

A Case Study on the Implementation of Teacher-Assigned YouTube Vlog Project in Teaching English Public Speaking: Students' Benefits and Challenges

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A B S T R A C T

Public speaking is a challenging skill for EFL students due to anxiety, low confidence, and limited practice opportunities. This study explores the use of YouTube vlog assignments in teaching English public speaking to 25 tenth-grade students and one English teacher at a senior high school in Sidoarjo, East Java. Using a qualitative case study design, data were collected from students' vlog submission and semi-structured interviews, then analysed through thematic analysis. The findings show that vlog projects were implemented through planning, scripting, recording, editing, and uploading stages. Students reported greater confidence and lower anxiety because they could practice repeatedly before sharing their work. However, challenges such as nervousness, fear of evaluation, and technical difficulties persisted. Overall, YouTube vlogs provide a supportive and flexible medium for improving public speaking skills when accompanied by appropriate teacher guidance.

Keywords: *YouTube Vlog, Public Speaking, Learning Media*

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INTRODUCTION

Speaking has been widely regarded as one of the most essential skills in English language learning because it enables learners to communicate ideas, opinions, and information orally. Among previous speaking activities, public speaking is considered particularly demanding since it requires not only linguistic competence but also psychological readiness, confidence, and the ability to organize ideas clearly (Harmer, 2007). Likewise, Lucas (2020) argues that public speaking is not merely about producing grammatically correct utterances but about delivering messages effectively and confidently to an audience. Therefore, developing students' public speaking ability has become one the important objectives in English language teaching, especially in English as a Foreign Language (EFL) contexts.

Despite its importance, public speaking remains a challenging skill for many EFL students. Previous studies have consistently reported that learners often experience anxiety, fear of negative evaluation, lack of self-confidence, and limited opportunities for structured speaking practice (Horwitz & Cope, 1986; Lucas, 2020). Thompson (2018) further explains that effective public speaking requires not only articulation but also body language and audience engagement, all of which demand guided instruction and repeated practice. However, in many classroom contexts, students are frequently expected to perform speaking tasks directly in front of their peers with minimal preparation, a condition that may increase anxiety rather than support confidence development.

Preliminary observation conducted by the researcher in a senior high school in Sidoarjo indicated that many students experienced difficulties when performing English public speaking tasks. Many students appeared nervous, hesitant, and reluctant to speak, which negatively affected their fluency and overall speaking performance. These conditions suggest

that conventional speaking activities have not fully addressed students' affective needs, particularly in reducing anxiety and providing sufficient opportunities for rehearsal and reflection. Therefore, alternative learning media that can facilitate speaking practice in a less threatening environment are needed.

The rapid development of digital technology has provided new possibilities for language learning, particularly in speaking instruction. One digital platform that has attracted considerable attention is YouTube. As one of the most popular video-sharing platforms, YouTube offers learners opportunities to access authentic language input while simultaneously encouraging them to produce their own spoken content. Robin (2006) explains that digital storytelling through video allows learners to express ideas, reflect on their performance, and engage in meaningful language use. Unlike traditional classroom presentations, vlog-based activities enable students to plan, record, review, and revise their speech before sharing it, thereby giving them greater control over the speaking process.

YouTube vlogs have increasingly been recognized as a potential learning medium for improving speaking skills. Through vlog assignments, students can practice speaking in a more comfortable environment, repeat recordings whenever necessary, evaluate their own performance, and revise feedback from both teachers and peers. Such features help students gradually improve their confidence and fluency while reducing the pressure commonly associated with live classroom presentations. In addition, the process of planning, recording, and editing videos encourages students to actively construct meaning rather than passively receive information.

Previous studies have reported positive outcomes regarding the use of YouTube and vlogs in language learning. Gale and Kung (2018) found that student-created vlogs promoted meaningful language use and learner autonomy because students needed to organize ideas, rehearse their delivery, and evaluate their own speaking performance. Similarly, Sari (2018) reported that vlog-based speaking activities increased students' motivation and confidence, while Kelsen (2009) observed that YouTube-based activities enhanced students' engagement and provided exposure to authentic language use. Furthermore, Munir et al. (2021) argued that YouTube can function as an effective digital learning tool when it is integrated purposefully into classroom instruction. These findings suggest that YouTube vlog activities provide a supportive environment for developing students public speaking skills.

