



The Use of Video Blogging (Vlogging) In Teaching XII Grade Students' Speaking Skill at Senior High School

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Abstract

This study investigated the application of video blogging (vlogging) in teaching speaking skills to students of Senior High School. The purpose of this study was to explore whether vlogging can be used as a learning aid to progress students' pronunciation, fluency, clarity, and confidence in speaking English. A qualitative approach with a case study design was used on students of Senior High School. Data collection methods included classroom observation, student interviews, and analysis of students' vlog performance over some time. The results showed that vlogging significantly contributed to educating students' speaking skills. Through continuous practice with video recordings, students bigger their speaking confidence, better their pronunciation, and bigger their fluency. In addition, vlogging facilitated the learning process by allowing students to assess themselves and receive feedback from their peers. This study concluded that incorporating video blogging into English classes can be a positive strategy to progress students' speaking skills. The study suggests that teachers should incorporate video blogging into their lessons to create a more engaging and interactive learning environment.

Keywords: *Vlogging, Speaking Skills, Pronunciation, English Language Teaching, Digital Learning*

Introduction

In recent years, the integration of technology into education, especially language teaching, has become progressively significant. One of the biggest challenges for English as a Foreign Language (EFL) students is the ability to communicate successfully in spoken English. Many students have problems with pronunciation, fluency, and confidence that prevent them from having meaningful conversations. Traditional speaking teaching methods, which often focus on memorization and repetition, may not be adequate to address these challenges. Therefore, innovative teaching strategies are needed to progress students' speaking skills engagingly and interactively.

Several recent studies have investigated the use of digital tools in language learning, such as podcasts, interactive apps, and video-based learning. A study by (Zhang et al., 2023) showed that multimedia-based learning better students' pronunciation and speaking confidence. Another study (Lestari, 2019) found that video-based learning allowed students to self-assess their speaking skills and significantly better their fluency and pronunciation. Despite the growing body of research on digital learning, few studies have specifically investigated the role of vlogging in teaching speaking skills, especially among high school students in Indonesia.

Although existing literature highlights the benefits of digital learning, there is still a gap in our understanding of how video blogging (vlogging) can be used successfully to progress speaking skills. Previous studies have emphasized the use of digital devices for language acquisition in general, but few have provided empirical evidence on the impact of video blogging on students' pronunciation, fluency, and speaking ability. Furthermore, the use of vlogging as a teaching tool in the EFL context in Indonesia has not been thoroughly explored.

This study aims to determine the application of vlogging in teaching speaking skills at Senior High School. This study aims to answer the following areas, they are how does vlogging move students' pronunciation, fluency, and speaking confidence, and how do students perceive video blogging as an educational tool. The novelty of this study is that it explores vlogging as an interactive and student-centered approach to educating speaking skills, providing practical insights for educators who wish to incorporate digital devices into the English language classroom.

Method

This study used a qualitative case study design to explore the use of video blogging (vlogging) in educating students' speaking skills at Senior High School. The case study approach was chosen because it allows for an in-depth examination of student's experiences and perceptions in a real educational

setting. The purpose of this study was to investigate how vlogging moves students' pronunciation, fluency, and confidence in speaking English. The participants in this study were grade 12 students at Senior High School, who were selected randomly based on their willingness to participate and engagement in English language learning. A total of 30 students with varying levels of English proficiency were involved in this study. In addition, one English teacher was interviewed to provide insight into students' progress and the implementation of vlogging in the classroom.

Data were collected using several methods to ensure a comprehensive understanding of the impact of vlogging on students' speaking skills. First, classroom observation. The researcher observed students' engagement and participation during the vlogging activity. Notes were taken on students' speaking performance, confidence levels, and engagement with the vlogging task. Second, student vlogging videos where the students were asked to create a series of vlogging entries over six weeks. Their pronunciation, fluency, articulation, and confidence were analyzed based on the recordings. Third, semi-structured interviews. Selected students were interviewed to gain insight into their experiences with vlogging and its impact on their speaking skills. The last was teacher interviews. English teachers provided observations on students' progress and challenges faced during the vlogging process.

