

INSTAGRAM APPLICATION: AN ACTIVE TOOL IN CULTIVATING READING BEHAVIOUR

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Abstract: *The fourth wave of the industrial revolution has brought tremendous changes to our education system. The use of technology in teaching and learning give a great effect on not only pupils but teachers as well. Technologies also give an opportunity for students and teachers to learn from a broader perspective of learning other skills. As the education system is transforming to a better version, it somehow requires the teachers to be fully equipped with the advancement of technology to develop pupils' potential qualities hence there is a growing need for ESL teachers to find a more interactive and fun approach. Recently, technology development has changed pupils' demand in selecting their reading materials. Most of pupils' these days feel that reading is not an attractive activity as they will easier feel bored and short attention span. Unattractive reading materials might give opposite results in enhancing pupils' behaviour in reading. Reading skill is one of the vital elements in helping pupils to enhance their English language proficiency. Therefore, the study will investigate the use of the Instagram application in cultivating reading behaviour among pupils. The study was conducted with 30 pupils in urban area school in Melaka. The data was collected via observation, interview and questionnaire to measure the outcome. The finding showed the positive impact in cultivating the reading behaviour among pupils through Instagram. This research is beneficial to the teaching community as it provides an innovative approach teaching in ESL classroom. Thus, it is hoped that Instagram application able to improve pupils' behaviour in reading.*

Keywords: *Reading, Improve, Instagram, Behaviour, Technology*

Introduction

English has always been the second most important language in Malaysia. Hence it is not to surprise to know that Malaysia apparently has the best English language speakers in Asia

beating out Singapore, India, Sri Lanka, Taiwan, China and Kazakhstan-according to a Singapore-based English Language school (Anon 2013). It is the most important foreign language in Malaysia and it is used frequently in all aspects of daily life, from business purpose, as well as in daily conversation. There are some reasons why English is so important, and many people attempt to learn it. In Malaysia education, English is a vital subject in both primary and secondary school. However, learning English as a second language is not an easy task. Teaching English in primary school is very hard as the students tend to use their mother tongue in classroom. Realizing the importance of the English language, the government has begun implementing new curriculum to help boost the English language learning as a means of pushing the younger generation towards being better able to compete with the global community (Anon n.d). The mastery of English is essential for pupils to gain information to master four skills in English. In line with the governments' policy on strengthening English, the curriculum has been designed to produce pupils who will be proficient in the language (Jayanthi n.d). The goal of the English language curriculum is to help pupils acquire the language as well as to help them use it in their daily life, to further their studies and for work purposes (Jayanthi n.d). Thus, it is very essential for teachers to teach English to young learners. As stated in Eleventh shift blueprint which emphasize that every child must be proficient in English language. However, pupils nowadays find that reading is bored and not interesting. Reading is a skill that must be learned, yet the process of learning to read can become pleasurable and easy for some students or displeasing and complicated for others (Zurina Khairuddin, 2013). Teachers nowadays are being too concern on how students should understand the text rather than to make the reading interesting and attractive. According to O'Flynn, K (2016) the students unaware of how their interests influenced their comprehension abilities, so it is important for teachers to find this connection.