From a theoretical perspective, the implementation of YouTube vlog projects can be explained through several educational theories. Vygotsky's (1978) Sociocultural Theory emphasizes that learning occurs through social interaction and the use of mediating tools. In this context, YouTube serves as a digital tool that mediates students' speaking practice and allows them to interact through reflection and feedback. In addition, Mayer (2020) Cognitive Theory of Multimedia Learning explains that combining visual and auditory information enhances understanding and retention, which is reflected in the use of video-based speaking activities. Bandura's (1997) concept of self-efficacy also suggests that students' confidence can develop through repeated practice and successful task completion, while Robin (2006) concept of digital storytelling supports the use of vlog creation as a meaningful learning process involving planning, recording, and reflection.

Although previous studies have discussed public speaking difficulties and the educational use of YouTube, several gaps remain. Most existing studies have primarily focused on YouTube as a source of learning input rather than as a medium for structured speaking introduction. Moreover, many studies have emphasized learning outcomes or students' perceptions without providing detailed explanations of how teachers design, implement, and manage YouTube vlog assignments in actual classroom practice. Research that specifically investigates teacher-assigned YouTube vlog projects in English public speaking classes at the Indonesian senior high school level is still limited. Consequently, there is a need for qualitative research that explores not only the implementation procedures adopted by teachers but also students' experiences, perceived benefits, and challenges during the learning process.

Therefore, this study aims to investigate the application of YouTube vlogs as learning media in teaching English public speaking at the senior high school level. Specifically, the study explores how the teacher implements YouTube vlog projects, the teacher's teaching background and considerations in using the projects, the benefits perceived by students, and the challenges they encounter during the process of creating and uploading YouTube vlogs for English public speaking practice.

METHOD

This study employed a qualitative case study design. According to [Creswell and Poth \(2021\)](#), a case study is an in-depth exploration of a bounded system within its real-life context. A bounded system refers to a specific setting, group, or activity that is clearly limited by time and place. This design was considered appropriate because the purpose of the study was not to test hypotheses or examine statistical relationships, but rather to gain a comprehensive understanding of how a teacher-assigned YouTube vlog project was implemented in an English public speaking class and how students experienced the learning process.

The bounded case in this study was a tenth-grade English classroom at a senior high school in Sidoarjo, East Java, where YouTube vlog assignments were integrated into public speaking instruction during one academic period. The research focused on the implementation of the vlog project, the teacher's instructional practices, students perceived benefits, and the challenges encountered throughout the learning process.

Respondents

The participants consisted of one English teacher and twenty-five tenth-grade students from SMA Negeri 1 Taman, Sidoarjo, East Java. The teacher was selected because she designed and implemented the YouTube vlog project as part of the public speaking course, while students had completed the assignment before the data collection process began. This study employed purposive sampling, which is commonly used in qualitative research to select participants who have direct experience with the phenomenon under investigation ([Palinkas et al., 2015](#)). The selection criteria included: (1) students who had completed the YouTube vlog project as part of their English public speaking class, and (2) the English teacher who assigned and supervised the project. The student participants represented diverse levels of speaking ability, confidence, and digital literacy, enabling the researcher to capture a wide range of perspectives and learning experiences. Prior to the data collection process, all participants were informed about the purpose of the study and voluntarily agreed to participate. To ensure confidentiality pseudonyms were used in the presentation of the findings.

Table 1. Participants of the Study

Participants	Number
English Teacher	1
Students	25
Total	26

Instruments

The primary instrument of this study was a semi-structured interview guide. The interview questions were designed based on the research questions to explore both students' and the teacher's experiences regarding the implementation of YouTube vlog projects in English public speaking instruction. For the students, the interview questions focused on their experiences during the planning, recording, editing, and uploading stages, as well as their perceptions of confidence, motivation, and speaking development. For the teacher, the questions explored the rationale for implementing the vlog project, instructional strategies, classroom procedures, and observations regarding students' progress and challenges. In addition to the interview guide, students submitted vlog videos were used as supporting

documents. Rather than serving as the main source of analysis, the vlogs provided contextual evidence to complement and strengthen the interview findings.

Procedures

Data were collected from two primary sources: students' YouTube vlog assignments and semi-structured interviews. First, the researcher obtained the vlog videos that had been produced and submitted by students as part of their English public speaking assignment. The videos were reviewed descriptively to observe general aspects of students' speaking performances, including organization, fluency, pronunciation, and delivery style.

