data include observation sheets and interviewing protocol. They conclude that the Instagram @gurukumrd can facilitate students to enhance students' reading skills. The difference between previous study above with this study lies in the object of research, research methods, data collection instruments and Instagram accounts used. The research objects in the previous research above were 9th grade students from Yapia Pondok Aren Junior High School while this research will be conducted on 8th grade students of SMP Negeri 2 Lubuk Pakam. The research method used in previous research is Qualitative with ethnography method while The study's research methodology is classroom action research. Data collection instruments in previous studies using observation sheets and interview guidelines while the data collection instruments used in this study used questions and questionnaires. In previous research the account used to research is @gurukumrd whereas in this study the account used by the researcher was that will be used by researcher is @aarons.english and @agusbacakilat account. The contribution of previous research to this research is researchers get references such as theories related to this study and research designs for researchers to be included in this study.

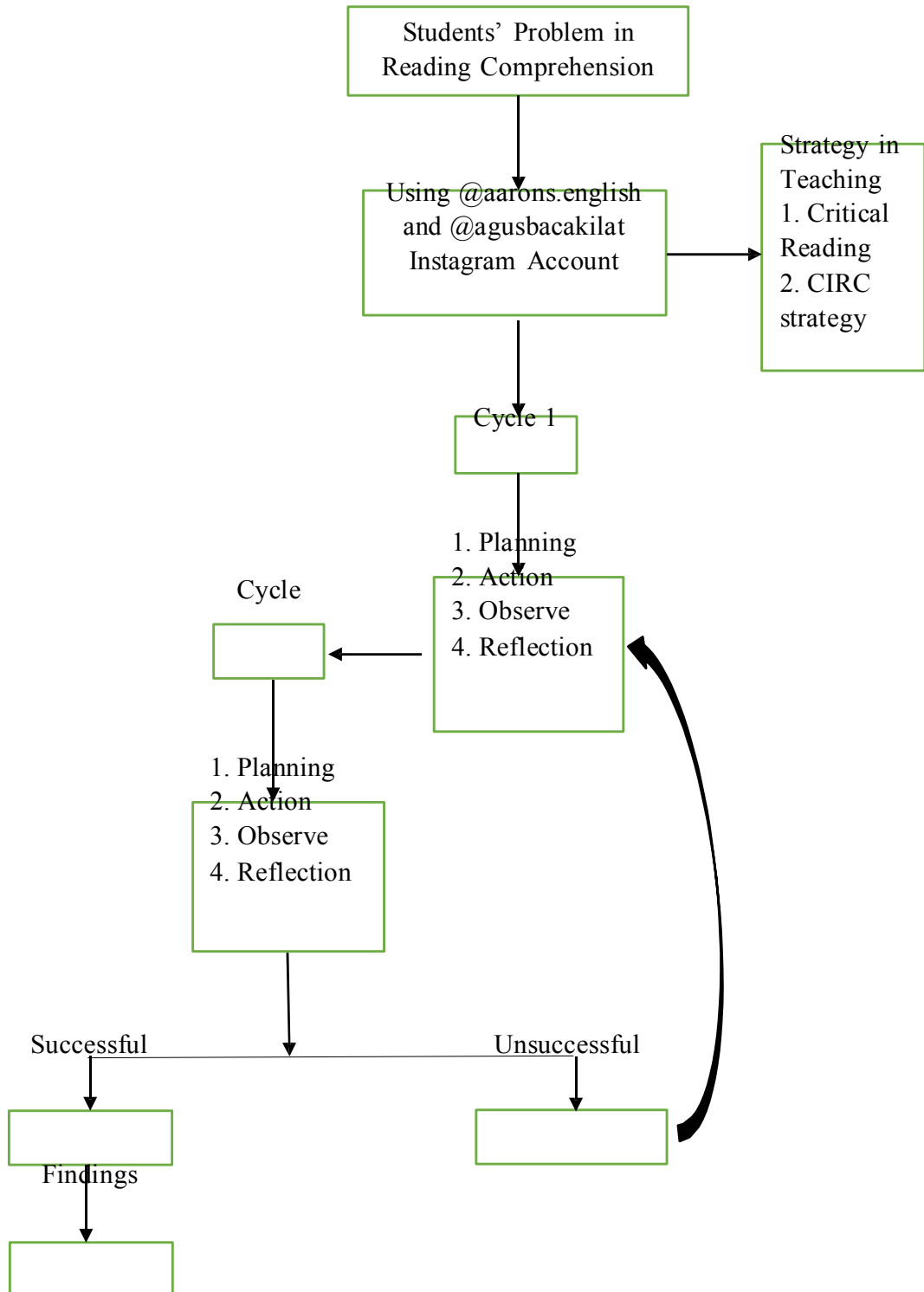
In the second sample study conducted by Sitorus et al (2021), in her research entitled "Enhancing Students' Reading and Listening Skills by Using Social Media Language Learning (SMLL) Approach through Features on Instagram Verified Accounts". The purpose of this study is to determine whether accessing resources from Instagram verified accounts improves students' reading and listening

