The Effectiveness of Instagram for Enhancing Students Reading Comprehension to Students with High and Low Motivation (A Case Study at the 9th Grade of SMPK Santo Albertus Sampit, Kalimantan Tengah in the Academic Year of 2022/2023)

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ABSTRACT

This research aims to analyse the Effectiveness Of Instagram For Enhancing Students Reading Comprehension to Students With High and Low Motivation (A Case Study at the 9th Grade of SMPK Santo Albertus Sampit, Kalimantan Tengah in the Academic Year of 2022/2023). This type of research is quantitative using an experimental study approach. This research was conducted at SMK Santo Albertus Sampit, Central Kalimantan, with a population of 9B and 9C graders with a total of 51 students. Then the population is divided into 2 classes, namely the experimental class and the control class as the research sample. The instrument used in this research is a questionnaire. From the tests carried out, it was found that the t test in this study showed that Instagram media was more effective than conventional media, as evidenced by the two-sided P value of 0.002 which is smaller than the value of α = 0.05 (0.002 <0.05), whereas the calculated t value is greater than the t table value (3.225 > 2.00), meaning that H0 is rejected and Ha is accepted or in other words there is a significant difference between the learning outcomes of students' reading comprehension in the control class and the experimental class. The difference in learning outcomes in the two classes is actually the impact of the treatment given to the two classes and shows which combination of media and learning models is more effective in students' reading comprehension. The average value of the control class in the posttest was 76.20 while the experimental class was 85.58.

Calculation of the n-gain of both classes with the help of PSS.25 shows that the n-gain value (mean increase) of the experimental class is higher, namely 33.85 and the control class only gets a score of 21.80 on the n-gain of the exam. Based on the results of the calculation of the t-test and n-gain test, it is known that there is a difference in the average value of learning outcomes between the control class and the experimental class and an increase in the average value of the experimental class. those taught using Instagram media were higher than the control class taught using conventional media.

Keywords: Effectiveness of Instagram, Enhancing Students, Reading Comprehension, High and Low Motivation

INTRODUCTION

English is an important international language to learn. There are four language skills in English: listening, speaking, reading, and writing. As a skill in language learning, one of the important skills is reading. Reading at all levels of education, namely elementary, junior high, high school to college, is the key to a successful and productive life. Thus, making everyone absorb and know as much knowledge as possible independently to seek new knowledge in thetechnological era. Although reading skills cannot guarantee student

success, success will be more difficult without reading a lot and learning new things to become a successful person.

Students' difficulties in reading comprehension generally stem from their inability to retain material from a textbook. The students also do not understand the Indonesian or text meaning. Therefore, it is common for students to read without understanding the content. According to Youniss (2013), the main goal in reading is comprehension. Many students are good at reading but fail to answer when asked about the text's conclusion because they only read. However, a skilled reader focuses on the meaning, not just words, without knowing their meaning (Zare & Othman, 2013). In other words, understanding a text that is read refers to readers' ability to know the meaning of what they have read.

Indonesian students only understand 30% of the reading material and struggle to read points in the form of remarks that involve cognitive processes and conclusions (IAE for the Evaluation of Educational Achievement, 2003). Based on this, The International Association for the Evaluation of Educational Achievement, the reading percentage of Indonesian students in East Asia is still low. Reading is a form of active education as a two-way exchange between reader and text. In reading a text, the reader must find ways to learn efficiently, and pupils must incorporate new information into their previous knowledge and establish new understandings and beliefs.

Some of the students have a hard time reading a text. They often cannot read the textbook because they do not know how to use words or read. That is not mean that just learning vocabulary will make you good at reading. We need to see a lot of words to understand a text. Teaching methods and strategies can also be a source of trouble. A teacher is one of the most important things to help students learn English because the teacher is a role model. In his job, a teacher always gives his students the best strategy. Teaching reading is meant to help students improve their reading skills to read English texts more effectively and quickly. According to Brown (2004), when learning a new language, teachers expect students to be good at reading.

