


The Use of Vlog-Making to Encourage Passive Students to Speak English

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Kethrin Ingkeatubun, Oktavia Widiastuti, *Lasim Muzammil 

¹²³Universitas PGRI Kanjuruhan Malang, Indonesia

Corresponding Author: muzammil_lasim@unikama.ac.id

ABSTRACT

Speaking skill development is a crucial goal in EFL instruction, however many junior secondary school students remain passive due to anxiety and fear of negative evaluation. While previous studies have extensively explored public video-based speaking tasks, research focusing on the use of private vlog-making for passive EFL learners remains limited, particularly in secondary school contexts. This study aims to investigate private vlog-making as a pedagogical strategy to encourage passive students to engage more actively in English speaking. Adopting a qualitative descriptive design, the study was conducted at a public junior secondary school in Malang involving ten ninth-grade passive students who produced two private vlogs over three weeks. Data were collected through vlog recordings, semi structured interviews, and classroom observations, and analyzed using thematic analysis. The findings reveal that private-vlog making fosters a psychologically supportive environment that promotes repeated speaking practice, enhance learners' confidence, and facilitates greater classroom participation. The study concludes that private-vlog making is an effective and inclusive approach for supporting speaking development among passive EFL learners.

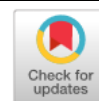
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INTRODUCTION

English functions as a global means of communication and plays a vital role in formal education, particularly at the junior secondary school level. At this stage, learners are expected to develop communicative abilities that support academic engagement as well as intercultural interaction. Among the four fundamental language skills—listening, speaking, reading, and writing—speaking is often considered the most demanding, yet it remains essential. This skill directly reflects learners' communicative competence and their capacity to negotiate meaning in real-life contexts. Through oral communication, students convey ideas, interact socially, and participate actively in both academic and everyday discourse (Nguyen, 2024).

Despite its significance, English instruction in many Indonesian junior secondary schools continues to encounter persistent challenges, particularly in terms of students' limited participation in classroom speaking activities. A considerable number of learners tend to remain silent, avoid oral interaction, hesitate to share opinions, and experience fear of making mistakes, which commonly manifests as anxiety and shyness. Passive students in this study refer to learners who demonstrate limited classroom speaking participation, often accompanied by psychological constraints such as speaking anxiety, fear of making mistakes, and low confidence. These psychological constraints substantially impede the development of speaking skills and remain a major concern in EFL pedagogy, as learners frequently experience fear of negative evaluation, anxiety triggered by corrective feedback, and heightened apprehension in evaluative speaking contexts (Hassan, 2023).

This problem is further intensified by teacher-centered instructional practices that emphasize high-stakes oral performances, such as spontaneous questioning or individual presentations conducted in front of the class. Although these activities aim to assess speaking

ability, they often increase social pressure and performance anxiety, particularly among passive learners, thereby limiting opportunities for gradual skill development and reinforcing avoidance behaviors (Chi et al., 2025). Moreover, the absence of psychologically safe learning environments and limited opportunities for repeated, low-risk speaking practice frequently result in stagnation in students' oral proficiency. These conditions underscore the urgent need for pedagogical approaches that address not only linguistic competence but also the psychological and social dimensions of speaking.

Recent advances in digital communication technology, especially the widespread availability of video recording tools, have created new opportunities for transforming language learning practices. Such developments align closely with the digital habits of contemporary learners who are accustomed to producing and engaging with multimedia content. One instructional innovation that has gained increasing attention is vlogging, which involves the creation of personal video recordings to express ideas and reflect on learning experiences. Research suggests that vlog-based activities enable learners to record, review, and revise their speech in private or semi-private settings, thereby reducing the pressure associated with immediate public evaluation (Nguyen, 2024).

Within these digital environments, students can engage in deliberate practice and structured self-reflection, which have been shown to enhance speaking confidence and gradually reduce anxiety through repeated video-based speaking practice. Empirical studies also indicate that video-based learning contributes positively to pronunciation, fluency, lexical development and learner motivation, as learners report feeling more comfortable, confident, and fluent when speaking through video recordings compared to in-class oral tasks (Chi et al., 2025).

In EFL contexts, limited exposure to English outside the classroom often restricts opportunities for sustained speaking practice, which makes fluency development particularly challenging for learners (Lopez et al., 2021). These challenges are more pronounced among passive students, whose speaking development is often constrained by anxiety, fear of negative evaluation, and limited confidence, leading to hesitation and avoidance of oral participation (Nguyen, 2024).

