



SOCIAL MEDIA ENGAGEMENT AND ADOLESCENTS' READING COMPREHENSION IN SENIOR HIGH SCHOOL

by

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Abstract:

The rapid incorporation of social media into students' daily lives has transformed it into a powerful learning medium. This shift raises important questions about its potential impact on their academic performance, especially reading comprehension. This study aims to investigate the correlation between senior high school students' engagement with social media platforms –Instagram, TikTok, and YouTube –and their reading comprehension. A quantitative correlational research design was employed involving 36 senior high school students. Data were collected using a social media engagement questionnaire measuring behavioral, cognitive, and emotional engagement. Further, the reading comprehension test is conducted, consisting of 25 multiple-choice questions. The data were analyzed using Pearson Product-Moment correlation. The correlation analysis showed a significant positive relationship between social media engagement and reading comprehension, with TikTok showing the strongest correlation ($r = .823$), followed by YouTube ($r = .675$), and Instagram ($r = .395$). The results suggest that social media platforms, especially those providing short and multimodal content, may facilitate students' reading comprehension.

Keywords: engagement, reading comprehension, social media, senior high school students

Abstrak:

Masuknya media sosial ke dalam kehidupan sehari-hari siswa secara pesat telah mengubahnya menjadi sarana pembelajaran yang sangat efektif. Perubahan ini memunculkan pertanyaan penting mengenai potensi dampaknya terhadap prestasi akademik mereka, terutama dalam pemahaman bacaan. Penelitian ini bertujuan untuk mengetahui hubungan antara tingkat keterlibatan siswa SMA dengan platform media sosial –Instagram, TikTok, dan YouTube –dan kemampuan pemahaman bacaan mereka. Desain penelitian korelasi kuantitatif digunakan dengan melibatkan 36 siswa SMA. Data dikumpulkan menggunakan kuesioner keterlibatan media sosial yang mengukur keterlibatan perilaku, kognitif, dan emosional. Selain itu, dilakukan tes pemahaman bacaan yang terdiri dari 25 soal pilihan ganda. Data analisis menggunakan korelasi Pearson Product-Moment. Analisis korelasi menunjukkan hubungan positif yang signifikan antara keterlibatan media sosial dan pemahaman membaca, dengan TikTok menunjukkan korelasi terkuat ($r = .823$), diikuti oleh YouTube ($r = .675$), dan Instagram ($r = .395$). Hasil ini menyarankan bahwa platform media sosial, terutama yang menyediakan konten singkat dan multimodal, dapat memfasilitasi pemahaman membaca siswa.

Kata kunci: Media Sosial, Pemahaman Membaca, Keterlibatan, Siswa Sekolah Menengah Atas

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INTRODUCTION

Reading is an essential ability that performs a pivotal role in educational achievement, especially for students learning a foreign or a second language. Gedik & Akyol (2022) assert that reading competence is not only consistent through the volume of reading but also the capability to understand and internalize information. The students' robust ability to comprehend written text contribute significantly to improved academic achievement. At senior high school, students' reading performance of English texts is affected for various reasons, including study purposes, cognitive improvement, and personal enjoyment (Saori, 2022). Furthermore, the benefits of reading skills provide students with opportunities to study a language (grammar, vocabulary, and figures of speech), as well as to stimulate discussion and present new topics (Haerazi et al., 2019; Montero Perez, 2019). Nevertheless, despite its importance, several students' demonstrate low interests in reading and difficulties in comprehension (Anggrasari & Dayu, 2022), indicating a need to explore factors that may support their reading development.

