

The Impact Of Vlog-Mediated Speaking On University Students' Speaking Skill

Dampak Keterampilan Berbicara Yang Dimediasi Oleh Vlog Terhadap Kemampuan Berbicara Mahasiswa

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ABSTRACT

Speaking ability is a crucial component of English language learning as it allows students to express ideas and exchange information effectively. However, many EFL learners continue to face speaking difficulties due to limited vocabulary, pronunciation challenges, low confidence, and insufficient opportunities for oral practice. This study investigates the impact of vlog-mediated speaking activities on university students' speaking skills and explores their learning experiences during vlog project implementation. A mixed-method approach with a quantitative-dominant design was employed involving 16 students from the English Education Study Program at Universitas Swadaya Gunung Jati (UGJ). Quantitative data were collected from students' speaking performances across four vlog activities through pre-test and post-test assessments, while qualitative data were obtained from students' reflective responses. The quantitative data were analyzed using descriptive statistics and paired-sample t-tests, while qualitative data were examined through thematic analysis. The findings showed a consistent improvement in students' speaking performance, with mean scores increasing from 55.47 in Vlog 1 to 70.31 in Vlog 4. The paired-sample t-test revealed a significant difference between pre-test and post-test scores ($t(15) = 5.69$, $p < .001$), with a large effect size (Cohen's $d = 1.42$). Qualitative analysis identified three themes: enhanced confidence, improved speaking skills, and positive learning experiences. These results suggest that vlog-mediated speaking activities effectively promote repeated practice, self-reflection, and active engagement in English speaking development.

Keywords: *Vlog-Mediated Speaking, Speaking Skills, Mixed-Method Approach, Reflective Responses, English Language Learning*

ABSTRAK

Kemampuan berbicara merupakan komponen penting dalam pembelajaran bahasa Inggris karena memungkinkan mahasiswa untuk menyampaikan ide dan bertukar informasi secara efektif. Namun, banyak pembelajar bahasa Inggris sebagai bahasa asing (EFL) masih mengalami kesulitan berbicara akibat keterbatasan kosakata, permasalahan pengucapan, rendahnya kepercayaan diri, serta kurangnya kesempatan untuk melakukan praktik berbicara. Penelitian ini bertujuan untuk menganalisis dampak kegiatan berbicara berbasis vlog terhadap kemampuan berbicara mahasiswa serta mengeksplorasi pengalaman belajar mereka selama pelaksanaan proyek vlog. Penelitian ini menggunakan pendekatan *mixed-method* dengan desain dominan kuantitatif yang melibatkan 16 mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Swadaya Gunung Jati (UGJ). Data kuantitatif diperoleh melalui penilaian performa berbicara mahasiswa pada empat kegiatan vlog melalui asesmen *pre-test* dan *post-test*, sedangkan data kualitatif dikumpulkan melalui refleksi mahasiswa. Data kuantitatif dianalisis menggunakan statistik deskriptif dan *paired-sample t-test*, sementara data kualitatif dianalisis melalui analisis tematik. Hasil penelitian menunjukkan peningkatan kemampuan berbicara mahasiswa secara bertahap, dengan nilai rata-rata meningkat dari 55,47 pada Vlog 1 menjadi 70,31 pada Vlog 4. Hasil *paired-sample t-test* menunjukkan adanya perbedaan yang signifikan antara skor *pre-test* dan *post-test* ($t(15) = 5,69$, $p < 0,001$) dengan ukuran efek besar (Cohen's $d = 1,42$). Analisis kualitatif menghasilkan tiga tema utama, yaitu peningkatan kepercayaan diri, perkembangan kemampuan berbicara, dan pengalaman

belajar yang positif. Temuan ini menunjukkan bahwa aktivitas berbicara berbasis vlog dapat memberikan kesempatan bagi mahasiswa untuk melakukan praktik berulang, refleksi diri, dan keterlibatan aktif dalam pengembangan kemampuan berbicara bahasa Inggris.