Theoretical Framework

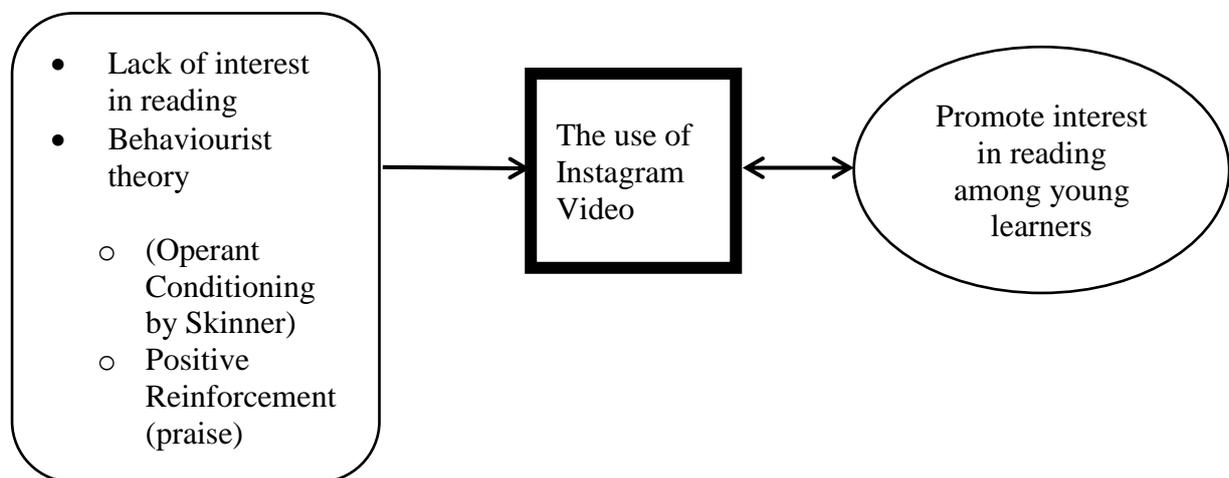


Figure 1: Theoretical Framework for The Research

The theoretical framework in figure 1 is used as a guideline to conduct the research and keep the researcher on track. The statement of problem and how the intervention affects the result are stated in this framework. The research will be focussing on factors that attribute to lack of interest in reading among young learners. Apart from that, the researcher will investigate the implementation of Instagram video in teaching and learning activity on how to conduct

Instagram activity as well as how it can attract student's interest towards reading. The behaviourist theory will be applied to conduct the research.

Literature Review

Reading interest can be defined by its subcomponents of psycho-behavioural dimensions. The subcomponents are representing reading in print settings, online reading, social media reading, academic reading, and recreational reading. (Hidayanto and Lee, 2018). Thomas (2001) stated that reading interest refers on how excited an individual is to engage in reading some written material. Personal attitudes may attribute on someone interest in reading. Desire of reading can be depending on personal attitudes. Nowadays, most of students just read without engaging themselves in the book or any materials that they read. It is said that reading is the path to success in school and life. One who is not able to read will not be able to succeed (U. S. Department of Education 2005). A good reader will be able to expand their thoughts, experience as well as their views. To gain access about the knowledge all over the world, reading is the important elements and skill that people must possess. The ultimate aim of teaching reading is to develop efficient and self-motivated readers. Therefore, as a teacher it is important to promote positive reading attitudes through enjoyable reading experiences. Parents also played quite a significant role to cultivate reading interest among their children although the interest normally comes from the students themselves. Recent studies show the effect of parent's involvement into the reading interest. When parents perceive their child as an interested reader, they engage in more frequent home literacy activities, even they themselves are not interested readers. The frequency of the activities predicts children's self-reported reading interest in Grades 3 and 4, whereas number of books their parents have, and reads do not affect any additional variance. (Inouk E. Boerma et al. 2018). A lot of research regarding the study of reading interest among Malaysian students had been found over the years (Mohammad Fazli Baharuddin et al. 2015; Zurina Khairuddin 2013; R.Ratneswary V.Rasiah, Harpaljit Kaur & Shalini Nagaratnam 2011; Edina Lanying 2005;) Most of them mentioned that Malaysian students have less interest in reading. However, there were only few researches suggested the intervention to solve it. A student's motivation and interest may play a role in their comprehension abilities (O'Flynn, K 2016). Without interest it will be difficult for student to have a better understanding about what they read. Thus, the researcher believes that in order for students to understand the story better, it is important for them to have an interest to read.

