

Using vlogs to improve speaking skills for fourth semester students of STKIP PGRI Bangkalan

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ABSTRACT

The rapid development of technology has resulted in many changes, especially in the world of education. The use of vlogs today is one of the impacts caused by technological developments or digital lifestyles. Video blogging (vlog) is the process of making videos with audio visuals instead of using words. This study examines the use of vlogs in improving the speaking skills of fourth semester students at STKIP PGRI Bangkalan. The research aims to find out how the use of vlogs improves students' speaking skills and wants to know the students' response to the use of vlog media for learning to speak. The research was conducted at STKIP PGRI Bangkalan, and the subjects of this study were five students of third semester students of the English education study program. This research is qualitative research, and the data collection technique used was interviews. The interviews involved five fourth semester students. The results showed that vlogs make it easier for students to practice speaking skills because before being displayed on the camera screen, students prepare in advance what they will say. Additionally, the use of vlogs is effective for speaking learning. Through vlogs, students can improve their shortcomings in speaking, such as pronunciation, vocabulary, grammar, and lack of confidence.



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1. INTRODUCTION

Speaking is regarded as one of the most difficult skills to master since there are numerous contributing elements. One of the causes is that self-confidence is difficult to regulate. The degree of oral proficiency may be affected differently by a lack of confidence (Kurniawan et al., 2022). Furthermore, it occurs frequently among those studying English as a foreign language. All people worldwide should be proficient in language since it is a fundamental skill for communication. Language is an essential aspect of human life that is integrated into daily activities. Language must be used in both providing and receiving information in a communication. Language is still necessary for interpersonal contact even though there are several languages spoken throughout the world (Ulfa & Wahyudi, 2023).

Speaking is the ability to communicate with others, convey information, providing input, criticism, and more. Confidence is important in speaking as it makes speaking easier (Guebba, 2021). There are several effective ways to improve speaking skills, including increasing vocabulary, speaking with a raised voice, and appearing confident (Putri & Sari, 2020). Speaking up in English is a requirement for English education students, especially

for those in the third semester. In the third semester, students should be at the intermediate level in terms of speaking skills.

Technology is the result of human design that is used as a tool for information management. Technology plays a very important role in human life. Through technology, humans can easily find and receive information. Technology makes humans feel limitless in terms of time and place (Anshori, 2018). The rapid development of technology has made it easier for humans to do many things and bring about many changes. Technology is not only used for communication, but also for education. Teachers, who act as creators and facilitators are required to switch and change the use of media to be more innovative and creative.

Learning media is a set of tools used during the learning process (Arifatin, 2023). Technology-based learning media has a huge influence, especially in increasing student interest in learning, where student curiosity arises because of new innovations in the learning process, which can encourage students to play an active role and make learning more enjoyable (Firmadani, 2020). There are several types of learning media, including Audio Media, Visual Media, and Audio-Visual Media. Audio-visual learning media has been widely used in speaking.

Vlogs are short-duration video recordings that have been widely used to convey opinions (Brott, 2023). The purpose of making vlogs varies, some are just for entertainment, while others create vlogs as educational content to share experiences, and so on. According to (Brilianti & Fithriyani, 2020) vlog are highly popular among various groups, including teenagers, school students, workers, and even the general public. According to (Wulandari, 2019) In the field of education, vlogs can help students, especially students in practicing their speaking skills and critical thinking patterns. The use of vlogs as a learning medium requires students to practice their English speaking (Izatussariroh, 2020). Vlogs that are widely used by students are solo vlogs. Solo vlogs are video vlogs that emphasize the individual vlogger expressing their ideas, thoughts, and experiences directly in front of the camera.

Furthermore, there are still many students in the field whose speaking skills are still low. As revealed by one of the lecturers in the English education department, “Third-semester students have different basic or fundamental abilities, which causes their speaking skills to vary. There are those who are already at their level and those who are still not at their level (Hadi et al., 2021). There are so many factors that affect students’ low speaking skills, including a lack of confidence, lack of practice or learning, and lack of willingness.” Based on the above expression, it can be understood that the skill of each student is not the same. One of the factors that can affect students’ low speaking ability is a lack of confidence, as well as a lack of practice or learning. To improve speaking skills, vlog media is needed in the learning process.