comprehension. Although using both quantitative and qualitative data collection techniques, an experimental study design is used. Pretests and posttests are used to gauge students' academic development, and interviews are conducted to get some students' perspectives on the subject. According to them, utilizing an Instagram verified account to learn a language improves students' reading and listening skills and provides appropriate support for innovative and effective learning. The difference between previous study above with this study lies in the object of research, research methods, data collection instruments and Instagram accounts used the object of research, research methods, data collection instruments and Instagram accounts used. The research objects in the previous research above were 30 learners in Graphic Design major, Polimedia PSDKU, fourth semester, Medan while this research will be conducted on 8th grade students of SMP Negeri 2 Lubuk Pakam. The research method used in previous research is Qualitative and Quantitative method while the research method used in this study is Classroom Action Research. Data collection instruments in previous study using pre-test and post-test as well as interview while the data collection instruments used in this study used questions and questionnaires. In previous research the account used to research is @washingtonpost and @bbcnews account whereas in this study the account used by the researcher was that will be used by researcher is @aarons.english and @agusbacakilat account. In addition to getting references such as theories related to this research, the contribution that researchers got from previous research is the idea of creating an account on Instagram as a place to teach students.

In the third sample conducted by Morshidi et al (2019), in his research entitled “Instagram Application: An Active Tool in Cultivating Reading Behavior”. The study will look into how the Instagram app is used to promote reading among students. To measure the outcome, data was gathered using observation, interview, and questionnaire. Their research demonstrated Instagram's beneficial effects on encouraging students to read. The teaching profession gains from this research since it offers a fresh method for instructing ESL students. Consequently, it is hoped that the Instagram app will help students behave better while reading. The difference between previous study above with this study lies in the object of research, research methods, data collection instruments and Instagram accounts used the object of research, research methods, data collection instruments and Instagram accounts used. The research objects in the previous research above were 12 pupils in 4th grade at urban area school in Malaka whereas this research will be conducted on 8th grade students of SMP Negeri 2 Lubuk Pakam. The research method used in previous research is Quantitative and Qualitative method while The study's research methodology is classroom action research. Data collection instruments in previous studies using observation, interviews and questionnaire while the data collection instruments used in this study used questions and questionnaires. The contribution of previous research to this research is researchers get references such as theories related to this study and research designs for researchers to be included in this study.

2.6 Conceptual Framework

The conceptual framework underlying in this research is given in the following:



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Classroom Action Research (CAR) was the method of research employed to prepare this study. The researcher conducted this classroom action research to find a solution to the issue before it can be resolved. Action research is a reflective process that is carried out by people collaborating with other teams as a "community practice" employing many types of essential techniques to address the problem. Another definition states that CAR is a controlled investigative process that is recycled and is self-reflective in nature by teachers/prospective teachers who have the aim of making improvements to systems, ways of working, processes, content, competencies, or learning situations.