Kata Kunci: Berbicara Berbasis Vlog, Kemampuan Berbicara, Pendekatan *Mixed-Method*, Refleksi Mahasiswa, Pembelajaran Bahasa Inggris

1. Introduction

Speaking is a fundamental language skill that enables learners to express ideas, exchange information, and communicate effectively across various contexts. However, in English as a Foreign Language (EFL) environments, speaking remains one of the most challenging skills to develop. Many university students experience difficulties due to limited vocabulary, pronunciation issues, low self-confidence, and insufficient opportunities to practice speaking in authentic situations (Harmer, 2007; Brown, 2004; Xuyen & Nguyen, 2021). Therefore, English language instruction needs to incorporate learning activities that encourage active, continuous, and meaningful language use.

The advancement of digital technology has significantly expanded learning resources and opportunities in language education. Technology-assisted language learning enables students to access authentic materials, engage with digital content, and practice communication beyond traditional classroom boundaries (Chapelle, 2001; Godwin-Jones, 2011; Kessler, 2018). Furthermore, multimedia-based learning supports language development by integrating verbal and visual information, which can enhance learners' comprehension and knowledge retention (Mayer, 2009). Therefore, integrating technology into language instruction has become increasingly important in promoting active participation and meaningful language practice.

One technology-based activity that has received increasing attention is video blogging (vlogging), which provides an effective platform for developing speaking skills. Through vlog projects, students are encouraged to plan, record, and evaluate their speaking performances, enabling repeated practice and self-reflection. This process supports learner autonomy, self-assessment, and active engagement, which are key principles of project-based learning (Thomas, 2000; Stoller, 2002). Previous studies have demonstrated that vlog-based learning can improve students' speaking performance, motivation, engagement, and confidence in using English (Huang, 2021; Saed et al., 2021; Weganofa & Khoiro, 2021; Prayudha, 2023).

Despite the growing interest in vlog-based language learning, previous studies have primarily focused on students' perceptions, motivation, and general learning experiences. Limited research has examined the actual improvement of speaking skills by combining quantitative measurement and qualitative exploration within a single research framework. This limitation highlights the need for further investigation into how vlog-mediated speaking activities contribute to students' speaking development and overall learning experiences.

Therefore, this study aims to examine the impact of vlog-mediated speaking activities on university students' speaking skills and explore their learning experiences during the implementation of vlog projects. By integrating quantitative and qualitative approaches, this study provides a comprehensive understanding of the effectiveness of vlog-mediated speaking activities as a technology-enhanced strategy for improving English language learning.

2. Literature Review

Speaking is a productive language skill that allows learners to communicate ideas, opinions, and information through oral interaction. In English language learning, speaking competence involves not only the ability to produce grammatically accurate sentences but also the capacity to convey messages clearly, appropriately, and effectively across different contexts (Richards, 2008). Successful speaking performance requires several key components, including fluency, accuracy, pronunciation, and vocabulary. Brown (2004) emphasizes that speaking

assessment should evaluate multiple dimensions of oral performance to provide a comprehensive understanding of learners' speaking abilities.

Despite its importance, speaking remains a challenging skill for many English as a Foreign Language (EFL) learners. Students often encounter difficulties related to limited vocabulary, pronunciation problems, grammatical inaccuracies, and low confidence when expressing ideas orally (Harmer, 2007). These challenges are frequently caused by insufficient opportunities for meaningful speaking practice. Therefore, effective language learning activities should provide students with continuous opportunities to communicate, practice, and develop their oral skills in authentic contexts.

The rapid advancement of digital technology has introduced new possibilities for language learning by creating more flexible, interactive, and learner-centered environments. Technology-assisted language learning enables students to access diverse learning materials, receive authentic language input, and participate in communication activities through digital platforms (Chapelle, 2001). In addition, multimedia learning enhances language acquisition by combining verbal and visual information, which supports learners' comprehension and retention of knowledge (Mayer, 2009). Digital applications also provide broader opportunities for language practice beyond classroom limitations. Godwin-Jones (2011) highlights that technology facilitates flexible access to language resources, while Kessler (2018) argues that digital tools promote communication, collaboration, and learner engagement in language education.

One technology-based activity that supports speaking development is video blogging (vlogging). Vlog activities encourage students to plan, record, and evaluate their own speaking performances, providing opportunities for repeated practice and self-reflection. Through this process, students can identify areas for improvement and enhance various aspects of oral communication, including pronunciation, vocabulary, fluency, and confidence. Furthermore, vlog-based activities align with the principles of project-based learning, as students actively engage in creating meaningful learning products. Thomas (2000) explains that project-based learning promotes active participation through authentic tasks, while Stoller (2002) emphasizes that project work facilitates language development through purposeful communication and collaboration.

