

Transforming Reading into Digital Performance: Instagram-Based Oral Retelling for EFL Reading Comprehension

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Abstract: Reading comprehension in EFL contexts requires students to move beyond locating explicit information toward actively reconstructing and communicating textual meaning. This study investigated the effectiveness of Instagram-based oral retelling in improving EFL students' reading comprehension and explored students' perceptions of the learning experience. Using a mixed-methods design, the study employed a pre-experimental one-group pre-test and post-test design supported by open-ended reflective questionnaire responses. The participants were 32 second-semester EFL undergraduate students from a private university in Kudus, Central Java, Indonesia. During a five-week intervention, students read narrative texts, prepared oral retellings, recorded videos, posted them on Instagram, and received feedback from the lecturer. Quantitative data from the reading comprehension pre-test and post-test were analyzed using a paired-sample t-test, while qualitative responses were analyzed thematically. The results showed a significant improvement in students' reading comprehension, with the mean score increasing from 71.25 in the pre-test to 82.66 in the post-test. The paired-sample t-test confirmed a statistically significant difference, $t(31) = -9.397$, $p < .001$. Students' reflective responses indicated that Instagram-based oral retelling made reading more engaging, purposeful, and interactive. The activity encouraged repeated reading, vocabulary awareness, pronunciation practice, confidence building, creativity, and peer interaction. However, students also reported challenges, including unstable internet connections, long video-uploading times, unfamiliar vocabulary, pronunciation difficulties, and initial embarrassment when posting videos publicly. These findings suggest that Instagram-based oral retelling can transform reading comprehension practice into a more active, multimodal, and audience-oriented learning experience when supported by clear guidance, technical flexibility, and appropriate linguistic scaffolding.

Keywords: Instagram-based oral retelling; reading comprehension; EFL students; digital performance; narrative texts; multimodal learning; social media in language learning.

1. Introduction

Reading comprehension remains a central concern in EFL learning because it requires students to construct meaning from texts rather than merely identify isolated words or locate explicit information. Effective comprehension involves recognizing main ideas, connecting supporting details, generating inferences, monitoring understanding, and relating textual information to prior knowledge (Kendeou et al., 2016; Elleman & Oslund, 2019; Duke et al., 2021). However, many EFL students still struggle to engage with

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texts at this deeper level. Their reading performance is often constrained by limited vocabulary knowledge, low motivation, insufficient exposure to English texts, and weak use of self-regulated reading strategies (Zhang et al., 2017; Dong et al., 2020; Luo et al., 2021; Li & Gan, 2022). In many reading classrooms, instruction still relies heavily on vocabulary explanation, sentence translation, and post-reading questions. While these practices may help students identify literal information, they do not always encourage students to reorganize, interpret, and communicate meaning in their own words. As a result, reading may become an activity of finding correct answers rather than constructing understanding.

This issue is particularly important in undergraduate EFL contexts, where students are expected to read academic and narrative texts more independently but may still depend on surface-level reading strategies. When students read only to answer questions, they may not fully process how ideas are connected, how events are sequenced, or how textual meaning can be reconstructed. Reading comprehension, therefore, needs to be supported by activities that require students to reread, recall, summarize, organize, and reformulate information. Such activities can help learners move from passive recognition toward active meaning-making. In this sense, reading instruction should not end with comprehension questions; it should provide opportunities for students to demonstrate understanding by transforming written input into another form of expression.

Oral retelling offers a useful strategy for addressing this need. Oral retelling is a post-reading activity in which students restate the content of a text orally after reading and understanding it. Unlike conventional comprehension questions, which often ask students to retrieve specific answers, oral retelling requires learners to recall key ideas, select important details, arrange events coherently, and reconstruct the text using their own words (Cao & Kim, 2021; Ekaningrum, 2017; Vu et al., 2021). This process encourages deeper cognitive engagement because students cannot retell a text meaningfully without first understanding its content, structure, and message. Preparing an oral retelling requires students to reread the text, identify essential information, monitor their comprehension, and decide how to express the meaning clearly. From a generative learning perspective, this activity is valuable because learners transform written input into spoken output rather than merely repeat or copy textual information (Fiorella & Mayer, 2015; Adesope et al., 2017; Miyatsu et al., 2018). In narrative reading, oral retelling is particularly relevant because it allows students to demonstrate their understanding of the setting, characters, problems, sequence of events, and resolution (Spencer & Petersen, 2020).

