

Enhancing English Speaking Skills through Video Blogging (VLOG)

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ABSTRACT

This qualitative study explores the integration of vlogging in English as a Foreign Language (EFL) classroom to enhance students' speaking skills. Drawing from constructivist and communicative language teaching frameworks, the study investigates how vlogging enhances learners' fluency, pronunciation, and speaking confidence. The study employed qualitative research design to explore how the use of vlogging as media in enhancing English speaking skills among English learners. Data were collected through classroom observations, semi-structured interviews, and analysis of student-created video blogs over a six-week period. Findings reveal that vlogging promotes learner autonomy, reduces speaking anxiety, and fosters more fluent and authentic oral communication.

Keywords: vlogging, speaking skills, English language teaching, digital media, EFL

ABSTRAK

Studi kualitatif ini mengeksplorasi integrasi vlogging di kelas Bahasa Inggris sebagai Bahasa Asing (EFL) untuk meningkatkan keterampilan berbicara siswa. Dengan mengambil kerangka pengajaran bahasa konstruktivis dan komunikatif, penelitian ini menelaah bagaimana vlogging meningkatkan kefasihan, pengucapan, dan kepercayaan diri berbicara pelajar. Penelitian ini menggunakan desain penelitian kualitatif untuk mengeksplorasi bagaimana penggunaan vlogging sebagai media pembelajaran dalam meningkatkan keterampilan berbicara bahasa Inggris di kalangan pelajar bahasa Inggris. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis video blog yang dibuat siswa selama periode enam minggu. Temuan mengungkapkan bahwa vlogging meningkatkan otonomi pelajar, mengurangi kecemasan berbicara, dan mendorong komunikasi lisan yang lebih lancar dan otentik.

Kata Kunci : vlogging, kemampuan berbicara, Pengajaran bahasa Inggris, digital media, EFL

A. Introduction

The demands in keeping up with the growth of the world have set another mindset on how important to master foreign language in this case, English. In many EFL settings, including Indonesia, speaking is considered one of the most challenging skills to develop. Factors such as limited exposure to native speakers, exam-oriented curricula, large class sizes, and lack of speaking

opportunities often hinder students from acquiring fluency and confidence (Ur, 1996; Al-Sibai, 2004). Additionally, learners frequently experience **communication apprehension**—a form of anxiety that arises when expected to speak in a second language—which negatively affects performance (Horwitz, Horwitz, & Cope, 1986).

Despite these challenges, speaking proficiency is essential for

academic success and career advancement. In higher education, students are often required to give presentations, participate in discussions, and engage in collaborative projects, all of which demand effective oral communication skills. In the workplace, English-speaking ability is increasingly viewed as a competitive advantage, especially in multinational environments (Graddol, 2006). Therefore, developing speaking skills can empower learners with greater access to educational and employment opportunities.

In the digital age, the landscape of English language teaching (ELT) has evolved significantly, influenced by the rapid advancement of technology and the growing accessibility of multimedia platforms. Among the various digital tools available, **vlogging**—or video blogging—has emerged as a promising pedagogical resource that encourages students to become active users of the English language. No longer limited to passive consumption of online content, learners can now create and publish their own media, engaging in authentic communication practices. This shift from consumer to creator is particularly relevant in English as a Foreign Language (EFL) setting, where opportunities for speaking practice are often limited.

Speaking is widely recognized as one of the most complex and anxiety-inducing skills in language learning. According to **Brown (2007)**, speaking requires the simultaneous use of various linguistic and cognitive processes, including fluency, accuracy, pronunciation, and pragmatic competence. Traditional language classrooms, especially in EFL contexts like Indonesia, often focus on rote memorization and grammar-based instruction, which provide minimal

opportunities for authentic speaking practice. As a result, many learners struggle with low confidence, lack of fluency, and communication apprehension.

The integration of **vlogs** into English instruction addresses several of these challenges by providing a learner-centered, interactive, and multimodal learning environment. Through vlogging, students can rehearse their spoken language, engage in self-expression, and reflect on their performance. Moreover, the public or semi-public nature of vlogs introduces a real audience, which increases motivation and helps students internalize communicative competence. From a constructivist perspective (Vygotsky, 1978), learning is most effective when students actively construct knowledge through social interaction and personal experience. Vlogging supports this process by allowing learners to use language in personally meaningful contexts while interacting with peers and viewers.

In addition, this study is informed by **Communicative Language Teaching (CLT)** and **Task-Based Language Teaching (TBLT)** frameworks. CLT emphasizes the importance of real-life communication and meaningful interaction, while TBLT encourages the use of tasks that promote language use for specific purposes. Vlogging aligns with both frameworks as it requires learners to use English in purposeful ways—such as narrating experiences, expressing opinions, or describing daily activities—thus promoting fluency and spontaneous speech production.

From a socio-cognitive perspective, **Bandura's Social Learning Theory (1986)** also provides a foundation for understanding how

learners can benefit from modeling and self-reflection. By watching themselves and their peers speak on video, students can observe language use, assess their progress, and improve through repeated practice. The asynchronous nature of vlogging also allows for reduced performance pressure, giving students the time and space to plan, practice, and revise their speech—key factors in building confidence and oral proficiency.