In addition, Classroom Action Research is also interpreted as a problem-solving strategy that utilizes concrete actions and the process of developing capabilities in detecting and solving problems. In the process the parties involved support each other by completing the facts and developing analytical skills. In practice, classroom action research combines meaningful action with research procedures. This is an attempt to solve the problem while seeking scientific support.

According to Kemmis (1988), action research is a form of self-reflective research conducted by participants in social (including educational) situations to improve their own practice. By doing this, a thorough grasp of the procedures and circumstances under which these procedures are used will be acquired.

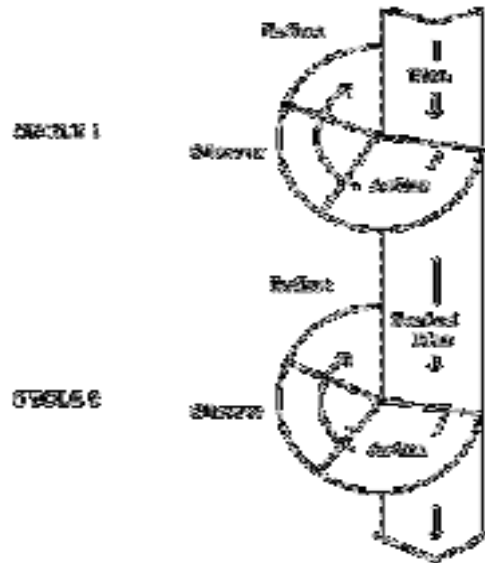
Improvement and participation are the two main focuses of action research. This was focus action research goals on three areas: (1) improving practice, (2) fostering practitioners' professional development by deepening their understanding of the practices they engage in, and (3) enhancing the environment or circumstances in which the practice was conducted.

The action research model based on the Kemmis and McTaggart model were used utilized in this study. According to Kemmis and Mc Taggart (1988) explain that action research occurs through a dynamic and complementary process, which consist of four essential moments: planning, action, observation, and reflection. These moments were the first steps in a spiraling process that action research group members engage in to:

1. Create a strategy or taken an action based on critical thought to enhance what was occurring.
2. Act to implement the plan.
3. Seeing the effects of the important action in the environment where it takes place.
4. Think about this impact as the foundation for future planning, then follow it up with critically minded action, and so on through a series of steps.

The processes of action research as described by Kemmis and McTaggart can be visualized as follows:

Picture 3.1 Procedures of Action Research



3.2 Population and Sample

3.2.1 Population

Arikunto (2014:173) states that population is all the subject of research. According to Nursalam (2003) population is the whole of the variables related to the problem under study. The population of this research is the eighth grade students' of SMPN 2 Lubuk Pakam.

Table 3.1 Population of Research

Class	Total	Class	Total
VIII ¹	33 students	VIII ⁶	30 students
VIII ²	31 students	VIII ⁷	32 students
VIII ³	33 students	VIII ⁸	30 students
VIII ⁴	34 students	VIII ⁹	32 students
VIII ⁵	34 students		

From the table 3.1 above the total of the entire population there are 289 students in VIII grade of SMPN 2 Lubuk Pakam.

3.2.2 Sample

The definition of a sample according to Notoatmodjo (2003) is a portion of objects taken from the entire object under study and considered to represent the entire population. In this study the sample was taken by researcher is students in class VIII², totaling 31 students. VIII² grade students of SMPN 2 Lubuk Pakam are suitable as research targets, the reason why researcher choose this class because it is in line with the problems that the researcher has explained in the background. The problem was seeing from students' score on English Final Test at VIII² in SMPN 2 Lubuk Pakam in Academic year 2020/2021 and 2021/2022 based on the following table:

Academic Year	Average Score	KKM
2020/2021	55	70
2021/2022	59	70

The sampling technique that the researchers used was to look at the average scores of all class VIII and compare scores that needed improvement or those that were still below the KKM (70), in addition to suggestions from the English teacher during the interview who said that class VIII was suitable as a research sample

3.3 Procedure of Data Collecting

An orientation test to gauge students' reading comprehension skills was held prior to the data gathering process. A pre-test and two cycles were used to carry out the research procedure. First and second meetings made up Cycle I. There are two meetings in Cycle II, making a total of five meetings. In classroom action research,

four steps applied. The primary authors in this discipline, Kemmis and Mc Taggart (1988:15), claim that CAR typically includes four Board phases in a single research cycle. The first cycle can be an ongoing cycle, or interaction, that is repeated until the action researcher achieves satisfactory results and feels it is time to stop.