After reviewing the vlog's, semi-structured interviews were conducted with the English teacher and selected students. The student participants were chosen to represent different levels of confidence, speaking ability, and gender in order to obtain diverse perspectives. The interviews were conducted individually, either face-to-face or online depending on participants' availability, and each session lasted approximately fifteen to twenty minutes. All interviews were conducted in Indonesian to enable participants to express their thoughts and experiences more naturally. With participants' permission, the interviews were audio-recorded and subsequently transcribed for analysis. The use of multiple data sources allowed the researcher to employ methodological triangulation, thereby enhancing the credibility of the findings.

Data Analysis

The data were analysed using reflexive thematic analysis proposed by [Braun and Clarke \(2019\)](#). This approach was selected because it enables researchers to identify, analyse, and interpret patterns of meaning across qualitative data while acknowledging the active role of the researcher in constructing themes.

The analysis involved six stages. First, the researcher familiarized herself with the data by reading and re-reading the interview transcripts and reviewing the vlog documentation. Second, meaningful segments of data were assigned initial codes related to students' experiences, emotional responses, and speaking development. Third, these codes were organized into broader themes representing recurrent patterns across participants' responses. Fourth, the themes were reviewed to ensure that they accurately reflected the data and were clearly distinguishable from one another. Fifth, the themes were refined and appropriately named according to their central meanings. Finally, the themes were interpreted and presented narratively by linking them to the research questions and supporting them with participants' quotations.

Through this analytical process, the study sought to provide a comprehensive understanding of how YouTube vlog projects were implemented in English public speaking instruction and how students perceived both the benefits and challenges of the learning experience.

FINDINGS AND DISCUSSION

Table 2. Summary of Findings

Research Question	Main Findings
Rq1. How does the teacher implement the youtube vlog project in teaching english public speaking?	The Teacher Implemented the Vlog Project Through Topic Selection, Script Preparation, Recording, Editing, And Uploading Stages.
Rq2. What pedagogical considerations influenced the teacher's implementation of the project?	The Teacher's Educational Background, Teaching Experience, And Awareness of Students' Anxiety and Confidence Issues Influenced the Use of Vlog-Based Assignments.
Rq3. What benefits do students perceive from the youtube vlog project?	Students Reported Increased Confidence, Improved Fluency, Better Pronunciation Awareness, And Enhanced Ability to Organize Ideas.
Rq4. What challenges do students encounter during the vlog project?	Students Experienced Speaking Anxiety, Linguistic Difficulties, Technical Problems During Recording and Editing, And Concerns About Uploading Videos Publicly.

Teacher's Implementation of YouTube Vlog Projects in English Public Speaking

The findings revealed that the teacher implemented the YouTube vlog project through several systematic stages, namely introducing the assignment, guiding students to prepare a script or draft, recording and editing the video, and finally uploading the vlog to YouTube. The assignment was integrated with the descriptive text material, requiring students to describe a place or an object through a vlog format. Rather than functioning merely as a technology-based task, the vlog project was designed to facilitate students' public speaking practice in a less stressful environment.

Before recording, students were instructed to determine a topic, collect appropriate vocabulary, and prepare a short script or scenario. Interview data indicated that almost all students regarded planning and drafting as the first and most important stage of the assignment. Preparing a draft helped them organize their ideas and reduce the possibility of forgetting what they intended to say during recording. After the preparation stage, students recorded their videos using their own mobile phones and selected locations where they felt comfortable. They were allowed to record multiple times and edit their videos before submission. Most students considered the opportunity to revise their recordings as one of the advantages of the assignment because they could correct mistakes without the pressure of performing live in front of classmates. The final stage involved uploading the completed videos to YouTube and submitting the links to the teacher. After viewing the videos, the teacher provided feedback focusing on pronunciation, fluency, and speaking delivery. The teacher believed that students generally performed more smoothly because they had sufficient opportunities to prepare and practice before recording.