The data were analyzed using thematic analysis for qualitative data and descriptive analysis for students' speaking performance. Thematic analysis was applied to categorize key themes that emerged from the interviews and observations, such as students' confidence levels, speaking fluency, and perceptions of vlogging. The vlogging videos were scored using a pronunciation rubric that focused on clarity, articulation, sound accuracy, intonation, and fluency. The findings were then interpreted to identify patterns and trends in students' speaking development. Cross-validation was conducted by comparing students' self-reported experiences, teacher observations, and recorded vlogs to ensure reliability and credibility in the data analysis. This methodology ensured a structured and detailed examination of vlogging as an educational tool for educating speaking skills, as well as providing valuable insights for future educational applications.

Results

This section presents qualitative findings from a study on the implementation of video blogging (vlogging) in teaching students speaking skills at Senior High School. Data were obtained from classroom observations, students' vlogging videos, and interviews with students and their English teachers. The findings were grouped into four key aspects: pronunciation, fluency, articulation, and confidence. Observations and video recordings showed that students gradually better their pronunciation. Initially, many students struggled with vowel and

consonant sounds, especially those that were uncommon in their mother tongue. However, as they engaged in vlogging regularly, students became more aware of their pronunciation errors and made efforts to progress. Several students mentioned in interviews that they often rewatched their vlogs to identify errors and progress their pronunciation in subsequent recordings. Teachers also noted that students showed better stress and intonation patterns over time.

Regarding to fluency advance, students' speaking fluency better significantly as they became accustomed to vlogging. Initially, they often hesitated, repeated words, and had difficulty constructing long sentences. With more experience, their speech became more fluent, with fewer pauses and hesitations. Many students attributed this development to repeated practice and self-reflection when reviewing their vlog recordings. The last but not least, through consistent practice, students better their articulation, making their speech clearer and easier to understand. At first, some students spoke too quickly or stuttered, making their words difficult to understand. Over time, they developed better control over their speech rate and enunciated their words more clearly. Teachers noted that students made more of an effort to pronounce words correctly, especially when they knew their performances would be recorded and reviewed.

One of the most noticeable progress was in students' confidence levels. At the beginning of the study, many students appeared nervous about recording their vlogs, often avoiding eye contact with the camera and speaking in low voices. However, as they became more comfortable with the process, their confidence grew. They maintained better posture, used more expressive facial expressions, and spoke with greater enthusiasm. Interviews revealed that students felt vlogging provided a safe space to practice speaking without fear of immediate judgment from peers, helping them gain confidence.

Discussion

The findings of this study highlight the use of video blogging (vlogging) in educating students' speaking skills at Senior High School. This section discusses previous research findings, theoretical frameworks, and pedagogical implications. The discussion is organized into four key aspects: pronunciation, fluency, articulation, and confidence. The study showed that students significantly better their pronunciation after participating in vlogging activities. This is in line with the findings of Zakiyatun (2023), who emphasized that digital learning tools provide students with the opportunity to review and improve their speech.

Many students reported that watching their vlogs helped them identify pronunciation errors and make necessary corrections. One student said, "At first, I didn't realize that I was mispronouncing certain words. After watching my video, I realized my mistakes and tried to correct them in the next recording." In addition, the teacher observed that students paid more attention to word stress and intonation so that their speech sounded more natural over time. This supports

Fitria (2020) argument that repeated exposure to self-produced spoken content progresses pronunciation awareness.

Fluency is another area where students showed significant development. Initially, students often hesitated and struggled to form long sentences, but by the end of the study, they were speaking more fluently and confidently. This finding is consistent with Hassan (2023) study, which found that repeated video-based speaking tasks reduced hesitation and better continuity of speech. One student expressed, "In my first vlogs, I often stopped and repeated words because I was nervous. But after a few recordings, I became more comfortable, and my words flowed more naturally."

This development can be attributed to cognitive automaticity, where repeated speaking practice allows learners to process language more efficiently. Vlogging encourages students to practice speaking without immediate external pressure, giving them the freedom to progress their fluency at their own pace. The study found that students gradually developed better articulation, with clearer pronunciation and a more controlled speech rhythm. Initially, some students spoke too quickly, making their speech difficult to understand.