In contrast, learners with stronger speaking self-efficacy tend to demonstrate greater willingness to take communicative risks and participate in speaking tasks, highlighting the importance of learning environments that support confidence and reduce emotional pressure (Pramerta, 2021). Digital learning environments offer conditions that may help address these affective challenges by providing learners with greater control over their speaking performance. Video-based speaking activities enable learners to rehearse, record, and revise their oral production prior to sharing, which has been found to reduce anxiety and support gradual confidence development (Han et al., 2024). Such practices allow learners to focus on meaning construction and self-improvement rather than immediate evaluation, thereby fostering more sustainable speaking development (Jannah et al., 2024).

Although numerous studies have examined the use of vlogs and video-based speaking tasks, most of this research has focused on confident learners and publicly accessible platforms. For example, previous studies reported positive outcomes of video recording activities shared with online audiences through platforms such as YouTube, particularly in terms of speaking performance, learning experiences, and learner motivation (Widiastuti et al., 2022). However, public video sharing inherently involves social visibility and performance pressure, which may not be suitable for passive anxiety-prone learners, especially at the junior secondary level, where sensitivity to peer judgment is more pronounced.

In contrast, the pedagogical potential of private vlog-making, where speaking recordings are accessible only to teachers or selected viewers, remains relatively underexplored in EFL contexts. Limited empirical attention has been given to how private vlog-based speaking practices may function as psychologically supportive environments that reduce anxiety while encouraging gradual engagement in speaking activities (Jannah et al., 2024). This gap is further evident in studies that emphasize speaking outcomes through

quantitative designs, with less focus on learners' lived experience and emotional responses during speaking practice (Habibillah & Martriwati, 2025).

Unlike previous vlog-based speaking studies that emphasize public performance and measurable speaking outcomes, this study foregrounds private vlog making as a pedagogical space for gradual engagement, focusing on how passive learners experience speaking development within psychologically safe conditions. To achieve these objectives, this research adopts a qualitative descriptive design that emphasizes learners' lived experiences and perceptions. By examining emotional responses, learning processes, and developmental changes during private vlog-based speaking practice, the study provides an in-depth, learner-centered perspective that complements previous research dominated by quantitative approaches and public digital platforms. Consequently, this study contributes to the field of technology-enhanced language learning by highlighting an inclusive pedagogical strategy that accommodates learners' psychological needs and diverse learning preferences.

In light of the crucial need for pedagogical approaches that reduce anxiety and support gradual speaking development, this study aims to understand the role of private vlog-making in addressing passivity among EFL learners. Therefore, the research is guided by two interconnected questions: (1) How does private vlog-making serve as a pedagogical tool to encourage passive students to take part in English-speaking activities? (2) How do learners perceive and experience this practice in terms of changing their fluency, confidence, and participation during classroom speaking tasks? These questions enable the study to capture not only the effectiveness of the method but also the nuanced, subjective experiences that shape learners' engagement with speaking.

METHOD

This study employed a qualitative descriptive research design to examine how private vlog-making activities support passive students in developing speaking fluency, confidence, and classroom participation. This design was selected because it allows for an in-depth exploration of participants' experiences and observable behavioral changes within a natural classroom setting, without manipulating instructional variables. Grounded in a constructivist perspective, the approach enables themes to emerge inductively from the data, providing a contextualized and realistic portrayal of the learning process, particularly among passive learners who remain underrepresented in existing research.

Participants

The study was conducted at a public junior secondary school in Malang, East Java, Indonesia. The school serves students from diverse socio-economic backgrounds and implements English as a compulsory subject across all grade levels (Grades VII-IX). The institution is supported by adequate technological facilities, including a computer laboratory and stable internet access, although students' ownership of personal recording devices varies. The research focused on ninth-grade students who were in their final year of junior secondary education and were expected to have acquired basic communicative competence in English. Despite several years of English instruction, classroom observations and consultations with the English teacher revealed uneven participation in speaking activities. A number of students consistently demonstrated behavioral indicators of passivity, such as minimal voluntary oral participation, reluctance to respond teacher questions, frequent silence during speaking activities, and avoidance of oral performance. These behaviors were often accompanied by psychological indicators, including speaking anxiety, fear of making mistakes, and low confidence when using English orally. These conditions highlighted the need for more supportive speaking practices tailored to passive learners.

