

Instaread to Enhance Reading Comprehension and Improve Vocabulary Learning among Form 4 ESL Learners

Shamini Sanmugam, Hamidah Yamat

Faculty of Education, Universiti Kebangsaan Malaysia

Email: teachershamini29@gmail.com, yamathamidah@gmail.com

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Abstract

This research reports the use of Instaread to enhance reading comprehension and to improve vocabulary learning among Form 4 ESL learners. It aimed to find out the effectiveness of technological tools as one of the reading comprehension strategies and to encourage learners to learn vocabulary among upper secondary school students especially during Covid -19 pandemic. Data was collected using a questionnaire, reading and vocabulary tests. The findings show that learners have positive feedback on the use of this intervention. They show active participation towards the lesson and it can be concluded that these reading comprehension successfully help the students to learn a language.

Keywords: Instaread, Reading, Vocabulary Learning, 4 ESL Learners

Background of the Study

In Malaysia, English is used widely in many fields such as finance, education, science, technology and especially urban businesses. According to (Thirusanku & Yunus, 2012), ex-colonies of the United Kingdom or the United States including Malaysia use English as a second language. Hammond (2012) stated apart from Mandarin, English has the most users. In Malaysian schools, the English language subject is a compulsory subject starting from kindergarten to secondary education. The formal learning in English is acquired through four main skills that are listening, speaking, reading and writing.

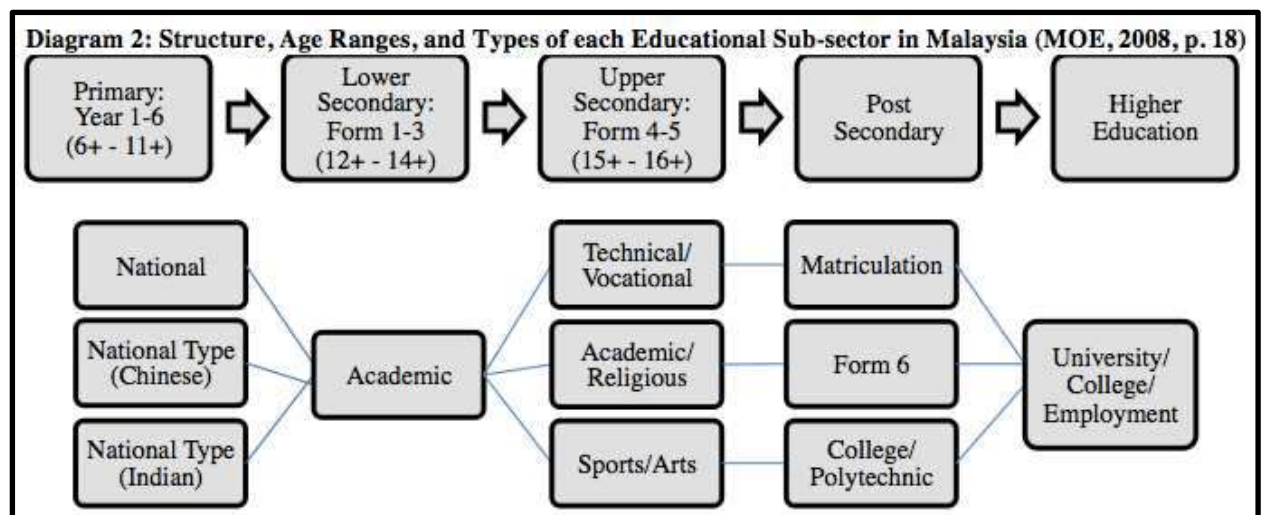


Figure 1: General Malaysian Student's Academic Journey

Among four skills, reading is very important to grab information and to enhance vocabulary. According to (Heba, 2019) reading is one of the most important skills that students must master to be successful educationally, occupationally, and socially. It enables the students not only for learning, careers, and pleasure, but also for language acquisition. (Inderjit, 2014). English is considered as a second language in Malaysia therefore mastery in reading skill and becoming a proficient reader will make a learner to be successful in learning the language. Vocabulary is one of the most important aspects of language learning. Fang (2015) in his research stated that learners can improve vocabulary through reading comprehension. According to Brown (1994: 3) Vocabulary is one of crucial features in the acquisition of a foreign language. It influences the learning in understanding language skills especially in reading skill because words greatly assist in reading a foreign language. The essence to the development of reading skills is to have adequate vocabulary skills. According to (Nunan, 2003) Elementary vocabulary is required to guess the meaning of the text, particularly some text in the form of different languages. There have been researches that reveal that there is a strong correlation between reading and vocabulary enhancement (Gettys et al., 2001; Cobb, 2007; Brown et al., 2008; Kweon & Kim, 2008). Most of the time learning vocabulary happens unconsciously but the best way is through adaptation of lexical information from the text.

This research focuses on the reading class, where learners often felt bored or lost attention during reading activity. It might be because students find reading printed materials are deadening and therefore they are uninterested. Longer texts without graphics and with many unknown words fail to gain students' interest in the lesson. With the new CEFR aligned textbook which is based on foreign discourse, ESL learners travel to decode the message in reading comprehension towards Malaysian context. This study is to fill the gap on the use of Instagram in other language skills as left by researchers among Malaysian secondary school ESL learners. Instagram was chosen as it allows the account holders to share pictures and one-minute videos for the followers (Instagram, 2018). In fluentu.com (2018, para.1) as Ray posted that Instagram account used to share educational information too. Anggraeni 2018, to update with the current world, learners use smartphones and tablets to access social media for daily routine such as chatting, status updating, upload videos and pictures. Shazali et al (2019), the digital world users utilize Instagram to give special attention on the captions while uploading pictures and

videos. This is mainly to express feelings, share unforgettable moments and to inspire others with their opinion and thoughts of latest issues. Maulina 2018, mentioned that the use of English has been developed through social media as learners use it consciously and unconsciously especially to type captions that lead to the acquisition of language learning. Siorenta (2013) there are many social networks that are used for educational purposes such as Facebook, Twitter and Instagram.

Problem Statement

Chew (2012), The Ministry of Education Malaysia has taken the responsibility of the national education system to develop a knowledgeable population yet there are some gaps in the educational achievement especially the problems faced by secondary school learners in the acquisition of a second language. An important factor is the cumulative deficit and learners' unsuccessful achievement in academics due to no mastery of the four language skills which are reading, writing, speaking and listening as well as 3M as stated in the Education Development Master Plan, 2006-2010, Chew 2012.

According to Fajrianor (2018), in teaching English, one of the difficulties for students is limited knowledge mainly in reading comprehension. Tahar et al (2010) When learners had difficulty in the early stages of reading it prolong and the learners became incompetent in reading is one of the problem in Malaysian education system. Chua (1992) in Malaysia, there are many English learners in the need of remedial programs especially in reading.

Ramdhany (2017) states that vocabulary is one of the problems among English language learners. The inadequate vocabulary knowledge in reading, writing, speaking and listening is a problem among language learners in Malaysia (Hussin et al., 2016). In this study, the secondary school English learners lacked vocabulary and therefore did not do well on reading tests. Thornbury (2002) once said, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thus, the reading materials and activities should be more appealing to gauge their interest. Educators, in this case teachers, should find out an attractive way to increase their interest during reading activities. The learners need more reading activities apart from textbooks or printed materials with the advancement of technology. The learners need an application such as Instaread to make the learning more fun and enjoyable. This research aims to develop an Instaread account to enhance reading comprehension and to improve vocabulary in the English language.

Research Purpose

The purpose of this research is to investigate the use of Instaread to enhance reading skills and to improve learners' vocabulary.

Research Objectives

In related to the research question below, the objectives of this research are:

- 1) To investigate the effect of Instaread to improve English learner's vocabulary.
- 2) To investigate the effect of Instaread to improve learners' reading comprehension skills.
- 3) To investigate learners' perception on the use of Instaread to enhance their reading skills.

Research Questions

The research questions are formulated as follows:

- 1) What are the effects of Instaread in ESL learners' in improving vocabulary learning?

- 2) What are the effects of Instaread in ESL learners' reading comprehension skills?
- 3) What are the learners' perceptions on the use of Instaread for reading skills?

Significance of the Study

This research could be helpful to find a new English learning way to develop reading skills. It also can help to increase vocabulary among ESL learners through social media which could provide students more benefit when trying to discover the best way to learn English as a second language in the future. Apart from that, this research may help future researchers to develop other tools for the development of reading skills and vocabulary.

This research paper specifies that the learners reading comprehension level can be improved by implementing different types of reading strategies when the learners participated in the lesson actively. The suitable reading comprehension activities through Instaread will be helpful for the educators to enhance the reading comprehension skills. The appropriate reading strategies could be administered if the teachers are skilled with various teaching materials. Other than that, educators have to be aware to identify the learners needs and cater them by employing appropriate reading methods. Besides that, this study hoped to be helpful for the teachers to identify the use of a technological tool for the benefit of Malaysian Form 4 ESL learners. Furthermore, the purpose of this study is to enable the teacher to explore the Malaysian Form 4 ESL learner's reading strategy which contributes to the proficiency level of the learners. Semtin & Maniam (2015) made an inference from this present paper which is also related to teaching reading strategy and also identifies the role of the teachers that are important in facilitating learners' reading process by integrating the use of reading strategies on the application of reading materials and also reading activities.

This study will contribute significantly to the English language development of the Form 4 learners. Furthermore, this study will be one of a resource for teachers to use as teaching aid for the improvement of vocabulary based activities in language learning classrooms. The aim of teachers in Malaysian secondary schools is to make the English language learners to be successful in reading comprehension skills which will definitely help for the better acquisition of other skills in the language such as speaking, writing and listening. In addition, the effectiveness of vocabulary learning will be apparent in communication as learners will be able to expand their vocabulary with extended collocations either in the English classroom or outside of the classroom. Improving vocabulary with sufficient words will assist in the English language oral communication too. On top of that, the learners will be able to use this range of vocabulary in their daily lives with local and native people too. Other than that, the findings of this study hoped to be a benchmark for the Secondary School English teachers to have a variety of teaching materials in reading comprehension and vocabulary. The success of the application of vocabulary activities through Instaread will provide insights to the teachers to improve their teaching style. Finally, it is really hoped to benefit the English language learners themselves to use for their active and independent learning.

Limitations of the Study

The limitations of the study are student's accessibility to the use of social networks, gadgets and the speed of the Internet. Next, the limited participants due to this pandemic and there's no face to face interaction between the researcher and participants.

Theoretical Framework

<p>1. <u>Krashen's Second Language Acquisition</u></p> <p>A. Comprehensible Input B. Affective Filter</p>	<p>2. <u>Constructivism Theory</u> Vygotsky (ZPD Model)</p>
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There are two theories employed in this research, Krashen's second language acquisition and Constructivism Theory. In Krashen's second language Acquisition theory, comprehensible input hypothesis and affective filter hypothesis were employed. In Constructivism theory, Vygotsky's ZPD Model is employed.

Operational Definitions

Instaread

An Instagram account used by both teacher and students for teaching and learning process (Shafie & Mahadi, 2019). Instaread an account which students use specifically for reading activities and learning vocabulary.

Reading

Harris (1984) stated that appropriate meaning to be printed or written verbal symbol is an act of reading. In this study, reading with a purpose helps the Form 4 learners to direct information towards a goal and focuses their attention towards the reading materials.

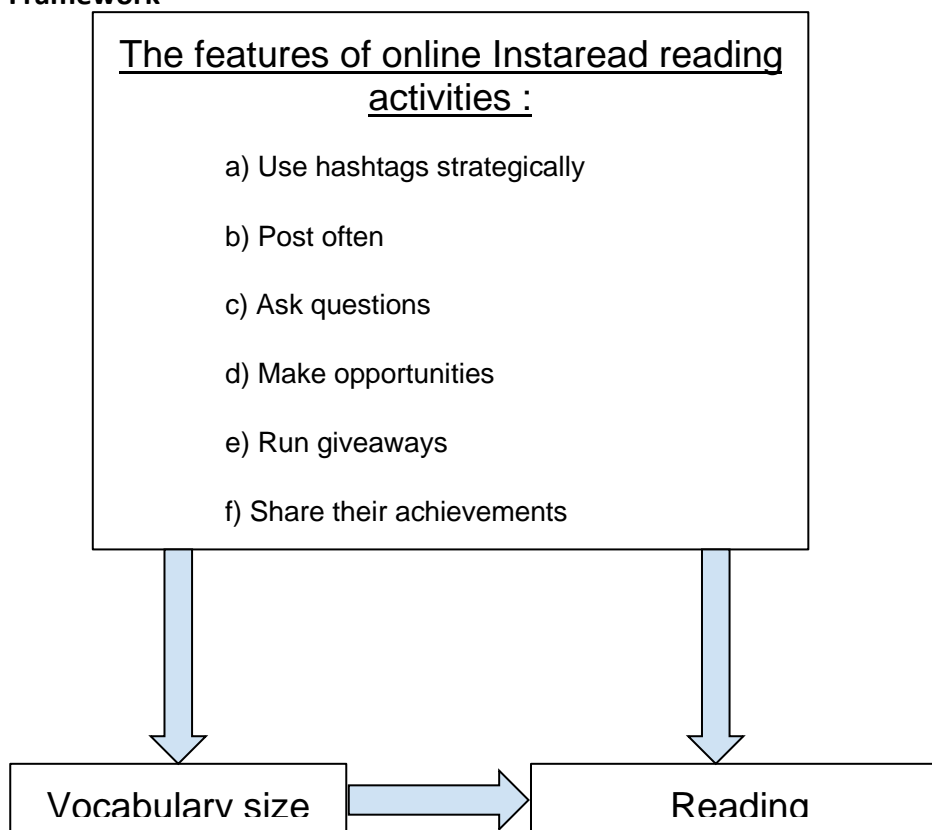
Vocabulary

A continual process of exploring new and meaningful words is vocabulary learning (Harmon et al., 2009). In this study, an alphabetical order is a list of words to explain or define in English after reading a text through Instagram.