The researcher found that the teacher still uses the old method. The teacher asks the students to write in their notebooks freely, read the text quietly, and look up words they do not know in the dictionary when they do not know them. Therefore, the students are lazy, bored, and not concentrated on reading, so they cannot achieve the purpose of reading. To solve that problem, teachers should reject traditional teaching approaches and focus on the most successful and creative language teaching strategies. Teachers must choose the best strategy to teach reading comprehension. According to the study, it is important to adopt the correct technique to improve students' reading comprehension.

The application of technology has considerably changed the English teaching method. It provides so many alternatives as making teaching exciting and more productive in terms of advancement (Putel, 2013). In this era, learners can learn meaningfully when technology is used in teaching. Using Instagram can be a media for increasing students' writing skills. Kessler (2013) states that Instagram works as a unique way for teachers and students to connect and share information. Instagram is developing a regular presence in classrooms around the world, and teachers are finding creative ways to put it to good use. Teachers can also use Instagram with their students for educational benefits. The student also gets better inspiration. Instagram can provide pictures or videos that help and support the student's reading comprehension skills.

METHODS
Research Design
This study used the quantitative design that used experimental research. In addition, the researcher used a quasi-experiment. The researcher compared the two study groups, one class as the experimental group and one

class as the control group. The experimental and control groups consisted of students with high and low motivation. The researcher focused on the effectiveness of using Instagram on students' reading comprehension. In this case, the researcher did not choose the sample randomly but used a quasi-experiment.

In this research, quantitative data were collected by experimental research with a 3 x 2 factorial design (Creswell, 2012, p. 311). There were two factors, i.e. Instagram for reading comprehension and motivation. The first factor had two types, i.e. experimental group and the control group and the second factor had two types, i.e. high motivation and low motivation. The proposed 3 x 2 factorial design was shown at the following table:

Table 1. The 3 x 2 Factorial design

Factor A \ Factor B		Teaching strategy for reading comprehension	
		INSTAGRAM	TRADITIONAL
		Experimental Group (A1)	Control Group (A2)
MOTIVATION	HIGH (B1)	A_1B_1	A_2B_1
	LOW (B2)	A_1B_2	A_2B_2

Participants

The study population was the one-semester students of SMPK Santo Albertus, Sampit, in the 2022/2023 academic year consisting of two classes (B and C) with a total of 51 students. The sample is a subgroup of the target population (frame sampling) that the researcher plans to study to generalize about the target population (Cresswell, 2012, p. 142). The researcher took two classes (51 students) as the experimental class, divided into two classes with 25 and 26 students. Researchers teach reading comprehension with Instagram.

Instruments

Data collection will occur during the second semester of 2022/2023. Before conducting the research, the researcher asked for permission from the principal and teachers at SMPK Santo Albertus Sampit, Kalimantan Tengah and prepared the instrument. The researcher also made a lesson plan based on the 9th-grade syllabus of SMPK Santo Albertus Sampit, Kalimantan Tengah. Then, the researcher gives a questionnaire to know high and low students' motivation in reading comprehension. The researcher gave the control and experimental groups a pre-test. After the researcher got the data from the pre-test, the researcher gave treatment using Instagram for the experimental group. In addition, the researcher provided a traditional teaching strategy used in the learning process for the control group. Finally, the researcher gives a post-test to both groups. After providing a post-test and the values of the two groups, the researcher can analyze the results of the post-test data and compare both of them.

Data Analysis Techniques

The researcher used data from pre- and post-tests from the beginning of the course to makein-depth analyses. It is important to know whether the teaching process was successful or not by using data analysis. ANOVA (Analysis of Variance) used in this research analyses the data from pre-test and post-test. The researcher used ANOVA because this research sample did not taken randomly. Furthermore, analysis of Variance (ANOVA) was done by using SPSS. Significant values or criteria of effective and not effective; are 1) p Value (sig) $> \acute{\alpha}$ (5% or 0.05), which means that Ha is effective, and H0 is not effective. It means that Instagram is effective to improve in teaching reading comprehension of 9th-grade students. 2) p

Value (sig) $\leq$ ά (5% or 0.05), Ha is effective, and H0 is not effective.