Participants were selected using purposive sampling to ensure relevance and richness of information. Selection criteria were based on systematic classroom observations, English teacher recommendations, and student self-assessment questionnaires aimed at identifying passive EFL learners characterized by low oral participation, limited speaking confidence, and indications of speaking anxiety. Inclusion criteria included (1) consistently low oral

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participation in English-speaking activities, (2) observable signs of speaking anxiety or reluctance to speak, (3) basic technological literacy required to complete video-recording tasks, and (4) informed consent obtained from both students and parents. A total of ten ninth-grade students were selected, which was considered sufficient to achieve data saturation and enable in-depth qualitative analysis.

Instruments

The research instruments consisted of private vlogs, semi-structured interview guidelines, classroom observation sheets, and self-reflection questionnaires. The vlog recordings served as the primary data source, capturing students' speaking development directly, with particular attention to speaking fluency, linguistic features, paralinguistic cues, and content organization, in line with principles of meaningful speaking practice (Nation & Newton, n.d.).

Semi-structured interviews were conducted to explore students' experiences, perceptions, confidence development, and challenges encountered during the private vlog-making process. Interviews were conducted in Indonesian to ensure participants' comfort and clarity of expression and were transcribed verbatim for analysis. The interview focus was informed by studies on speaking confidence, self-efficacy, and learner perceptions in vlog-based language learning (Zhang & Yue, 2021).

Classroom observations were carried out before, during, and after the implementation of the vlog activities to document patterns of speaking participation, indicators of confidence, and student engagement in oral classroom tasks. Observational data functioned to corroborate findings from the vlog recordings and interviews by capturing visible behavioral changes over time.

Procedures

The vlog activities were implemented over a three-week period in a staged manner. During the first week, students received training on vlog production, including basic video recording techniques, simple editing procedures, task submission guidelines, and explanations regarding privacy and assessment criteria. A sample vlog was presented to model the expected task. Students then practiced creating a short self-introduction vlog of approximately one minute without a formal assessment to build familiarity and reduce speaking anxiety (Sun, 2009).

In the second week, students produced two private vlogs, each with a duration of one to two minutes on familiar and low-demand topics, namely Holiday Experience and My Daily Routine. The vlogs were recorded individually outside classroom hours and submitted privately to the teacher. Students were informed that the recordings would not be shared with peers and were encouraged to prioritize fluency and idea expression rather than grammatical accuracy. To support speaking development, learners were allowed to re-record their vlogs multiple times prior to submission, enabling rehearsal and self-reflection (P Nation & Newton, n.d.); (Thornbury, 2005). Following the submission, students received written feedback from the teacher that focused on clarity of content, learner effort, and specific aspects requiring improvement, accompanied by brief individual consultations when needed.

In the third week, students completed a self-reflection questionnaire to compare their first and second vlog performances. Semi-structured interviews were also conducted to further explore students' experiences, perceptions, confidence development, and challenges. Classroom observations were carried out to identify changes in speaking participation behavior and the transfer of confidence from vlog tasks to in-class interactions.

Ethical Considerations

Ethical considerations were carefully addressed throughout the study. Prior to data collection, informed consent was obtained from the school administration, participating students, and their parents or guardians. Participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any stage without penalty. To ensure privacy, all vlog recordings were submitted privately and were accessible only to the teacher-researcher. The videos were not shared with peers or published on any public platform. To maintain confidentiality, participants' identities were anonymized

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using pseudonyms or codes (e.g. S1, S2), and all data, including video recordings, interview transcripts, and observation notes, were used solely for research purposes and securely stored.

Data Analysis

All data were analyzed using thematic analysis based on the six-phase framework developed by (Braun & Clarke, 2006). The researcher first conducted data familiarization by repeatedly reviewing vlog recordings, interview transcripts, and observation notes to gain an in-depth understanding of the data. This was followed by initial inductive coding, where meaningful data segments related to speaking fluency, confidence, classroom participation, speaking anxiety, and coping strategies were systematically identified. In the next phase, the generated codes were examined and grouped into potential themes based on conceptual similarities. Codes with related meanings were then grouped into broader themes, which were reviewed, refined, and clearly defined and name to clearly represent their core meanings. The finalized themes were reported through an analytic narrative supported by interview excerpts, observational evidence, and data from vlog recordings, and were interpreted in connection with relevant literature.

Data trustworthiness was ensured through source triangulation across vlog recordings, interviews and classroom observations. Member checking was conducted to confirm interpretive accuracy. Peer debriefing with the academic supervisor and collaborating teacher. Thick description to enhance transferability, researcher reflexivity, and the maintenance of an audit trail throughout the analysis process (Morse et al., 2002).