This is in line with research conducted by Sari (2022), which states that vlogs are very suitable for use as a medium for learning English, especially for speaking. Using vlogs can make it easier for students to practice speaking skills because students prepare in advance what they will say before making a video, which can minimize speaking mistakes. This will build confidence in students because one of the causes of students’ lack of confidence is the fear of making mistakes when speaking. Based on the description above, the author is interested in conducting research with the title using Vlogs to improve speaking skills for fourth semester students of STKIP PGRI Bangkalan.

2. RESEARCH METHOD

Research Design

The most important aspect in designing research is determining the research method. The research method used to determine the truth of the research results (Darna, 2018). In this study, researchers used qualitative methods because students’ perceptions and responses were the focus of the research.

Participants

The subjects were five students from the English education department of STKIP PGRI Bangkalan third semester researchers used a purposive sample. According to Andrade (2021) a purposive sample is a sample whose characteristics are determined in advance according to the objectives needed in the study. The participants were chosen for several reasons. The first was selected students often use vlogs to improve their speaking skills. The second was selected students always actively participate and get good grades in speaking lessons. The third because students were easy to interview and access because all of them are from the English education department.

Data Collecting Technique

This research focused on how to use vlogs and student responses in learning speaking. This research data were obtained through interviews. After the researcher conducted the interview, the data were then analyzed as follows. The first is data Reduction. Researchers listened carefully to the recorded data and make transcripts to make it easier to analyze the data. The transcript was placed in the appendix and used as a main data. A field note was also be utilized as a technique to gather urgent data regarding the usage of Vlogr in EFL instruction, particularly when teaching speaking. The researcher concentrated on how the course was implemented in the classroom during its execution.

Data Analysis Technique

Then, the researcher divided the research data into two types: the first selects the data needed to answer the research problem, and the second discards the data that is not needed. The second is data display. The researcher identifies students' opinions regarding the improvement of speaking ability after using Vlog as a medium in learning to speak. The third is drawing or verification conclusion. The data is presented gradually according to the interview stage in the research question in order to get a good and clear explanatory narrative and then concluded based on the results of the data obtained through interviews.

3. RESULTS AND DISCUSSION

This section discusses the results or data obtained through interviews. Data obtained from the interview used to answer research questions. The first question finds the use of vlogs in improving students' speaking ability, the second is to know how students respond in speaking learning using vlogs.

3.1 The implementation of vlog in speaking class

Technology is nothing new in our day-to-day lives; in fact, teachers who use it to aid in the teaching process are very accustomed to it. Technology allows teachers to work in new ways where tasks may be completed more quickly and easily. Although teachers are aware of how to use the method, it is preferable to provide a brief explanation in this part as it will relate to its execution. Introducing a video blogger comes first. It is meant to serve as an illustration for the students, enhancing their library of vlog references. The example serves to explain to them how the blogger can interact with audiences even when they don't happen in the same location. Teachers also inform the students about the many types of vlogs so they know what kind of vlog they should make with their friends. Students can learn how to take videos, why videos are entertaining, and why watching videos is vital from the provided video. The video blogger's focus in this paper is on "how to make something," or it may be a lesson. Second, composing the text and assigning a titleIt has to do with what the students do in class once they have a thorough grasp of vlogs. The instructor requests that the students come up with a title for the video blog they are going to develop. They have to create a tutorial-themed video blog. The pupils will begin writing the text once they have come up with a title and the teacher has approved it. Third, Students require feedback in order to understand the status of their work. Before the text becomes a video, it is corrected based on the feedback. The elements that teachers focus on when providing comments are the punctuation, vocabulary, structure, and tense. The teacher will be able to observe the students' pronunciation, gestures, and attitudes when they perform the text on the video once all the components are finished. Here, criticism is given either in-person in the classroom or via text. The English pronunciation, intonation, and gesture that they use when speaking are the areas that receive the most attention when providing feedback.