RESULT

To answer the research objectives, at the first meeting the authors arranged for two groups of students (Control and Experiment Groups) to complete the Instagram Effectiveness questionnaire in increasing students' reading comprehension with high and low motivation and write a pre-test on November 13th. 2022. After the Posttest was held on November 16, 2022, all students were asked to complete the writing posttest to get a deeper picture of student engagement. The pretest and posttest questions given to students in both the experimental class and the control class have been declared valid and reliable based on tests that have been done before. Testing the validity and reliability of the questionnaire items was tested in classes that were not designated as the control class and the experimental class. Based on the tests carried out, it was found that the pretest and posttest questions were declared valid and reliable

Descriptive statistics

The realm of assessment on learning outcomes is on the knowledge or cognitive aspects obtained through the pretest and posttest. Before being given treatment students' initial abilities can be measured based on the pretest then the researcher can determine conclusions based on the hypothesis and the results of the posttest carried out. The treatment given to the experimental class uses Instagram. While the control class uses conventional or traditional media. The following are the results of the pretest and posttest of the control and experimental classes:

Table 2 Student learning outcomes

Descriptive Statistics					
	N	Minimum	Maximum	Means	Std. Deviation
Experimental Pre-Test	26	25	70	51.73	10.192
Experimental Post-Test	26	75	100	85.58	10,327
Control Pre-Test	25	25	90	54.40	19,057
Post-Test Control	25	55	95	76.20	10,436
Valid N (listwise)	25				

Source: data processed by researchers (2022)

From the table it is obtained that the average value of the experimental pre-test is 51.73 while in the control class it is 54.40. While the average value of the posttest experimental class was 85.58 and that of the control class was 76.20.

Control and Experiment Class Normality Test

Students in the control class and experimental class were given a pretest first to find out the extent of students' prior knowledge before being given treatment. After that, the results of the pretest of the mosaic material were tested whether the data were normally distributed or not. The normality test in this study used the Liliefors test with the help of SPSS and had a significance level of $\alpha = 0.05$. The hypothesis in this normality test is H0 = data normally distributed; Ha = data is not normally distributed. The results of the Normality test for Class 9 Pretest data at SMPK Santo Albertus Sampit, Central Kalimantan at Academic Year 2022/2023, as follows:

Table 3 Normality Test Results for Control and Experiment Classes

Tests of Normality		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Student learning outcomes	Experimental Pre-Test (PBL)	.240	26	.000	.927	26	.067
	Post-Test Experiment (PBL)	.282	26	.000	.784	26	.062
	Control Pre-Test (Conventional)	.176	25	.045	.940	25	.152
	Post-Test Control (Conventional)	.214	25	.004	.942	25	.162
a. Lilliefors Significance Correction							

Source: data processed by researchers (2022)

From the table it can be seen that the results of the calculation of the normality test for the pretest data for the control class and the experimental class used the Lilliefors test with the help of SPSS. 25 It is known that the pretest significance value for the Experiment class is 0.067 while the post- test value has a significance of 0.062. The significant value of the pre-test for the control class was 0.152, while the significant value for the post-test for the control class was 0.162. As mentioned in the previous paragraph, because the significant value is more than 0.05, it is stated that the data from the pretest results of the two classes are normally distributed.

Control and Experiment Class Homogeneity Test

Pretest and Posttest data needs to be tested to find out whether the control class and the experimental class have the same (homogeneous) variance. The homogeneity test in this study used the ANNOVA test with the help of SPSS.25 and had a significance level of $\alpha = 0.05$. Both classes can be said to have homogeneous data if fcount is smaller than ftable (f-count < f-table), if so then H0 is accepted and Ha is rejected.

Table 4 Pretest and Posttest Homogeneity Test Results for Control and Experiment Classes

Test of Homogeneity of Variance		Levene Statistics	df1	df2	Sig.
Student learning outcomes	Based on Means	.860	1	49	.358
	Based on Median	096	1	49	.758
	Based on Median and with adjusted df	096	1	47,939	.758
	Based on trimmed mean	.761	1	49	.387

Source: data processed by researchers (2022)

From the table it can be seen that the results of the research homogeneity test on the pretest and posttest of the control class and the experiment were sig greater than 0.05, with a critical F of 1.835. So that the data is declared homogeneous and free from symptoms of heteroscedasticity.