Content

Technology and innovation have brought tremendous change in our education nowadays. Most of students these days feel that reading is not an attractive activity as they will easier feel bored and short attention span. The aims of this study are to identify the factors that affect the reading interest among year 4 pupils and to identify whether the implementation of Instagram application is able to promote young learner's interest in reading. It is found that the students were not interested in reading as they cannot focus to the activity more than 15 minutes. The commitment they gave for the activity before the implementation of Instagram video is considerably low. The interviews session also proved the observation made, where all the interviewee answers show that they are not interested because of several causes. This is supported by the data from the questionnaires where the factors that can be lack of understanding; that lead them to do more interesting activity, lack of encouragement from parents and siblings, and lack of reading material in home. This is because the reading culture were not exposed to the students and it is important to start exposing them to reading culture

since reading is a way to gain knowledge. The scope of this research is to introduce a new medium to cultivate reading interest among students and tested the method with year 4 pupils to see the impact of the new method. The impact of the Instagram as a tool to promote reading interest will be discussed based on the experiments data.

Methodology

The method used is by giving a reading activity for the respondent for a period of 2 weeks with conventional reading activity and then implemented Instagram video for the next 3 weeks. After each of activity, interviews were conducted, and questionnaires were given to all respondent. During both activities, the researcher is doing observations regarding their commitment, interests and the factors that lead the students to loss interests in the reading activity. This study conducted in one of the schools in Melaka. This school is a cluster school which is well known for its academic excellence. The number of pupils in this school is around 1000 pupils. Thus, there are four or five classes for per standard and the pupils are streamed into these classes according to their academic performance. The Year four pupils will be selected as the respondents of this action study. The pupils in this class are of average proficiency level. The class has 30 pupils. However, based on their recent examination’s grades, not all the pupils in the class were selected as respondents for this action research. Only 12 of them are selected for the studies as these pupils show the lowest grade in language. The remaining students showing great ability and interest in English that contribute to their good grades in English languages. Since the experiments were meant to improve the students’ interest, therefore, researcher decides to proceed with only the lower grades students, whom were lack of interest in reading. Besides, the researcher found that easier to manage the data in small group since the researcher need to observe each students’ commitments and interests. Therefore, 12 respondents are enough for the research purpose. The instruments of this study consisted of Interview, Questionnaire and Observation.

Findings

Before the Implementation of Instagram Approach

Before the Instagram are used as a tool to increase the interest of reading among the pupils, the researchers were asking the students to read during classes. Among 12 students that were selected as the respondent, only one student that are able to focus to the reading activity for about 15 minutes before joined his peer in their self-activities. The others are barely able to do the activity without any disruption. They can only do the reading activity for a few minutes before they focused on something else. From this pre-activity, the researches can confirm the observations that are:

Observation: based on their commitment to the recent activity, the pupils seem to have no interest in reading activity in classes.

Interview Result

Table 1: Interview Session. Question Asked: Do You like Reading?

Pupil	Response
A	No. I do not like reading.
B	No, I do not like reading activity.
C	I’m not sure.

Based on table 1, the question asked is “Do you like reading?” Two of the students answer “No” for that question, and one student answer “I’m not sure”. The pupils that can focus for 15 minutes also were choose among the interviewee. In the interview, he is labelled as “pupil C” and the one that answer “not sure” for the first question.

Table 2: Interview Session. Question Asked: What Makes You Less Interest to Read?

Pupil	Response
A	I always get sleepy when reading.
B	I cannot understand many words from the books.
C	My friends always asked me to play during reading activity.

The next question asked was “what makes you less interest to read?” From the answers, we can see three different categories of them. Pupil A is the one that are not interested at all in reading and always get sleepy when reading. Pupil B less interest in reading because he/she was unable to understand the words from the book. This is logic as the understanding is important to keep a reader to read their books. On the other side, the Pupil C answered, “My friends always asked me to play during reading activity.” This shows that Pupil C is interested in reading, however, due to surrounding factors, the focused was changed to something that are more interested than reading.

Table 3: Interview Session. Question Asked: Does Reading Activity Make You Feel Bored?

Pupil	Response
A	Yes teacher, I get sleepy during reading activity.
B	Yes, I feel bored after a while doing reading.
C	Yes, and I play with my friend. Not reading at all.