Moreover, in language learning, reading is a complicated activity that requires students to word recognition, understanding, fluency, and motivation. Supporting this, Javorčíková et al., (2021) assert that a capability to read is expected to understand, analyze, and synthesize information from the texts meaningfully. Beyond the acquisition of information, reading serves as a foundational skill that assists readers in making sense of textual content and transforming it into meaningful knowledge that can be applied in the future. Rinantanti et al., (2024) research indicated that reading comprehension is key skill related to lifelong learning, personal growth, and active participation in society. Currently, many students faced strunggle to interpret and critically evaluate texts, particularly in English, due to limited vocabulary, unfamiliar grammatical structures, and low motivation (Ananda, 2023; Nussy & Pekpekay, 2024). Furthermore, at senior high school, within the framework of the Merdeka Curriculum, students are expected to perform critical thinking to examine, evaluate, and reflect on readings, rather than merely summarize texts.

The rapid advancement of digital technology has transformed reading practices from traditional print materials to digital content. Social media platform such as Instagram, TikTok, and YouTube have become parts of students' lives, providing of accessible and interactive learning environments. These platforms provide multimodal content that

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integrates visual, auditory, and textual features, which can support language learning. According to Adelhardt & Eberle (2024), a highly entertaining format attracts and engages students who find its short, dynamic, and interactive content. In addition, according to Murni et al (2025) and Pramesti & Ningrum (2025) video-based digital media can enhance students' engagement and supporting their comprehension of learning materials, thereby offering an alternative to traditional teaching methods.

The multimodal content of social media provided students to engage with authentic language through captions, subtitles, comments, and short videos in informal and flexible situations. As Wang et al., (2022) point out, the integration of social medium into education contributes to learners through new ways to interact with texts and ideas outside the classroom, which fosters greater independence in learning. Iswahyuni (2021) found that students who are frequently exposure with English content through social media demonstrate improvement in their reading abilities, showing a significant enhancement. Moreover, the interactive features of social media –such as liking, commenting, and sharing –encourage students to think about context, infer meaning, and engage critically with content. These interactions align with learner-centered approaches that emphasize active participation in the process (Hamadi et al., 2021) pointed out that the platform of social media facilitates users to collaborate, communicate, and share information, which is in line with current learner-centered teaching approaches to enhance students. The interactive nature of social media encourages students though about the context, figure out what it means, and then to deliberate critically about what they have read or watched by engaging in activities like liking, commenting, and sharing. Furthermore, social media has been recognized as a potential learning space that facilitates access to information, knowledge sharing, and authentic language exposure (Cassidy et al., 2020; Moghavvemi et al., 2018; Muftah, 2024; Obaidullah & Rahman, 2018).

Implementation of social media is no longer a novel concept in learning tools, especially in the field of teaching English in EFL classroom. Instagram, TikTok, YouTube, and other social media sites have become interactive resources for improving language proficiency, and have also been positively perceived by lecturers as supportive instructional tools (Larasati & Lolita, 2023). Despite the growing body of research on social media in language learning, several gaps remain. Although a several findings suggest a positive role

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utilization social media in language learning and examine platforms independently (Ananda, 2023; Putri et al., 2021; M. Amin, 2023; Paris et al., 2022; Rahayu, 2022; Heriyanto, 2018; Kurniasari et al., 2022). Moreover, limited research investigates students' engagement across multiple platforms. Therefore, there is a need to explore how engagement with different social media platforms collectively relates to students' reading comprehension.

Furthermore, Instagram has been shown to enhance student's engagement through short textual input, captions, and visual reinforcement that help student's grasp meaning more easily and make available quick and simple access (Ananda, 2023; Putri et al., 2021). TikTok provides features such as subtitles, captions, comment sections, and short-textual videos, enabling students to infer meaning from context, recognize new vocabulary, and improve their literacy fluency, which is a multimodal application (M. Amin, 2023; Paris et al., 2022; Rahayu, 2022). Similarly, YouTube videos can help students grasp how reading and understanding texts are interrelated when following along with visual aids or subtitles simultaneously which expose students to repeated vocabulary exposure in authentic English input and support reading comprehension (Heriyanto, 2018; Kurniasari et al., 2022).

