

**THE EFFECTIVENESS OF INSTAGRAM-BASED HORTATORY
EXPOSITION TEXT ON THE ELEVENTH GRADE STUDENTS'
READING COMPREHENSION AT SMAN 7 KEDIRI IN THE
ACADEMIC YEAR 2025/2026**

SKRIPSI

Presented as Partial Fulfillment of the Requirement to Obtain the Sarjana
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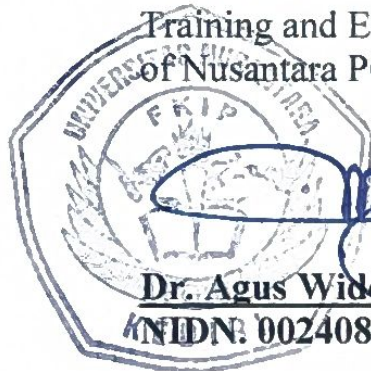
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MOTTO AND DEDICATION

"Indeed, with hardship comes ease." (Q.S. Ash-Sharh: 6)

Dedicated to:

1. Allah SWT, for His endless mercy, for every lesson hidden behind every hardship, and for every prayer that carried me to this moment.
2. My Mother, thank you for making every difficult season feel a little easier to face. Your patience, care, and constant presence have carried me further than you will ever know. My Father, thank you for your quiet perseverance and for making this journey possible in countless ways. I am deeply grateful for everything you have done.
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7. And finally, for myself, thank you for staying. You kept showing up, even on the days when you doubted yourself the most. I hope the years ahead are kind to you.

ABSTRACT

Aprilliya Indah Sugiarto. 2026. *The Effectiveness of Instagram-Based Hortatory Exposition Text on Students' Reading Comprehension*. Thesis. English Language Education Department. Faculty of Teacher Training and Education, Univeristy of Nusantara PGRI Kediri.

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

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.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, formulation of the research, purpose of the research, significance, and definition of key terms.

A. Background of the Research

Reading is considered one of the fundamental skills in learning English because it enables students to acquire information, expand their language knowledge, and develop a better understanding of written materials. Reading involves more than simply recognizing or pronouncing words; it is an active process of creating meaning by integrating information from the text with readers' existing knowledge and experiences. Grabe and Stoller (2019) explain that reading is an interactive activity in which readers use their background knowledge to interpret and make sense of the information presented in a text. In the same vein, Alsamadani (2021) emphasizes that reading contributes significantly to language development since it exposes learners to meaningful language input on a regular basis, which in turn enhances their vocabulary, comprehension, and overall proficiency in English.

The primary objective of reading is to achieve comprehension of the text being read. Reading comprehension can be defined as the ability to understand, interpret, and derive meaning from written information. Readers are considered successful when they can grasp the author's intended message and engage with the text in a meaningful way. Woolley (2011) defines reading comprehension as a process of constructing and extracting meaning through active interaction with written language. Similarly, Klinger et al. (2024) state that reading comprehension requires readers to recognize essential information, establish connections between ideas, and understand both explicit and implicit meanings presented in a text.

In this study, reading comprehension focuses on four indicators, namely identifying the main idea, recognizing supporting details, understanding vocabulary in context, and identifying inferences. Students who can master these indicators are considered capable of understanding the text because they

can not only obtain information but also interpret the writer's ideas and intentions. Therefore, reading comprehension requires active interaction between readers and the text rather than merely reading words mechanically.

Students generally demonstrate different reading behaviors. Successful readers tend to apply various reading strategies, such as identifying important information, making connections between ideas, and drawing inferences from the text. In contrast, less proficient readers often experience difficulties in understanding the overall meaning of a text and gradually lose interest in reading activities.

Based on the researcher's preliminary observation during teaching practice at SMAN 7 Kediri, many students still encountered difficulties in reading comprehension. They had problems identifying the main idea, locating supporting information, interpreting unfamiliar vocabulary, and drawing conclusions from the texts they read. These difficulties were also related to the learning media used in the classroom. The teaching process still relied primarily on textbooks and printed worksheets with limited use of interactive media. Consequently, many students became less motivated and showed little interest in reading activities. Pupala and Sorin (2023) state that reading difficulties are influenced by various factors. Besides limited vocabulary knowledge and low motivation, external factors such as teaching methods and inappropriate instructional media may also contribute to students' reading problems.

In Indonesian senior high schools, the Kurikulum Merdeka, particularly at Phase F (Grade 11), states that:

"Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks."

The curriculum emphasizes that students are expected to understand various text types, identify main ideas, recognize the writer's purpose, and make inferences to interpret implicit information. They are also required to comprehend texts presented in printed and digital forms. However, many students still face difficulties in meeting these expectations, especially in identifying main ideas, recognizing important details, and understanding implied meanings in a text.

Considering these challenges, teachers need to employ appropriate instructional strategies and learning media that can support students' reading comprehension. In recent years, digital technology and social media have become an inseparable part of students' daily lives. Most students regularly use social networking applications such as Instagram, TikTok, and YouTube. This situation offers opportunities for teachers to integrate familiar digital platforms into classroom instruction. Muhlisin et al. (2024) found that social media can increase students' motivation and participation by creating more interactive learning environments. Similarly, Tabasi et al. (2024) argue that technology-based learning enables students to access authentic language and relate classroom learning to real-life situations.