ESL Learners

ESL stands for English as a Second Language. For Malaysian students, English is the second language thus their abbreviation for English language learning is ESL. The students who learn English are called learners. In this research, Form 4 students are the ESL learners.

Conceptual Framework



The conceptual framework of the research illustrates the whole process of this research. Instagram has its features to be used in online activities to improve the vocabulary size which will help to develop the reading comprehension skills as well. Instagram application has many features in the bottom of each post shared. The main applications are homepage, the main page displays the timeline of the latest photos Instagram users, comments, photos. There is a comment column on Instagram which encourages learners to give comments. Apart from that, there is a setting for the learners to create their own profile. Others may find the personal information of the learners in their profile such as name, biodata and even can see their photos. There is a page of News feed used to display current happenings in Instagram which is even faster than a newspaper. In this newsfeed, there will be many activities and we can get notifications of our friends' activities too. The most interesting part that attracts learners on Instagram is the caption. Every user has this caption to inform the content of the photo shared. This is another way of reinforcing the photo's content. To make the caption to be known, hashtags are used. A form of a fence with a prefixed symbol in the form of a symbol defined as a hashtag. Hashtag is the most important feature to help the users to find the photos on Instagram with certain labels. Learners get motivated with the help of relevant hashtags to search for images and photos.

Much vocabulary might be learnt incidentally. The Effects of an Instaread on Vocabulary Learning through Reading (Nagy, 1997). Vocabulary is very important and influences reading skills, (Tassana-Ngam, 2004).

Krashen's Second Language Acquisition

Stephen Krashen's hypotheses help the acquisition of a second language. Krashen's theory of second language acquisition consists of a set of five hypotheses, namely: The Acquisition Learning Hypothesis, Monitor Hypothesis, Input Hypothesis, Natural Order Hypothesis and

the Affective Filter Hypothesis (Krashen, 1985). For this research, according to one of Krashen's hypotheses, Comprehensible Input Hypothesis is based on the input Hajimia et al (2020), learners' understanding of a language will increase with more comprehensible inputs and make the learning meaningful. Wu (2010) stated Krashen's Input Hypothesis was a notable idea in the acquisition of a second language. Van Pattern (1996) the most crucial concept in the process of acquiring a second language is the inputs and many researchers and linguists did some background study on the input which was adapted from Krashen's Input Hypothesis theory and agreed that many learners were enlightened through the inputs given.. The second language learners acquire language through the comprehensible input provided. According to the researchers, comprehensible input in social media allows learners to learn language subconsciously. In this study, the comprehensible input of Krashen's theory will be used to enhance reading comprehension. Wu (2010) the way a learner acquires a second language can be explained by the Input Hypothesis. Many researchers have concluded that "comprehensible input" as a major and natural factor in language learning where learners will learn with more input beyond their level or the current knowledge and identified as $(i+1)$. The number "1" refers to the gap between the current level and the next level. The learner's language development is facilitated by the written input, $i + 1$.

Krashen emphasized it's essential in increasing the quantity of input. Fang (2011) stated lots of knowledge and with a large number of input will help the learners mastery at the end of the lesson. As an example, in this research learners will be able to pick up new vocabulary from the posters (picture) shared, captions, comments, automatic spell-check feature, live story, highlights that are in Instaread and by chatting through direct messages. Wu (2010) stated that selection of teaching materials are very important. He also added the materials should not be very difficult or too easy to understand which lead to confusion and lack of confidence in completing a task. Therefore, the perfect set of teaching materials which suits the level of learners are vital. Magayanes (2019) learners can develop their language in an effective way with comprehensible inputs and the transmission of inputs could be done naturally or formally. Hajimia et al (2020) stated learners could not improve their knowledge of English language when the need of learners not meet which means very insufficient comprehensible input was given whereby the students were not given enough opportunity to practice, complex and a reflective thinking and discussion from high affective filter hypothesis. Bailey & Fahad (2021) the learners need motivated messages to encourage the learning in the form of effective comprehensible input during low anxiety situations. The early production in the L2 learning was not forced by these methods but enabled learners to produce better output and encourage communication with comprehensible inputs and does not force in the production of correct words (Krashen, 1982, P.7)

For this research the second theory from Krashen's Affective Filter Hypothesis was employed. One of the five hypotheses Krashen and Stephen 1987 stated that one important hypothesis for the second language acquisition is the affective filter which acts like an invisible wall between learners and input, interfering with and limiting the delivery of language input. Dulay and Burt (1977), proposed the first affective filter hypothesis as cited in Du (2009) and was incorporated by Krashen as one of his five input Hypotheses in 1985. Zafar 2009 claimed that learners with lack of affective filter causes most adult L2 learners to never completely master their second language. Brown 2007 claims that learners with non-linguistic variables such as motivation, self-confidence and anxiety make a transition for child-adult differences in second language learning.

Krashen's affective filter hypothesis emphasizes lowering learners' anxiety level and motivates the learners by creating an environment (Krashen, 1982 pp.30-31). Krashen (1985) stated that the affective factors such as motivation, attitude, self-confidence and anxiety are the comprehensible input the learners in need and the strength of the affective filter mainly from the amount of comprehensible input in the L2 learning thus affective filter able to decrease the the factors that demotivate a learner. Krashen has mentioned that there are mainly four factors that can influence the second language acquisition which are responsible for the individual variation. In the affective filter hypothesis there are motivation, attitude, anxiety and self confidence.

In many studies, the educators emphasized motivation as an important factor in language learning; the individuals cannot attain their goals without motivation, especially for the long term learning. The definition of motivation interpreted by Gardner (1985) that motivation is essential in L2 learning classrooms as it will increase the desire and interest towards second language acquisition. Thus, the motivation in a second language refers to an important factor as identified by Gardner and Krashen (1985) that there are two types of motivation which are integrative and instrumental motivation. The integrative motivation helps L2 learners to acquire the target language successfully and willing to participate in the lesson actively. However, the instrumental motivation is more towards excel in the examination, travel to other countries to pursue studies or to climb the ladder in occupation. Thus, both types of motivation provide positive and negative feedback to second language acquisition respectively.

In the second language acquisition as proposed by Gardner & MacIntyre (1993) see the language learning without anxiety and to experience a desired environment through healthy psychological responses. There are connections between anxiety and language learner's performance. Self confidence is always very important for achievement in language learning. Those with more self-confidence and positive personality are able to communicate better in foreign or second language classrooms. Whereas those with lack of confidence always lose the chance of practice in the target language because they are afraid of making mistakes.

Bailey & Fahad (2021), metaphorically the affective filter functions like this, the filter is low and the input easily flows and readily processed when a learner is feeling comfortable and relaxed. On the contrary, when a learner is very stressed, out of fear, less motivated thus the affective filter is very high because the input was obstructed or lowered which restrain language acquisition. Parallel to Krashen's affective filter hypothesis, a study by Kabilan et al (2016), the participants responded as social media is an interactive platform that creates an environment to learn vocabulary with high motivation. Wilson (1999) stated that motivation, self-confidence and anxiety will influence language acquisition, the mechanism of increasing and lowering the filter also based on the comprehensible input received. Hajimia et al (2020) the acquisition of a second language is reduced if the filtered information does not reach the acquisition center of the mental screen.

Krashen and Stephen (1987) hypothesis as cited in Lin, Chao & Huang (2015), a low filter will have passive attitudes such as stress, anxiety and less motivation or enthusiasm will decrease the learners' response towards the lesson and ineffectiveness in learning a language. This study focuses on Krashen's affective filter hypothesis to reduce the student's anxiety in learning English reading comprehension and for improving vocabulary acquisition. Dulay and Burt (1977), stated that Affective Filter helps in the acquisition of comprehensible language input in mastering a language. Nath et al (2017) found out learners' Affective Filter level will be lowered with the implementation of new tools to acquire new language skills especially

vocabulary and pronunciation. Park et al (2014) to successfully acquire a second language, learners have to have confidence and intrinsically motivated to increase their ability to use a target language. The literature suggests a safer learning environment, welcoming, convenient, free of anxiety and a place for error acceptance and risk taking.

The Input Hypothesis and the definition of the Affective Filter have redefined the effective language teacher as somebody who can offer input and help make it comprehensible in a low anxiety environment (Wilson, 2000). Bailey & Fahad (2021) Krashen believes that reading in a second language is a very significant tool in bilingual education. It is hoped that Instaread will be a tool that will help the learners for the improvement of vocabulary.

Constructivist Theory

Vygotsky's theory was developed in 1978 the development of cognition through social interaction. Learning occurs through dialogue claimed by the father of social constructivism, (Vygotsky, 1978). Vygotsky suggested that the concepts of learning developed through reference of social and cultural context, (Tucsen, 2009). Transformation in social relations into mental reflection is the development in a learner. Vygotsky strongly believed that the process of making meaning happens in a community. Vygotsky (1978) as cited by Ahmed (2016), in the second language classrooms, researchers mainly used social constructivist theory. Jassim & Dirasat (2019) stated that social network sites largely help people to communicate for educational purposes. It is believed that Instaread in this research as a social network will help ESL learners' language acquisition. Xu & Shi (2018) the theory of constructivism is the discovery of knowledge built by humans by socializing with the environment or outer world with other people. Constructivist theory emphasizes learners to collaborate, interact and engage. (Butzler, 2014), mentioned that cooperative and collaborative learning activities will create an interactive learning environment which will help the learners to reach a higher level of achievement. The process of construction and cognition of knowledge based on interaction in the community as learning takes place. Ren (2008) acquisition of knowledge will happen as long as a man exists.

Constructivists have a strong belief that in the perspective of teaching, active learning with teacher and students exploration of content to construct the knowledge and make a meaningful learning environment occur. Vygotsky (1978) mentioned: The meaningful construction of knowledge by an individual will take place through meaningful teaching by the educators when they use constructive learning materials. The language learners have to be active constructors to build a meaningful learning environment. The whole process of teaching involves teachers trying their best to employ best methods for students to initiate the lesson with learner's autonomy and actively discover, analyse and become problem solvers of constructivist teaching design. In addition, learners are the center of teaching and subject of cognition in constructivist learning theory. Recently, extensive research has been conducted by many researchers to explore the field of education in technology.

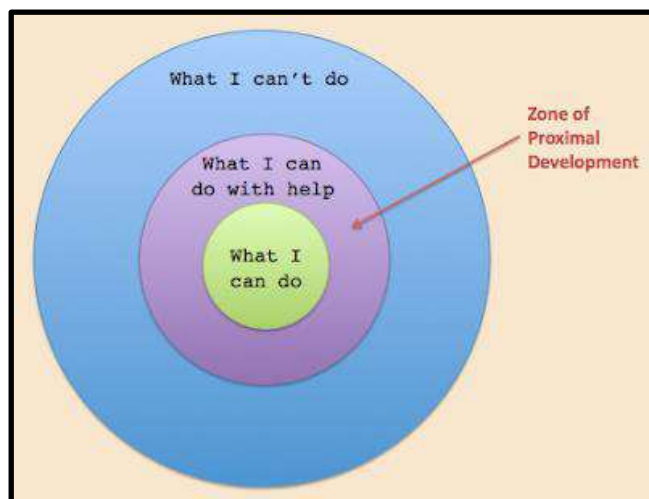
Barth (2015), the constructivist learning theory and constructivist learning environments will have a new teaching design theory and method system for the learners. It's a continuous process and involves some difficult tasks. However, with the assistance of multimedia and the Internet, the basic ideas and main principles of constructivism can be applied in the language classrooms. Tucsen (2009) stated the summary of teaching design principles as follows: In the first phase, there are three main elements to be considered such as taking students as center, knowledge exploration and self-feedback. In the second phase, the role of a learner in the construction of meaning in different situations is emphasized. The construction of new

knowledge can be successful through assimilation and adaptation. The third phase involves construction meaning through collaboration. The fourth phase is as stated by the constructivists learners social interaction between the learners and the surrounding environment is vital for the understanding of content of learning materials. The fourth principle design is that the importance of the learning environment for the learners should be given priority in comparison with the teaching environment. Chaiklin (2003) stated constructivists believe that an active learner needs an environment where learners can work, explore and learn independently. For this purpose, learners may use attractive educational tools and information resources such as visual, audio and video materials, CAI, online courseware, and definitely the Internet. Learning needs more individual initiative and independence while teaching means more control; and domination. The fifth principle is to utilize the information resources for the learners to be used for teaching as teachers can design their own materials. To support learners' autonomous learning and collaborative learning, the media and information is used and not for the teachers to do presentations. The last phase of the principles design is through the construction of meaning rather than completing the teaching goal to ease the learning process. To support the analysis above, a constructivist learning environment needs creative teaching design which involve the following contents and steps; He (1997), stated the analysis of teaching aims, building a creative environment, use of resourceful information, autonomous and independent learning design and effective evaluation design and finally reinforcement practice design.