To make oral retelling more engaging and connected to students' digital lives, Instagram can be used as a learning platform. Instagram is familiar to many young adults and provides features such as video posts, reels, captions, comments, likes, and sharing tools. These features allow students to present their understanding through spoken language, visual design, written support, and social interaction. In reading instruction, Instagram can transform oral retelling from a teacher-only classroom task into a multimodal and audience-oriented activity. Students do not simply read and retell a story for assessment; they prepare a video, rehearse their oral performance, post it publicly or semi-publicly, and receive responses from lecturers and peers. This process may encourage them to read more carefully, organize ideas more clearly, check pronunciation, and build confidence before sharing their work. Previous studies have shown that Instagram can provide accessible and visually engaging spaces for EFL learning by supporting learner-generated content, interaction, and language use beyond classroom boundaries (Aloraini, 2018; Gonulal, 2019; Barrot, 2022). It has also been reported to support speaking practice, motivation, engagement, and creative digital storytelling in EFL contexts (Azlan et al., 2019; Wulandari, 2019; Mahmudah & Ardi, 2020; Prasetyawati & Ardi, 2020; Tarigan et al., 2021).

A growing body of research has examined Instagram as a medium for English language learning, including its use for vocabulary development, writing practice, speaking performance, learner engagement, and digital storytelling. At the same time, oral retelling has been recognized as a meaningful reading strategy because it requires learners to recall, organize, and reconstruct textual information. However, these two areas have often been discussed separately. Studies on Instagram-based learning tend to emphasize productive skills,

motivation, engagement, or digital creativity. In contrast, studies on retelling often focus on comprehension assessment or post-reading strategies, with little attention to social media-based learning environments. Limited research has examined how Instagram-based oral retelling can support EFL students' reading comprehension by integrating repeated reading, oral reconstruction, video performance, and peer interaction into a single instructional activity. This gap is important because many EFL reading classrooms still treat reading comprehension as a question-answer task. In contrast, students may benefit from activities that make their understanding visible, spoken, multimodal, and socially shared.

To address the research gap connecting oral retelling, social media-based learning, and EFL reading comprehension, this study aims to examine the effectiveness of Instagram-based oral retelling in enhancing EFL undergraduate students' reading comprehension and to explore students' perceptions of the learning experience. The study specifically focuses on how reading narrative texts, oral retelling, video production, Instagram posting, and lecturer feedback contribute to students' development of comprehension and learning experiences. Accordingly, the study is guided by the following research questions: (1) To what extent does Instagram-based oral retelling enhance EFL students' reading comprehension? and (2) How do students perceive their learning experience through Instagram-based oral retelling activities?

2. Method

2.1 Research Design

This study employed a mixed-methods design to examine the effectiveness of Instagram-based oral retelling in enhancing EFL students' reading comprehension and to explore students' perceptions of the learning experience. The quantitative strand used a pre-experimental one-group pre-test and post-test design, while the qualitative strand used students' responses to an open-ended reflection questionnaire. This design was appropriate because the study sought to measure changes in students' reading comprehension following the intervention and to elicit students' reflective accounts of their experiences with Instagram-based oral retelling as a digital reading activity. The one-group pre-test and post-test design was used to compare students' reading comprehension scores before and after the five-week intervention. Although this design does not include a control group, it is useful for classroom-based exploratory research aimed at examining improvements in learning within the same group following a specific instructional treatment (Cohen et al., 2018; Fraenkel et al., 2019). The qualitative data were used to complement the test results by capturing students' perceived benefits, difficulties, and suggestions after participating in the Instagram-based retelling activities. Combining quantitative and qualitative data enabled the study to provide a more complete account of both learning outcomes and students' learning experiences (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018; Tashakkori et al., 2021).