The results show that the use of vlog media in the fourth semester of the English Education Department of STKIP PGRI Bangkalan is used to meet the tasks' needs in learning speaking. Additionally, vlog media is also used to practice speaking skills when there is no interlocutor, allowing students to practice self-confidence. This is known based on the results of interviews conducted by researchers, namely:

Table 1. A sample of interview script for students

Q2	In your opinion, what are your main reasons to use vlog?
P4	<i>The main reason for using vlogs is to get used to speaking, especially speaking English. It is also helpful when we want to practice speaking but don't have anyone to talk to, so I use vlogs. I try to speak the material that I have learned in speaking lessons using vlogs</i>
P1	<i>The main reason for using vlogs is to hone English language skills, especially speaking skills. Through vlogs, speaking skills that are already owned are increased, thus improving fluency when speaking. Additionally, vlogs help boost self-confidence in expressing opinions when talking to other people.</i>

Using vlogs to improve speaking skills ... (Maskuroh)

Based on the results of these interviews, it can be understood that The reasons students use vlogs are very diverse, including training their confidence before speaking in public, as mentioned by (Nada, 2021) Speaking is the main component emphasized in vlogging because it is oral and using vlogs allows students to practice before speaking. The reason students do not dare to speak can also be due to their lack of vocabulary and the fear of being wrong both in the use of grammar and pronunciation.

Before using vlog media, the level of student confidence was still relatively low due to several aspects such as lack of vocabulary, grammar, and lack of experience speaking in front of many people. As a result, students were afraid and lacked confidence in arguing in public. In general, the level of speaking skills among students is influenced by student confidence, vocabulary, and grammar. If students have not mastered these aspects, their speaking skills cannot be said to be good.

The use of vlog media in improving students' speaking skills is considered effective, as students find many changes in their speaking skills after using vlogs. The improvement can be seen through an increase in self-confidence, vocabulary, and a better mastery of grammar. Besides being used as a medium for collecting assignments, vlogs are also used as a medium for practicing students' speaking skills, so that students no longer rely on interlocutors. The changes felt by the students were described by the researcher based on the results of the interview. The results are as follows:

Table 2. A sample of interview script for students

Q4	How effective does vlog improve your speaking skill? How is your speaking after and before using vlog?
P2	<i>The use of vlogs in learning to speak is quite effective because they make speaking more interesting. Unlike speaking in front of the class, using vlogs allows me to make a video and upload it without directly facing the audience. Before using vlogs to present in front of the class, I often didn't want to because of my lack of confidence. But after using vlogs, my confidence increased and I could slowly overcome my fear of speaking in front of the class.</i>
P5	<i>I think the use of vlogs in learning speaking is very effective. Before using vlogs, I was more often silent during speaking lessons because of a lack of confidence and fear of pronouncing words incorrectly. However, after using vlogs, I have become more courageous in speaking because my audience or lecturer cannot see me directly. Therefore, I prefer to use vlogs rather than speaking directly in front of others.</i>

The results are as follows: From the above interview results, it can be concluded that the use of vlogs in learning speaking is very effective, especially in training self-confidence. The majority of students who use vlogs experience changes in their self-confidence. Initially, they hesitated and lacked confidence to speak. However, after using vlogs to appear in front of the class, they became more relaxed and confident. This is discussed in the theoretical study by (Anrasiyana, 2022) that vlogging is part of the blogging trend that has a positive influence on the learning process and helps improve fluency and accuracy in speaking.

When using vlog, students have their own way of honing their speaking skills so that they can freely express their creative ideas. There are several ways that students use to improve their speaking skills, including creating creative content. Creative content not only increases self-confidence, but also enhances mastery of vocabulary and grammar. Additionally, students listen to English songs to facilitate speaking in front of the camera. Moreover, students memorize vocabulary before making a vlog video to eliminate hesitation. The strategy was conveyed in the interview session as follows:

Table 3. A sample of interview script for students

Q3	What is your strategy to improve your speaking skill through vlog?
P3	<i>The strategy used to hone speaking skills using vlogs is to create learning content in the form of English videos.</i>
P1	<i>The strategy used in honing speaking skills using vlogs is to first get used to practicing and pushing myself to be more confident when speaking in front of the camera. The second is to increase vocabulary and learn more grammar so that my speaking when making vlogs becomes smoother.</i>
P2	<i>The strategy used to improve speaking skills using vlogs is to enhance listening abilities by listening to songs and then imitating them in the form of vlogs. Additionally, practicing speaking skills in front of the camera helps to build confidence for speaking in front of many people later on.</i>

It can be concluded that the strategy used to improve speaking skills through vlogs is often speaking or practicing in front of the camera. This helps students become more confident when speaking in class and improves their understanding of grammar. Thus, their speaking ability in vlogs becomes better, more fluent, and not easily misinterpreted. This is supported by (Dewi, 2019) in a theoretical study, which states that contextualized grammar learning with communicative purposes can help prevent confusion.