Previous studies have demonstrated the positive effects of vlog and video-based learning activities on students' speaking development. Huang (2021) found that collaborative vlog projects improved EFL learners' speaking performance and engagement. Similarly, Saed et al. (2021) reported that video-based learning activities provided additional speaking practice opportunities that enhanced students' oral skills. Weganofa and Khoiro (2021) revealed that vlog activities contributed to improvements in students' speaking abilities, while Prayudha (2023) showed that vlog projects increased students' confidence in English presentations. These findings suggest that vlog-mediated activities can effectively support speaking development through continuous practice, reflection, and active learner involvement.

However, previous research has largely emphasized students' perceptions, motivation, or general learning experiences rather than measuring actual improvements in speaking performance. Studies that integrate quantitative assessments of speaking development with qualitative exploration of students' learning experiences remain limited. Therefore, this study addresses this research gap by examining the impact of vlog-mediated speaking activities on university students' speaking skills and exploring their experiences throughout the implementation of vlog-based learning activities.

3. Method

Research Design

This study employed a mixed-method approach with a quantitative-dominant design to examine the impact of vlog-mediated speaking activities on university students' speaking skills.

The quantitative component focused on measuring changes in students' speaking performance through pre-test and post-test scores, while the qualitative component explored students' learning experiences through reflective responses during the implementation of vlog activities. According to Creswell and Creswell (2023), mixed-method research integrates quantitative and qualitative approaches to provide a more comprehensive understanding of a research problem by combining numerical evidence with participants' perspectives.

A one-group pre-test and post-test research design was applied in this study. Students' speaking performances were assessed before and after participating in vlog-mediated speaking activities to identify improvements in their speaking abilities. This design allowed the researchers to examine the effectiveness of vlog-based speaking activities by comparing students' performance outcomes across different stages of the learning process.

Instruments

This study utilized two research instruments: speaking performance tests and students' reflective responses. The speaking tests were conducted through students' vlog performances, which served as the primary instrument for assessing their speaking abilities. Students' performances were evaluated using a speaking assessment rubric adapted from Brown (2004), consisting of four main components: fluency, accuracy, pronunciation, and vocabulary.

Each component was assessed using a four-point rating scale to measure students' oral performance systematically. The rubric was applied during the pre-test and post-test assessments to identify changes in students' speaking skills after participating in vlog-mediated speaking activities. In addition, students' reflective responses were collected to gain deeper insights into their experiences, challenges, and perceptions throughout the vlog-based learning process.

Table 1. Speaking Assessment Rubric

Components	Score 4	Score 3	Score 2	Score 1
Fluency	Speaks smoothly with minimal hesitation and maintains a natural flow of speech.	Speaks with some pauses but is able to maintain communication effectively.	Frequently pauses, which affects the flow and continuity of speech.	Unable to maintain continuous speech and shows significant hesitation.
Accuracy	Uses accurate grammar and sentence structures with only minor errors.	Makes some grammatical errors, but the intended meaning remains clear.	Makes frequent grammatical errors that sometimes affect meaning.	Makes excessive errors that frequently interfere with understanding.
Pronunciation	Pronunciation is clear, accurate, and easily understood by listeners.	Shows minor pronunciation problems that do not significantly affect understanding.	Several pronunciation problems reduce speech clarity.	Pronunciation difficulties make speech difficult to understand.
Vocabulary	Uses a wide range of appropriate and varied vocabulary.	Uses sufficient vocabulary with some limitations in word choice.	Uses limited vocabulary that restricts expression of ideas.	Uses very limited vocabulary, making communication difficult.