2.2 Research Context and Participants

The study was conducted in a reading class in the English Education Department of a private university in Kudus, Central Java, Indonesia. The participants were 32 second-semester EFL undergraduate students selected from three second-semester classes, for a total of 92 students. The sample was selected using purposive sampling because the researchers needed participants who were enrolled in the relevant reading course and met the intervention's instructional requirements. Purposive sampling is suitable when participants are selected based on specific characteristics related to the research purpose (Etikan et al., 2016; Cohen et al., 2018). Class A was selected because it represented students with an average level of English proficiency, as indicated by academic records. Most students in the class were categorized as A1 according to the Common European Framework of Reference for Languages. This context was relevant because Instagram-based oral retelling was intended to support students who were still developing basic reading comprehension, vocabulary awareness, and oral expression.

2.3 Instruments

Two main instruments were used to collect the data: a reading comprehension test and an open-ended reflection questionnaire. The reading comprehension test was administered as both a pre-test and a post-test. It was used to measure students' reading comprehension before and after the Instagram-based oral retelling intervention. The test consisted of ten essay questions based on narrative reading texts. Essay questions were used because they allowed students to demonstrate comprehension through written responses rather than only selecting answers. The test assessed students' ability to understand textual content, identify key information, and respond to questions about narrative meaning.

The open-ended reflection questionnaire was used to explore students' perceptions of the Instagram-based oral retelling activities. The questionnaire consisted of five open-ended questions addressing students' opinions about retelling through Instagram, perceived reading development, learning benefits, difficulties, and suggestions for improvement. Open-ended questions were appropriate because they allowed students to express their experiences in their own words and provided richer insight into their motivation, confidence, vocabulary awareness, pronunciation practice, creativity, peer interaction, and challenges (Cohen et al., 2018; Creswell & Creswell, 2018). In addition, students' oral retelling performances were evaluated using a retelling rubric adapted from Fisher et al. (2017). The rubric included five aspects: beginning or setting, characters, problem, sequence of major events, and resolution. Each aspect was scored on a scale from 0 to 3, with higher scores indicating more complete, accurate, and coherent retelling. This rubric helped ensure that oral retelling was evaluated against key narrative comprehension components.

2.4 Intervention Procedure

The intervention was implemented over five weeks in a reading class. The learning activities followed a structured sequence of reading, preparing, recording, uploading, and receiving feedback. First, the researchers prepared narrative texts appropriate for students' proficiency levels. Students were asked to read each text carefully and repeatedly to build familiarity with the content. They were then instructed to identify the main ideas, important details, characters, setting, problem, sequence of events, and resolution. This stage was designed to help students process the narrative structure before producing their oral retelling. Second, after reading and preparing their retelling, students closed the text and orally retold the story using their own words. This step required them to reconstruct the text rather than repeat it. The activity encouraged productive recall, sequencing, summarizing, and meaning reconstruction, all of which are central to developing reading comprehension.

Third, students recorded their oral retellings as videos and uploaded them to Instagram. They were required to tag the lecturer's Instagram account so that the lecturer could review and evaluate their work. The use of Instagram was intended to make the retelling activity more audience-oriented, multimodal, and connected to students' digital practices. Fourth, the lecturer reviewed the uploaded videos and provided feedback. The feedback focused on the completeness, accuracy, organization, and clarity of students' retelling. Students repeated this process across the five-week intervention, allowing them to practise reading comprehension, oral reconstruction, pronunciation, and digital presentation through recurring tasks.

2.5 Validity and Reliability

To ensure content validity, the reading comprehension test and reflection questionnaire were evaluated by two expert raters. The experts assessed the instruments for relevance, clarity, and alignment with the research objectives using a five-point rating scale. The results were analyzed using Aiken's V, which is commonly used to quantify expert agreement on item relevance in content validation (Aiken, 1985; Taherdoost, 2016). The reading comprehension test obtained an Aiken's V coefficient of 0.91, while the reflection questionnaire obtained a coefficient of 0.87. These values indicated strong content validity and showed that both instruments were appropriate for use in the study. Inter-rater reliability was established for the scoring of students' oral retelling performances. Two raters independently scored the retelling videos

using the adapted rubric. The Cohen's Kappa coefficient was 0.79, indicating substantial agreement between the raters. Cohen's Kappa is widely used to assess agreement between raters when scoring involves categorical or rubric-based judgments (Cohen, 1960). This result indicated that the retelling performance scoring was sufficiently reliable.