This study aims to explore the **potential of vlogging in enhancing English speaking skills** among EFL learners. Specifically, it investigates how regular vlogging activities influence learners' fluency, pronunciation, vocabulary usage, and speaking confidence. It also examines students' perceptions of vlogging as a learning tool, shedding light on its motivational and affective impacts.

By grounding the research in **theories of constructivism, CLT, TBLT, and social learning**, this study contributes to the growing body of literature on digital media in ELT. It highlights the transformative role that vlogging can contribute in moving students from passive recipients of language input to **active creators of meaningful spoken output**, ultimately supporting more communicative, engaging, and student-centered language learning environments.

B. Research Method

This study implemented a qualitative research design to explore how the use of vlogging as media in enhancing English speaking skills among EFL learners. A qualitative approach was chosen to gain a deeper understanding of students' experiences, behaviors, and perceptions during their participation in vlog-based speaking activities.

The research adopted a descriptive case study approach, which allows for in-depth examination of a specific group of learners within a real-world educational context (Yin, 2018). The case study focused on a group of senior high school students engaged in a six-week vlogging project.

The participants were twelve 11th - 12th grade students (ages 16–17) Senior high school where English is compulsory as part of their subject learned. The vlogging was assigned as part of their speaking task. Students were given freedom to choose their topic of interest in making the vlog. The freedom allowed the students to be creative without any restriction from the teacher under strict supervision that the video contents were appropriate.

Data Collection and Analysis

Data were collected over six weeks through the following steps:

1. **Classroom Observations:** Weekly observations were conducted to monitor student participation, engagement, and verbal performance.
2. **Semi-Structured Interviews:** At the end of the vlogging project, all participants took part in one-on-one semi-structured interviews. These interviews focused on learners' perceptions of the vlogging experience, challenges faced, confidence levels, and their perceived improvement in speaking skills.
3. **Vlog Analysis:** Student-created videos were analyzed for fluency, pronunciation, vocabulary use, and overall speaking performance.

Data Analysis

The collected data were analyzed using **thematic analysis**, a flexible and widely used method for identifying, analyzing, and interpreting patterns of meaning (themes) within qualitative data (Braun & Clarke, 2006). Thematic analysis was

selected for its ability to capture the depth and complexity of learners' experiences and perceptions related to vlogging and speaking proficiency. The videos were analyzed by watching them one by one focusing on the students' **speaking fluency development, confidence building, reduced anxiety, motivation and creativity, and learner autonomy.**

Each theme was clearly defined with supporting examples from student interviews, observations, and vlog content. This process helped clarify how the themes related to the study's research questions.

C. Result and Discussion

The making of video blogging has shown significant contribution to the enhancement of students English speaking skill. Furthermore, the process of making the video resulted in another phenomenon as well. The table below depicts the summary of how video blogging contributes not only the speaking fluency but also other positive outcomes.

Table 1: Summary of Thematic Analysis

Theme	Codes	Supporting Evidence
Improved Speaking Fluency	Practice through repetition, clearer articulation, increased fluency	"I recorded myself many times until I could speak more smoothly." (Student A)
Increased Confidence	Reduced anxiety, camera comfort, self-assurance	"I feel more confident speaking to a camera than in front of class." (Student C)

Reduced Speaking Anxiety	Less fear of judgment, control over content	"I can delete and re-record if I make a mistake, so I'm not scared." (Student F)
Enhanced Motivation and Engagement	Enjoyment of creativity, topic choice, self-expression	"I liked choosing my own topic and making it interesting." (Student B)
Development of Learner Autonomy	Independent planning, script writing, self-editing	"I learned how to make a script and organize my ideas before recording." (Student H); Evidence of self-monitoring in revised vlogs

The making of video blogging has shown:

1. The Improvement of Speaking Fluency and Pronunciation

Students reported that the opportunity to record and re-record their vlogs allowed them to practice speaking more effectively. Analysis of vlog content showed notable improvements in speech rate, articulation, and pronunciation accuracy over time.

2. The Increasing of Confidence and Reduced Anxiety

Interviews revealed that students felt less anxious speaking in front of a camera than in front of peers. Vlogging provided a safe space to practice without immediate judgment, fostering greater confidence.

3. The Enhancement on Motivation and Engagement

Learners expressed enjoyment in choosing their own vlog topics and editing their videos. This autonomy and creative freedom contributed to higher levels of intrinsic motivation and active participation.

4. The Development of Learner Autonomy

Students took initiative in planning, scripting, and producing their content. This self-directed learning process aligns with constructivist principles and supports the development of digital literacy and independent language use.

D. Conclusion and Suggestion

The findings suggest that vlogging is an effective tool for enhancing English speaking skills in EFL contexts. It promotes fluency, reduces anxiety, and fosters motivation and autonomy. The integration of vlogging into speaking instruction aligns with communicative and constructivist pedagogies, offering a modern, student-centered approach to language learning.

Educators should consider incorporating vlogging projects into EFL curricula to provide learners with authentic, engaging speaking practice. Training and technical support are essential to ensure successful implementation. Further research is recommended to explore long-term effects and the applicability of vlogging across different age groups and proficiency levels.

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