The documentation analysis of students' vlog videos supported these findings. Most students demonstrated a relatively clear speaking structure consisting of greetings, topic introduction, explanation, and closing remarks. Although some hesitation, fillers, and pronunciation errors were still noticeable, students were generally able to features such as captions, transitions, and background music, indicating active involvement in producing their final work. These findings suggest that the teacher implemented YouTube vlog assignments as a structured speaking activity that combined preparation, rehearsal, performance, and reflection. This instructional process is consistent with [Harmer \(2007\)](#), who argues that effective speaking instruction should provide learners with adequate preparation before speaking. The drafting stage also functioned as a form of scaffolding that helped students organize ideas and reduce speaking anxiety. Likewise, [Nation and Newton \(2009\)](#) explain that planned speaking activities enable learners to allocate greater attention to fluency and accuracy compared with spontaneous speaking tasks. Furthermore, the use of YouTube as a learning medium reflects [Mayer's \(2020\)](#) Cognitive Theory of Multimedia Learning, which proposes that learning becomes more meaningful when verbal and visual information are processed together. The opportunity to record and review performances also supports [Robin \(2006\)](#) concept of digital storytelling, where planning, production, and reflection become integral parts of the learning process.

Teacher's Background and Pedagogical Consideration in Implementing YouTube Vlog Projects

The findings showed that the teacher's educational background and professional experience influenced the implementation of YouTube vlog projects in the English public speaking classroom. The teacher graduated from an English Education program and had studied various aspects for English language teaching, including linguistics, grammar, pronunciation, and the four language skills. In addition, she had gained teaching experience through English for Young Learners (EYL) programs, private tutoring, and volunteer activities before becoming a formal school teacher.

The teacher explained that her formal teaching experience had reached approximately six years, while her overall teaching experience, including informal settings, ranged from eight to nine years. These experiences enabled her to understand common difficulties faced by

students, especially anxiety and lack of confidence when performing speaking tasks. Another important finding concerns the pedagogical reasons underlying the use of vlog projects. The teacher observed that today's students are highly familiar with digital technology and social media platforms. Therefore, integrating YouTube into classroom instruction was considered more relevant to students' daily lives and interests. The teacher also believed that vlog assignments could reduce students' fear of making mistakes because they were allowed to re-record their performances before submission.

The findings further indicated that students were given considerable freedom in selecting topics according to their personal interests or current trends, provided that they remained consistent with the assignment objectives. This flexibility encouraged students to feel more comfortable and motivated during the speaking process. These findings can be explained through the concept of teacher cognition, which suggest that teachers' beliefs, experiences, and prior knowledge shape their instructional decisions. The teacher's understanding of students' emotional and academic needs influenced her choice of YouTube vlog projects as an alternative speaking activity.

Moreover, the implementation reflects the principle of Pedagogical Content Knowledge (PCK), in which teachers combine subject knowledge with appropriate instructional strategies to facilitate learning. The integration of technology with instruction demonstrates the teacher's effort to create a learning environment that accommodates students' characteristics and learning preferences. The findings also support [Richards \(2015\)](#), who argues that student-entered learning can increase motivation and engagement by allowing learners to participate actively in selecting meaningful learning content. In this study, students reported that choosing familiar topics helped them express ideas more confidently and reduced hesitation while speaking.

Students' Perceived Benefits of YouTube Vlog Projects for Public Speaking

The findings revealed that students perceived several significant benefits from participating in YouTube vlog projects. Based on the interview data, the most frequently mentioned advantages included increased confidence, improved pronunciation awareness, better organization of ideas, and gradual improvement in speaking fluency. One of the most prominent findings was the development of students' self-confidence. Many participants admitted that they initially felt nervous and uncomfortable when speaking English in front of a camera. However, after repeatedly planning, recording, and revising their videos, they gradually became more confident in expressing themselves. Positive comments and feedback from teachers and classmates further strengthened this confidence and encouraged them to continue improving their speaking skills.

Another important benefit concerned pronunciation awareness. Students explained that watching their own videos enabled them to identify pronunciation mistakes and articulation problems that they had not previously realized. Although some participants initially felt embarrassed when reviewing their recordings, this self-evaluation process encouraged them to speak more carefully and clearly. The vlog project also helped students organize their ideas before speaking. Since they were required to prepare scripts or notes, students had sufficient time to structure their introductions, supporting points, and conclusions. This preparation reduced confusion during recording and contributed to more coherent speech delivery.

In addition, repeated recording and rehearsal promoted smoother speaking performance. Many students explained that recording several times made them increasingly familiar with the vocabulary and content they intended to present. As a result, they experienced fewer pauses and became more fluent in delivering their messages. Overall, the findings indicate that YouTube vlog assignments provided opportunities for rehearsal, reflection, and self-correction. Rather than functioning solely as speaking tasks, the assignments encouraged students to engage actively in monitoring their own performance.