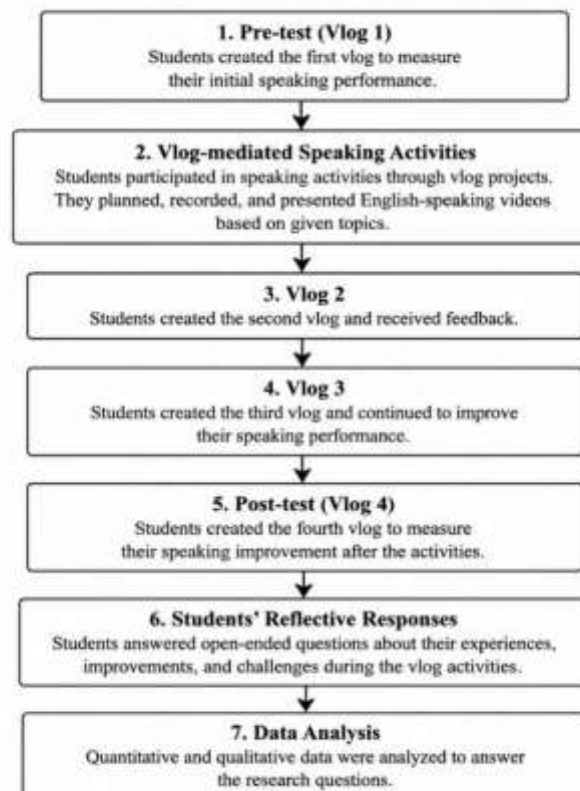
Source: Adapted from Brown (2004).

Students' reflective responses were also collected as qualitative supporting data to gain deeper insights into their experiences throughout the vlog-mediated speaking activities. The reflection questions explored students' perceptions of their progress, improvements in speaking ability, and challenges encountered during the learning process.

Data Collection Procedure

The data collection process was conducted through several sequential stages, including the administration of a pre-test, implementation of vlog-mediated speaking activities, administration of a post-test, collection of students' reflective responses, and subsequent data analysis.

Figure 1. Research Procedure



Initially, students carried out a pre-test through their first vlog performance to assess their baseline speaking skills. Following the pre-test, students engaged in a series of vlog-mediated speaking activities that involved planning, recording, and delivering English-speaking videos. These activities offered students continuous opportunities to practice oral communication, receive learning experiences, and enhance their speaking abilities. After the completion of all vlog activities, a post-test was conducted through students' final vlog performance to evaluate changes in their speaking development. Subsequently, students completed reflective questions to provide further insights into their learning experiences, perceived improvements, and challenges encountered throughout the implementation of vlog-mediated speaking activities. The overall research procedure is illustrated in Figure 1.

4. Results and Discussion

Improvement in Students' Speaking Performance

The quantitative results were derived from students' speaking performance scores across four vlog activities. Students' speaking abilities were evaluated using four main indicators of oral performance: fluency, accuracy, pronunciation, and vocabulary. Descriptive statistical

analysis was conducted to examine the progression of students' speaking performance and identify changes throughout the implementation of vlog-mediated speaking activities. The findings provide an overview of students' development in speaking ability after participating in the vlog-based learning process.

Table 2. Descriptive Statistics of Students' Speaking Performance

Vlog Activity	N	Mean	SD	Minimum	Maximum
Vlog 1 (Pre-test)	16	55.47	18.80	25.00	75.00
Vlog 2	16	62.50	15.98	31.25	87.50
Vlog 3	16	65.63	14.61	43.75	87.50
Vlog 4 (Post-test)	16	70.31	11.97	56.25	93.75

Note. *N* = 16 students; *SD* = Standard Deviation.

Development of Students' Speaking Performance

Table 2 illustrates the progression of students' speaking performance across the four vlog activities. The results reveal a gradual improvement in students' speaking performance throughout the four vlog activities. The average score improved from 55.47 in Vlog 1 (pre-test) to 70.31 in Vlog 4 (post-test), representing an overall gain of 14.84 points following the implementation of vlog-mediated speaking activities.

Students showed continuous progress throughout the implementation, with their mean scores increasing from 55.47 in Vlog 1 to 70.31 in Vlog 4. This gradual increase suggests that students' speaking abilities developed through continuous participation and practice in vlog-based activities. Moreover, the reduction in standard deviation from 18.80 in Vlog 1 to 11.97 in Vlog 4 indicates that students' speaking performances became more stable and consistent over time.