Test Class Control and Experiment Hypotheses

A hypothesis test was carried out with the aim of seeing the effectiveness of using the Effectiveness of Instagram in increasing the reading comprehension of students with high and low motivation in Grade 9 SMPK Santo Albertus Sampit, Central Kalimantan in Academic year 2022/2023. Instagram is declared effective if there is a significant difference in the average between the control class and the experimental class, or if the experimental class has a higher average value than the control class.

The hypothesis test in the uni study used the independent sample t-test because the control class and the experimental class had the same variance or were homogeneous, with the help of SPSS 25 and a significance level of $\alpha = 0.05$. The criterion used is if the P value 2 tailed is less than 0.05 (P value 2 tailed <0.05), then there is a difference in the average of the two classes, but if the P value is greater than 0.05 (P value 2 tailed > 0.05), then there is no difference in the average of the two classes. The second criterion that can be used is if the value of tcount is greater than ttable (tcount > ttable) then there is a difference in the average of the two classes, or H0 is rejected and Ha is accepted. Test the hypothesis of the control class and experimental class can be seen in the following table,

Table 5. Hypothesis Test Results for Control and Experiment Classes

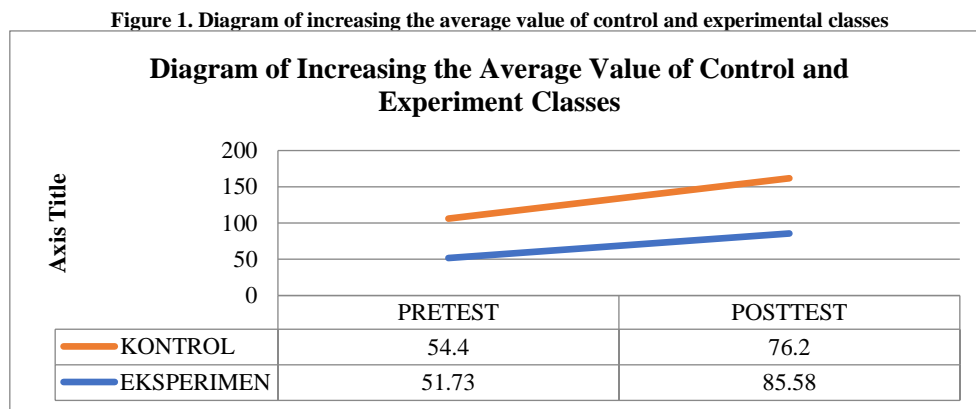| Independent Samples Test						
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Differences	std. Error Difference
Student learning outcomes	Equal variances assumed	3,225	49	002	9,377	2,908
	Equal variances not assumed	3,224	48,875	002	9,377	2,908

Source: data processed by researchers (2022)

Based on the table, it is found that the results of the hypothesis test show that P has a significance of 0.002 (0.002 <0.05) with a t-count value of 3.225 (3.225> 2.00) meaning t-count>t-table so that Ha is accepted. This means that the control and experimental classes have a significant impact based on the average difference after being given treatment

Control and Experiment Class N-Gain Test

Once it is known that the two classes have an average difference, the next step is to calculate the increase in the average of the two classes based on the pretest and posttest data using the n-gain test with the help of SPSS.25. The increase in the average value of the control class and the experimental class is presented in the diagram below.