2.6 Data Analysis

The quantitative data from the reading comprehension pre-test and post-test were analyzed using a paired-sample t-test. This test was appropriate because the same group of students was measured twice, before and after the intervention, to determine whether the mean difference between the two scores was statistically significant (Field, 2018; Pallant, 2020). Before conducting the paired-sample t-test, the normality of the data was examined using the Shapiro-Wilk test, which is recommended for relatively small sample sizes. The normality test yielded a significance value of 0.086, which was greater than 0.05, indicating that the data were normally distributed and suitable for parametric analysis. The qualitative data from the open-ended reflection questionnaire were analyzed using thematic analysis. The analysis involved repeatedly reading students' responses, identifying meaningful statements, coding recurring ideas, grouping similar responses into categories, and developing themes related to students' perceived benefits, challenges, and suggestions. Thematic analysis was appropriate because it allows researchers to identify and interpret patterns of meaning across qualitative responses (Braun & Clarke, 2006; Nowell et al., 2017).

Finally, the quantitative and qualitative findings were compared to provide a more complete interpretation of the intervention. The test results showed whether students' reading comprehension improved. At the same time, the questionnaire responses described how students experienced Instagram-based oral retelling in terms of motivation, confidence, vocabulary awareness, pronunciation practice, creativity, peer interaction, and technical or linguistic challenges. This integration strengthened the interpretation of Instagram-based oral retelling as both a reading comprehension strategy and a digital learning experience.

2.7 Ethical Considerations

The study followed ethical principles for educational research. Ethical approval was obtained from the Institutional Review Board of the private university where the study was conducted, with protocol code 582/LPPM.UMK/B.09.159/II/2024. Before data collection, the researchers explained the objectives, procedures, and potential benefits of the study to the participants. Informed consent was obtained from all participants. Students were informed that their participation was voluntary and that they could withdraw from the study at any stage without academic consequences. Confidentiality was maintained by protecting students' identities in the reporting of the findings, and the data were used only for research purposes.

3. Findings

3.1 Improvement in Students' Reading Comprehension after Instagram-Based Oral Retelling

The first research question examined the extent to which Instagram-based oral retelling enhanced students' reading comprehension. The descriptive statistics show that students' reading comprehension improved after the five-week intervention. As presented in Table 1, the mean score increased from 71.25 in the pre-test to 82.66 in the post-test, indicating a mean gain of 11.41 points. The standard deviation also decreased from 10.00 to 7.07, suggesting that students' scores became more consistent after the intervention.

Table 1. Descriptive Statistics of Students' Reading Comprehension Scores

Test	N	Mean	Standard Deviation	Mean Gain
Pre-test	32	71.25	10.00	—
Post-test	32	82.66	7.07	11.41

The increase in the post-test mean suggests that Instagram-based oral retelling helped students improve their reading comprehension. During the intervention, students were asked not only to read narrative texts but also to reconstruct the content orally, record their retellings, and upload them to Instagram. This sequence required them to reread the text, identify key information, understand the sequence of events, and retell the story in their own words. The decrease in standard deviation further indicates that the intervention may have benefited students more evenly, as the variation in scores became smaller after the treatment. The paired-sample t-test was conducted to determine whether the difference between the pre-test and post-test scores was statistically significant. As shown in Table 2, the result indicated a significant difference between the two scores, $t(31) = -9.397$, $p < .001$. The negative t-value occurred because the pre-test score was subtracted from the post-test score in the analysis; therefore, it does not indicate a negative effect. Instead, the result confirms that students' post-test performance was significantly higher than their pre-test performance.

Table 2. Paired-Sample t-Test Result

Comparison	Mean Difference \pm SD	t	df	Sig.
Pre-test – Post-test	-11.406 \pm 6.867	-9.397	31	.000

These results address the first research question, showing that Instagram-based oral retelling significantly enhanced students' reading comprehension. The improvement suggests that transforming reading into oral retelling and digital posting encouraged students to process the text more actively. Instead of reading only to answer questions, students had to understand the narrative structure, remember key events, organize the story coherently, and communicate the meaning orally.