Wertsch and Tulviste (1992) an individual cognitive development happens through social origin and higher mental function as interpreted by Vygotsky 1978. Vygotsky and the researchers emphasized on the development of psychological functions through a medium where all the mind, cognition, memory and other values are incorporated for the individual mental based activities for language learning. The mediational tools here are both physical and psychological tools as identified by Vygotsky. However, for Vygotsky, psychological tools, particularly language, were of primary concern (John-Steiner & Mahn, 1996). Hein (1991) constructivism refers to an idea that learners can build knowledge based on the idea by themselves with the aid of social interaction. or community of learners. Olusegun (2015) in a constructivist environments the pedagogical goals are important and supported by Hornbein (1996) that seven other pedagogical goals are important in a constructivist learning environments; knowledge construction process involve experience which will determine the process of learning; also gaining experience and appreciation in multiple perspectives; one of the alternative solution of evaluation; realistic context of embedded learning for authentic tasks; a voice in the learning process which encourage the ownership for student centered learning; social experience and embedded learning through collaboration; multiple modes of representation to encourage learners through video, audio and text; the knowledge construction process that involve reflection and metacognition to create awareness.

In this research as stated by Vygotsky (1978) in the constructivism theory, identified the Zone of proximal development (ZPD) and the idea of scaffolding were employed. Zone of Proximal development is a distance between the actual level of students' development and the potential level of development. Actual level of development is where a learner can solve the task without taking any assistance while a learner needs assistance and guidance to solve a task in the potential level of development (Vygotsky,1978). Ahmed (2016) stated that scaffolding is one of constructivist terminology. A learner may achieve higher cognition function through Zone of proximal development (Ahmed, 2016). Hajimia et al (2020) Educators will be able to identify the learners' level in the acquisition of L2 learning. Educators

could employ proper teaching methods or strategies of right pedagogy for the learners according to their level after knowing the stages in Zone Proximal Development. The Zone of Proximal between the developmental levels as determined by the independent problem solving and the level of potential development through problem solving under adult guidance and collaboration between learners. Fani & Ghaemi (2011) The potential of a language learner with an actual development of a language learner depends on the zone of proximal development, a level of development in a social behaviour. The whole progress in the zone of development through social interaction of learners as they need to cooperate and collaborate with their peers. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone



Development model shown above explains the context of teacher and student development. The purple colour resembles a context where teachers or educators still need enlightenment and assistance in problem solving or completing tasks assigned to them. For learners, those in this zone need advice and supervision from teachers and peers for learning and solving problems. The blue outer circle is the zone where either an educator or teacher or a learner is in a zone that needs full guidance and direction from a teacher or peer. The green circle in the middle is the independent zone where a teacher or a student who has been equipped with knowledge, developed individually and managed to perform all the tasks with full force and without any aid from others. According to Jim (1982), application of more knowledge for the acquisition of meaning is higher in a context-reduced classroom in comparison with context-embedded face to face classroom. In this study, the development of Instaread as one of the technological tools in learning English used the ZPD model as suggested by VygLave & Wenger (1991) as cited by Ahmed (2016) mentioned learning is a social process that occurs in the advancement of technology. The researcher chose Instaread as one of the learners' favourite applications in this era.

Moalosi (2013) stated the selection of materials should not be below or above a child's mastery level so that the development of a child is constant. The child cognitively engaged in the lesson and confronted the learning activities to explore more knowledge. Bliss et al, (1996) teachers or educators have to believe that the learners can learn by themselves even with complex tasks because they are assisted with the right learning materials. Thus, Instaread is an advanced technological tool for the learners to improve vocabulary with collaboration or in a social context. As Vygotsky (1978) mentioned, the interactions and dialoguing creates a balanced Zone of Proximal Development which encourages learners to reach greater levels of language development cognitively.

Nassaji & Swain (2000) in the second language learning the concept of Zone of Proximal development (ZPD) unites all relevant people together for the acquisition of the language. The teacher, the learner with their environment, social and cultural history with mission and vision and all the resources available to be utilized to the maximum. Wells (1998) considered ZPD as a permanent attitude of a learner as an emergent and open ended one who develops social interaction and behaviour for the development of a language by giving more chances for the learner to go through with their own experience. Channa & Nordin (2015) educators who adapt the zone of proximal improvement (ZPD) also will be able to identify the learner's needs to teach them to accomplish tasks with assistance or without assistance. Learner's reasoning and critical thinking can be categorised into three as an individual learner who can perform autonomously, a learner who works independently and finally a learner who outperforms with or without help that falls beyond ZPD. Fani & Ghaemi (2011) stated assistance in the ZPD may stand together with scaffolding as (Wood et al., 1976) and the attainments made with the help of educators and peers (Tharp & Gallimore, 1991, as cited in Ohta, 2005). ZPD functions more effectively with the assistance of a learner who adapts the new way as in this research new intervention by the researcher for the learner development, (Lantolf & Aljaafreh, 1996).

Veresov (2004) the learner should be able to keep in mind that the subject matter of Vygotsky's psychological theory was not greater mental functions as they were but more towards the greater mental functions. As ZPD represents an important aspect in the language learning development the educators have to utilize the theoretical functions of it. Here is the "list" of the basic concepts of Vygotsky's theory, necessary for the analysis of place and role of ZPD: The social situation of development (the "point" where development "starts" at every age period); The general law of development of higher mental processes (which describes the whole process) and the research method; The interaction between the ideal and real forms (the form of child's development); The "new formation" as the result of development.

Tucsen (2009) stated that implementation of various technological tools like the Internet, websites and the virtual learning environments for language learning, with cooperative and collaborative learning, problem-based learning, and also to goal oriented learning could multiply the constructivist conditions for learning which will be enlightenment for teaching and learning of foreign language or second language learning. (Driscoll, 2000; Duffy and Jonassen, 1992; Schank, 1994; Lebow, 1993; Can, 2006). Tucsen (2009) as constructivist theory aid in the acquisition of foreign or second language learning in e-learning applications for teachings as Shih (2006) proposes PDAs and Hyper Pens. This is to help teachers to share their course materials, videos and files, make individualized tests and learners have the chance to practice via personal PDAs. In this research, the teachers and learners can interact and can get feedback instantly which helps the development of the language.

At the present time, in the area of education and for teaching and learning the constructivist learning theory is used widely. The development of the language can be seen through the analysis of the theory. The reality of an individual influenced by the specific experience and culture together with the hypothesis made by an individual for the knowledge construction. Construction of knowledge differs by the individual with their own understanding. The responsibility of the teachers is to assist the learners with their individual characteristics and teach them according to their aptitude, so that every learner be able to construct the knowledge of their own for the language development as for this research to develop reading comprehension and vocabulary.

English Language Learning - Reading Comprehension

An active process that involves readers to perceive the correct meaning of the reading materials is defined as reading. Rafiq et al (2020) stated that one of the ancient cultures for human progress in society is reading. For Patel and Jain (2008), by reading, readers perform their abilities to decode the messages behind the words of the texts. Nunan and Linse (2006, p.69) support the idea by stating that the process of reading mostly concerns understanding and obtaining the information from printed words. It is strengthened by Pang et al. (2003, p.6), who claim that the performance of reading demands readers to gain meaning from written texts. To complete the definition of reading, Lone (2011, p.1) affirms that the readers should have the ability to recognize some characters, terms, and sentences within the texts to expose the denotation and connotation behind them. Since reading requires readers to be able to not only pronounce the text aloud but also to get the messages from the texts, reading is considered the most ascendant skill in learning any subject or language. Pokharel (2018) stated a child will have greater focus if he has fluency in the reading comprehension. Yang & Wilson (2006) considered reading like learning as a social practice.

Reading, being a tool subject, is so essential that a teacher must provide all the developmental reading instructions that students need. Koda and Zehler (2008) affirmed that it is a vital component of academic learning that helps the reader be a learned one in the broader community. If a child is deficient in reading, he encounters difficulty in all subject areas. Failure to achieve sufficient proficiency in reading hinders his access to the needed tools for further learning. Thus, a teacher must give special attention to those who have difficulties in reading. (Alvermann, 2002; Bernhardt, 2011; Grabe, 2010), the critical part of academic success based on reading skill of the students. As stated by Guthrie (2004), the window for all knowledge is reading. The scholars of reading, (Bernhardt, 2011; Grabe, 2010) have stated that acquiring reading skills will be very important for the learning development of a language. Baldi, 2006; Burt & Peyton (2003), discovered that the most number of the students in below average proficiency in reading. (Bernhardt, 2011; Grabe, 2010), to increase the reading skills a strong need should be there to cultivate reading habits.

It is believed that by performing the act of reading, students could obtain several remarkable benefits. According to Jain and Patel (2008, p.19), students' required ability and skills to read are significantly foremost instrumental in their life features, in both non-academic and academic situations. To emphasize the importance of reading, especially for EFL, Inderjit (2014, p.71) writes that by reading several books, EFL's levels of fluency, necessary vocabulary, and meaningful knowledge of the English-speaking world's cultures will be enlarged. Yukselir (2014) argues that reading is one of the foundation instruments for acquiring various information from basic to advanced for students, especially academic scholars. According to Abidin et al (2011), apart from widening vocabulary and knowledge, reading also assists readers in developing characteristics, sharpening thinking, and raising awareness in social, economic, environmental, and political crises. Undoubtedly, Marcelina (2019) states that in studying English, without reading, there will be an extreme limitation in all three other areas of expertise as reading is the most dominant and successful way to expand one's vocabulary ability. All the explanations above can contribute to one sense that reading ability affects a range of aspects, from building up the student's vocabulary and knowledge to enhancing other aspects of one individual.

Pokharel (2018) stated that reading has its significant role that enhance L2 learning with efficient teachers and support the consents of the learners literacy and make education as the source of knowledge achievement. Other than that, reading skill supports the other skills

as well because by reading a person's lexicon expands and therefore makes a better learner, speaker and writer. A language learner became a better listener or speaker with an extensive reading knowledge because was able to comprehend and follow instructions given by other people.

The most central skill to be acquired in English is reading comprehension skills which has an important role in the process of second or foreign language acquisition. Ganie & Rangkuti (2019); Tonekaboni et al (2021), the skill to read, understand, process, remapping in English is reading comprehension which assist in the process of acquisition of a foreign and second language learning, (Motallebzadeh & Tabatabaee-Yazdi, 2016). The phases of language learning instruction is the foundation of reading comprehension ((Mikulecky, 2008). Ganie & Rangkuti (2019); Osikomaiya (2021); Li et al (2021) stated that the process of transfer skill and knowledge of reading skill can be applied in other language skills as well as speaking, writing, listening and also in answering reading comprehension questions. This can be applied in other school subjects too, (Baghaei, & Ravand, 2019; Tabatabaee-Yazd, & Baghaei, 2018). In this study, the participants scored less marks in the reading comprehension test and they needed a resource to enhance their reading skills.

Kendeou & Broek (2007) A group of skills and activities defined as reading comprehension. This is supported by Harris & Smith (2002) there are four important operations of reading proficiency as identification, analysis, evaluation and application. The first operation identifying refers to the responsibility of an author in the process of locating the message. The second operation means every structure of the text divided into parts for the ease of the readers to read and understand better. The third operation is evaluating and requests readers to judge the importance of the information they obtain from the text, whether it is relevant or irrelevant to their purpose of reading. The fourth operation is applying which means that readers use the knowledge, meanings, messages, or information to solve their problems or achieve their aims.

Besides, Brown (2001) described the reading comprehension as the main concern in the understanding of meaning appropriately and efficiently to understand and answer a descriptive question thoroughly. Reading proficiency is meaningless unless the readers could embrace the content of the text given. Brown also added after the reading process, readers will be able to perform well and manage to discuss the answers only if they can interpret the reading text's hidden message.