The researchers want to confirm the respondent opinion in reading with the question: Does reading activity make you feel bored? All the responses were showing that they are not having any interest in reading activity in classes.

Table 4: Interview Session. Question Asked: Do You Understand What You Are Reading?

Pupil	Response
A	No teacher. I don’t understand the words.
B	Some of the words I can understand. Some are hard to understand.
C	I can understand a little. But I don’t understand many words.

Based on the table 4, Pupil A do not understand the words in the book, Pupil B and C can understand some of the words. This still happen even when the student has slightly interest in reading, as the understanding seems to have impact to the interest. After lost the interest, the students turn to something they found more interesting than what they are doing at the moment, which is reading something that they barely able to understand.

Questionnaire Result

The questionnaires consist of ten simple questions that are given before and after the Instagram approach were used. Likert scales were used in the questionnaires, and the results were tabulate and analysed based on the frequency, percentage, mean and standard deviation for the score gathered from the Likert scales. From the table, 1 represent strongly disagree (SD); 2 represent disagree (D); 3 represent do not know (DK); 4 represent agree (A); and 5 represent strongly agree (SA).

Table 5: Data Collected from The Questionnaire Before the Intervention

Statement		SD	D	DK	A	SA	Mean	Std Deviation
		1	2	3	4	5		
Reading is joyful activity	f	5	4	3	0	0	1.83	0.83
	%	42	33	25	0	0		
I feel reading is bored	f	0	0	3	4	5	4.17	0.83
	%	0	0	25	33	42		
I have short attention span when read	f	0	0	3	5	4	4.08	0.79
	%	0	0	25	42	33		
Teachers encourage me to read in class	f	0	0	4	5	3	3.92	0.79
	%	0	0	33	42	25		
Parents encourage me to read at home	f	3	4	5	0	0	2.17	0.83
	%	25	33	42	0	0		
There is enough reading material at school	f	0	2	5	5	0	3.25	0.75
	%	0	16	42	42	0		
There is enough reading material at home	f	5	4	2	1	0	1.92	1.00
	%	42	33	17	8	0		
Parents often reading with me at home	f	6	4	2	0	0	1.67	0.78
	%	50	33	17	0	0		
Siblings often reading with me at home	f	5	4	3	0	0	1.83	0.83
	%	42	33	25	0	0		
Social media is more interesting than reading	f	0	0	1	5	6	4.42	0.67
	%	0	0	8	42	50		

Based on the table, the high mean recorded is 4.42, which is for “Social media is more interesting than reading” with standard deviation 0.67; the smallest among the statements. The high mean show that the respondents were strongly support this statement, that they prefer social media such as Instagram, Facebook, Twitter and so on compare to reading books. The small standard deviation proves the statement. Besides, in percentages, 42% choose “Agree” and 50% choose “Strongly agree”; while only 1% chose “Do not know”. The lowest mean value recorded is 1.67, for “Parents often reading with me at home,” according to the table. This show that the parents are not encourages their children to read at home. And this statement is supported by the percentage of the respondent; which are 50% of the respondent choose “Strongly disagree” with the statement. 33% choose “disagree” and the remaining 17% selected “Do not know” in the questionnaire. This may be due to the lack of reading material at home, as recorded in the table, only 1.92 is the mean value for “There is enough reading material at home,” statement; or in percentage, 42% were strongly disagree and 33% were disagree. Therefore, 75% of the respondents don’t have enough reading material at home. The second highest mean value is 4.17, represent “I feel reading is bored,” statement. A very convincing

data to show that the respondent did not prefer reading activity, since the percentage shows that 42% were strongly agree with the statement and 33% were agree; make it 75% in total that support the statements. Besides, other statements that show the lack of interest among the students are “Reading is joyful activity,” which 42% were strongly disagree, 33% were disagree, and 25% choose “do not know” as their responses. The mean value for this statement is therefore the second lowest among the statements. From these results, the interest of conventional reading methods is at very low level. Pupils tend to do something that they found enjoyable and reading, in this conventional method, is not interesting for them.