Among various social media applications, Instagram is one of the platforms most frequently used by teenagers. Instagram provides visual and textual features, including images, captions, headlines, and infographics, that can facilitate students' understanding of information. Handayani et al. (2023) explain that Instagram has considerable potential as a language learning medium because its visual and interactive characteristics provide contextual support for learners. In addition, Sari (2021) found that Instagram can improve students' reading comprehension by exposing them to authentic language in meaningful contexts.

In this study, Instagram is used to present hortatory exposition texts. Hortatory exposition is an argumentative text that aims to persuade readers by presenting arguments and recommendations. Understanding this type of text requires students to identify the main idea, recognize supporting details,

understand vocabulary in context, and make inferences regarding the writer's intention. Presenting hortatory exposition texts through Instagram is expected to make reading activities more interesting and relevant to students because the texts can be combined with attractive visuals and current issues that are familiar to students' daily experiences.

Several previous studies have reported the positive effects of Instagram in English language learning. Previous findings indicate that Instagram can increase students' motivation and engagement by providing authentic, interactive, and visually appealing learning materials. However, most studies have mainly focused on vocabulary learning, writing instruction, and general reading activities (Putri, 2021; Rosani, 2019; Auly, 2021; Soviyah, 2018; Azlan, 2019). Studies that specifically investigate the effectiveness of Instagram-based hortatory exposition texts in improving students' reading comprehension, particularly in identifying main ideas, supporting details, understanding vocabulary in context, and making inferences, are still limited, especially in Indonesian EFL classrooms.

Considering the widespread use of Instagram among students and the limited number of studies in this area, investigating the potential of Instagram-based hortatory exposition texts is both relevant and necessary. Therefore, this study aims to examine whether the implementation of Instagram-based hortatory exposition texts can improve students' reading comprehension, particularly in identifying the main idea, recognizing supporting details, understanding vocabulary in context, and identifying inferences among eleventh-grade students at SMAN 7 Kediri.

In addition, this study only uses Instagram posts as the learning medium and does not compare it with other digital platforms. In addition, this research is limited to the investigation of reading comprehension and does not examine other aspects of language proficiency. Furthermore, the analysis is limited to selected aspects of reading comprehension and to students' behavior when Instagram is implemented through questionnaires. These limitations should be considered when interpreting the results of the study.

B. Formulation of the Research

The study seeks answers to the following research questions:

1. How significant is the effect of using Instagram-based hortatory exposition texts on students' reading comprehension?
2. How is the students' behavior when Instagram-based hortatory exposition texts are implemented in the reading class?

C. Purpose of the Research

This research has the following objectives:

1. To find out whether there is a significant effect of using Instagram-based hortatory exposition texts on students' reading comprehension.
2. To describe the students' behavior when Instagram-based hortatory exposition texts are implemented in the reading class.

D. Significance of the Research

This research, which is conducted on eleventh-grade students at SMAN 7 Kediri, is expected to provide several benefits as follows:

1. For Students

This study may help students understand how digital media, especially Instagram-based hortatory exposition texts, can be used as an engaging and accessible learning resource to improve their reading comprehension. By using a platform that is already familiar to them, students may find reading activities more relevant and motivating.

2. For Teachers and Educators

The findings of this study are expected to provide insights into the use of Instagram-based hortatory exposition texts as a supporting medium in teaching reading comprehension. This may help teachers design more effective and innovative learning strategies that are in line with students' daily media habits. In addition, language learning institutions and educational organizations may benefit from this research by gaining a better understanding of how social media integration can support students' learning outcomes. The results of this study may also contribute to the

development of more contextual and media-based approaches to teaching reading.

3. For Future Researchers and Theoretical Development

From a theoretical perspective, this research contributes to the development of studies on the use of digital media in English language learning. More specifically, it provides additional insight into the use of Instagram-based hortatory exposition texts as a learning medium in an EFL context. The findings of this study may serve as a reference for future researchers who are interested in exploring the relationship between social media, student engagement, and reading comprehension in language learning.

E. Definition of Key Terms

1. Reading comprehension: Reading comprehension refers to the ability to understand written texts, interpret their meaning, and connect the information with the reader's prior knowledge. It involves identifying the main idea, making inferences, recognizing details, and understanding vocabulary in context. In this study, reading comprehension specifically refers to eleventh-grade students' ability to comprehend and accurately respond to English texts.
2. Instagram: Instagram is a social networking platform that allows users to share visual and written content, including photos, videos, and captions. In this study, Instagram functions as a learning medium used to deliver reading materials to students.
3. Instagram-based hortatory exposition texts: Instagram-based hortatory exposition texts refer to argumentative texts presented through Instagram posts, which aim to persuade readers by providing arguments and recommendations about certain issues. These texts are typically shared in the form of images, captions, or carousel posts that combine visual elements with written content. In this study, such texts are used as a learning medium to help students engage with reading materials in a more familiar and interactive digital environment.

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