Reading comprehension is thought to refer to the act of concluding the materials read. Indeed, Fitriani (2015) evidently states that through reading proficiency, readers have to understand the reading material and reduce the meaning of the reading. It is completed by Woolley (2011), who focuses more on inferring the sense of phrases, sentences, and relating paragraphs. He determines that learners should comprehend the denotation of the sentences, paragraphs, the text, and later, the author's implication from isolated letters. On the same page, Nunan and Linse (2006) argue that reading comprehension means reading for information, understanding, and leisure. The process, therefore, is more complicated than purely deciphering a specific word. The prior aim of reading proficiency is to determine what the authors mean when writing, not to understand every word of reading material.

In another opinion, Grellet (2000) stresses that reading comprehension should comprise the readers' ability to efficiently extract the required information from a written text. Reading advertisements in newspapers, for instance, readers usually glance at the information that interests them or just simply skip this page. On the other hand, when reading the rest of the newspapers, readers tend to read all the information carefully and get more essential details

from it. To support the idea, the National Research Council (1998) affirms that reading comprehension must contain three elements: the readers, the text, and the purposes of reading. It can be concluded depending on the situation. Readers are required to have the ability to ignore irrelevant details and locate relevant information with their personal purpose as the foundation.

Jamilah (2021) stated in reading comprehension, one of the psychological issues faced by the learners most of the time is learners must not only read to identify the overall gist of the idea of the text but have to find the link with the meaning of the words in sequence. In addition, many researchers have focused on these reading comprehension skills too because once the learners master this skill, they should be able to acquire other language skills easily. Consequently, this study aimed to provide a tool which is Instaread to be used by students to enhance their reading comprehension skills.

In relation to this, Raj (2008) stated that Durkin (1979), for the reading comprehension in his classic observational study, noticed that only 20 out of 4469 minutes were used for comprehension instruction. The final result is evident that most of the instructional time was used for questioning and less time for teaching students comprehension strategies could be used while answering the questions. Nordin et al (2013) discovered that learners with sufficient ESL reading comprehension strategies become successful learners in comparison with others in the same classroom. The effective reading strategy helps learners to become more efficient in language learning. Aziz et al. (2011) added that the reading comprehension strategies provide an idea of the content and message in the text. It is apparent that without ESL reading strategies, learners will face many challenges in comprehending reading texts.

Semtin and Maniam (2015) mentioned that the learners were assisted in the stages of reading and better understanding through ESL reading comprehension strategies. Thus, reading comprehension strategies should be taught through examples. He added the discussion on all wh-questions will be helpful for applying this technique. In addition, Nordin et al (2013) stated that learners will be more successful with the ESL reading comprehension strategies. They will become more skilled readers, as they are well versed with the reading strategies to read accurately and focus on the text more. Aziz et al (2011) added that reading comprehension strategies give a learner the underlying meaning of the text. Jeevaratnam & Stapa (2020) definitely learners will face challenges in understanding the reading comprehension texts if they lack ESL reading strategies.

Malaysian Secondary School Students' Reading Proficiency

The Malaysian education system provides eleven years of basic education; that is "6 years of primary education, 3 years of lower secondary education, and 2 years of upper secondary education" (Lee, 1999, p.88). The English Language Secondary (KBSM) which can be referred to as a notional-functional syllabus, has its theoretical base in the communicative language teaching (CLT) approach (Foo & Richards, 2004). However in 2017, KSSM was implemented to replace KSSR for the holistic development of students in par with 21st century education. The upper secondary English syllabus was designed based on the Third Malaysian Plan 1976-1980 which emphasized the need for Malaysians to be fluent in English as an international language. In 1974, a Communicative Language Teaching (CLT) based syllabus emerged in line with the goal in the Third Malaysia Plan that was to produce manpower with competency in the English language. The shift to the Communicative Syllabus was also to keep abreast with the universal trends in English language teaching that was moving toward a communicative approach (Richards & Rodgers, 2001).

The Malaysian Ministry of Education has developed a nationwide policy, called the Malaysian Education Blueprint, (Ministry of Education, 2013) to bridge the gap of imbalance in students' lack of proficiency in English language proficiency. As stated in the Blueprint 2013, there are 11 shifts to ensure every child's proficient in Malaysian first language, "Bahasa Malaysia" and also in the second language. Thus, the education system implemented three waves for this idea. The first wave is about the implementation of the blueprint, with more support from the teachers and learners. The second wave about the changes and betterment in the system. In the third wave, there is more concern on the autonomy of school administrations. Currently, the Malaysian Education System is still on the second wave plan and still undergoing many changes and improvements and hoping for the desirable achievement in English proficiency of language learners especially in rural areas.

In Malaysia, the first and national language is Bahasa Malaysia, the second language is English, also compulsory to be taught in schools. The importance of reading in English is seen not only for educational purposes but also for occupational purposes too. The English language subject is taught in primary and secondary schools, and also in tertiary education at higher learning institutions such as in colleges and universities. The educational settings for reading instruction includes various reading skills employed by teachers. In addition, the education system involves both Bahasa Malaysia and English in public examinations, therefore learners should give importance to L2 as they give for L1. The application of reading strategies in reading texts in L1 and L2 help learners to improve their comprehending level of the text in both academic and non academic learning contexts. If the learners can perform well in answering the reading texts in L1 then the same reading comprehension strategies can be applied in L2 learning context too for the ease of the learners. On top of that, the learners will be well motivated to learn materials either in L1 or L2 when they are aware of various reading strategies available. The learner's reading strategies in both languages L1 and L2 need to be examined to identify the similarities and differences to get the awareness of the language which will help to improve their reading comprehension in second language learning.

Ponniah (1993) mentioned that the teaching reading comprehension often gives main focus on literal comprehension skills in Malaysian schools especially at the sentence level such as word recognition, low cognitive skill based tasks. Nambiar (2005) stated the current practice in reading comprehension involves the ESL students to face issues in fulfilling comprehension tasks because they are unsure of the understanding of the whole text. In Malaysian reading classrooms, the teachers give attention to instructional based strategies in teaching students a custom of answering comprehension questions in order to prepare for tests and examinations.

Malaysian secondary school students faced difficulties in comprehending reading text. According to Semtin & Maniam (2015), Malaysian secondary schools' students, particularly students from suburban areas such as Kapit Sarawak, faced difficulties in comprehending English reading materials. In this study, the participants in the selected secondary school face difficulties in comprehending text. In Malaysia, grammar is given priority rather than reading, listening, speaking and writing in learning English. According to Hassan & Selamat (2017), revealed that teachers, the KBSM syllabus give little attention to reading and focus mostly on grammar. This study hoped to fill the gap to provide an interesting reading platform for ESL learners. Many social networking sites such as Instagram have given a chance for the learners to strengthen their language learning skills (Desa et al., 2019). Today, the evolving digitalisation of K-12 education (in which various digital learning tools are used and in which students have to navigate in multiple online contexts) across countries is a fact that implies

that students - who are constantly challenged in terms of choosing effective learning paths employing 'right' tools - need additional instructional support to succeed, (Viberg et al., 2020). Day and Bamford (1998), the limited linguistic knowledge made difficult for the language learners to cope with the reading materials available in foreign or second language. Simplified, readable texts are able to cater to second language learners as they can understand the repetitive or simple vocabulary used which decreases the understanding of the text (Wan-a-rom, 2008). The lexical knowledge in reading texts are different for every level of students such as beginner and intermediate proficiency level of the vocabulary are different, (Waring & Nation, 2004). In addition, the lexical inference of the texts are enriched with more reading texts (Nation & Wang, 1999; Wodinsky & Nation, 1988).

Past researches (Faizah et al., 2002; Krishnan et al., 2009; Ponniah, 1993) focused on the issue of reading proficiency among the university students due to lack of proficiency since secondary school. The academic achievement in reading overlooked in secondary level made the students unable to master reading skills till University. There are some fundamental correlations between secondary school learners' reading proficiency with university students. The demands of the university academic need literacy in reading skills as the learners have to pursue their tertiary education. An investigation on secondary school students literacy in reading skills has to be planned with more reading materials and various teaching styles have to be employed to achieve the primary goal of Malaysian Secondary learners curriculum.

Badrasawi & Kassim (2020) the fact that the most important language in the world is English, as more countries are putting effort to enhance the English language to the people around the world especially to the school children to improve the language. In Malaysia, the higher learning institutions use English as a medium of instruction. (Ministry of Education, 2013), students from different stages of learning to master the language in line with the globalization of English language as stated in the Malaysia Education Blueprint, 2013-2025.

For the purpose of the study, focus is given to performance in reading. This skill is chosen because it is considered as one of the foremost indicators of being literate (McGee & Richgels, 2000). Any new definition of literacy primarily includes reading skill as students who cannot read and write have difficulties in their studies (Holme, 2004). Specifically, reading skills in English as a second or foreign language is necessary for students' academic success in their further education (Levine et al., 2000).

Lee & Wong (2020), many past studies have been conducted to identify reading strategies in rural areas in Malaysia (e.g., Asraf & Ahmad, 2003; Lin et al., 2016; Marian et al., 2012; Samat et al., 2019; Wreikat et al., 2014; Yap & Siow, 2016). There were three important studies carried out in rural areas in Malaysia. Extensive reading implementation in secondary school classrooms in rural areas was conducted by (Asraf and Ahmad, 2003). The reading level of the students were awarded with attractive grades. The investigation on multimedia texts and technology that can enhance reading comprehension has been done by (Samat et al., 2019). Five students' reading abilities in rural schools in Northern Malaysia was compared to identify their performance in reading texts, (Lin, Mohamad and Ismail 2016) and the researchers found out that the level of those primary five students' reading abilities were not up to the level as expected. Jeevaratnam & Stapa stated students from urban schools performed better and scored higher than students from the rural areas. Mohamad et al (2006) confirmed that the learners did not apply the reading strategies and skills such as infer, predict, agree, analyse evaluate and criticize which has connection in the classroom activities given

On top of that, Raj (2008) stated that Durkin (1979) in his classic observational study stated 20 out of 4469 minutes were used on comprehension tasks after the teachers delivered the

comprehension instruction. The teachers used most of the instructional time for questioning students and they used minimum time for teaching the most important comprehension strategies which should be given more priority in the process of teaching and learning. The background of the research has proven that the students have more difficulties in comprehending the text due to lack interest and less understanding of the text therefore very little cognitive reading strategies were used. The different levels of students such as high and low proficiency need different types of materials and strategies to have significant language learning.

Vocabulary Learning

Hornby (1995), knowledge of words and word meanings defined as vocabulary. Diamond and Gutlohn (2006), vocabulary means the knowledge of words and word meanings. Language learner who is enriched with their vocabulary can master the language especially in English language learning which comprises four major skills, which are reading, writing, listening and speaking. Stahl (2005) supported knowledge of vocabulary that is very important in a second language. The knowledge of a word not only implies a definition but also a word that fits into the world. Vocabulary knowledge is not something that can easily be learned but needs a lot of initiative and use of different strategies in lifelong learning. In a language, vocabulary is one of the essential components. Without vocabulary, very little communication will take place. Learning words needs a lot of hard work, thus an attempt to understand, use and produce other target words are important. Celce-Murcia et al (2014), vocabulary learning involves both intentional learning and incidental learning as many words are used consciously to give focus on the language.

Huyen & Nga (2003, in Rouhani & Purgharib, 2013) has given the vital role of vocabulary, as stated by the researchers, as one of the most important elements in language learning which has link with all the four skills in a second language acquisition. They added there are four types of vocabulary which are meaningful, receptive vocabulary, expressive vocabulary and written vocabulary. Pikulski & Templeton (2004) stated that the combination of listening and speaking vocabulary provide more meaningful language learning, (Pikulski & Templeton 2004). As for this study, the researcher uses written vocabulary in an Instagram application namely Insatread. For the ease of communication in a second language, the learners should learn a number of vocabularies in a high range to use them in a different context in the language. Biemiller & Slonim (2001) stated that learners with a limited number of vocabulary outperformed compared to their peers with high range vocabulary knowledge. Graves (2000, as cited in Taylor, 1990) defines an individual who has a knowledge with a lot of words in the language can master the language. He also added that the lexicon of a language is its vocabulary, which includes words and expressions. Vocabulary plays an important role in a second language acquisition. There is a general agreement among researchers of language learning that vocabulary is very important in L2 learning classrooms. The findings of the research show that the reading processes and vocabulary knowledge assist in reading comprehension, (Alderson, 2000; Bernhardt, 2005; Fukkink et al., 2005; Garcia, 1991; Koda, 1994, 2005; Laufer, 1997; Nation, 2001; Zhang, 2000). A high vocabulary helps the learners to get deep understanding in reading comprehension especially when interpreting printed materials which have a very high vocabulary and are difficult for the learners (Curtis, 1987; Nation, 2001).

Adams (2004) mentioned that a higher level of meaning construction happens when a learner is able to decode the meaning with fast and efficient word recognition (Bernhardt, 2005;

Grabe & Stoller, 2002) stated that the difference between skilled and less-skilled learners are the speed of lexical access and semantic processing ability. Milton (2013) has seen the link of reading skills proficiency which will assist for the learning of other skills such as writing, speaking and listening through vocabulary. Stæhr (2008) stated the relationship between the size of the vocabulary and other skills has a very strong correlation among secondary school learners. In addition, Milton et al (2010) found a significant relationship between vocabulary and reading comprehension in their research. The findings support the statement that vocabulary is the most important in a second language acquisition.