In using vlog media, students certainly face various kinds of obstacles in making vlog videos. As a result, students have to learn even more so that making student videos becomes easier and more efficient, resulting in maximum results. In this case, there are several obstacles experienced by students, including: not being used to speaking in front of the camera, which leads to students feeling embarrassed when recording; and mastering grammar, which is crucial in making grammatically correct vlog videos to effectively convey the intended purpose to the audience (Yamin & Purwati, 2021). The student mentioned these obstacles during the interview session, namely:

Table 4. A sample of interview script for students

Q5	What challenges do you face when using vlog to improve your speaking skill?
P1	<i>The challenge that is often faced in learning to speak using vlogs is the low use of vocabulary and grammar</i>
P4	<i>The challenge faced in using vlogs is that at the beginning, I felt hesitant to speak because I was not used to speaking in front of the camera.</i>
P5	<i>The challenge faced in learning to speak using vlogs is the use of grammar. Since a video vlog can be played repeatedly, it is necessary to pay attention to the use of grammar to avoid misinterpretation and ensure clear understanding of the meaning being conveyed.</i>

From the results of the interviews, it was found that the challenges often faced by students in using vlogs are hesitation when they want to speak because they are not used to speaking in front of the camera and lack of vocabulary, resulting in very short speaking. In this case, the lack of grammar will certainly be a challenge when speaking, as discussed in the theoretical study by (Ersan, 2019), where vocabulary is identified as one of the important elements in mastering a foreign language to help students practice speaking.

Various kinds of vlog media can be used by students to improve their speaking skills. This allows students to determine what kind of vlog media to use. From the various kinds of vlog media available, students predominantly use solo vlogs for doing assignments and practicing their speaking skills (Yuliawati, 2022). A solo vlog is a video blog that emphasizes individual vloggers expressing their ideas, thoughts, and experiences directly in front of the camera. It is hosted by one person who acts as a host and content presenter. Solo vlogs are widely used due to the needs of the task. This was conveyed in the interview as follows:

Table 5. A sample of interview script for students

Q6	There are various kinds of vlogs. What kind of vlogs do you often use?
P1	<i>The type of vlog that is often used is solo vlog, and I have never used other types of vlogs before.</i>
P2	<i>The type of vlog that is often used is solo vlog because it is assigned by the lecturer to make a solo vlog for speaking practice. I have never used any other type of vlog for this purpose.</i>
P3	<i>The most commonly used type of vlog is solo vlog because, in addition to the requirement of solo vlog assignments, it is easier and more efficient to use.</i>
P5	<i>The type of vlog that is often used is solo vlog due to the requirements of the assignment.</i>

From the results of these interviews, it can also be seen that the type of vlog widely used by students is solo vlog. The reason is that it fulfills the task in accordance with the theoretical study mentioned by (Annas, 2019), which states that solo vlogs are carried out by one person who acts as the host and main content presenter.

3.2 The students' responses to the use of vlogs as a learning media in speaking.

Vlogs are one of the audiovisual media used in the speaking learning process. Vlogs provide a new approach in teaching and learning, where students no longer need to face the audience directly when learning to speak. Through vlogs, learning to speak can be done indirectly, which helps reduce fear and increase students' confidence. Based on students' opinions, the use of vlog media is effective in improving speaking skills (Rohaniyah & Rijal, 2020). Vlogs can increase the confidence of students who were initially afraid of speaking in public, as they often practice their speaking skills using vlogs. Additionally, vlogs can also help students with

pronunciation. Before making vlogs, students practice by reading new vocabulary, which helps familiarize them with unfamiliar pronunciations and minimizes pronunciation errors when speaking. The results of the interview are as follows:

Table 6. A sample of interview script for students

Q4	How effective does vlog improve your speaking skill? How is your speaking after and before using vlog?
P1	<i>I think this vlog is very effective. Before making vlogs, I was very unconfident to speak in front of the camera. After using vlogs, I am more confident to show my face in front of the camera, and my speaking skills have improved. This is because, before using vlogs or making videos, I learned vocabulary and grammar first.</i>
P2	<i>The use of vlogs in learning to speak is quite effective because they make speaking more interesting. Unlike speaking in front of the class, using vlogs allows me to make a video and upload it without directly facing the audience. Before using vlogs to present in front of the class, I often didn't want to because of my lack of confidence. But after using vlogs, my confidence increased and I could slowly overcome my fear of speaking in front of the class.</i>
P3	<i>Learning to speak using vlogs is more efficient. Before using vlogs, I lacked understanding and often made pronunciation errors. However, after using vlogs, my pronunciation has improved to the point where I can minimize mistakes by continuing to practice with vlogs.</i>
P4	<i>Learning to speak using vlogs, in my opinion, is effective. Before using vlogs, I felt hesitant when speaking because of a lack of confidence. After using vlogs, I am more confident and I no longer worry about practicing my speaking skills when I don't find an interlocutor because I can use vlogs.</i>
P5	<i>I think the use of vlogs in learning speaking is very effective. Before using vlogs, I was more often silent during speaking lessons because of a lack of confidence and fear of pronouncing words incorrectly. However, after using vlogs, I have become more courageous in speaking because my audience or lecturer cannot see me directly. Therefore, I prefer to use vlogs rather than speaking directly in front of others.</i>

Based on the results of these interviews, it can be understood that students gave a positive response to the use of this vlog. This was conveyed by students when asked for a comparison in the use of vlogs between before and after using vlogs. Almost all of the students interviewed said that vlogs were quite effective (Chasanatun & Lestari, 2021). This is because there are many changes that they feel after using vlogs, such as increased self-confidence, improved vocabulary, grammar, and pronunciation. This opinion is supported by (Rusman, 2020) who states that student motivation is very low, this can be seen when students dialogue with their friends where feelings lack of confidence always arise so that teachers need to find strategies to overcome these problems, by making vlogs as learning media. The majority of young people in today's generation make vlogs to document their activities, so they are familiar with them. It is anticipated that vlogs will help students become more proficient speakers as a learning outcome. Students must use creativity to create engaging videos when creating Vlogs. However, instructors may use YouTube as a digital resource while teaching and learning to help students become more proficient speakers. Thus, it is a really smart idea to employ vlogs in the English Speaking teaching and learning process (Hadi et al., 2022). Students' speaking abilities can be enhanced by using video blogs to teach speaking in terms of accurate vocabulary, grammar, and pronunciation. According to the teacher's interview, there were certain implementation-related challenges. That being said, the main issue is motivation. Some students were not very motivated to learn, and occasionally they didn't think they could succeed, which had an impact on their confidence. Another issue is restricted access, as some students were unable to complete the vlog assignment because they lacked a smartphone (Dibdyaningsih et al., 2023). Giving feedback in this way requires patience because not all students pick up the necessary skills quickly.

4. CONCLUSION

Based on the findings and discussion, the students' questionnaire responses revealed that, it can be inferred that they were very excited to do a vlog since they felt more confident performing their text on the video, which would enhance their speaking abilities. Another advantage of this approach is increased drive, as making a vlog is difficult for them. Another advantage students receive from working in pairs with their classmates is teamwork. It also can be concluded that the use of vlogs has a positive impact on speaking learning

and using vlogs make it easier for students to practice speaking skills because before being displayed on the camera screen, students prepare in advance what they will say. This can minimize mistakes when speaking, which is important in building student confidence. One of the causes of low self-confidence is the feeling of worry and fear of making mistakes when speaking. This is in accordance with the interview results that the use of vlogs is very efficient and effective for learning to speak. Through vlogs, students can improve their shortcomings in speaking, such as pronunciation, vocabulary, grammar, and lack of confidence. In addition, through vlogs, students become more interested and comfortable in learning English independently. Vlogs are media videos that greatly assist students in participating in the teaching and learning process in the classroom. A vlog is a type of blogging that combines text, photographs, audio, and video. Vlogs are seen to be useful resources for improving the educational process. This study only looks at vlogs as a teaching tool for speaking in unique situations. It is run for a set amount of time. It is recommended that future investigations combine vlog media with other study designs.

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