

ABSTRACT

Azizah, Tisa (2025). EFL STUDENTS' PERCEPTIONS OF READING INSTAGRAM CAPTION IN EXTENSIVE READING

Students often struggle to increase their interest and motivation in reading English because they perceive it as a difficult and boring activity. Therefore, alternative, more engaging and accessible reading materials are needed to support Extensive Reading activities. Using Instagram captions as reading material can be an innovative solution to address this issue. This study aims to determine the perceptions of English Language Education (EFL) students regarding the use of Instagram captions as reading material in Extensive Reading activities.

This study used a qualitative method with a case study design. Eight students from one class in the English Language Education Study Program, fourth semester, class of 2023, were selected as participants. Data were collected through questionnaires and interviews, with documentation in the form of screenshots of Instagram captions read by students as supplementary data to support the interview results.

The results indicate that EFL students have varying positive perceptions of the use of Instagram captions as reading material in Extensive Reading activities, influenced by internal factors such as personal experience, motivation, psychological state, especially feelings and attention, as well as external factors related to the clarity of Instagram captions and environmental influences, such as the digital environment.

Based on the findings of this study, it can be concluded that Instagram captions as reading material in Extensive Reading activities are considered interesting, relevant to students' interests, and easy to access, so they have the potential to increase students' interest in reading in the context of Extensive Reading learning.

Keywords: *Students' Perceptions, Instagram Captions, Extensive Reading, Digital Reading Materials, English Language Learning*