However, after a few vlogging sessions, they became more aware of their speaking speed. The teacher noted, "Many students used to rush their speech, making it difficult to follow. Over time, they learned to slow down and articulate their words more clearly." This finding supports the research of Shing et al. (2023), which states that oral language production progresses when learners are allowed to self-monitor and repeat. The vlogging process allowed students to reflect on the clarity of their speech, leading to better articulation.

Greater Confidence in Speaking English

One of the most striking results of the study was the significant growth in students' confidence in speaking English. At the beginning of the study, many students showed signs of nervousness, such as avoiding eye contact with the camera, speaking in a low voice, or pausing frequently. However, at the end of the study, most students showed more confidence, spoke with better posture, and used expressive facial expressions. One student shared her experience: At first, I felt nervous when recording myself speaking in English. However, after making a few vlogs, I started to enjoy it, and now I feel more confident when speaking in class too.

This finding is in line with previous research (Mufidah, 2020), which showed that digital storytelling and vlogging create a low-anxiety environment, where students can gradually build their speaking confidence. Unlike traditional classroom speaking exercises, where students may fear being judged by their peers, vlogging provides an opportunity for learners to practice privately before sharing their work. The results of this study are in line with the principles of

Communicative Language Learning (CLT), which emphasizes authentic language use and learner- centered learning (Huang, 2021). Vlogging provides students with a meaningful and engaging way to practice speaking outside of the traditional classroom environment. Furthermore, this study supports the output hypothesis (Febianti et al., 2023), which states that language production (speaking or writing) helps learners develop their language skills. By engaging in vlogging, students are required to actively produce spoken language, which allows them to improve their pronunciation, fluency, and confidence.

Furthermore, this study is in line with the Self-Regulated Learning Theory (SRL), which emphasizes the position of self-monitoring, reflection, and self-directed learning (J.H & Nurlaily, 2023). Students take control of their learning process by reviewing their performance and recording progress, which suggests the use of vlogging as a tool to support self-regulated language learning. The findings of this study suggest that vlogging can be an active tool in developing students' speaking skills in EFL classrooms.

Based on these results, several recommendations can be put forward for teachers and educators. Firstly, integrating vlogging into speaking practice: teachers can assign vlogging assignments to encourage students to practice speaking outside of class. Then, providing structured feedback: teachers can provide personalized feedback on students' vlogs, focusing on pronunciation, fluency, and articulation. Next is, encouraging peer evaluation: Students can watch and evaluate each other's vlogs, encouraging collaborative learning and self-awareness. The last is using vlogging for self-assessment: encouraging students to review their progress can help them identify areas for development.

Conclusion

This study investigated the application of video blogging (vlogging) in teaching students speaking skills at Senior High School. The results showed that vlogging served as an active tool to progress students' pronunciation, fluency, articulation, and confidence in speaking English. Through regular speaking practice and self-reflection, students showed significant progress in their ability to communicate more clearly and naturally. The main findings of this study are as follows. Students became more aware of their pronunciation errors and made conscious efforts to correct them.

Through self-review of the vlogs they had made, they managed to progress word stress and intonation. It deals with fluency that students managed to reduce hesitation and pauses when speaking, resulting in more fluent and natural speech. The repetitive nature of vlogging helped them in finding words and constructing sentences better. Articulation is also come up. Over time, students better their speech clarity and control over their speaking speed, making their speech more understandable.

Then, confidence in doing logging provided a safe and supportive environment for students to practice speaking English. Many students who initially lacked confidence became more comfortable and expressive when speaking. These findings support previous research that emphasizes the benefits of digital tools in language learning. This study is in line with the Output Supposition Theory and Swain's Self-Regulated Learning Theory, which highlight the importance of active language production and self-monitoring in language acquisition.

This study makes a significant contribution to the growing body of research on the use of technology in English language teaching. By integrating video blogging into speaking activities, educators can create a more engaging and interactive learning environment that supports students' language development. Despite the challenges in implementation, the benefits of vlogging as a tool for educating students' speaking skills are clear. Future research could build on these findings to further explore the potential of digital tools in language education.

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