Krashen (1989) believed that vocabulary has a cyclical process with its effect together with reading and knowledge. Knowledge in vocabulary contributes to reading comprehension and aids the learners to empower their knowledge in language. The growth of vocabulary and reading comprehension will be developed. He added that the reading provides the context of learning vocabulary. The effective way of learning new words to enrich the vocabulary is only through reading. Harmer (1991) stated the traditional method of learning vocabulary is by memorizing the list of the words. This method does not actually let the learners acquire the language naturally. At this point, teachers should teach students to contextualize the meaning of words to different situations. Nation (2001) categorizes the methods of teaching and learning vocabulary in two different ways: traditional or decontextualized teaching and contextualized teaching methods as cited in (Mediha & Enisa, 2013).

Wood (2001) advocates a combination of direct instruction of unfamiliar words and indirect learning of vocabulary in natural contexts. Wood argues that neither explicit instruction nor incidental learning of vocabulary is sufficient for vocabulary learning when used exclusively. To develop students' vocabulary, teachers must encourage them to use new words and teach them how to use productive strategies. Nevertheless, its incremental nature makes vocabulary learning a boring process for many learners, especially for EFL/ESL learners. It also makes vocabulary instruction a challenging process for teachers.

The knowledge of vocabulary is also very closely related to reading comprehension. Actually, reading comprehension is heavily dependent on vocabulary knowledge (Ibrahim et al., 2016). Therefore, one obvious way to improve learners' reading comprehension ability is to teach them words. The way to teach new words to foreign language learners has been a long-standing concern to many English Language Teaching (ELT) practitioners, and a variety of materials can be examined by teachers who seek to facilitate vocabulary learning.

In the past few decades, vocabulary researchers have focused on teaching approaches. Among the multitude of techniques that can be used to facilitate English language students' vocabulary learning, certain tools such as technological resources and tools, online games, and presentation software can play a crucial role in providing relaxed, motivating, and enjoyable environments for learning a language.

Vocabulary involves a long process of acquisition. Akdogan (2017); Yip & Kwan (2006), the use of games in social media help the process of learning. Gee (2005), games are considered as conceptual models in formal and informal settings in a process of language teaching and learning. In addition, games play an important role in stimulating and motivating learners in a critical element. Shabaneh and Farrah (2019) pointed out that vocabulary knowledge and communicative skills can be enhanced through games as efficient learning tools. Sorensen & Meyer (2007) a convenient atmosphere for both students and teachers learning environment created through games to encourage in learning process. A stress free atmosphere for development of vocabulary through games assists the lower level of the students to achieve success in language learning. The increased number of students in social media for

participation in game based learning happens which involve socio-cognitive approaches in language learning and communicative ability, and are advocated by (Warschauer and Healey, 1998; Warschauer and Kern, 2000).

According to Yip and Kwan (2006), online vocabulary activities facilitate learners' learning and enable them to retain words longer. If games are fun, relaxing, and motivating, they may increase learners' interest. Sorensen and Meyer (2007) believe that games, especially online games, increase motivation and improve students' vocabulary learning. Further support for the effectiveness of games comes from Yolageldili and Arikan (2011), who examined the efficiency of utilizing games in the teaching of grammar to young learners. They concluded that games are a critical and important component of language teaching in primary schools because they provide many instructional benefits for EFL teachers. They also found that games are useful in directing young learners' energy to language learning, due to young learners' preference for physical activity. By using games, learners also become imaginative and innovative and learn materials subconsciously.

Moreover, Yip and Kwan (2006) discovered that the students who play online vocabulary activities learn more words and remember the new words longer and recover more words compared to those who are not provided with such games. Yip and Kwan (2006) also found that both learners and teachers believe online activities are efficient vocabulary learning tools and that learners prefer online games over traditional learning lessons.

This study focuses on research based on vocabulary acquisition and to identify to conduct further research on the same field. At the end the paper gives attention on one specific area which is vocabulary learning styles, the purpose of vocabulary acquisition among ESL learners, the intervention that is employed, the process of learning vocabulary, evaluation of learning, and the way of learning vocabulary in a second language. Although there were many studies conducted on vocabulary acquisition, not many focus on upper secondary learners in suburban areas especially during this pandemic. Therefore, research needed to give attention to encourage learning to participate in the lesson for the acquisition of vocabulary to achieve success in second language learning.

Social Media in Language Learning

Monica & Anamaria (2014), a tool to provide information and a technology used for communication with various people through online defined as social media. It is a platform used by people from all walks of life regardless of age, gender and occupation. Every individual with advanced technology uses social media as a medium of communication. Kaplan & Haenlein (2010), people around the world use social media for various content as a group of Internet. Social media such as Facebook, Twitter, Instagram, Youtube are readily available for free and became the reason for many people to choose to utilize them for daily use. All this sort of social media has been attracted by people, college students, and young learners as they feel joyful and fun using it. Chou (2014) stated social media has some interesting elements such as interactivity, a very quality platform and shared attributes. Thus, learners can do many things on social media. For instance, the learners can communicate and make friends from all over the world.

As for language learning, Khaloufi & Laabidi (2017) stated learners improve their language skills in English language learning through social media. It helps teachers to improve their teaching styles and enhance teaching materials with more efficient, user friendly and student-centered to develop language learning and critical thinking skills, (Asmara, et.al., 2019). As users, learners can search for pictures and videos of other people or countries in social media

such as Instagram. Every learner is aware of how to update information on current news or issues as soon as possible to inform others especially people in the friends list and even faster than newspapers. Therefore, learners can definitely use social media to learn the English language.

Yadav (2020) the smartphones and electronic gadgets became more affordable with latest and updated softwares thus social media is in the fingertips of every user including school going children. Social media has given a great impact at every phase of generations for their own purpose as everyone uses social media for different purposes. Currently with the emergence of a world class technology defined as 4G emerging, there is a wide range of contribution of social media in the field of education. The famous social media such as Youtube, Facebook, Twitter and all the new surface in the latest communication industry has colonized the people with their appearance. Therefore it can be a new ESL language learning growth platform.

Akhiar et al (2017) as students are ready for technological changes in learning now it's the time for education institutions to provide better service for the students. Currently Facebook, Twitter and Instagram are very famous with many users especially high school students (Gettman & Cortijo, 2015); thus it's a great opportunity to employ mobile learning tools which serve a positive impact in language learning specifically for English language learning.

Selwyn (2007), the social media mainly used to assist online communication, cooperation and collaboration. Social media is a platform to keep in touch with friends for many students. Valenzuela et al (2009) stated that even beginners in social media spent more than an hour communicating with their peers. It is apparent the time learners use in social media has a potential to be used for online learning. Ranked in the top 20 countries with the most social media users, the social networking site is now an essential aspect of daily life. Apparently, social media are highly likely to prove advantageous to students should it be capitalized on as part of the learning process.

(Balakrishnan et al. 2017), Learners constantly show a positive perception on the use of social media which develop teaching and learning activities. Apart from that, social media technologies help to expand learners' performance in education, (Arif and Kanwal, 2016). The study conducted by Maguth et al (2010) claimed that learners use social media for many purposes such as research activities, for chatting, and also to collect information for their projects. Moreover, use of social media eases learners' jobs to accomplish a task. One of the factors that cultivate learners' interest towards social media is the easy access of sites available for their academic purposes. When they are tired of using comprehensive elearning sites all the time before now they find social media is actually very user friendly. Special & Li-Barber (2012); Ractham & Firpo (2011), one of the contributing factors for successful educational purposes and communication among students due to participation of learners in social media. As wikipedia listed that there are approximately 198 social media providers available, thus it is crucial to identify the user's engagement in social media as it leads to be successful in higher education as well (Teoh et al., 2014).

Martunis (2020) for tertiary education in universities and higher institutions expects higher skills and knowledge with the advancement of technology and development in education, and social media has always been helpful for the learners to produce better results. In many developed countries, they successfully integrated social media in the education system for academics. Lumby, Anderson and Hugman (2014) mentioned that active learning opens up new opportunities for the students through social media. Junco, Heiberger & Loken (2011) have agreed the same idea that self learning is actively done with students personal

experiences through the use of materials to achieve academic goals. Haque (2018) the most versatile and easily accessible providers in the Internet can be browsed through not only with personal computers but also with smartphone applications. People's personal and professional networks which are embedded in their culture in social networks stated by (Trubitt and Overholtzer, 2009). Mungofa & Peter (2018) there is very affordable and very little money spent to use the data in devices used by learners for social media applications such as WhatsApp, Facebook, Twitter and Mixit which brings happiness in them. Paliktzoglou and Suhonen (2014) in their research stated that an important educational tool to develop Problem Based Learning (PBL) through communication and collaboration which maximise students' participation in social media is Facebook. Zandberg et al (2008), virtual learning has taken place to replace the traditional teaching - learning methods in the field of education to create an increased number of independent learners through social media with the aid of the Internet. Past studies stated that integration in teaching and learning in social media has a great impact to expand new strategies in the way of inquiry, chatting, development of knowledge, and also to increase cognitive, social and emotional growth (Gao et al., 2012; Greenhow & Burton, 2011; Pimmer et al., 2012; Ranieri et al., 2012; Greenhow & Robelia, 2009a, 2009b; Ito et al 2009), research among high school students revealed that social media in education serves multipurpose benefits by helping its users to enhance and cultivate their identities, identify new skills and practice literacy in learning a language.

Greenhow & Burton (2016) social media has been a platform for educational implications as new field of digital media and provide an interactive learning environment for many people such as scientists, educational technologists, instructional designers, instructional designers, literacy theorists, and media scholars to explore, debate, and envision systemic change for education in the digital age. According to Thurairaj et al (2012) added a positive language learning environment created through social media such as Facebook and Twitter. These social networks should be used as learning tools for language learning to encourage more learners in the educational sites. There were few interviews conducted and the feedback from the learners revealed that their most communication happens in social media. Thurairaj and Roy (2012) teachers have to imply teaching materials in social media to make the learning process more interesting and engageable. The invention of materials should be more convenient thus learners can receive their instant feedback too.

As professed by Aydin (2012) social media is highly used for e-learning, environmental learning, business, art and for other education. Facebook is an effective medium for language learning and teaching, which is able to improve language learners skills. Othman et al (2017), social media has been an attraction in the Malaysian education system as it is an informative educational tool for communication and a tool for a group discussion among the learners. Electronic gadgets such as smartphones are helping for the use of social media for daily routines. As use of social media has increased it shows a significant impact in language learning especially in communication.

Andreas and Michael (2010), it is a most common world of information for the people around the world to communicate digitally and become an important part in their lives especially in education where learners can use it in many fields and as for this research for language learning. Siemens & Weller (2011); Chin & Zhang (2014), social media is a platform for social interaction in daily life. There have been many studies conducted to investigate the use of

social media platforms in language learning. Vivakaran and Neelamalar (2018) identified the use of social media websites as the teaching materials in the higher institutions and also in urban schools. They added that second language learners utilize social media for language learning. Traditional methods in face-to-face classrooms bring boredom to learners as they seek a more interactive atmosphere for the teaching and learning activities. Schmidt (2004) states that a combination of formal and informal learning happens via social media. Schmidt added that such a collaboration can develop the teaching and learning processes. The teachers and learners became more technology literate through social media. In a research conducted by Chun and Plass (1996), to investigate the effect of media on vocabulary learning was carried out for 160 German students who read German texts which comprises multiple annotations of words, such as text-video, text-picture and definitions. The results showed that picture-text annotations were most effective in incidental learning.

(Levenston, 1979) There are many researchers, educators, linguists and psychologists who have shown interest in vocabulary learning strategies in the acquisition of a second language. A number of studies have been done to identify the effects of vocabulary learning in social media. This study believed to add the resources in social media for second language learning. For the last two decades, the vocabulary learning field has been given more importance. Li (2017) teachers in Malaysia are able to create a constructive environment by teaching informal settings in social media such as Instagram and learners are benefiting from them. Learners may use subject related materials in Youtube and also utilize the blogs such as eLearn's blog, Forum and Wiki tools because of the subject requirements, such as accessing Facebook or some other social media for academic purposes. The integration of formal and informal learning has been enhanced in social media. It has been found a platform for students' independent learning platform and encourages learning to take place. Social media applications such as Facebook are used for search of course related materials, peer discussion groups and also for interactions between lectures. Here the learners have their own preference to select tools and their own practice in English language learning. On top of that, social media facilitates communication and encourages sharing of materials among their peers. Definitely learners use social media to share materials and to communicate to clear their doubts on assignment matters.