Addressing the gap, this study is grounded in the student's engagement framework proposed by Fredricks et al. (2004) cited in Ni et al., (2020), which emphasized students' behavioral, cognitive, and emotional involvement in the learning process. Student's interaction with social media reflects varying level of engagement, including emotional responses, deeper cognitive processes, and interactions with material being learned. In line with Mayer's Cognitive Theory of Multimedia Learning (2024) argues that the incorporation of visual and verbal input facilitates deeper levels of cognitive processing, thereby improving students' comprehension. These theoretical perspectives support the assumption that social media platforms, as multimodal learning environments, may facilitate students' reading comprehension through active engagement and meaningful interaction with content. In this perspective, reading comprehension is viewed as a student's ability to understand both literal and inferential meanings in written texts, as conceptualized by King and Stanley; cited in Purwanti, (2017).

Therefore, this study offers a novel contribution by observing the combined effects of Instagram, TikTok, and YouTube on students' reading comprehension through the lens of student engagement. The contribution of this study is expected to contribute both

theoretically and practically. Practically, it provides insight for educators on how social media be able to effectively integrate into EFL learning to enhance reading comprehension of students. Theoretically, this study enriches the understanding of the relationship between social media engagement and reading comprehension by incorporating behavioral, cognitive, and emotional dimensions of engagement.

Therefore, this study seeks to examine the relationship between student's engagement with social media –Instagram, TikTok, and YouTube –and their reading comprehension. The research question addressed in this study is: ***Is there any significant relationship between reading engagement with Instagram, TikTok, and YouTube and their reading comprehension?*** Based on the theoretical framework, it is hypothesized that there is a positive correlation between social media engagement and reading comprehension.

METHOD

Design

This study employed a quantitative correlational design to examine the relationship between students' engagement with Instagram, TikTok, and YouTube and their reading comprehension. Correlation design is a type of research used to identify between two or more variables to determine whether there is any relationship between them (Creswell, 2018). This design was selected to identify the strength of association between variables and to investigate the relationship among variables in the educational field.

In this study, social media engagement was treated as the independent variable, while reading comprehension was the dependent variable. This study was guided by the students' engagement framework proposed by **Fredrick's** which includes behavioral, cognitive, and emotional dimensions. These constructions were used to frame a questionnaire to measure students' engagement with social media. While reading comprehension was measured through a multiple-choice test based on **King and Stanley's** framework.

Participant

This study involved second-year senior high school students in the 2025-2026 academic year. The sample of this research is taken through purposive sampling, as one class consists of 36 students. According to Creswell, (2018), purposive sampling refers to a sampling technique in which participants are selected based on specific characteristic or

qualifications considered relevant to the objectives of the study. The school was purposively selected because it represents an educational environment in which students regularly engage with social media platforms, making it suitable for examining the relationship between social media engagement and reading comprehension. All participants were at an intermediate level of English proficiency, based on their grade level and school curriculum. Before the data collection, informed consent was obtained from the participants, and their participation was voluntary.

Instrument

This study employed tests and questionnaires as the data collection techniques. The utilization of questionnaire data facilitates the acquisition of social media engagement statistics derived from students. The statements of the questionnaire on student engagement include cognitive, emotional, and behavioral aspects. The questionnaire is composed of 13 questions and utilizes a 5-point Likert scale ranging from “Strongly agree” to “Strongly disagree”. The test collects data of reading comprehension, which consists of a multiple-choice test with 25 items. There were four options in each item –a, b, c, and d.

Before the instrument was administered in the correlation study, its validity was examined by an expert who evaluated each item based on appropriateness of the questions for the research, accuracy of wording, relevance of the items to the research problem, and the clarity of the proposed objectives. The questionnaire established high to very high reliability, with Cronbach’s Alpha of .843 for Instagram, .867 for TikTok, and .919 for YouTube, indicating that the instruments consistently and effectively measured students’ social media engagement.