FINDINGS AND DISCUSSION

The findings presented in this section are derived from thematic analysis of private vlog recordings, semi-structured interviews, and classroom observations, and are discussed in relation to relevant theories and previous studies.

Table 1. Thematic Analysis of Vlog, Interview, and Observation Data

Theme	Vlog Data	Interview Data	Observation Data
Psychological Safety	Students appear more relaxed during speaking activities, as indicated by calmer facial expressions, stable tone of voice, and less tense body language when recording vlogs.	Students report feeling safer and less afraid of making mistakes, as the vlogs are private and only accessed by the teacher, reducing fear of peer judgment.	Previously passive students begin to attempt speaking activities, show increased eye contact, and display reduced anxiety during oral tasks.
Speaking Fluency	The second vlog demonstrates shorter pauses, reduced word repetition, and more coherent idea flow compared to the first vlog.	Students perceive improvement in fluency due to opportunities to re-record, correct errors, and practice without time pressure.	Students respond more quickly to teachers' questions and no longer remain silent for extended periods before answering.
Speaking Confidence	Increased voice volume, more assertive intonation, and clearer message delivery are evident in later vlog recordings.	Students express higher confidence in their English-speaking ability after observing their progress through vlogging activities.	Greater confidence is observed through clearer voices, more open posture, and willingness to speak despite making errors.
Classroom Participation	The vlog serves as a private speaking practice rather than direct classroom interaction.	Students feel more prepared and confident to participate in classroom discussions after developing ideas and language through vlogging.	Participation frequency increases, with students actively answering questions and engaging in pair and group discussions.
Challenges	Students frequently repeat recordings, appear awkward at the initial stage, and struggle to produce natural expressions.	Students feel uncomfortable watching themselves on video, worry about their voice or appearance, and face	Some students require a longer adaptation period and teacher support, including guidance, flexible time allocation,

technical issues related to devices and recording environment. and positive feedback.

Private Vlog-Making as a Pedagogical Strategy to Encourage Passive Students' Speaking Engagement

The analysis indicated that private vlog-making effectively encouraged passive students to participate in English speaking activities by providing a psychologically safe learning environment. Students consistently reported that speaking privately through video recordings helped reduce anxiety, fear of negative evaluation, and feelings of embarrassment that are commonly experienced during classroom speaking tasks. One student explained that private speaking enabled them to focus more on expressing ideas rather than being concerned about peer judgment, stating, "Recording the vlog privately made me feel less afraid of making mistakes because no one was watching me directly" (Participant S6). In contrast to live oral activities, private vlogs eliminated immediate peer judgment, allowing students to concentrate on delivering their message instead of dealing with social pressure (Martin & Alvarez Valdivia, 2017; Chaisiri, 2022).

This finding aligns with Willingness to Communicate (WTC) theory, which emphasizes that learners' readiness to speak is strongly influenced by situational factors such as perceived risk and emotional safety. By minimizing social threat, private vlog-making increased students' situational WTC and lowered affective barriers that typically inhibit passive learners (Chaisiri, 2022). Classroom observations supported this interpretation, as students who previously avoided speaking showed greater willingness to attempt oral production after participating in vlog activities. As one participant reflected, "After making the vlog, I was still nervous, but I was more willing to try speaking in class" (Participant S1). This indicates that psychological safety plays a crucial role in encouraging initial speaking engagement among passive learners.

In addition to fostering psychological safety, private vlog-making empowered students by providing greater control over the speaking process. Learners were able to determine when to record, how many recording attempts to make, and when to submit their final version. This sense of autonomy shifted speaking activities from a high-stakes performance into a more manageable learning experience. Opportunities for repeated recording allowed students to rehearse, revise, and gradually improve their speech, which encouraged sustained engagement rather than avoidance. As one student stated, "After practicing through the vlog, I felt more ready to speak because I had already tried saying my ideas before" (Participant S8). From a pedagogical standpoint, these findings indicate that private vlog-making serves as an inclusive instructional approach that addresses the emotional needs of passive learners by progressively scaffolding speaking engagement and enabling students to develop readiness at their own pace.