These findings are closely related to [Bandura's \(1997\)](#) theory of self-efficacy, which proposes that successful experiences strengthen individuals' beliefs in their own abilities. Completing vlog projects and receiving positive reinforcement from teachers and peers helped students develop greater confidence in using English for public speaking. The findings also support [\(Robin, 2006\)](#) concept of digital storytelling, which emphasizes that the process of planning, creating, and reviewing digital products can facilitate meaningful learning experiences. Through repeated recording and editing, students actively reflected on their own performance and gradually improved their speaking skills. Furthermore, the opportunity to review and revise videos aligns with [Hidayati \(2023\)](#) findings that video-based speaking assignments provide learners with chances to practice repeatedly and correct mistakes before submitting their work. This flexibility creates a learning environment that reduces performance pressure while encouraging continuous improvement.

Students' Challenges in Creating and Uploading YouTube Vlog Projects

Despite the benefits, the findings revealed that students encountered several challenges during the process of creating and uploading YouTube vlog projects. These challenges can generally be categorized into psychological, linguistic, technical, and social factors. Psychological discomfort emerged as one of the most common difficulties. Many students admitted feeling nervous, shy, and uncomfortable when speaking in front of a camera. Some participants started that they disliked making videos because they were not accustomed to seeing themselves being recorded. Although they were allowed to record multiple times, anxiety remained present throughout the process.

Linguistic challenges also affected students' performances. Several participants reported fear of making pronunciation mistakes, forgetting prepared lines, or lacking sufficient vocabulary to express their ideas. These concerns often caused hesitation during recording and forced students to repeat the process several times. Technical and environmental problems were another obstacle. Students experienced issues related to lighting, background noise, limited storage space in their device, and interruptions from family members while recording at home. Such condition sometimes required additional editing or repeated recording sessions, making the assignment more demanding.

The final challenge involved the process of uploading videos to YouTube. Some students felt worried that their videos would be viewed and judged by people outside the classroom. Fear of receiving negative comments or criticism created additional pressure, especially because YouTube is a public platform. Although these challenges created difficulties, most students eventually completed the assignment successfully by utilizing repeated practice, editing features, and teacher guidance. The structured nature of the project helped students gradually overcome many of the obstacles they encountered.

These findings support [Horwitz and Cope \(1986\)](#) concept of foreign language anxiety, which explains that fear of making mistakes and negative evaluation frequently influences learners' speaking performance. Speaking in front of a camera created a different form of anxiety because students anticipated that their performances could be viewed repeatedly by others. The technical and linguistic barriers identified in this study are also consistent with previous findings reported by [Lestari and Widyaningrum \(2021\)](#) and [Putri \(2020\)](#), who argue that technology-based language learning often requires students to cope with both language-related and technological challenges simultaneously. Furthermore, [Harmer \(2007\)](#) emphasizes that pronunciation remains one of the most difficult aspects of learning English as a foreign language. Students' concerns about pronunciation accuracy and fluency observed in this study support this argument. Finally, the findings highlight the importance of providing emotional and instructional support when integrating digital platforms into speaking classroom. As suggested by [Yusuf and Ramadhan \(2024\)](#), constructive feedback and clear guidance can help students feel safer and more confident when sharing their work online. Therefore, although YouTube vlog projects present several challenges, appropriate teacher support can help students transform these difficulties into valuable learning experiences.

CONCLUSIONS

This study investigated the use of YouTube vlog projects as a learning medium for teaching English public speaking at the senior high school level. The findings showed that the teacher implemented the project through topic selection, script preparation, recording, editing, and uploading. The teacher's educational background and teaching experience influenced the integration of vlog-based activities, particularly to address students' speaking anxiety and lack of confidence. Students perceived several benefits, including improved confidence, pronunciation awareness, speaking fluency, and ability to organize ideas. Rehearsing, recording, reviewing, and editing their performances also encouraged self-reflection and learner autonomy. However, students experienced challenges such as speaking anxiety, fear of linguistic mistakes, difficulty remembering content, technical problems, and concerns about sharing videos publicly. Most students overcame these difficulties through repeated practice and teacher support. Overall, YouTube vlog projects can serve as an effective alternative medium for teaching English public speaking. Successful implementation requires clear guidance, adequate technical support, and continuous teacher encouragement.

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