The validity of each platform-based engagement instrument result indicates that most items reached above $r > .30$. The Instagram engagement scale was measured using data from 14 students. Results indicate that most items reached the recommended validity level, with item total correlations ranging from $r = .330$ to $r = .857$. One exception is the item I1.8 “I feel that Instagram sometimes distracts me from academic tasks, which shows a very low correlation ($r = .014$), meaning it may not sufficiently represent the construct of Instagram engagement. The validity result can be seen in table 1 in the Appendix.

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Furthermore, TikTok engagement instrument analysed based on responses from 16 students. As with the Instagram instrument, most items show acceptable validity as point out by item total correlations ranging from $r = .340$ to $r = .762$. Nevertheless, item T1.8 “Even though TikTok is fun, I occasionally feel less motivated to continue reading in English after scrolling for a long time”, has a low correlation ($r = .082$), indicating weak alignment with the overall engagement construct. Detailed validity result of TikTok engagement is presented in table 2 presents in the Appendix.

The data of YouTube engagement was analysed based on responses from 6 students. Although this platform has a smaller sample size, result show that most items have robust item total correlation ranging from $r = .489$ to $r = .914$. Instead, Y1.3 falls below acceptable threshold with an r values of $.099$. Overall the most items demonstrated adequate validity, while reliability test further validates the strength of this instrument. Detailed information validity result is provided in table 3 in the Appendix.

Overall, the results demonstrate that the engagement instruments for all three platforms –Instagram, TikTok, and YouTube –are valid and reliable. While a few items (I1.8, T1.8, and Y1.3) show lower validity, altogether scales still meet the essential psychometric standards required for research instruments. The instruments consistently measure engagement stably and coherent manner across respondents, as evidenced by the consistently high Cronbach’s alpha values.

Data collecting technique

The data was collected through a social media engagement questionnaire and a reading comprehension test. The questionnaire aimed to identify students’ reading engagement on social media platforms by examining their behavioral, cognitive, and emotional engagement. The questionnaire was derived from a five-point Likert scale and distributed online using Google Forms. Further, a reading comprehension test was conducted in a classroom setting. The test consisted of 25 multiple-choice items based on procedure texts, and the scores represented students’ reading comprehension achievement. These data enabled the analysis of correlations between students’ reading engagement on social media platforms and their reading comprehension scores.

Data analysis technique

The data were conducted using SPSS 25. Data collected applied correlation analysis to examine the strengths of the relationship between student's engagement with Instagram, TikTok, and YouTube and their reading comprehension. The hypotheses of this study were formulated as follows:

- H₀₁ (Null Hypothesis 1):
There is no significant relationship between students' engagement with Instagram and senior high school students' reading comprehension.
- H₁₁ (Alternative Hypothesis 1):
There is a significant relationship between students' engagement with Instagram and senior high school students' reading comprehension.
- H₀₂ (Null Hypothesis 2):
There is no significant relationship between students' engagement with TikTok and senior high school students' reading comprehension.
- H₁₂ (Alternative Hypothesis 2):
There is a significant relationship between students' engagement with TikTok and senior high school students' reading comprehension.
- H₀₃ (Null Hypothesis 3):
There is no significant relationship between students' engagement with YouTube and senior high school students' reading comprehension.
- H₁₃ (Alternative Hypothesis 3):
There is significant relationship between students' engagement with YouTube and senior high school students' reading comprehension.

RESULT AND DISCUSSION

Result

Correlation analysis

This section explorer at the association between students' reading comprehension scores and their engagement with three social media, namely Instagram, TikTok, and YouTube. The statistical procedure was selected because it is frequently employed in behavioural and educational research and is appropriate for evaluating linear relationship between two continuous variables. The analysis was conducted to ascertain the strength of the relationship as well as its direction, whether positive or negative. Table 4 presentative the