Use of Instagram in Language Learning

(Prensky, 2001) A digital platform which is extensively used by teenagers to grow with the Internet in social media is Instagram. Students use this platform to create, send and share content especially to assist language learning activities. Paper et al., (2016) has carried out research that language learning activities can be easily conducted through Instagram. Another research by (Al-ali, 2014) shows that Instagram is a learning platform for learners to use anywhere outside of the classroom even when they are on vacation. The learning activities in the classroom are assisted by Instagram. Instagram allows the interaction between the teachers and students; students and students. Handayani (2016) Instagram used to share information, to create content related learning tasks and can be shared. The use of Instagram as a media of learning was studied by (Mansor & Rahim, 2017) identified Instagram as an effective tool for task related activity which involves a lot of discussion. Ashraf et al (2014) claimed in his past studies on undergraduate students that the grammatical accuracy of word classes had a positive effect through learning on Instagram. He also added that students have a positive attitude on learning in Mobile Assisted Language Learning (MALL). Instagram as a learning tool provides comment sections and feedback for the learners interaction. There are

four factors to improve vocabulary learning on Instagram namely; simplicity, accessibility, feeling of happiness, and student's vocabulary mastery achievement (Kamal, 2019).

Dewi, & Salam (2018) stated that Instagram can expand the learners' learning with various activities because the learning takes place at any time and is not restricted to the classroom timing which does not allow students to participate actively in the lesson. Alzamil (2020) one of the social platforms which is Instagram involves learners participation with more content such as pictures, short videos and photos. Instagram is an effective learning tool that helps to develop language learning. He added that learners always show a positive attitude towards language learning using social media. Zarei & Rudravarapu (2019) for 21st century learners Instagram helps to increase their learning productivity. A vast amount of visual information that can attract learners in English language classrooms available in Instagram, (Zarei & Rudravarapu, 2019). According to Vie (2008) Instagram is a social media application mainly used by young learners as an effective language learning tool that encourages smart and active learning in ESL classrooms.

Chokwe (2015) claimed that learners use Instagram to post pictures with captions and eagerly await response from their peers which makes them actively use this application as they can utilize it for language learning too. A number of studies on social media in an English as a Second Language classroom have been widely conducted throughout the world. The studies include the application of social media such as Instagram, Facebook, Twitter and blogs in English language learning classrooms. Faizi et al (2013) stated social media helps people to share common interests together to share their photos, moments, videos and daily or life events according to. Learners can use any of these platforms for further explanations or clarifications as it assists learners to gain information and to have control over their learning as stated by (Al-Mukhaini et al., 2014). Learners too get to choose the types of materials they wish to read and learn. In a study of implementing Instagram in language learning by Lunden (2014); Simatupang (2015), they have concluded that the use of social media helped the learners in their process of learning.

There are many studies carried out to investigate Instagram as an effective learning tool. Aloraini (2018); Gunolal (2019) have researched the use of Instagram among the learners as an important tool for language learning. Aloraini (2018) stated that the vocabulary posts have always encouraged the learners to produce better results. She also added that the learners' posts with captions welcome more feedback from others and encourage social interaction actively. Gunolal (2019) mentioned that Instagram helps learners to have positive attitudes towards language learning. There was a mixed -method study conducted by (Erarslan, 2019) to identify the learner's opinions about the use of Instagram for educational purposes and its impact on language learning. The findings of the study indicates that Instagram is very beneficial and gives a positive impact on students' language learning based on the findings of the research from the experimental part of the study. Soviyah and Etikaningsih (2018) stated that for the acquisition of language skills, Instagram was used to investigate the effectiveness of writing in descriptive texts in two groups of students where one group was taught using Instagram pictures and the other was studied without using Instagram pictures. Therefore, he mentioned that students' performance in writing descriptive texts had a positive impact with the use of Instagram pictures. A past study was conducted by Handayani et al (2018) in his pre-experimental study to examine the effectiveness of Instagram as a language learning tool in improving students' writing ability especially in writing opinion essays. Instagram was an effective tool in improving the quality of the students' essays. They also added that Instagram is not only an educational tool but also an enjoyable tool in the language classroom.

There are gender differences that show students' attitudes in the use of Instagram as a language learning tool which has a positive impact for the learners. Another past research by Gonulal (2019) identifies the use of Instagram in informal language learning. The study revealed that one of the effective ways of improving the vocabulary and communication skills among the language learners is through social media.

Aprilianti (2020) stated that lack of vocabulary brings difficulty in understanding the meaning of the words. ESL learners have to enhance their vocabulary. What learners need with what learners interest becomes interesting. Learners can enjoy the learning process through mobile learning, Instagram.

There was little research conducted on the use of vocabulary on Instagram. The first research conducted by Ramdhany (2017) stated the students' interest in learning Instagram for the fifth semester students in the English Department of UIN Alauddin Makassar. The research identified the way of students' interest in learning vocabulary through Instagram. The study with 85 participants with a descriptive quantitative method. The past research concluded that the students had a high level of interest and had a positive feeling in learning vocabulary through Instagram. The second research conducted by Ulfaazkiya (2019) entitled "Students' Perception Towards the Impact of English Learning Accounts on Instagram On Students' Vocabulary". The researcher conducted a semi-structured interview with a qualitative method. The results of the study showed learning vocabulary by using English learning accounts on Instagram was really supporting their learning vocabulary through Instagram. The third research conducted by Zahrizan (2019) entitled "The Influence account @gurukumrd to the out of class Language Learning (Study on Easiness of Followers' English Learning at State Islamic College of Sorong)". This research employs the Ex Post - Facto method with a quantitative method. The sample of about 22 people was taken from the pupils with Instagram. This research used a sampling technique. The instrument used was Likert Scale Questionnaire by the researcher. Then, the data collected and processed using SPSS (Statistical Program for Social Science) for windows version 20. Their results showed that there was an influence of Instagram accounts in the English class. The research concluded that visual information can be very useful in the education setting. This is in line with the study done by Al-Ali (2014) who stated that Instagram can be a successful learning tool in English as a second language classroom which he focused on the integration of Instagram as an active learning tool in a language bridge program.

Bell (2013) conducted a study using Instagram in the classroom and discovered Instagram is an important tool in enhancing language learning and the learners actively participated in the virtual communication. In addition, he claimed that written-form communication helps in the process of building up self-esteem and feeling assertive in daily lives. Ali (2014) has revealed that Instagram is one of the most popular social media applications and such a useful application in teaching and learning where the learners learn in an entertaining and spontaneous way. Hairell et.al (2011) stated social media such as Instagram gives learners opportunities to gain vocabulary unconsciously through communication and collaboration especially in the comment sections. Therefore, through past studies, Instagram is used as a learning platform for language learning for other skills in English. This study will identify the use of Instagram mainly on reading skills.

Methodology

Research Design

Research designs are the specific procedures involved in the research process data collection, data analysis and report writing (Creswell, 2012). This study was conducted through a quantitative approach namely a quasi-experimental design. A pilot study was carried out where students were given a reading activity planned for a period of two weeks with conventional reading activity and then implemented the use of an Instagram account namely '*InstaRead*' for the next three weeks. After each activity, a set of questionnaires and reading tests were given to all participants. During both activities, the researcher observed the students on their commitment, participation and the performance in conducting the activity.

Table 3.1

The Illustration of Research Design

Pre Test	Independent Variable	Post Test
Y1	X	Y2

Y1 : Learners achievement on reading and vocabulary test before teaching by using Instaread

X : Instaread based reading and vocabulary activities

Y2 : Learners achievement on reading and vocabulary test after teaching by using Instaread

Research Methodology

Samples

This study was carried out in one school in Seremban, Negeri Sembilan. The samples of the study consisted of 60 Form 4 students from two intermediate classes who are multiracial from a National Secondary school. The samples in these classes are of average proficiency level of English. The samples are only male students. The samples were selected based on purposive sampling from the School based Reading Assessment. The students who scored below 80 and above 40 in the test were selected.

Instrument

For this study, a quantitative approach used for data collection.. The instruments of this study consisted of questionnaires and reading tests. According to Ary et al (2010:201) the test is a set of stimuli presented to individuals in order to elicit responses on the basis of which a numerical score can be assigned. The main research instrument employed was a questionnaire, which was adapted from Watt and Richardson (2007). The first instrument was a close ended questionnaire to gather the data. The questionnaire consists of the demographic background of the respondent which include gender, age, respondent's ICT tools and the accessibility to the internet which was given before and after implementing *InstaRead*. The purpose of the questionnaire is to identify the perceptions of learners on the use of Instaread. These kinds of questions only need a yes or no answer for each question. The answers were collected and measured the significant difference before and after the treatment by seeing their responses. In this pilot study, the questionnaire was checked by two experts, thus proving that it has face validity and content validity. Amendments for sentence structures and grammatical errors were made accordingly.

The second instrument was reading and vocabulary tests. The participants were asked to do reading tests before and after the Implementation of Instaread. The purpose of using this instrument to see the improvement of the vocabulary as well the progress in reading comprehension texts. The second instrument was reading and vocabulary tests designed based on the CEFR Form 4 textbook Close Up, KSSM English syllabus. A reading comprehension text was selected and then vocabulary associated with the reading text was introduced to the learners. This instrument was developed based on research question 2 (To investigate whether Instagram promotes L2 learners reading comprehension) and research question 3 (To investigate whether Instagram enhances L2 learner's vocabulary learning). The test used in this study was divided into two parts: Part A (the vocabulary section with 40 items) and Part B (the reading comprehension section with 20 items). All items were in multiple-choice format. The participants were asked to do reading and vocabulary tests before and after the Implementation of Instagram. The purpose of using these instruments is to see the improvement of the vocabulary as well as the progress in reading comprehension texts. Upon experts' validation, the reading comprehension test proved to have high face validity and content validity.

Data Analysis

Data from the open ended section were analysed manually, coded and arranged into themes that arose. To identify themes that arose, the researcher would first go through the data from the open ended sections of questionnaires. The data would then be able to be triangulated with data from other instruments to ensure its credibility. The data analysed was also shown to the participants so that they could read and check if the researcher's interpretation of their perspectives were accurate before and after they joined the Instagram based activities. The reading text scores will be analysed using SPSS software.

Pilot Study

A pilot study was conducted to examine validity and reliability of the instruments. For this pilot study, the sample chosen from the population was given an open ended questionnaire and reading test in two weeks duration. The pilot study revealed that the questionnaire and reading test have face validity and content validity as checked and reviewed by experts, Form 4 English subject teachers. The reliability of the pilot study was 0.801 Cronbach alpha, showing high internal consistency of the selected sample. Thus, the instruments are valid and reliable for the actual research.

Ethical Consideration

During this research all ethical responsibilities will be taken into account. The participants of the research will be informed and the personal information will be kept high confidentially.

Findings and Discussions

Vocabulary Test

Research Question 1: *What are the effects of Instaread in ESL learners' vocabulary learning?*

To answer the research question 1, to show the effectiveness of Instaread on learners' vocabulary learning skills, pre reading test, post reading test and independent t-tests were conducted. For this study, to assess the participants knowledge on the academic words, a vocabulary pretest was administered. The mean score and standard deviation in the pretest were calculated to compare the experimental and control group performance.

Table 1

Results of the Pre-vocabulary test Scores of the Experimental and Control Groups

	N	Mean	Std Deviation	Std Error Mean
Group				
Experimental Group	30	13.89	4.65	.81
Control Group	30	15.13	5.38	1.01

Table 1 shows descriptive statistics of pre test vocabulary of two groups consisting of 60 participants. The standard deviation for the Experimental group is 4.65 and the standard deviation for the control group is 5.38. The result of the pretest shows that the control group had a higher mean score (15.13) compared to the experimental group (13.89). This is a pre vocabulary test before the introduction of a set of vocabulary that will be used for the research.

Table 2

Independent Sample t-test Result for the pre-vocabulary test scores of the Experimental and Control groups.

	Leven's Test For Equality of Variances		T-test for Equality of Means						
	F	Sig	T	df	Sig. (2-tailed)	Mean difference	Std.Error difference	95% confidence interval of the difference	
Equal variances assumed	.43	.91	-82	45	.36	-1.21	1.51	-4.05	1.57

Table 2 shows experimental and control groups' independent t-test results. There are few assumptions that underlying in the distributions of the t-test :

1. A continuous or ordinal distribution based on the sample observations
2. Simple random sampling from sample observations. The samples are independent of each other.
3. A normal distribution from a sample observation.
4. In the two sample t-tests, the sample observations have homogeneity of variance. The variances of the samples are equal.

The Leven's test for Equality of variances was used to compare two quantitative variables. The mean difference is -1.21. Standard Error difference is 1.51. It is identified by the mean scores ($t = -82 : P = .36$). of both groups show there was no significant difference between the groups .

Table 3

Results of the Post-vocabulary test Scores of the Experimental and Control Groups

	N	Mean	Std Deviation	Std Error Mean
Group				
Experimental Group	30	14.22	3.23	.61
Control Group	30	11.04	4.35	1.03

Based on the findings above, the learner's interest in learning vocabulary through Instaread for Form 4 ESL learners is high. The high shows that most of the learners were very interested in learning vocabulary through Instaread. Based on table 1, which shows that the mean score of 14.22 shows that the respondents are keen to join in Instaread based vocabulary activities.