The findings suggest that private vlog-making reduces speaking anxiety more effectively than public video-based tasks because it minimizes social evaluation and performance pressure. Unlike public speaking or publicly shared vlogs, private vlog allows learners to control their audience and recording process, which reduces fear of negative peer judgment. This aligns with (Wijirahayu et al., 2025), who emphasize the importance of psychologically safe environments in alleviating speaking anxiety. Additionally, the opportunity to rehearse and record supports fluency development without the immediacy of real-time evaluation, making private vlogs particularly suitable for passive and anxiety-prone learners. Creating a psychologically safe learning environment aligns with previous studies highlighting the role of low-pressure digital speaking tasks in EFL contexts (Chaisiri, 2022; Wijirahayu et al., 2025). Similar to Jannah et al. (2024), the present study demonstrates that when learners are given control over their speaking performance and are protected from immediate peer evaluation, their willingness to communicate increases. However, this study extends earlier research by showing that such psychological safety is particularly impactful for passive learners, who often experience heightened fear of negative evaluation in public speaking situations.

Passive Students' Perceptions and Experiences of Private Vlog-Making*Perceived Improvement in Speaking Fluency*

Passive students perceived notable improvement in their speaking fluency after engaging in private vlog-making. Interview data indicated that students felt their speech became smoother, more continuous, and less interrupted by long pauses or hesitation. One participant described this change by stating, "Before participating in the vlog activity, I often paused while speaking because I was unsure how to express my ideas. After recording several times, my speaking became more fluent" (Participant S3). Analysis of vlog recordings corroborated these perceptions, showing reduced pause length, fewer repetitions, and improved idea flow across successive videos (Rohdina & Priyana, 2025).

Students attributed these improvements to opportunities for repeated practice and self-monitoring. The option to replay their own recordings enabled them to identify linguistic weaknesses, such as pronunciation problems or limited vocabulary use, and to address these issues in later attempts (Norasiah et al., 2023). As one student explained, "By watching my own video, I realized which parts were unclear and tried to improve them in the next recording" (Participant S5). This process reflects the principles of task repetition and self-regulated learning, which are widely acknowledged as effective mechanisms for developing fluency. Importantly, students understood fluency in functional terms, placing emphasis on clarity and the completion of meaning rather than on speed or grammatical accuracy. This change in perspective reduced performance pressure and encouraged greater willingness to take risks, which is essential for speaking development among passive learners.

The perceived improvement in speaking fluency through repeated vlog recording is consistent with studies emphasizing the importance of task repetition and self-monitoring in developing oral fluency (P Nation & Newton, n.d.). Previous research has shown that repeated speaking tasks allow learners to reduce hesitation and improve idea flow over time. The present findings support this view and further suggest that private vlog-making provides a practical means for passive learners to engage in such repetition without the pressure of real-time classroom performance.

Development of Speaking Confidence and Self-Efficacy

Speaking confidence emerged as a central outcome of private vlog-making. Students reported increased belief in their ability to speak English, supported by observable behavioral changes such as reduced hesitation and more relaxed delivery. Self-observation played a critical role in this process (Tukan, 2024). By watching their own recordings, students recognized progress over time, which strengthened their speaking self-efficacy. One participant expressed this clearly, stating, "When I watched my vlogs, I could see that I was improving little by little, and that made me more confident to speak English" (Participant S4).

These findings are consistent with Bandura's self-efficacy theory, particularly in relation to the role of mastery experiences in building confidence. Each completed vlog served as evidence of successful oral communication, reinforcing students' belief that improvement was possible through ongoing practice. Teacher feedback further enhanced this effect by emphasizing students' effort, progress, and clarity of message rather than focusing on errors. Classroom observations carried out after the intervention confirmed these gains in confidence, as students showed a greater willingness to answer questions, participate in discussions, and attempt oral communication, even though they still experienced mild anxiety (Rohdina & Priyana, 2025). As one student explained, "I was still nervous, but after participating through the vlogs, I was more confident to try speaking in class" (Participant S10). This suggests that confidence development among passive learners is gradual yet meaningful, characterized by increased readiness to participate rather than the complete elimination of fear (Norasiah et al., 2023).

The development of speaking confidence observed in this study aligns with Bandura's self-efficacy theory and previous research demonstrating that mastery experiences strengthen learners' belief in their speaking ability (Tukan, 2024). Similar to findings reported in video-based speaking studies, students in the present study gained confidence by observing their own progress over successive recordings. This study extends prior research by illustrating

how private, teacher-only vlogs function as a scaffold that supports gradual confidence development among learners who are initially reluctant to speak.