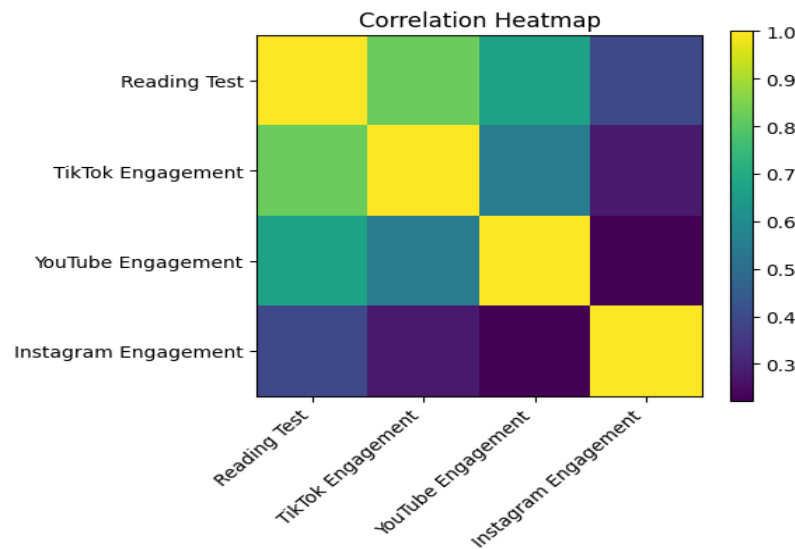
complete correlation matrix, which includes Pearson correlation coefficients, significance levels, and the quantity of valid answer for every pair of variables.

Table 1. Pearson correlation matrix

<i>Variables</i>	<i>Reading Test</i>	<i>TikTok Engagement</i>	<i>YouTube Engagement</i>	<i>Instagram Engagement</i>
<i>Reading Test</i>	<i>Pearson Correlation:</i> 1.000	.823	.675	.395
	<i>Sig. (2-tailed):</i>	.000	.000	.017
	<i>N:</i>	36	16	6
<i>TikTok Engagement</i>	<i>Pearson Correlation:</i> 0.823	1.000	.550	.281
	<i>Sig. (2-tailed):</i> .000		.001	.097
	<i>N:</i>	16	16	6
<i>YouTube Engagement</i>	<i>Pearson Correlation:</i> 0.675	.550	1.000	.223
	<i>Sig. (2-tailed):</i> .000	.001		.190
	<i>N:</i>	6	6	6
<i>Instagram Engagement</i>	<i>Pearson Correlation:</i> 0.395	.281	.223	1.000
	<i>Sig. (2-tailed):</i> .017	.097	.190	
	<i>N:</i>	14	14	6

Correlation results

The correlation between social media engagement and reading test scores can be seen in figure 1 below.

**Figure 1. Correlation Heatmap**

Based on figure 1, it can be observed that the engagement of TikTok demonstrated a strong and statistically significant positive correlation with reading test scores ($r = .823$, $p < .001$). In addition, YouTube Engagement showed a strong and significant positive correlation with Reading Test scores ($r = .675$, $p < .001$). However, Instagram engagement and reading comprehension produced a moderate and marginally significant positive correlation with Reading Test scores ($r = .395$, $p = .017$).

The correlation analysis revealed significant positive relationship between students' engagement with social media platforms and their reading comprehension. TikTok engagement showed the strongest correlation with reading test scored ($r = .823$, $p < .001$), followed by YouTube engagement, which demonstrated a strong positive correlation ($r = .675$, $p < .001$). While, Instagram engagement exhibit a moderate correlation with reading comprehension ($r = .395$, $p = .017$).

Discussion

Referring findings of the present study indicate that students' engagement with TikTok, YouTube, and Instagram has a positive and significant correlation with their English reading comprehension achievement. Although the strength of the correlation varied across platforms, with TikTok demonstrating the strongest association ($r = .823$), followed by YouTube ($r = .675$), and Instagram ($r = .395$). These findings answer the research question

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that social media engagement contributes positively to students' reading comprehension, although each platform provides different learning dynamics and cognitive benefits.