3.2 Students' Perceptions of Instagram-Based Oral Retelling

The second research question explored students' perceptions of the learning experience. The qualitative responses showed that students generally perceived Instagram-based oral retelling as an enjoyable, motivating, and useful activity. Their responses clustered into seven themes: reading engagement, comprehension support, vocabulary awareness, speaking confidence and pronunciation practice, creativity, peer interaction, and implementation challenges.

Table 3. Thematic Summary of Students' Perceptions of Instagram-Based Oral Retelling

Theme	Main finding	Representative evidence	Interpretation
Reading engagement	Students found the activity more interesting than conventional reading tasks.	"Using Instagram for retelling is fun because it makes reading activities more interesting and different from the usual classroom task." — P12	Instagram made reading feel more relevant to students' digital habits.
Comprehension support	Students reread and reorganized the text before recording.	"I read the text again and again before recording the video so that I could remember the story better." — P8	Retelling encouraged repeated reading and deeper text processing.
Vocabulary awareness	Students paid more attention to unfamiliar words.	"I found many new words from the text, and I searched for the meanings before making my retelling video." — P25	The task encouraged vocabulary learning in context.
Confidence and pronunciation	Students became more aware of oral performance.	"At first, I felt embarrassed to post my video, but after practicing several times, I became more confident." — P11	Public posting encouraged preparation and confidence-building.
Creativity	Students enjoyed designing and editing their retelling videos.	"Instagram allowed me to be more creative, not only reading the story but also presenting it in a good video." — P5	The task transformed reading into multimodal production.

Theme	Main finding	Representative evidence	Interpretation
Peer interaction	Students watched, commented on, and learned from classmates' videos.	"I could watch my friends' videos and learn from the way they retold the story." — P9	Instagram extended interaction beyond the classroom.
Challenges	Students faced technical, linguistic, and affective difficulties.	"Sometimes uploading the video took a long time." — P7	Implementation required technical support and scaffolding.

Students first described Instagram-based oral retelling as more enjoyable than ordinary reading tasks. They felt that using Instagram made the activity more modern, familiar, and motivating. P12 stated, *"Using Instagram for retelling is fun because it makes reading activities more interesting and different from the usual classroom task."* P4 similarly explained, *"Instagram makes the activity feel more modern and motivating because many students already use it every day."* These responses suggest that Instagram helped reposition reading from a routine classroom activity into a more engaging digital task. Students also perceived that oral retelling helped them understand texts more deeply. Before recording, they needed to reread the text, identify important information, remember the order of events, and organize the story in their own words. P8 explained, *"I read the text again and again before recording the video so that I could remember the story better."* P17 added, *"The activity helped me understand the text more deeply because I needed to know the main ideas and the sequence of the story."* These responses support the quantitative finding that students' reading comprehension improved after the intervention. The activity required students to process narrative meaning rather than locate answers.

Vocabulary awareness also emerged as a clear benefit. Several students reported encountering unfamiliar words and looking up their meanings before creating their retelling videos. P25 stated, *"I found many new words from the text, and I searched for the meanings before making my retelling video."* P6 similarly noted, *"This activity added a lot of new vocabulary because I had to understand the words before speaking."* These responses indicate that students became more attentive to vocabulary because they needed to explain the story accurately in their own words. The activity also supported students' confidence and pronunciation awareness. Although some students initially felt embarrassed about posting videos publicly, repeated practice helped them become more confident. P11 stated, *"At first, I felt embarrassed to post my video, but after practicing several times, I became more confident."* P2 explained, *"I tried to pronounce the words better because many people could watch my video."* These responses show that the public or semi-public nature of Instagram created audience awareness. Students prepared more carefully because they knew their videos could be viewed by classmates, followers, and the lecturer.