After Intervention of Instagram Results

The result from the pre-activity before intervention of Instagram will be discussed later in this chapter. In this section, results from the observations, interviews and questionnaires that are conducted after the teachers use a new method to make the reading activity interesting that is using Instagram to post the video of their reading activity to the social media. From the Instagram reading-activity video, the researcher can observe that:

Observation: based on the commitment the students put into this activity, Instagram video activity improved the mood of the students. They seem excited and enjoying the moment they recorded the video and post them.

Interview Results

The interviews were conducted onto the same students, to see their reaction after the new method being implemented. Besides, the researcher wants to compare the responses from before the intervention and after the intervention to investigate the impact of the Instagram video methods to the reading activity of year 4 students in the school. Below are the interviews responses that are tabulate based on the question asked.

Table 6: Interview Session. Question Asked: Do You Like Instagram Video?

Pupil	Response
A	Yes, teacher. I like it so much!
B	Yes teacher, I really like it.
C	Yes, I like it. It is so fun!

The first question asked after the implementation of Instagram video to the reading activity, is “do you like Instagram video?”. All students have a same answer that is, “Yes.” They seem really like the Instagram video as their generation nowadays are more into social networking site even they are in primary schools. However, there are also students that are first time in recording video and post it to social media, but still can enjoy the activity. This shows that the Instagram video can attract the students to join and commit to the activity.

Table 7: Interview Session. Question Asked: Do You Enjoy Reading in Front of The Camera and Posted It on Instagram?

Pupil	Response
A	I shy at first. But I enjoy recording video while reading and posted it.
B	Yes, I like to read in front of camera and post it to Instagram.
C	I like to post on Instagram. So, I enjoy reading in front of camera!

Table 7 show the answer for second question, “Do you enjoy reading in front of the camera and posted it on Instagram?” There are different answers but all of them showing positive sign. Pupil A state that he/she are shy at first but enjoying recording video while reading and posted it. This might be the first time Pupil A posting something to Instagram. Pupil B states that he/she like to read in front of camera and post it to Instagram. Pupil C, different with Pupil A, used to Instagram apps. He/she like to post on Instagram. So, Pupil C also enjoys reading in front of camera.

Table 8: Interview Session. Question Asked: What Do You Feel After Seeing Your Video on Instagram

Pupil	Response
A	It is my first time, so I am shy a little bit. But doing this with my friends are fun!
B	It is fun! Reading with my friends and post it to Instagram. There are some “likes” too!
C	I feel happy when someone viewed the video I have posted.

Based on the table 8, the responses for question “What do you feel after seeing your video on Instagram” also showing a positive impact. Pupil A’s answer is, “It is my first time, so I am shy a little bit. But doing this with my friends are fun!” This is normal for person that are first time exposed to new social media. However, the aim to make them enjoy the activity are achieved. Pupil B also answer the same, that the feeling is fun, doing reading with his/her friends and post it to Instagram. Pupil C also stated that he/she is feeling happy when someone viewed the video that have been posted to the Instagram.

Table 9: Interview Session. Question Asked: How Do You Find Reading Using Instagram Video Activity?

Pupil	Response
A	It is fun even I don’t understand some words.
B	Reading activity is very fun!
C	I enjoy reading using Instagram video activity with my friends

Table 9 depicts the answers for question “How do you find reading using Instagram Video activity?” Pupil A stated that the activity is still fun even some words is not able to be understood by he/her. Pupil B and C responses are also positive, where they state that reading activity is fun when the Instagram video was used.