The strongest was found between TikTok engagement and students' reading comprehension ($r = .823$, $p < .001$). These findings indicate that students who frequently engage with English-related content on TikTok tend to achieve better reading comprehension scores. Despite the increasing use of digital media among students, many EFL learners still encounter difficulties in comprehending English texts. Therefore, these present findings suggest that TikTok may provide meaningful language exposure that supports students' comprehension development.

These findings align with previous studies, including Hamid et al., (2025), who assert that incorporating brief content formats such as TikTok and Instagram Reels enhances students' receptive skills through multimodal processing, encompassing listening and reading comprehension. Similarly, Alolayan et al. (2025) research found that the frequently students engaged with English educational content on the social media platform TikTok demonstrated a significant progress in comprehending main idea the concepts and inferential meaning. These indication suggest the TikTok efficiently supports language learning through interactive and visually rich input, making it an ideal tool for enhancing reading comprehension among high school students.

The similarity between the present finding and previous studies suggests that TikTok provides an interactive and contextualized learning environment for students. This may be attributed to the platform's multimodal learning environment, which integrates text, audio, and visuals in a short and engaging format that are attractive and easy to access. From a theoretical perspective, this finding aligns with the Cognitive Theory of Multimedia Learning (Mayer, 2024), enhancing learning when presenting information through multiple sensory channels, as this approach facilitates deeper cognitive processing and better retention.

TikTok's short-form video offers a valuable opportunity to provide contextualized and comprehension input, aligning with Krashen's Input Hypothesis (1988). Students are repeatedly exposed to authentic English input that is slightly above their current proficiency level ($i+1$), thus facilitating natural acquisition of vocabulary and comprehension skills (Bailey & Kadhum Fahad, 2021). In addition, the platform's algorithm is designed to

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facilitate personalized learning preferences by presenting content based on the user's preferences and interests. This approach helps maintain motivation and attention for in engaging learning environment.

Another important finding of this study was a strong and significant positive correlation between YouTube engagement and reading comprehension ($r = .675$, $p < .001$). Although the correlation is lower than TikTok, YouTube still provides considerable cognitive benefits for EFL learners. The present study suggests that students who actively engage with English-related content on YouTube tend to develop better comprehension skills.

This finding is consistent with Abdulkareem & Alkamel (2024) emphasized that the efficiency of YouTube in enhancing a range of English skills through exposure to authentic communication, particularly reading and listening. Moreover, Altendorf (2023) argued that extramural activities encompassing English media consumption, including watching YouTube videos, fortify readers' form-meaning connection, a pivotal aspect of reading comprehension development.

YouTube provides a medium for students to engage with long-form and narratively structured content, which offers opportunities for the cultivation of deeper understanding, identifying text structures, and analyzing cause-and-effect associations within extended discourse segments. This finding aligns with Mayer's (2024) multimedia learning theory, which posits that integration of verbal and visual elements in instructional material fosters enhanced cognitive processing, thereby facilitating improved comprehension and long-term memory retention. YouTube videos offer authentic contexts that facilitate students' understanding of language forms with real-life meaning.

Therefore, a limited number of the relatively active engaged users on YouTube offers notable cognitive benefits to learners inclined towards a context-based approach to learning. These benefits encompass the enhancement vocabulary acquisition and comprehension strategies at an advanced level.

In contrast, Instagram has demonstrated a moderate yet substantial correlation with students' reading comprehension ($r = .395$, $p = .017$). The finding suggests that, while Instagram exhibits a positive influence on reading development, its impact is less significant compared to both TikTok and YouTube platforms. The platform's emphasis on visual content

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and short text, including captions, comments, and hashtags, provides limited opportunities for extensive reading. Despite it still facilitates incidental vocabulary learning and reading motivation by exposing students to authentic English in informal contexts.

According to Benaicha & Benghalem (2024), assert that Instagram boosts students' reading motivation and engagement with varied texts, yet many limit higher-order comprehension due to users' preference for brief, visually-oriented information. On the other hand, Nurisma et al, (2024) verified that when integrating with reflective learning techniques, which the Double-Entry Journal method, Instagram can foster both cognitive and affective engagement, assisting students in analyzing and responding critically to English material. These findings infer that Instagram is effective in building reading interest and incidental learning, it may not substantially advance analytical or inferential reading skills.