This progress may be explained by the characteristics of vlog-based activities, which allowed students to practice repeatedly, reflect on their performance, and prepare more effectively before speaking tasks. By planning content, recording speaking performances, and evaluating their own videos, students had opportunities to enhance pronunciation, expand vocabulary usage, and improve speaking fluency. These findings are consistent with previous research indicating that vlog and video-based learning activities provide meaningful speaking practice opportunities and contribute to the development of learners' oral communication skills (Huang, 2021; Saed et al., 2021; Weganofa & Khoiro, 2021).

Statistical Difference Between Pre-test and Post-test Scores

To examine whether the improvement in students' speaking performance was statistically significant, a paired-sample *t*-test was performed using SPSS. The analysis was conducted by comparing students' speaking scores obtained from Vlog 1 (pre-test) and Vlog 4 (post-test). The results of the paired-sample *t*-test analysis are presented in Table 3.

Table 3. Paired-Sample *t*-Test Results

Comparison	Mean Difference	<i>t</i> -value	df	Sig. (<i>p</i> -value)	Effect Size
Vlog 1 (Pre-test) – Vlog 4 (Post-test)	14.84	5.69	15	< .001	1.42

Note. *N* = 16 students. The result is statistically significant at $p < .05$.

Statistical Improvement in Students' Speaking Performance

Table 3 presents the findings of the paired-sample *t*-test comparing students' speaking performance before and after the implementation of vlog-mediated speaking activities. The analysis indicates a mean difference of 14.84 points, demonstrating that students obtained higher scores in the post-test than in the pre-test. The statistical results confirmed a significant improvement in students' speaking performance, with $t(15) = 5.69$, $p < .001$.

The effect size calculation resulted in Cohen's $d = 1.42$, which represents a large effect, indicating that vlog-mediated speaking activities had a substantial impact on students' speaking development. This finding demonstrates that the improvement was not only statistically significant but also educationally meaningful in enhancing students' oral communication abilities.

The improvement can be explained by the learning processes embedded in vlog-based activities. Throughout the implementation, students were involved in preparing speaking materials, recording their performances, and reviewing their own videos. These activities provided repeated opportunities for speaking practice and encouraged students to become more aware of their pronunciation, vocabulary selection, fluency, and accuracy. This finding aligns with Mayer's (2009) multimedia learning theory, which emphasizes that the integration of verbal and visual elements can create meaningful learning experiences. Furthermore, the result supports previous research indicating that video-based and vlog-mediated activities contribute to speaking development by promoting continuous practice, reflection, and learner engagement (Huang, 2021; Saed et al., 2021).

Students' Experiences in Vlog-Mediated Speaking Activities

Beyond the quantitative results, this study examined students' reflective responses to gain deeper insights into their experiences during the implementation of vlog-mediated speaking activities. The qualitative data were analyzed through thematic analysis by identifying recurring patterns, organizing responses into categories, and interpreting the emerging themes. The analysis revealed three major themes: increased confidence, improvement in speaking skills, and positive learning experiences.

Table 4. Themes of Students' Reflective Responses

Themes	Description	Evidence from Students' Responses
Increased Confidence	Students reported greater confidence in speaking English after participating in vlog-mediated speaking activities.	Students indicated that recording vlog videos allowed them to practice and prepare before delivering their final speaking performance.
Improvement in Speaking Skills	Students perceived improvements in pronunciation, vocabulary, fluency, and their ability to express ideas effectively.	Students stated that repeated practice through vlog activities helped them enhance their overall speaking performance.
Positive Learning Experience	Students viewed vlog-mediated activities as engaging, enjoyable, and beneficial for developing English speaking skills.	Students described vlog activities as interesting and different from conventional speaking practices in the classroom.

Note. The themes were identified through thematic analysis of students' reflective responses.

Qualitative Findings of Students' Experiences

The first emerging theme was increased confidence. Students expressed that vlog-mediated activities helped them feel more comfortable and confident when speaking English. The process of preparing and recording their own videos provided opportunities to practice before completing their final performances. Through repeated practice and exposure to speaking tasks, students were able to reduce speaking anxiety and improve their confidence in expressing ideas orally. This finding is in line with previous studies indicating that digital-based speaking activities can create supportive learning environments that encourage communication practice and confidence development (Godwin-Jones, 2018; Prayudha, 2023).