Figure 1. Diagram of increasing the average value of control and experimental classes

Diagram of Increasing the Average Value of Control and Experiment Classes

	PRETEST	POSTTEST
KONTROL	54.4	76.2
EKSPERIMEN	51.73	85.58

Source: data processed by researchers (2022)

Table 6. Hypothesis Test Results for Control and Experiment Classes

Group Statistics					
	Class	N	Mean Pre-test	Mean Post Test	N Gains
Student learning outcomes	Experiment (PBL)	26	51.73	85.58	33.85
	Control (conventional)	25	54.40	76.20	21.80

Source: data processed by researchers (2022)

Based on the table above, the average posttest value for the control class is 76.20 and for the experimental class is 85.58, while the n-gain value for the control class is 21.80 while the N-gain value for the experimental class is 33.85. Thus it can be concluded that the experimental class that was given treatment using Instagram in improving the reading comprehension of students with high and low motivation had a higher average score increase than the control class that was given treatment using conventional media

DISCUSSION
The effectiveness of Instagram in improving students' reading comprehension.

Based on the results described in the previous section, it was found that the average student in the experimental class regarding the effectiveness of using Instagram media in increasing reading comprehension of students with high and low motivation in the pre-test had an average value of 51.73 while the average post value -test which is equal to 85.57. This shows that At the beginning of the study, a pretest was carried out to see the extent of students' prior knowledge regarding reading comprehension based on high and low motivation in grade 9 students of SMPK Santo Albertus Sampit, Central Kalimantan inAcademic year 2022/2023. The results of this pretest are used to control students. The pretest background was used, namely the location and also adjacent classes with the same level, the same learning material content, the same basic knowledge before the study, and the same number of treatments during four meetings.

The pretest results of the experimental class show that students' initial ability to understand reading is still at the same stage

as the control class, because after being tested for normality using the Lilliefors test and homogeneity using the ANNOVA test the result is that the experimental class has data that is normally distributed and homogeneous, and is supported by the average value. -the pretest average is 51.73. After the pretest was carried out, the experimental class students were given treatment using Instagram media.

It is known that the posttest data normality test results use the Lilliefors test, the significant value of the experimental class means that the data is normally distributed because the sig value is greater than 0.05. Likewise with the experimental class which has normally distributed data, in that class H0 is accepted and Ha is rejected. Whereas in the homogeneity test using the ANNOVA test, it is proven that the data is free from symptoms of heteroscedasticity. This means the data is homogeneous. It can be concluded that the calculation of the normality and homogeneity tests shows that the results of floor exercise learning in the control class and the experimental class are normally distributed and are homogeneous.

The test that was carried out after the normality and homogeneity tests was a t-test using an independent sample t-test with the help of SPSS. 25, the t-test in this study showed that Instagram media effectively used to improve students' reading comprehension skills as evidenced by the *two-tailed P value* of 0.002 which is less than the value of $\alpha = 0.05$ (0.002 <0.05), while the calculated t value is greater than the t table value (3.225 > 2.00), it means that H0 is rejected and Ha is accepted or in other words there is a significant difference between the results of reading comprehension before and after being given treatment.

The difference in learning outcomes in the experimental class is actually the impact of the treatment given and shows that the combination of media and the Instagram learning model is effective in increasing students' reading comprehension. The average value of the experimental class was 85.58. With an increase in the average experimental class, it was 33.85. Based on the results of the t-test and n-gain test calculations, it is known that there is a difference in the average value of learning outcomes between the experimental class before and after being given treatment which can be concluded that the average value after being given treatment is higher than before being given treatment.

The effectiveness of Instagram to improve students' reading comprehension with high motivation.

Based on the description in the previous section, it was found that the pretest value in the class by giving the Instagram media treatment to improve students' reading comprehension was that there was only 1 student who had high motivation to understand reading content and as many as 7 students had sufficient motivation. Whereas in the post-test or after being given treatment using Instagram media in improving students' reading comprehension abilities, there were 19 students in the very high motivation category and 7 students in the high motivation category. Based on this explanation, it can be seen that Instagram is effectively used to improve the reading comprehension skills of grade 9 students at SMPK Santo Albertus Sampit, Central Kalimantan inAcademic year 2022/2023.

The effectiveness of Instagram in improving students' reading comprehension with low motivation.