This research was conducted in 2 cycles, each cycles contains of 4 steps namely: (1) planning, (2) Acting, (3) Observation, (4) Reflection

1. Cycle 1

a. Planning

The researcher identified the issue or problem in this phase and create a plan of action. An agreement to undertake anything is called planning. There were a lot of activities organized in actions connected to detecting difficulties throughout this period. Activities carried out in this phase, such as:

1. Become aware of the pupils' reading difficulties in the classroom
2. Set up the reading lesson plan
3. Prepare Instagram content as teaching resources and learning media.
4. Create an orientation test to gauge students' reading comprehension
5. Make the post-test 1 and questionnaire that used to collect data.

b. Action

Action is the process in doing something. It is the implementation of planning. The researcher was explained the reading content to the students and introduce them to reading strategy and Instagram account with

username @aarons.english and @agusbacakilat. Activities carried out in this phase, including:

1. The researcher entered the room and give the list of attendees.
2. The researcher explain the text was given and discuss its significance.
3. The researcher discussed reading comprehension and reading strategies such as critical reading.
4. The researcher gave the students questions after they watched videos from @aarons.english and @agusbacakilat posts in Instagram.
5. The students answer the question

c. Observation

Observations carried out by researchers aim to examine:

1. The students' activity in reading
2. The students' response during the teaching and learning process
3. The students' reading skill improvement

d. Reflecting

This step was analyzed the overall action taken. Based on the data being collected, the researcher discussed and make an evaluation to determine the cycle text.

2. Cycle II

The researcher chosen to conduct the second cycle of the learning process based on the results from the prior cycle. Depending on the outcome of the first cycle, the following cycle applied:

a. Planning

The researcher identified the issue or problem in this phase and create a plan of action. An agreement to undertake anything is called planning. There were a lot of activities organized in this phase that are dedicated to detecting difficulties. Activities carried out in this phase, such as:

1. Become aware of the pupils' reading difficulties in the classroom
2. Set up the reading lesson plan
3. Prepare Instagram content as teaching resources and learning media
4. Create an orientation test to gauge students' reading comprehension.
5. Create the test and questionnaire and diary that used to collect data
6. Get the reading exam topic ready

b. Action

The researcher put the revised lesson plan into practice during this stage. After students learn through @aarons.english and @agusbacakilat videos with a longer period of time than cycle 1. CIRC (Cooperative Integrated Reading and Composition). The researcher instructs the students to read in groups on the assigned topic

c. Observation

The researcher watch how engaged and successful the pupils were during this stage. Now, the researcher checked to see if students comprehend more and compare their performance between cycle 1 and cycle 2.

d. Reflection

In this step the researcher was analyzed the overall actions taken. Based on the data collected, the researcher conducted an evaluation. Researchers was analyzed the results of all the tests and compared the results of all student achievement. Thus, researchers can draw conclusions in the classroom action research conducted.