Creativity was another positive aspect of the experience. Students enjoyed editing videos, designing their presentations, and making their retellings more engaging. P23 stated, *"I enjoyed editing the video because I could make it more interesting to watch."* P5 added, *"Instagram allowed me to be more creative, not only reading the story but also presenting it in a good video."* These responses suggest that Instagram-based oral retelling transformed reading into a multimodal activity involving reading, speaking, visual presentation, and digital design. Students also valued peer interaction. Instagram allowed them to watch classmates' retelling videos, exchange comments, and learn from different presentation styles. P9 explained, *"I could watch my friends' videos and learn from the way they retold the story."* P27 stated, *"I liked exchanging comments with my friends because it made the activity more enjoyable."* This indicates that Instagram extended the reading task beyond individual comprehension, making it more social. Students not only submitted work to the lecturer but also participated in a shared digital learning space. The activity also influenced students' attitudes toward reading. Some students who previously disliked reading English texts reported becoming more interested because the retelling task gave them a clear purpose for reading. P1 stated, *"Before this activity, I did not really like reading English texts, but retelling made me more interested."* P30 explained, *"The activity motivated me*

to read more carefully because I wanted to give a good performance.” These responses suggest that Instagram-based oral retelling made reading more purposeful because students needed to understand the text well enough to present it publicly.

3.3 Challenges and Students’ Suggestions for Future Implementation

Despite the positive perceptions, students also reported several challenges. The most common problems were technical, including an unstable internet connection, large video file sizes, and long upload times. P7 stated, “The problem was the internet connection. Sometimes uploading the video took a long time.” P22 added, “Uploading the video used a lot of data, and sometimes the file was too large.” These responses indicate that Instagram-based oral retelling depended on students’ access to a stable internet connection, sufficient data, and suitable devices. Students also faced linguistic challenges, especially unfamiliar vocabulary, pronunciation, and remembering the story sequence. P10 explained, “Sometimes I did not understand some words in the text, so I had to search for the meaning first.” P26 stated, “The difficult part was remembering the story and pronouncing the words correctly.” These challenges show that oral retelling was cognitively and linguistically demanding. Students needed to understand the text, remember its structure, and produce clear spoken English. Affective challenges were also present. Some students felt embarrassed or nervous when posting videos publicly. This initial discomfort was linked to the visibility of Instagram-based tasks. However, the data suggest that repeated practice gradually reduced this discomfort for some students, as reflected in students’ comments about improved confidence. The challenge, therefore, was not only technical or linguistic but also emotional, especially for students who were not used to publishing spoken English performances online.

Students offered several suggestions for improving future implementation. Some recommended group-based retelling to reduce embarrassment and increase peer support. P24 suggested, “It would be better if the retelling task could be done in groups so students feel less shy.” Others proposed using alternative platforms when Instagram made it difficult to upload longer videos. P14 stated, “Maybe Google Drive or YouTube can also be used because uploading long videos on Instagram is sometimes difficult.” Students also suggested storytelling competitions and summarizing practice before retelling to make the activity more structured and engaging.

Table 2. Convergence between Student and Lecturer Perceptions

Finding area	Student perception	Lecturer perception	Meaning for Legal English instruction
Vocabulary and terminology	Highest-rated benefit, M = 4.45	Most suitable for legal terms and grammar review	Quizizz is strongest for repeated review of foundational Legal English content.
Flexibility	High agreement, M = 4.13	Useful for homework and self-paced review	Quizizz can extend Legal English practice beyond class time.
Immediate feedback	High agreement, M = 4.12	Useful for checking understanding	Quizizz supports formative assessment but requires the lecturer to follow up.
Motivation	Students felt motivated, M = 3.89	Lecturers observed higher participation and attention	Gamified review can make dense legal terminology more approachable.
Assessment accuracy	Lowest mean score, M = 3.28	Limited to speaking, writing, legal analysis, and argumentation	Quizizz should not be used as the sole measure of Legal English competence.
Technical challenge	High agreement, M = 4.13	Internet and device problems disrupted lessons	Infrastructure strongly affects implementation quality.