Based on the description in the previous section, it was found that the pretest scores in the class by giving the Instagram media treatment to improve students' reading comprehension were that there were only 13 students who had low motivation to understand high reading content and as many as 5 students had very low motivation. Whereas in the post-test or after being given treatment using Instagram media in improving students' reading comprehension skills, there were no students who had low

motivation. Based on this explanation, it can be seen that Instagram is effectively used to improve the reading comprehension skills of grade 9 students at SMPK Santo Albertus Sampit, Central Kalimantan in Academic year 2022/2023 which is in the low motivation category.

The effectiveness of Instagram in increasing students' reading comprehension between high motivation and low motivation.

With the use of Instagram media in improving students' reading comprehension skills, it is known that there are differences in student motivation where before being given Instagram media there were as many as 1 student (3.8%) in the High motivation category, 7 students (26.9%) were in Enough motivation category, 13 students (50%) are in the low motivation category, and 5 students (19.3%) are in the very low motivation category. Whereas after being given treatment, namely the use of Instagram media to improve students' reading comprehension skills, there were no students with low motivation, all students had high motivation, this was evident from the posttest scores of students by giving treatment using Instagram media. So it can be concluded that in addition to being effectively used for media to improve students' reading comprehension skills, it can also increase students' reading motivation.

The Effectiveness of Instagram Media to Improve Reading Comprehension Ability with High and Low Motivation with the learning theory of behaviorism or the behavioral theory presented by BF Skinner. This theory is in line with Albert Bandura who both stated that most humans learn through conscious observation of something. The theory of behaviorism is an observation that is supported by reinforcement in the form of rewards and restrictions on certain behaviors, when applied in learning in the form of detailed goal formulation regarding expected student behavior, for example training, feedback, and special attention.

Meanwhile, social learning theory argues that learning through observation consists of three steps: (1) paying attention to important aspects of the observed behavior, (2) absorbing and remembering the observed behavior, and (3) repeating the observed behavior. If applied in learning, the teacher must be skilled at raising students' understanding levels, ensuring reading comprehension activities go well, associating various new Instagram content with students' initial knowledge, and using exercises so students can understand reading in the long term (Mohamad 2011:17-22)

The effectiveness of traditional teaching strategies to improve students' reading comprehension.

Based on the results described in the previous section, it was found that the average student in the control class regarding the effectiveness of using Instagram media in increasing reading comprehension of students with high and low motivation in the pre-test had an average value of 54.40 while the average post value -test which is equal to 76.20. This shows that at the beginning of the study a pretest was carried out to see the extent of students' initial knowledge regarding reading comprehension based on high and low motivation in grade 9 students of SMPK Santo Albertus Sampit, Central Kalimantan in Academic year 2022/2023. The results of this pretest are used to control students. The pretest background was used, namely the location and also adjacent classes with the same level, the same learning material content, the same basic knowledge before the study, and the same number of treatments during four meetings.

The results of the pretest in the control class show that students' initial ability to understand reading is still at the same stage as the experimental class, because after being tested for normality using the Lilliefors test and homogeneity using the ANNOVA test, the result is that the control class has data that is normally distributed and homogeneous, and is supported by the average value. -the

pretest average is 54.40. After the pretest was carried out, then the control class students were given treatment using traditional media. It is known that the posttest data normality test results use the Lilliefors test, the significant value of the experimental class means that the data is normally distributed because the sig value is greater than 0.05. Likewise with the control class which has normally distributed data, then in that class H0 is accepted and Ha is rejected. Whereas in the homogeneity test using the ANNOVA test, it is proven that the data is free from symptoms of heteroscedasticity. This means the data is homogeneous. It can be concluded that the calculation of the normality and homogeneity tests shows that the results of floor exercise learning in the control class and the experimental class are normally distributed and are homogeneous.

The test that was carried out after the normality and homogeneity tests was a t-test using an independent sample t-test with the help of SPSS. 25, the t-test in this study showed that Instagram media effectively used to improve students' reading comprehension skills as evidenced by the *two-tailed P value* of 0.002 which is less than the value of $\alpha = 0.05$ (0.002 <0.05), while the calculated t value is greater than the t table value (3.225 > 2.00), it means that H0 is rejected and Ha is accepted or in other words there is a significant difference between the results of reading comprehension before and after being given treatment.