3.4 Technique of Collecting Data

There were four techniques which used by a researcher in collecting the data, they are: observation, interview, test and questionnaire.

a. Interview

The interview was done to learn more about the students' capacity for accurate reading comprehension both before treatment. Therefore, the interview would simply be used to assess the situation.

b. Observation

To obtain the required information, observations are made by the researcher. To gathering data, the researcher watching classroom circumstances and conditions during the teaching and learning process. The researcher observed class activities as they occurred and took notes as they were being taught and learned. The researcher gathered information through made observations and records anything that can be captured through researcher's feelings. In this activity, the researcher looked at how the students behave in class, the teaching and learning process, and student attitudes.

c. Test

According to Arikunto (2006), an achievement test is a test used to measure someone's attainment after learning something. Kind of the test used by the researcher to measure the students' ability in reading comprehension of descriptive text is the achievement test. The test that used in this study is pre-test and post-test. The pre-test was done before implementing reading strategy assisted by Instagram. It is to measure students' reading comprehension at first. Meanwhile, the post-test was implemented after using reading strategy assisted by Instagram. In this case, the researcher used a written test of multiple choices that was conducted at the end of action accustomed to the content of material that has been taught by the students. the number of questions that students will work on is 25 questions, these questions are done at the end of each cycle.

d. Questionnaire

The questionnaire is a list of questions that must be completed by students. Researcher used questionnaires to find out student responses regarding the learning process. Questionnaires was given to students at the end of research.

3.5 Scoring Test

The writer provided 25 items for each cycle to gauge students' reading growth. The test was graded using a scale from 0 to 100 based on the number of right answers. Using the following formula, the right answer received 4 point while the incorrect one will receive 0:

$$P = \frac{R}{N} \times 100$$

Where:

S = the individual test's score

R = the quantity of correct answer

N = the quantity of question

3.6 Validity and Reliability Test

3.6.1 Validity Test

According to Heale & Twycross (2015), "Validity is defined as the extent to which a concept is accurately measured." A test can be said to be valid if the test measures the object to be measured and fits the criteria. There are three types of validity, namely: criterion validity, construct validity, and content validity.

3.6.2 Reliability Test

Heale & Twycross (2015) stated that "Reliability, or the accuracy of an instrument. In other words, the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions."

Reliability tests are carried out to see whether a measuring instrument is able to provide consistent measurement results in different times and places. This

research used Kuder Richardson (KR21). The formula as follows: (Yusup, 2017).

$$KR_{21} = \frac{(P^2 - 1)}{P^2} \left\{ 1 - \frac{P(P-1)}{P^2} \right\}$$

Where:

KR = Reliability of the test

k = the number of question items in the instrument

M = Mean of the score

S = Standard deviation

$$S = \frac{\sum x^2 - \frac{\sum x^2}{n}}{n}$$

The following classification of reliability is also applied:

0.0 – 0.20 : The reliability is very low

0.20 – 0.40 : The reliability is low

0.40 – 0.60 : The reliability is fair

0.60 – 0.80 : The reliability is high

0.80 – 1,00 : The reliability is very high

According to Fraenkel, Wallen, & Hyun (2012) an instrument is said to be reliable if KR reliability coefficient value is more than 0,70 ($ri > 0,70$).

3.7 Technique of Analyzing Data

To increase students' reading comprehension, the data examined to execute a reading method. To support this research, the author used the following process to examine the data:

1. Scoring the students' paper
2. Tabulating the students' score in pre-test and post-test in cycle 1 and 2
3. Comparing pre-test and post-test in cycle 1 and cycle 2
4. Making the percentage of the students' score
5. Making the conclusion

Researcher calculates all the students' mean score of reading comprehension through following formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where:

\bar{x} = Mean score

$\sum X$ = Sum of all score

N = the total of students

Then, the researcher used the following method to determine how the scores of pupils who are proficient in reading comprehension have changed over time:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of pupils who receive score 70

R = number of pupils scoring 70 or higher

T = the total number of pupils who took the test.

Next, to get the improvement percentage of students score from pre-test to post-test in cycle 1, the formula which used as follows:

$$\% = \frac{X_1 - X}{X} \times 100\%$$

Where:

% = Percentage of improvement

X₁ = The total of Cycle 1

X = The total of pre-test

Then, to get the improvement percentage of students score from post-test in cycle 1 to post-test in cycle 2, the researcher using the following formula:

$$\% = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

% = Percentage of improvement

X₁ = The total of Cycle 2

X = The total of cycle 1