Questionnaire Results

Table 10: Data Collected from The Questionnaire After the Intervention

Statement		SD	D	DK	A	SA	Mean	Std Deviation
		1	2	3	4	5		
I enjoy reading activity	f	0	0	0	5	7	4.58	0.51
	%	0	0	0	42	58		
Instagram video activity able to arouse my interest	f	0	0	0	6	6	4.50	0.52
	%	0	0	0	50	50		
I love reading in front of camera	f	0	0	0	5	7	4.58	0.51
	%	0	0	0	42	58		

I love to see my Video being posted in Instagram	f	0	0	0	6	6	4.50	0.52
	%	0	0	0	50	50		
Parents encourage me to read at home	f	0	0	0	5	7	4.58	0.51
	%	0	0	0	42	58		
There is enough reading material at school	f	0	0	0	6	6	4.50	0.52
	%	0	0	0	50	50		
There is enough reading material at home	f	0	0	0	5	7	4.58	0.51
	%	0	0	0	42	58		
Parents often reading with me at home	f	0	0	0	6	6	4.50	0.52
	%	0	0	0	50	50		
Siblings often reading with me at home	f	0	0	0	5	7	4.58	0.51
	%	0	0	0	42	58		
I am looking forward to do reading activity again next time	f	0	0	0	6	6	4.50	0.52
	%	0	0	0	50	50		

Table 10 presented the data from questionnaires that are analysed and tabulate based on the frequency score by the Likert scales and the percentages, mean and standard deviation are calculated and presented. Base on the table, all statements, that representing each question in questionnaires have high mean values, that are 4.58 for the highest value, and 4.50 are the lowest mean value. The standard deviations also are small, which are 0.51 and 0.52. the statements that have 4.58 mean value and 0.51 standard deviations are; “I enjoy reading activity”, “I love reading in front of camera”, “Parents encourage me to read at home”, “There is enough reading material at home”, and “Siblings often reading with me at home”. The statements that have 4.50 means value with 0.52 standard deviations are; “Instagram video activity able to arouse my interest”, “I love to see my Video being posted in Instagram”, “There is enough reading material at school”, “Parents often reading with me at home”, and “I am looking forward to do reading activity again next time”. In term of percentages, all statements, showing a 100% agree where the percentages for “strongly disagree”, “disagree”, and “do not know” are 0%. This shows that the impact of Instagram videos is very positive after three weeks of implementation.

Discussion

From the pre-activity, it can be concluded that among 12 respondents, all 12 of them were less interest in reading in that conventional method. They tend to turn to do something that is more enjoyable for them. Some of the factors that can be detected from the observations, interviews and the questionnaires are; first, some of the students cannot understand the words in the text or books, and this make it less interesting for them. However, if they are actually like to read, then understanding the meaning is not the major factor to contribute to the level of their interest to the books. Second, there are surrounding factors. The students are surrounded by discouraging crowd. At school, their friends or classmates are the same with them, the one who not interested in reading books. That is why that are easy to join their friends rather than focusing on their reading activity. Besides, the third is, less support from the parents. Based on the questionnaires, the parents rarely or never spent their times to read with their children. The reading material at home also was not prepared. Then this becomes everyday routine of the children, a routine without reading. That is the reason why they are not interested to read. Because they never be exposed to that culture. Overall, the first objective to identify the cause

or factors that affect reading habits among the year 4 pupils was achieved. Therefore, the researcher would like to discuss the results after implementation of Instagram video in reading activity; in conjunction with how this method reacts to the factors listed before, and what the relationship of Instagram with behavioural theorist is.