The evidence from students and lecturers points to a clear instructional position for Quizizz in Legal English: it works best as a tool for reviewing, checking, reinforcing, and motivating, especially when the target content is legal vocabulary, terminology, grammar, and lesson comprehension. It becomes less convincing when used to represent full academic performance or assess complex professional language abilities. For that reason,

Quizizz should sit in the middle layer of Legal English instruction: after explanation and input, but before deeper tasks such as legal case discussion, oral argument practice, legal writing, or problem-based analysis. In that position, it can prepare students for more demanding Legal English work without being asked to do what the platform is not designed to do.

4. Discussion

The findings indicate that Instagram-based oral retelling contributed positively to students' reading comprehension, as evidenced by an increase in post-test performance following the five-week intervention. This improvement suggests that digital retelling activities can support comprehension, as students are required to engage with texts actively, reconstruct meaning, and communicate their understanding through oral production rather than simply recognizing explicit information (Kendeou et al., 2016; Elleman & Oslund, 2019; Duke et al., 2021). The significant difference between the pre-test and post-test scores also suggests that the improvement was attributable to the instructional activities implemented during the intervention. In this study, students not only read the texts to answer comprehension questions but also had to understand the content, select important information, reorganize the story, rehearse their explanations, and present them orally via Instagram videos. This process encouraged repeated engagement with the texts and helped students transform reading from a passive activity into an active process of meaning-making.

The nature of oral retelling can explain the improvement as an active post-reading strategy. Retelling requires learners to recall, organize, and reproduce textual meaning, making it closely related to reading comprehension (Cao & Kim, 2021; Vu et al., 2021). To retell a text orally, students first had to identify the main ideas, recognize important details, understand the sequence of events, and express the information in their own words. This process encouraged deeper comprehension because students had to transform written input into spoken output. Such a process is consistent with research showing that generative learning, retrieval practice, and reading-strategy instruction strengthen students' ability to process, remember, and explain information (Fiorella & Mayer, 2015; Adesope et al., 2017; Okkinga et al., 2018). Therefore, students' improved reading performance can be understood as the result of repeated reading, meaning reconstruction, and oral explanation embedded in the Instagram-based retelling activity.

Instagram also played an important role in making the retelling activity more engaging and participatory. As a familiar digital platform, Instagram provided students with a space to share their retelling videos with classmates and the lecturer. Social media can extend language learning beyond classroom boundaries by supporting learner-generated content, interaction, audience awareness, and informal participation in authentic digital spaces (Reinhardt, 2019; Barrot, 2022; Kukulka-Hulme & Viberg, 2018). In this study, students knew that their videos could be watched by others, which encouraged them to prepare more carefully before posting. They rehearsed their retelling, checked their pronunciation, arranged ideas, and tried to present their understanding clearly. This finding supports previous studies showing that Instagram-based and vlog-based language tasks can improve students' motivation, speaking practice, confidence, and willingness to participate in English learning activities (Azlan et al., 2019; Wulandari, 2019; Lestari, 2019). Thus, Instagram functioned not merely as a platform for uploading videos but also as a learning medium that encouraged preparation, confidence, creativity, and interaction.

The qualitative findings further support the quantitative results because students generally perceived Instagram-based oral retelling positively. Their responses indicate that the activity helped them improve their reading comprehension, as they had to reread the text several times before retelling it. Repeated reading and preparation can strengthen comprehension by improving students' familiarity with the text, supporting fluency, and helping learners connect important ideas across the text (Wexler et al., 2016; Stevens et al., 2017; Kim, 2020). Some students also reported that the activity helped them learn new vocabulary, as they had to look up the meanings of unfamiliar words before making their videos. This is relevant because vocabulary knowledge is a strong contributor to reading comprehension, particularly in second- or foreign-language contexts, where limited vocabulary can restrict meaning construction (Dong et al., 2020; Luo et al.,

2021; Jeon & Yamashita, 2022). Therefore, Instagram-based oral retelling supported not only the development of comprehension but also vocabulary awareness.

Another important finding is that Instagram-based oral retelling helped students develop confidence and pronunciation awareness. Although some students initially felt shy or embarrassed about posting videos publicly, they gradually became more confident after repeated practice. Video-based speaking tasks can support oral language development by providing learners with opportunities to rehearse, monitor their performance, revise their output, and reduce anxiety before submitting or publishing their work (Sun & Yang, 2015; Hung & Huang, 2015; Encalada & Sarmiento, 2019). This suggests that the strategy not only supported reading comprehension but also created opportunities for oral language practice. In this way, the activity connected reading with speaking, pronunciation, and affective development. Students became more aware of how they sounded, how they organized their retelling, and how others might receive their performance.