Table 4

Paired sample t-test result of the pre-vocabulary test and post-vocabulary test scores of the Experimental group

Experimental Group	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
Pre test Post test	-5.23	2.68	.51	-6.33	-4.28	-10.52	29	.000

Table 4 shows the paired sample t-test result for the pre-vocabulary test and post -vocabulary test scores of the Experimental group. The mean score is -5.23 and the learners show 95% confidence in accomplishing the post-vocabulary test with minimum score of -4.28. The sig2 - tailed .000 shows is statistically significant for the test conducted. Overall, the experimental group performed better in the post vocabulary test.

Reading Comprehension test

Research Question 2: *What are the effects of Instaread in ESL learners' reading comprehension skills?*

To answer the research question 2, to show the effectiveness of Instaread on learners' comprehension skills, pre reading test, post reading test and independent t-tests were conducted.

Table 5

Results of the Pre-reading test Scores of the Experimental and Control Groups.

Group	N	Mean	Std.Deviation	Std.Error Mean
Experimental	30	7.81	2.93	.57
Control	30	7.32	2.59	.55

As shown in table 3, the pre -reading test scores were calculated according to mean score and standard deviation in the reading comprehension by using descriptive statistics. The 60 participants responded in this pre reading comprehension activity, The mean score of the experimental group is 7.81. Standard Error mean for the Experimental group is .57 and standard Error mean for the control group is .55. A sample distribution represents the population of interest using standard deviation that accounts for statistical measure is a standard error.

The mean score of the Control group is 7.32. The experimental group scored high (2.93) compared to the control group (2.59). The mean scores and in the pre test reading comprehension were quantified using an independent t-test.

Table 6

Independent Sample t-test Result for the Pre-reading test Scores of the Experimental and Control Groups

	Leven's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig	T	df	Sig(2-tailed)	Mean Differences	Std.Error Differences	95% confidence interval of the difference	
Equal variances assumed	.46	.53	.67	45	.53	.50	.76	-1.12	2.01

The results of the independent t-test shown in table 4. The mean difference is .50. The standard error difference is .76. The scores ($t=.67$, $P=.53$) indicated that there was not any significant

difference and both groups had the same level of reading proficiency. The first research question on the effects of vocabulary learning using Instaread has been answered using the mean scores and standard deviation in the pre test and post test. It shows respondents were able to perform well in the post test.

Table 7

Results of the pre-reading and post-reading test scores of the Experimental Group

	N	Mean	Std.Deviation	Std.Error Mean
Pre test	30	7.88	2.95	.55
Post test	30	13.01	2.42	.42

The descriptive statistics of the experimental group in the pre and post test shown in Table 5. This test is to identify the difference in the mean score of pre reading and post reading test. The standard deviation of the pretest is 2.95. The standard deviation of the post test is 2.42. The mean score in the post test is more (M=13.01) than in the pre test (M= 7.88).

Table 8

Paired sample t-test result of the pre-reading test and post-reading test scores of the Experimental group

Experime ntal Group	Paired Differences				t	df	Sig. (2- tailed)
	Mean	Std. Devi ation	Std.Error Mean	95% confidence interval of the difference			
Pre test Post test	-5.23	2.68	.51	-6.33 -4.28	-10.52	29	.000

The result of t-test in pre reading and post reading test scores of the experimental group shown in Table 6. A paired sample t-test was used to *Hypotheses*: The null hypothesis is: *H0: There is no difference in mean Pre and Post marks* And the alternative hypothesis is: *H1: There is a difference in mean Pre and Post marks*

The t statistic (t) is -10.52, and p-value (Sig. (2-tailed)) is 0.000. Therefore we may accept the null hypothesis (there is difference between the means of the two groups) with 95% confidence. The post test results (t = -10.52 ; p = 0.00) are better than the pre test results.

Table 9

Results of the post-reading test scores of the experimental and control groups

	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	28	12.06	2.35	.46
Control Group	19	10.49	1.96	.49

The mean score and standard deviation of the two groups in the post test shown in Table 7. The experimental group (M= 12.06), and control group (M = 10.49) performed better in the post test compared to the pre test in the reading comprehension.

Table 10

Independent t-test result for the Post -reading test scores of the Experimental and Control Groups.

	Leven's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std.Err or difference	95% confidence interval of the difference	
Equal Variance s Assumed	1.05	.33	2.42	45	.03	1.58	.69	.22	3.01

Table 8 shows the results of the independent t-test post scores of the experimental and control groups. An independent t-test was employed to answer the second research question to identify the effect of Instagram to develop reading comprehension skills. The independent test was used to identify two groups' mean scores of the reading comprehension. The t value is 2.42 and Sig 2 tailed is .03. The mean difference is 1.58. The standard error of difference is .69. The table above shows a significant difference between the experimental group and control group.

Questionnaire

Research Question 3: *What are the learners' perceptions on the use of Instaread in enhancing reading skills?*

To answer the research question 3, to identify the learner's perception on the use of Instaread to enhance reading skills among Form 4 ESL learners a questionnaire was distributed. This is a post test questionnaire that was given after the implementation of Instaread for three weeks. Below is the table of the questionnaire with mean score, standard deviation and the level achieved for each question is shown. To answer this questionnaire, 60 male participants were selected through purposive sampling and they were given that questionnaire in google form as the participants stayed home due to the pandemic Covid-19.

Table 11

The results of the perception questionnaire

No	Questions	Mean	SD	Level
1.	I feel familiar with the contents I have read	4.38	0.61	High
2.	I have really enjoyed the reading passages	4.33	0.69	High
3.	I find it much easier to read in Instagram as the captions are clear to understand	4.00	0.61	High
4.	I always find the same word groups in the reading text	4.38	0.72	High
5.	I can understand the meaning of the vocabulary that I frequently encountered when I read the next passage	4.76	0.38	Very High
6.	I think the recurrence of vocabulary makes me remember vocabulary better and longer than using a dictionary.	4.71	0.42	Very High
7.	The new vocabulary that I have repeatedly learned is more accurate and lasts longer than learning from encountering that vocabulary in only once	4.66	0.51	Very High
8.	The length of the materials is suitable	4.60	0.47	Very High
9.	I want to continue this type of reading in the future	4.11	0.85	Very High
10.	I have improved my reading skills after reading these texts.	4.82	0.35	Very High
11.	I have learned new words	4.91	0.32	Very High
12.	I can understand the text better	4.78	0.35	Very High
13.	I prefer English learning after being taught in Instagram	4.55	0.49	Very High
14.	If possible, I want to use Instagram based reading and vocabulary activities in future	4.33	0.47	Very High

Table 9 above shows the summary of the questionnaire answered by the participants of the study after the implementation of Instaread. The data above used to calculate the overall perceptions of the participants of the study in the use of Instaread to enhance reading comprehension and to improve vocabulary learning. The questionnaire given was divided into two parts: Part 1 for the respondents to answer the demography details of the participants. Part 2 is the table with questions that lead to use of social media, specifically Instagram, reading comprehension skills and vocabulary learning. For this part, respondents only have to tick "yes" or "no" answers which ease the process of collecting data. Generally all respondents have answered in "high level" for the questions given. The specific details of each question discussed below from Table 10 - Table 23.

Table 12

I feel familiar with the contents I have read

Response	Frequency	Percentage
Yes	36	60 %
No	24	40%
Total	60	100%

Table 12 above shows the first question in the perception questionnaire. For the question “I feel familiar with the contents I read”, discuss the content of the Instaread reading activity given. The text used was taken from Form 4 English language textbook. As seen on the table above, 36 that 60% of the respondents ticked “Yes” and 24 that is 40% of the respondents ticked “No”. Many respondents are familiar with the content used.

Table 13

I have really enjoyed the reading passages

Response	Frequency	Percentage
Yes	35	58%
No	25	42%
Total	60	100%

Table 13 above shows the second question in the perception questionnaire. The question “I have really enjoyed the reading passages” to show the reading passages was shown in the Instaread. About 35 respondents, 58% ticked “Yes”. Out of 25 respondents, 42% ticked “No”. More students enjoyed reading the text.

Table 14

I find it much easier to read in Instagram as the captions are clear to understand

Response	Frequency	Percentage
Yes	32	53
No	28	47
Total	60	100%

Table 14 above shows the third question in the perception questionnaire. For this question, “I find it much easier to read in Instagram as the captions are clear to understand” based on the captions posted below every post; picture and videos. 32 respondents, 53% of them responded “Yes” and 28 respondents, 47% of them disagreed with “No”. More respondents like to read the captions below as stated by Chokwe (2015) learners use Instagram to post pictures with captions and eagerly await response from their peers and teachers which makes them actively use this application as they can utilize it for language learning too.

Table 15

I always find the same word groups in the reading text

Response	Frequency	Percentage
Yes	33	55
No	27	45
Total	60	100%

Table 15 above shows the fourth question in the perception questionnaire. The question “ I always find the same word groups in the reading text” shows the exposure of the familiar words in the reading text. As set by the Ministry of Education in KSSM Form 4 syllabus, a set of words have to be taught for the ESL learners in the current year. For this question, 33 respondents, 55% of them ticked “Yes” and 27 respondents, 45% ticked “No”. This shows that many learners agreed that similar words have been used for the reading text in the textbook as well as Instaread reading text.

Table 16

I can understand the meaning of the vocabulary that I frequently encountered when read the next passage

Response	Frequency	Percentage
Yes	39	65
No	21	35
Total	60	100%

Table 16 above shows the fifth question in the perception questionnaire. The question “I can understand the meaning of the vocabulary that I frequently encounter when reading the next passage” . It shows the set vocabulary used in Instaread as available in the reading comprehension texts. 39 respondents, 65 % agreed “Yes”, and 21 respondents, 35 % disagreed for the question asked.

Table 17

I think the recurrence of vocabulary makes me remember vocabulary better and longer than using a dictionary

Response	Frequency	Percentage
Yes	40	67
No	20	33
Total	60	100%

Table 17 above shows the sixth question in the perception questionnaire. The question “ I think the recurrence of vocabulary makes me remember vocabulary better and longer than using a dictionary.” shows that the repetition of vocabulary learned will be helpful to master the comprehension text better. This is consistent with the previous study carried out by Milton, Wade and Hopkins (2010) found significant correlations between vocabulary size and language performance measures in their study.

Table 18

The new vocabulary that I have repeatedly learned is more accurate and lasts longer than learning from encountering that vocabulary in only once

Response	Frequency	Percentage
Yes	42	70
No	18	30
Total	60	100%

Table 18 above shows the seventh question in the perception questionnaire. The question “ The new vocabulary that I have repeatedly learned is more accurate and lasts longer than learning from encountering that vocabulary only once”. 42 respondents, 70% of them ticked “yes” and 18 respondents, 30% of them ticked “no”. This shows many of the, learnt new vocabularies repetitively more than once and able to understand the meaning of it well. This is consistent with the researchers Yip and Kwan (2006) who pointed out that online vocabulary activities facilitate learners’ learning and enable them to retain words longer. If games are fun, relaxing, and motivating, they may increase learners’ interest.

Table 19

The length of the materials is suitable

Response	Frequency	Percentage
Yes	40	67
No	20	33
Total	60	100%

Table 19 above shows the eighth question in the perception questionnaire. For the question “ The length of the materials is suitable”, 40 of the respondents, 67 % of them agreed “Yes” and 20 respondents, only 33% of them disagreed “No”, showing that the length of material used was appropriate. This is consistent with Simplified, readable texts that are able to cater to second language learners as they can understand the repetitive or simple vocabulary used which decreases the understanding of the text (Wan-a-rom, 2008).

Table 20

I want to continue this type of reading in the future

Response	Frequency	Percentage
Yes	48	80
No	12	20
Total	60	100%

Table 20 above shows the ninth question in the perception questionnaire. The question “ I want to continue this type of reading in the future” shows 48 respondents, 80% of them ticked “Yes”. Only 12 respondents, 20% of them ticked “No”. It is evident that many respondents expected learning in social media and for this research specifically, Instagram. As for language learning, Khaloufi & Laabidi (2017) stated learners improve their language skills in English language learning through social media.

Table 21

I have improved my reading skills after reading these texts.

Response	Frequency	Percentage
Yes	47	78
No	13	22
Total	60	100%

Table 21 above shows the tenth question in the perception questionnaire. For the question “ I have improved my reading skills after reading these texts.” 47 respondents, 78 % of them agreed with “Yes”. 13 respondents ticked “No”. After the feedback, the researcher found out that those respondents who disagreed with this faced technical issues such as gadget

problems and mainly Internet line issues. They were not able to participate actively in the activities towards the end of these technical issues. The researcher shared the other activities after their line was improved.