After the implementation of Instagram video method, the reaction of the students was changed towards reading. This is because Instagram video are fun to use, and since the students are well exposed to current trend; that use social networking site to share daily life routine to followers worldwide, and receiving reaction on the posts that they uploaded, increased the interest in using the social media. Adapting to that phenomena, Instagram application can be considered as an active tool in cultivating reading habits. These can be seen in this research, where the interests were increase after using the Instagram video. In term of behavioural theorist, the “likes” and “comments” that they receive after uploaded the video act as the reward and are actually reinforcement in cultivating the reading habits. Reinforcement provides the basis for Skinner's theory about behaviourism. Based on the study, Skinner’s model of operant conditioning assumes that looking at a behaviour’s cause and its consequences are the best way to understand and regulate it. reinforcement was a stimulus-response bond which strengthened desirable behaviours. Reinforcers could be positive verbal praise, high grades, or a feeling of satisfaction (Lynch, M, 2017; McLeod, 2018; Cherry, K, 2018). From the interviews, Pupil C mentioned about the “Likes” that they get after posting the video. This “Likes” is a common feature in Instagram that allowed the followers of that account to like and comment on the photo or video that have been posted on the newsfeed. This “comments” and “likes” that the students get after posting their videos can encourage them to post more. In Instagram, the “likes” and “comments” are type of positive verbal praised that give the students a feeling of satisfaction. Through Skinner's research on animals, he concluded that both animals and humans would repeat acts that led to favourable outcomes, and suppress those that produced unfavourable results (Shaffer, 2000). Therefore, once they enjoy reading in front of cameras, they tend to do it again and will then be a daily routine for them to read. The effect of the implementation of Instagram videos also was positive in handling the factors that contribute to the less-interest problems among the pupils. After conducting the interviews, the researcher noted that the student can enjoy the activity even without understanding all the meaning of the words in the books. The pupils are actually trying to understand and continue reading as the video keep being recorded. Once, they show interests in reading, then understanding the meaning will be not the major problem. The questionnaires data also shows that after the Instagram video was implemented, 50% are agree, and another 50% are strongly agree; that they are looking forward to reading again next time.

Besides, factors of surrounding also can be solve as in class, every student showing the same interest in reading and giving commitment to the activity. Therefore, there is no disruption among their classmates and doing the reading and recording the video together seem more interested them. Other factors that affect the reading habits, parents’ encouragements also are solved with this method. According to the questionnaires that were given before and after the implementation, there are significant differences between the support that the parents give before, and after three weeks of implementation. Before using Instagram, 25% were strongly disagree, and 33% were disagree with statement “Parents encourage me to read at home”. However, after the implementations, 42% were agreed and remaining 58% were strongly

agreed with that statement. This showing a rapid growth in support from the parents and because of that, their kids are showing much interest in reading. This also led to the next statement that is “There is enough reading material at home.” This statement also showing great differences between before using Instagram methods and after using the application. Before the implementation, 42% were strongly disagree and 33% were disagree with the statement, whereas after the implementation, the result shows that 42% were agree and remaining 58% were strongly agree with that statement. Not only providing the reading materials, the parents and the siblings are showing support by reading with the students together at home. This statement is supported by the data from the questionnaires, where for statement “Parents often reading with me at home,” 50% were strongly disagree and 33 were disagree with that statement before the implementation, and after using the Instagram video, 50% were agree, and another 50% were strongly agree with that statement. For siblings, before the use of Instagram video was implemented, there were 42% strongly disagree and 33% disagree recorded and after the implementation, the data shows that 42% were agree and 58% were strongly agree with the statements. This proves that the Instagram video is able to promote young learner’s interest in reading and the last objective of this research is achieved.

Conclusion

Instagram video is found effective in cultivating reading habits among the young learners. This is obvious observation that the researcher made that can be seen during the activity, the students are very interested in reading in front of the cameras and posted them to the Instagram make them excited to see themselves in the video. Besides, from the interviews the researcher found that the Instagram application was attracting the students as they are enjoying the activity. They also mentioned about the “likes” and “comments” that they received from the viewer. This encourages them to keep reading and keep posting to the social media, Instagram. From the questionnaires, it is found that the factors that contribute to the lack of interests among the students can be tackle by using this Instagram application method. This is because after the implementation of Instagram video to the reading activity, the surrounding problem such as classmate disruption can be eliminated as all the students are very into recording and reading during the activity. Besides, the students receive great supports from the parents after they are using this method. The parents are starting to read with them, also the siblings help them in recording the video, and reading together make them spending quality time together and the reading culture can be cultivated from home. In term of reading material also showing a great improvement where all of the students agree that there are enough reading material at home after they started reading together and recorded the video together. These supports from family contribute to the improvement of interest in reading among the year 4 pupils.

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