Students also perceived the activity as creative and enjoyable because they could edit their videos, design their presentations, and make their retellings more engaging. Digital multimodal tasks can enhance language learning by allowing students to combine linguistic, visual, audio, and spatial resources to produce meaningful texts, thereby supporting creativity, agency, and engagement (Hafner, 2015; Smith et al., 2017; Yi et al., 2020). In this activity, students not only read a text and answered questions; they also transformed their understanding into a digital product. This made learning more meaningful because students were actively involved in producing, presenting, and sharing their work. The use of Instagram also encouraged peer interaction because students could watch their classmates' videos, exchange comments, and learn from one another. This reflects the value of social and collaborative participation in digitally mediated language learning (Dizon, 2016; Peeters, 2018; Shadiev & Yang, 2020).

However, implementing Instagram-based oral retelling also presented several challenges. The most common challenges were an unstable internet connection, large video file sizes, and long upload times, which made the activity difficult for some students and sometimes caused frustration. These challenges are consistent with studies showing that technology-enhanced and online language learning may be constrained by access, connectivity, technical readiness, and unequal digital resources (Hockly, 2015; Moorhouse & Kohnke, 2021; Sepulveda-Escobar & Morrison, 2020). In addition, students faced linguistic and affective challenges, particularly unfamiliar vocabulary, pronunciation difficulties, and anxiety about being judged by others. These issues show that Instagram-based oral retelling requires careful teacher support through clear instructions, sufficient preparation time, vocabulary assistance, pronunciation practice, and flexible submission options.

The students' suggestions also provide important insight for improving future implementation. Their recommendations for group-based retelling, alternative platforms, storytelling competitions, additional reading practice, and summarizing activities before recording indicate that students valued the activity but expected a more supportive and flexible procedure. This suggests that digital language-learning tasks should be designed with appropriate scaffolding, peer support, platform flexibility, and clear task structure so that technology supports learning objectives rather than becoming an additional burden (Stockwell, 2022; Zainuddin et al., 2019; Lai, 2017). Therefore, Instagram-based oral retelling can be considered a promising digital strategy for enhancing EFL students' reading comprehension while also promoting oral expression, creativity, confidence, and learner engagement.

5. Conclusion

Instagram-based oral retelling proved to be a meaningful digital strategy for enhancing EFL students' reading comprehension. The significant increase in mean scores from pre-test to post-test shows that students' reading skills improved after the five-week intervention, indicating that retelling through Instagram encouraged them to engage more actively with texts. Through this activity, students were required to reread, identify the main ideas, organize key details, understand the sequence of events, and express the text in their own words. The students' responses also revealed that Instagram-based oral retelling created a

more enjoyable and motivating reading experience by connecting reading with speaking practice, vocabulary learning, pronunciation awareness, creativity, and peer interaction. Although students faced several challenges, particularly an unstable internet connection, long video upload times, unfamiliar vocabulary, pronunciation difficulties, and initial embarrassment when posting publicly, these obstacles did not diminish the overall value of the activity. Instead, the public and interactive nature of Instagram encouraged students to prepare more carefully and become more confident in presenting their understanding. Therefore, Instagram-based oral retelling can be considered a promising strategy for EFL reading instruction, especially when teachers provide clear guidance, sufficient preparation time, vocabulary and pronunciation support, flexible submission options, and opportunities for collaboration.

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7. Declaration of AI Use

The authors used ChatGPT during the preparation of this manuscript. ChatGPT was used to assist with language refinement, academic phrasing, and organization of selected sections. This tool was used only for editorial and language-support purposes. They were not involved in designing the study, collecting data, conducting statistical analysis, interpreting qualitative responses, or formulating the conclusions. All AI-assisted suggestions were reviewed, revised, and approved by the authors, who remain fully responsible for the accuracy, originality, and scholarly integrity of the final manuscript.

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