Overall, the findings show that students' engagement with social media platforms is positively and significantly correlated with their reading comprehension abilities, though the strength of this relationship differs by platform. TikTok offers the greatest advantage due to its interactive, multimodal, and contextual features, which promote comprehension and provide engaging language exposure. In contrast, YouTube promotes deeper learning and comprehension of complex texts through longer and structured content, while Instagram encourages reading motivation and incidental vocabulary acquisition through brief and visually stimulating content.

These findings reinforce both Krashen's Input Hypothesis (1988) as revisited by Bailey & Kadhum Fahad, (2021) and Mayer's (2024) Multimodal Learning Theory, emphasizing that meaningful, repetitive, and contextualized language exposure by digital media might improve reading comprehension. Furthermore, they align with empirical findings from recent EFL research representative that social media engagement is an effective supplementary avenue for enhancing literacy skills among senior high school students (Abdulkareem & Alkamel, 2024; Alolayan, 2025; Benaicha & Benghalem, 2024; Hamdan Syakirin Hamid et al., 2025; Nurisma et al., 2024). The integration of visual, auditory, and textual input provided by social media platforms allows students to process information through multiple channels, which may facilitate comprehension and retention through captions, subtitles, comments, and videos. Therefore, social media platforms may function as

effective supplementary learning environments that support students' reading comprehension development.

Despite these findings, the present study has several limitations. The study employed a correlational research design, the results only demonstrate the existence of a relationship between variables and cannot be interpreted as evidence of direct causal effects between social media engagement and reading comprehension. In addition, the participants were limited to students from a particular educational field, which may reduce the broader applicability of the findings to other student populations or learning environments.

Consequently, the present study indicated that engagement with social media, particularly TikTok and YouTube, is positively associated with students' reading comprehension. The multimodal and interactive features provided by these platforms may facilitate students' exposure to authentic English input and support comprehension development. Therefore, social media platforms may serve as valuable supplementary tools for supporting English language learning, especially enhancing students' reading comprehension.

CONCLUSION AND IMPLICATION

Conclusion

Based on the results and discussion, the present study concludes that students' engagement with social media is positively associated with their reading comprehension, especially YouTube and TikTok demonstrated associated. Referring findings indicate that social media platforms may support students' comprehension development by providing authentic, contextualized, and multimodal English exposure through digital interaction. Furthermore, different platforms may serve as supplementary learning media that support students' reading comprehension development in EFL students learning. All things considered, social media use has the potential to foster greater student engagement and support the development of reading comprehension. However, the application of social media in learning should still be accompanied by appropriate guidance and supervision to ensure meaningful and productive learning experiences.

Limitation

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Despite these findings, the study has several limitations. First, the sample was restricted to eleventh-grade students from a specific institution or region, which may limit the generalizability of findings. Additionally, the research employed a correlational design, the findings identify the relationship between variables but do not imply direct causation.

Implication

Each group of stakeholders can take a meaningful insight from these findings in this study to support and enhance reading comprehension with social media as a learning medium. For English teachers, it can be considered as an alternative medium to support reading comprehension, making lessons more engage and provide contextualized input that support language learning. Furthermore, for future researchers, the findings provide a solid foundation for correlating social media implementation with additional skills or variables.