The second theme was improvement in speaking skills. Students perceived that participating in vlog activities contributed to the enhancement of several speaking aspects,

including pronunciation, vocabulary, fluency, and accuracy. By recording and reviewing their videos, students were able to recognize their weaknesses and make improvements in their speaking performance. This qualitative evidence supports the quantitative findings, which showed an increase in the students' average scores from 55.47 in Vlog 1 to 70.31 in Vlog 4. The results indicate that consistent speaking practice through vlog activities played an important role in supporting students' oral language development.

The third theme was positive learning experience. Students viewed vlog activities as an engaging and innovative learning approach because they integrated English practice with digital media. Compared with conventional speaking activities, vlog projects provided greater opportunities for creativity, personal expression, and active participation. This finding supports previous research demonstrating that vlog-based learning activities can enhance student engagement and create meaningful opportunities for language practice (Huang, 2021; Weganofa & Khoiro, 2021).

Overall, the qualitative findings demonstrate that vlog-mediated speaking activities contributed not only to improvements in students' speaking performance but also to positive learning experiences. Students' reflections highlight the importance of repeated practice, self-assessment, and the use of digital media in facilitating speaking development.

Integration of Quantitative and Qualitative Findings

The combination of quantitative and qualitative findings provides a more comprehensive understanding of the influence of vlog-mediated speaking activities on students' speaking development. The quantitative results indicated a continuous improvement in students' speaking performance, with the mean score increasing from 55.47 in Vlog 1 (pre-test) to 70.31 in Vlog 4 (post-test). Additionally, the paired-sample *t*-test confirmed a statistically significant difference between pre-test and post-test scores, $t(15) = 5.69$, $p < .001$, with a large effect size (Cohen's $d = 1.42$).

The qualitative findings further explained the factors underlying students' improvement in speaking performance. Students' reflective responses revealed that vlog activities provided valuable opportunities for repeated practice, preparation, and self-evaluation. These learning experiences helped students enhance their pronunciation, vocabulary use, fluency, and confidence in speaking English. Therefore, the improvement observed in the quantitative results was supported by students' active engagement throughout the vlog creation process.

The integration of both data sources indicates that vlog-mediated speaking activities influenced both measurable speaking outcomes and students' overall learning experiences. While the quantitative data demonstrated improvements in speaking ability, the qualitative data provided deeper insights into the learning processes that contributed to these improvements. This finding supports Creswell and Creswell's (2023) argument that mixed-method research enables researchers to combine statistical evidence with participants' experiences to achieve a more comprehensive understanding of research phenomena.

In conclusion, the combined findings suggest that vlog-mediated speaking activities are an effective approach for enhancing university students' speaking development. These activities promote meaningful oral practice through digital media while encouraging reflection, creativity, and continuous improvement. The findings are consistent with previous studies showing that vlog and video-based learning activities can improve students' speaking performance, engagement, and confidence (Huang, 2021; Saed et al., 2021).

5. Conclusion

This study examined the effectiveness of vlog-mediated speaking activities in improving university students' speaking skills through a mixed-method approach. The quantitative results demonstrated that students' speaking performance increased following their participation in vlog-based activities. The average score improved from 55.47 in Vlog 1 (pre-test) to 70.31 in Vlog 4 (post-test). In addition, the paired-sample *t*-test indicated a statistically significant difference

between students' pre-test and post-test scores, confirming that vlog-mediated speaking activities positively contributed to students' speaking development.

The qualitative findings further highlighted students' learning experiences throughout the implementation of vlog activities. Analysis of students' reflective responses revealed three primary themes: increased confidence, improvement in speaking skills, and positive learning experiences. Students reported that vlog activities offered valuable opportunities for repeated practice, self-reflection, and expressing ideas in English. These findings complemented the quantitative results by explaining the learning processes that supported students' improvement in speaking performance.

Overall, the findings suggest that vlog-mediated speaking activities can support university students' speaking development by providing opportunities for continuous practice and reflection. The integration of digital media and meaningful communication tasks encouraged students to actively engage in English speaking practice while developing confidence and self-awareness. Therefore, vlog-based learning can serve as an alternative strategy in English speaking instruction to provide students with greater opportunities for continuous oral communication practice.

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