Transfer to Classroom Speaking Participation

A significant finding of this study was the transfer of private speaking practice to classroom participation. Although vlog-making occurred outside live classroom interaction, students demonstrated increased engagement during in-class speaking activities (Chaisiri, 2022). Several participants who had previously remained silent began responding to teacher prompts and contributing to pair or group discussions. Classroom observation data confirmed that students showed reduced hesitation and more frequent verbal participation after the intervention.

Students reported that private vlog-making served as preparation for speaking activities in the classroom. By rehearsing ideas and language in a private setting, they felt better prepared to speak spontaneously during class. One participant noted, "After practicing through vlogs, I felt more prepared to speak in class because I had already practiced my ideas before" (Participant S9). This suggests that private vlogs function as a scaffold that connects private rehearsal with public communication. Although not all students became consistently active speakers, the overall increase in classroom participation reflects a positive change in willingness to communicate and challenges the assumption that speaking development must depend primarily on public performance (Rohdina & Priyana, 2025).

Consistent with earlier studies on the transfer effects of digital speaking tasks (Chaisiri, 2022), the present findings indicate that private speaking practice can positively influence learners' classroom participation. While previous research has mainly focused on confident learners or publicly shared video tasks, this study demonstrates that private vlog-making can effectively bridge the gap between individual rehearsal and public classroom interaction for passive students, resulting in increased willingness to participate even when anxiety has not been fully eliminated.

Challenges and Pedagogical Support in Implementing Private Vlog-Making

Despite the positive improvements in speaking fluency and confidence, students faced several technical and emotional challenges during the vlog-making process. Some students experienced technical difficulties related to device availability, storage limitations, or video uploading, while others struggled to find quiet recording environments, leading to repeated takes and increased fatigue. Emotionally, many students reported discomfort when seeing themselves on camera and became overly critical of their voice or appearance. One participant shared, "I felt uncomfortable seeing myself on video and kept thinking that my speaking was not good enough" (Participant S2).

To address these challenges, the teacher offered step-by-step guidance, clear recording instructions, and flexible submission deadlines, enabling learners to work at their own pace. Continuous encouragement and individualized feedback helped lessen perfectionism and redirected students' focus from appearance toward communicative objectives (Martin & Alvarez Valdivia, 2017). One student highlighted the usefulness of teacher feedback, stating, "The teacher's feedback helped me focus on what I needed to improve instead of feeling discouraged by my mistakes" (Participant S7). The use of private submission channels further enhanced psychological safety, as students were aware that their videos would not be accessible to peers.

With a combination of emotional support, technical assistance, and clear expectations, students gradually overcame their initial hesitation and became more confidently involved in the vlog-making process. These findings indicate that the effectiveness of private vlog-making is determined not only by the activity itself but also by the presence of empathetic, consistent, and well-structured pedagogical support from the teacher. When properly integrated into instruction, private vlog-making functions as a low-pressure yet meaningful learning strategy that supports linguistic development, addresses affective needs, and encourages gradual classroom participation among passive EFL learners.

The challenges reported in this study, including technical constraints and self-consciousness during video recording, echo difficulties identified in earlier video-based

learning research (Martin & Alvarez Valdivia, 2017). However, the findings highlight that these challenges can be mitigated through structured pedagogical support, such as clear instructions, flexible deadlines, and supportive feedback. This reinforces previous studies suggesting that the effectiveness of technology-enhanced speaking tasks depends not only on the tool itself but also on the quality of teacher scaffolding.

CONCLUSIONS

This study concludes that private vlog-making offers an effective and supportive approach for improving English-speaking skills among passive secondary school students. By providing a low-pressure and psychologically safe environment, the vlog tasks helped reduce anxiety, fear of making mistakes, and performance-related stress that typically hinder students from speaking in class. The opportunity to record, review, and practice speech enabled students to develop fluency gradually, become more familiar with language use, and build stronger speaking confidence through repeated practice. The findings further indicate that improvements gained through private vlog-making transferred into classroom participation. Students who previously avoided speaking became more willing to respond to teacher prompts, participate in discussions, and produce clearer and more fluent oral responses. Although some technical and emotional challenges emerged during the vlog-making process, these were effectively mitigated through teacher scaffoldings, flexible timelines, and supportive feedback that emphasized progress rather than perfection. Despite these positive outcomes, this study has several limitations. The findings are based on a small number of participants from a single school and rely on a qualitative design, which may limit the generalizability of the results. Future research is therefore encouraged to involve larger and more diverse samples and to employ mixed-methods approaches to examine the long-term effects of private vlog-making on speaking development. Overall, private vlog-making represents a practical, inclusive, and learner-centered strategy that supports oral development.

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