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APPENDIX**Table 2. Item-total validity result for instagram engagement**

<i>Item</i>	<i>N</i>	<i>r_item_total</i>
<i>I read English captions or posts on Instagram every day (II.1)</i>	14	.728
<i>I spend more than 1 hour a day reading English content on Instagram (II.2)</i>	14	.330
<i>I regularly comment on or share English-language content that I read on Instagram (II.3)</i>	14	.404
<i>I interact with classmates or my friend on Instagram to discuss academic content (II.4)</i>	14	.451
<i>I follow Instagram accounts to improve my English skills. (II.5)</i>	14	.857
<i>I enjoy reading English educational, news, or self-development posts on Instagram (II.6)</i>	14	.692
<i>I feel motivated to study when I see inspiring English content on Instagram (II.7)</i>	14	.595
<i>I feel that Instagram sometimes distracts me from academic tasks (II.8)</i>	14	.014
<i>I check the reliability of English information on Instagram before using it for assignment (II.9)</i>	14	.355
<i>I reflect on what I read in English on Instagram and relate it to class material (II.10)</i>	14	.570
<i>I feel that reading English on Instagram improves my comprehension and reading skills (II.11)</i>	14	.475
<i>I use features like quizzes or polls on Instagram to help me understand reading topics (II.12)</i>	14	.572
<i>I like to use Instagram as an English Learning Medium (II.13)</i>	14	.719

Table 3. Item-Total Validity Result for TikTok Engagement

<i>Item</i>	<i>N</i>	<i>r_item_total</i>
<i>I frequently watch TikTok videos that use English (T1.1)</i>	16	.668
<i>I spend more than 1 hour a day reading English captions, subtitles, or commenting on TikTok (T1.2)</i>	16	.653
<i>I use the English that I learned from TikTok in the comment section or chats (T1.3)</i>	16	.340
<i>I interact with classmates or my friends about TikTok videos to discuss learning material and participate in TikTok challenges or trends that involve using English (T1.4)</i>	16	.642
<i>I follow English content creators on TikTok to improve my reading skills (T1.5)</i>	16	.572
<i>I enjoy learning to read English through TikTok videos (T1.6)</i>	16	.397
<i>I feel motivated to learn English when the content on TikTok is interesting (T1.7)</i>	16	.730
<i>Even though TikTok is fun, I occasionally feel less motivated to continue reading in English after scrolling for a long time (T1.8)</i>	16	.082
<i>Watching TikTok content in English helps me practice finding main ideas and detail (T1.9)</i>	16	.741
<i>I can understand the meaning of words better when I see them used in TikTok videos (T1.10)</i>	16	.583
<i>TikTok helps me exposure to reading English texts outside of the classroom, which improve my words in different context (T1.11)</i>	16	.762
<i>I use captions, comment, and hashtags on TikTok to help me understand reading topic (T1.12)</i>	16	.441
<i>I like to use TikTok and an English Learning Medium (T1.13)</i>	16	.500

Table 4. Item-Total Validity Result for YouTube Engagement

<i>Item</i>	<i>N</i>	<i>r_item_total</i>
<i>I often watch YouTube videos to help me understand English reading texts (Y1.1)</i>	6	.856
<i>I spend more than 1 hour a day reading English videos on YouTube (Y1.2)</i>	6	.761
<i>I like or read the comments below YouTube reading videos to get additional ideas (Y1.3)</i>	6	.100
<i>I interact with classmates or my friend about YouTube videos to discuss learning material (Y1.4)</i>	6	.780
<i>I subscribe to YouTube accounts to improve my English skills (Y1.5)</i>	6	.809
<i>I enjoy learning English by reading using YouTube videos (Y1.6)</i>	6	.856
<i>I feel motivated to improve my reading when I watch YouTube learning videos (Y1.7)</i>	6	.833
<i>I feel discouraged when the videos are too difficult to understand (Y1.8)</i>	6	.490
<i>I evaluate whether the YouTube videos about reading or information are reliable and accurate (Y1.9)</i>	6	.643
<i>I reflect on what I watch English videos on YouTube and relate it to class material (Y1.10)</i>	6	.683
<i>I comprehend and understand the material in the class with YouTube videos at home (Y1.11)</i>	6	.539
<i>I use the pause, rewind, or slow playback features to help me understand reading content (Y1.12)</i>	6	.914
<i>I like to use YouTube as an English Learning Medium (Y1.13)</i>	6	.508