Table 22

I have learned new words

Response	Frequency	Percentage
Yes	53	88
No	7	12
Total	60	100%

Table 22 above shows the eleventh question in the perception questionnaire. For the question, " I have learned new words", the researcher most of the respondents, 53 out of 60 that is 88% of them agreed by ticking "Yes". Whereas the least, 7 respondents, 12% of them disagreed by ticking " No".

Table 23

I can understand the text better

Response	Frequency	Percentage
Yes	50	83
No	10	17
Total	60	100%

Table 23 above shows the twelfth question in the perception questionnaire. For the question, " I can understand the text better", 50 respondents that is 83% of them responded as "Yes" and only 10 respondents that is 17 % of them responded "No". Overall many respondents were able to understand the text better and were able to answer the questions given with full motivation.

Table 24

I prefer English learning after being taught in Instagram

Response	Frequency	Percentage
Yes	55	92
No	5	8
Total	60	100%

Table 24 above shows the thirteenth question in the perception questionnaire. For the question, " I prefer learning English after being taught on Instagram", almost all of the

respondents said that 55 out of 60, 92% of them ticked "Yes". A small number that is only 5 respondents, 8 % of them ticked "No" for this question. It is proven that in this research Form 4 ESL learners chose Instagram as one of the preferred social media for language learning.

Table 25

If possible, I want to use Instagram based reading and vocabulary activities in future

Response	Frequency	Percentage
Yes	52	87
No	8	13
Total	60	100%

Table 25 above shows the fourteenth question in the perception questionnaire. For the question, " If possible, I want to use Instagram based reading and vocabulary activities in future" , a big number of respondents 52 out of 60, that 87 % of them agreed by ticking "Yes" and 8 respondents, 13% of them disagreed by ticking "No".

Discussions

According to the results of the study, Instaread was suitable for the ESL language learners to enhance their reading comprehension and vocabulary learning. Therefore, Instaread is very convenient and helpful for the Form 4 ESL learners in this research. Using this intervention in or outside of the classroom will attract the learners towards the lesson mainly to improve the reading comprehension skills.

As stated by Krashen (2004) as cited in Wu (2010), that comprehensible input from Instaread gauges the interest of learners towards the lesson. Teachers can easily apply this in their classrooms and this application will definitely improve the learner's reading comprehension skills.

Reading Comprehension

According to table 9 & 10, the participants of the experimental group were able to perform well and better in the post test scores in comparison with participants in the control group. These findings are consistent with the previous studies by Nordin et al (2013) and agreed that students that are equipped with ESL reading comprehension strategies may be more successful than others. These findings are consistent with the previous studies, Semtin and Maniam (2015) claimed that ESL reading comprehension strategies assist students through the stages in reading and guide them to understand the content of the text. In this research, to enhance the reading comprehension skills of the learners a similar text from the English Form Four textbook was selected to strengthen learners' understanding of the text which was taught in the traditional classroom and face to face to by the teachers. As social media has given a great impact in learner's language learning development, an Instagram application was used. For this research purpose, an Instagram account namely Instaread was created for the researcher to post and get feedback from the respondents. At the beginning stage of the research, the researcher finds out that there is not a significant difference between both groups; control and experimental groups in the pre reading comprehension text given. However, towards the end of the research after the implementation of Instaread another reading comprehension test was given as a post test, Table 9. The same reading

comprehension text which was available in the textbook was not able to be understood by the learners because the less interest showed towards the reading text. This is consistent with the previous study, Tucsen (2009) stated that implementation of various technological tools like the Internet, websites and the virtual learning environments for language learning, with cooperative and collaborative learning, problem-based learning, and also to goal oriented learning could multiply the constructivist conditions for learning which will be enlightenment for teaching and learning of foreign language or second language learning. Other than that, Aziz et al (2011) also added that the reading comprehension strategies provide an idea of the content and message in the text. It is apparent that without ESL reading strategies, learners will face many challenges in comprehending reading texts. In addition the integration of multimedia in learning which contains visuals, pictures and videos able to gauge students interest towards the lesson as stated by Samat et al (2019) study investigated how multimedia texts and technology could enhance students' comprehension.

Vocabulary Learning

As stated by Krashen in his Comprehensible Input Hypothesis, a second language learner learns better with the input given. In this research the Instaread features given as inputs were utilized by the learners to achieve success in their learning. In other words, the readers need one level higher input beyond the initial level as stated by Krashen ($i+1$), as a natural way of learning. This is consistent with Hajimia et al (2020), learners' understanding of a language will increase with more comprehensible inputs and make the learning meaningful. This is supported by Wu (2010) stating Krashen's Input Hypothesis was a notable idea in the acquisition of a second language. The learners need some target words to be understood in the text given. Nevertheless, the learners achieved significant success during the post vocabulary test, as can be seen in table 3 and table 4 where the experimental score is greater than the control group. These findings are also consistent with Biemiller & Slonim (2001) stating that learners with a limited number of vocabulary outperformed compared to their peers with high range vocabulary knowledge. The knowledge of vocabulary is also very closely related to reading comprehension. Actually, reading comprehension is heavily dependent on vocabulary knowledge (Ibrahim, Sarudin & Mohamad, 2016). When the learners are confident with the target words learned they will be able to answer the comprehension questions successfully too. In this research, the target words learnt will help the learners to familiarize with them and to be used in any other reading comprehension text too. Although in the pretest of vocabulary the learners do not perform well as shown in Table 1, the control group managed to score well. After the three weeks of intervention, the experimental group was able to perform better in the post vocabulary test, table 4. This can be concluded that the frequent exposure of certain words in an interactive way will attract learners towards the lesson and as for this research, Instaread was able to attract the language learners.

Overall perception towards the use of Instaread

The results from the questionnaire shows the overall perception of the learners towards the use of Instaread. The learners show a very positive response towards the use of this intervention as indicated a "very high" level mean scores in many questions in the questionnaire. Most students felt that their reading comprehension and vocabulary have been developed successfully with the use of this platform. On top of that, the results showed that most of the learners are in favour with the features used such as posting pictures with captions as stated by Faizi et al (2013) stated social media helps people to share common

interests together to share their photos, moments, videos and daily or life events according to. Learners can use any of these platforms for further explanations or clarifications as it assists learners to gain information and to have control over their learning as stated by (Al-Mukhaini et al., 2014). The findings of the study also indicated that the reading and vocabulary activities improve their language learning as stated by (Balakrishnan et al., 2017), Learners constantly show a positive perception on the use of social media which develop teaching and learning activities.

Implications, Recommendations and Conclusion

Implications of The Study

The implication of this study is to suggest a tool for learning English in a fun way as well as to increase vocabulary and reading comprehension skills. The fun learning here is a holistic approach to learn English to nurture the passion of learning and to for the development of the language for the ESL learners. At present with Covid 19 pandemic, the ESL learners highly expect different ways to make the learning enjoyable. To attract learners towards reading is merely difficult thus educators have to find creative tools to gauge the students interest. A second important implication of the study is to develop reading skills especially during this pandemic. Among the four skills in English, reading is the most crucial skill yet learners give less attention towards it. Reading not only can be done with printed materials but also in social networking sites such as Instagram. Thus, this study will help to cultivate reading habits among the ESL learners.

The third important implication of the study is teachers able to create an interactive classroom with their students for language learning with more inputs which may support second language development. At present, the teacher's responsibility is to facilitate the students to make meaningful learning and help them to guess the meaning in the second language classroom as a communicative classroom. Teachers must continuously assess students' comprehension skills to determine if the students understand the meaning of the texts given. Thus the fourth implication is that Instaread helps the teachers to give feedback instantly to their students and make teaching and learning more convenient and effective. Next, the teachers also become an important source of learner's motivation. This is because learners are able to use teachers as models to use multiple teaching strategies for their teaching. Therefore, teachers play an important role because they have to make the students actively participate in the lesson for the development of the language because usually second language learners need more guidance from their teachers.

The implications of this study also can be seen from the constructivist way of teaching and learning that learning is an active process. The understanding must come from oneself and by imposed by others. Thus, teachers have to act as a facilitator to help learners to participate actively with little help from the teachers. In other words, learners become independent learners and make meaningful learning environments. The learners also should be able to make connections with prior knowledge, new knowledge and the process within it. Brooks and Brooks (1993), stated that a teacher should help his students with a variety of materials, including new concepts and encourage them to use them on their own. Teachers also can encourage discussions among the students to make more meaningful lessons.

Recommendations for Future Research

For this study, Instagram was used for reading skills with an account, Instaread. In the future, other features could be explored into other language skills such as listening, writing and

speaking. Future researchers might relate to reading skills but into other activities too. On top of that, similar studies with different levels of language proficiency are also needed to demonstrate wider reference of the use of Instagram in educational context. For this study the sample from intermediate proficiency but in future the sample of study with different levels of proficiency can be used as respondents. The future researchers might use novice because they need more interactive tools to engage in the lesson. In addition, this research employed online questionnaires, reading and vocabulary tests as instruments. The future researchers might use other instruments such as interviews to get more insights from the learners. This is because for this research, due to Covid 19 the researchers find difficulties to meet the respondents. Apart from that, this research may help future researchers to develop other tools for the development of reading skills and vocabulary. The findings of the research show that Form 4 ESL learners have cultivated reading comprehension skills with the aid of the Instread. The learners have many purposes in reading; when they have a positive attitude towards the reading they will be able to read materials in other languages such as foreign or second language, and they will spend more time and focus on reading. All this will take place if the learners maintain their reading habits continuously. Therefore, the teachers, university lecturers, and school administrators have to be responsible and keep motivating the learners to read and do many activities. Teachers have to develop more interactive teaching materials to raise awareness of having good reading habits among the children and cultivate their reading habits. The policy makers therefore should focus on providing more facilities such as providing free gadgets or free data so that learners will be excited in language learning. By doing these activities, gradually more learners will benefit and will be able to read and master other languages.

Conclusion

The study shows a significant positive correlation between reading comprehension skills and vocabulary with the use of Instaread. The learners of a second language have a strong motivation and attitude towards learning on social media and for this research Instagram account namely, Instaread. In conclusion, the use of Instared is effective to enhance students vocabulary and develop reading comprehension skills. Learners should be aware that being a good language learner is not only to score well but at the same time requires developing the language naturally. A consistent learner will strive to enhance the language from time to time. To achieve this, vocabulary learning should be persistent and consistent to update oneself in the language. This can only be done with reading which is a very important skill in English language learning. Apart from that, learners actively give online and offline feedback after the activities in Instaread. Educators on the other hand should always encourage the learners, especially novice learners, to participate in the lesson. This is vital because a supportive learning environment can only be built with the cooperation of both learners and educators. Integrating vocabulary and reading activity in an Internet based activity is definitely not an easy task. However, to grasp students' attention towards the reading text and to improve vocabulary there is a tool needed to improve the teaching and learning especially during this pandemic. Thus, the results of the pilot study show that the L2 learners learn English better via the social network sites and specifically for this research is an Instagram. The findings of the pilot study indicated that the usage of Instagram is very popular among students. In the pretest of the study, the participants were reluctant and less interested to answer the comprehension questions. However, towards the end after use of Instagram for the development of vocabulary, learners are keen to answer the comprehension questions. This

is evident that learning outside the classroom, especially with the technological tools, makes learners engage in the lesson in a more fun way regardless of any medium of instruction. Keeping pace with current trend technology is strenuous yet educators and learners have to put effort with a positive attitude to use multiple social network sites for the ease of language learning. There are many learning materials readily available on the Internet. Language teachers may utilize all these materials for a significant language learning environment. Therefore, this study presents evidence that Instaread can improve reading comprehension and increase vocabulary acquisition among the ESL learners.

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APPENDIX A

Instaread to enhance reading comprehension and improve vocabulary learning among form 4 esl learners.

Instaread Questionnaire:

Hai everyone! Here are some questions on the use of social media for language learning. Please tick for one answer below and then please answer “yes” or “no” questions for the questionnaire below.

1. What is your age?

16	
17	

2. In which of the following areas do you live?

Suburban	
Urban	
Rural	

3. What type of social networking site do you prefer most?

Facebook	
Twitter	
Instagram	

Put a tick for one of the boxes either "YES" or "NO".

No	Questions	YES	NO
1.	I feel familiar with the contents I have read		
2.	I have really enjoyed the reading passages		
3.	I find it much easier to read in Instagram as the captions are clear to understand		
4.	I always find the same word groups in the reading text		
5.	I can understand the meaning of the vocabulary that I frequently encountered when I read the next passage		
6.	I think the recurrence of vocabulary makes me remember vocabulary better and longer than using a dictionary.		
7.	The new vocabulary that I have repeatedly learned is more accurate and lasts longer than learning from encountering that vocabulary in only once		
8.	The length of the materials is suitable		
9.	I want to continue this type of reading in the future		
10.	I have improved my reading skills after reading these texts.		
11.	I have learned new words		
12.	I can understand the text better		

13.	I prefer English learning after being taught in Instagram		
14.	If possible, I want to use Instagram based reading and vocabulary activities in future		