The difference in learning outcomes in the control class is actually the impact of the treatment given and shows that a combination of media and traditional learning models is effectively used to improve students' reading comprehension. The average value of the control class was 76.20 with an increase in the average control class which was 21.80. Based on the results of the t-test and n-gain test calculations, it is known that there is a difference in the average value of learning outcomes between the control class before and after being given treatment which can be concluded that the

average value after being given treatment is higher than before being given treatment using Traditional media.

The effectiveness of traditional teaching strategies to improve students' reading comprehension with high motivation.
Based on the results in the previous section, it was found that the pretest value in the class by giving traditional media treatment to improve students' reading comprehension was that there were only 4 students who had a very high motivation to understand the contents of the reading and as many as 1 student had high motivation and also 9 students had in the sufficient motivation category. Whereas in the post-test or after being given treatment using Instagram media in improving students' reading comprehension skills, there were 15 students in the very high motivation category and 1 student in the high motivation category, and 9 students in the sufficient motivation category. Based on this explanation, it can be seen that traditional is effectively used to improve the reading comprehension skills of grade 9 students at SMPK Santo Albertus Sampit, Central Kalimantan in Academic year 2022/2023.

The effectiveness of traditional teaching strategies to improve students' reading comprehension with low motivation.
Based on the description in the previous section, it was found that the pretest value in the class with traditional media treatment to improve students' reading comprehension was that there were only 3 students who had low motivation to understand the contents of the reading and as many as 8 students had very low motivation. Whereas in the post-test or after being given treatment using traditional media in improving students' reading comprehension skills, there were no students who had low motivation. Based on this explanation, it can be seen that traditional is effectively used to improve the reading comprehension skills of grade 9 students at SMPK Santo Albertus Sampit,

Central Kalimantan in Academic year 2022/2023 which is in the low motivation category.

The effectiveness of traditional teaching strategies to improve students' reading comprehension between high motivation and low motivation.

With the use of Instagram media in improving students' reading comprehension skills, it is known that there are differences in student motivation where before the Traditional media is given there are as many as that, 1 student (4%) is in the high motivation category, 9 students (36%) are in the low motivation category . sufficient, and 3 students (12%) are in the low motivation category, and 8 students (32%) are in the very low motivation category. Whereas after being given treatment, namely the use of traditional media to improve students' reading comprehension skills, there were no students with low motivation, all students had high motivation, this was evident from the posttest scores of students by giving treatment using Instagram media. So it can be concluded that in addition to being effectively used for media to improve students' reading comprehension skills, it can also increase students' reading motivation.

CONCLUSION

Based on the results and discussion that has been presented regarding the effectiveness of using Instagram to improve students' reading comprehension skills based on high low motivation in grade 9 SMPK Santo Albertus Sampit, Central Kalimantan in Academic year 2022/2023 it was concluded that based on the tests carried out after the normality and homogeneity tests, the t-test used an independent sample t-test with the help of SPSS. 25, the t-test in this study showed that Instagram media more effective than conventional media , as evidenced by the *two-tailed P value* of 0.002 which is less than the value of $\alpha = 0.05$ (0.002 <0.05), while the calculated t value is greater than the t table value (3.225 > 2.00), it means that H0 is rejected and Ha is accepted or in other words there is a significant difference between the reading comprehension results of students in the control class and the experimental class. The difference in learning outcomes in the two classes is actually the impact of the treatment given to the two classes and shows which combination of media and learning models is more effective in students' reading comprehension. The average value of the control class in the posttest was 76.20 while the experimental class was 85.58. Calculation of the n-gain of both classes with the help of PSS.25 shows that the n-gain value (mean increase) of the experimental class is higher, namely 33.85 and the control class only gets a score of 21.80 on the n-gain test. Based on the results of the t-test and n-gain test calculations, it is known that there is a difference in the average value of learning outcomes between the control class and the experimental class and an increase in the average value of the experimental class taught using Instagram media higher than the control class which is taught using conventional media.

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