

## The Meaning of Vlog Utilization in Enhancing Speaking Skills: A Qualitative Study of PGSD Students at Sapta Mandiri University in the Academic Year 2024/2025

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### ABSTRACT

Penelitian ini mengkaji pemanfaatan vlog sebagai media untuk meningkatkan keterampilan berbicara di kalangan mahasiswa PGSD (Pendidikan Guru Sekolah Dasar) di Universitas Sapta Mandiri. Menyadari pentingnya keterampilan komunikasi bagi para pendidik masa depan, penelitian ini bertujuan untuk mengeksplorasi bagaimana vlog berkontribusi pada peningkatan kemampuan berbicara, kepercayaan diri, dan keterlibatan mahasiswa dalam proses pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif, mengumpulkan data melalui observasi kelas, wawancara semi-terstruktur, dan analisis konten vlog. Tiga puluh mahasiswa PGSD berpartisipasi dengan membuat vlog individu tentang topik yang terkait dengan pendidikan, praktik mengajar, dan pengalaman pribadi. Data dianalisis secara tematis untuk mengungkap pola dan wawasan yang terkait dengan pengalaman dan persepsi mahasiswa. Temuan penelitian mengungkapkan bahwa vlog berfungsi sebagai alat yang efektif untuk refleksi diri, yang memungkinkan mahasiswa untuk mengidentifikasi dan memperbaiki kesalahan berbicara. Vlog juga secara signifikan meningkatkan kepercayaan diri, motivasi, dan keterlibatan mahasiswa. Selain itu, para mahasiswa memandang vlog sebagai platform untuk kreativitas dan praktik bahasa yang autentik, yang meningkatkan kemampuan mereka untuk berkomunikasi dengan jelas dan ekspresif. Tantangan teknis memang dihadapi, khususnya dalam mengedit dan mengunggah video, tetapi hal ini juga berkontribusi pada pengembangan keterampilan literasi digital para mahasiswa. Umpan balik dari rekan sejawat memainkan peran penting dalam membantu para mahasiswa menyempurnakan intonasi, pengucapan, dan penyampaian mereka. Sebagai kesimpulan, vlog memberikan pengalaman belajar yang beragam yang mendukung pengembangan keterampilan berbicara, menumbuhkan kreativitas, membangun rasa percaya diri, dan mempromosikan kompetensi teknologi di kalangan mahasiswa PGSD. Integrasi vlog ke dalam pengajaran bahasa direkomendasikan sebagai strategi pedagogis yang inovatif dan efektif untuk meningkatkan keterampilan komunikasi dalam program pendidikan guru.

This study investigates the utilization of vlogs as a medium to enhance speaking skills among PGSD (Primary School Teacher Education) students at Sapta Mandiri University. Recognizing the importance of communication skills for future educators, the research aims to explore how vlogging contributes to the improvement of students' speaking abilities, confidence, and engagement in the learning process. The study employed a qualitative descriptive approach, collecting data through classroom observations, semi-structured interviews, and vlog content analysis. Thirty PGSD students participated by creating individual vlogs on topics related to education, teaching practice, and personal experiences. Data were analyzed thematically to uncover patterns and insights related to students' experiences and perceptions. The findings revealed that

vlogs served as an effective tool for self-reflection, enabling students to identify and correct speaking errors. Vlogging also significantly boosted students' confidence, motivation, and engagement. Moreover, students viewed vlogs as a platform for creativity and authentic language practice, enhancing their ability to communicate clearly and expressively. Technical challenges were encountered, particularly in editing and uploading videos, but these also contributed to the development of students' digital literacy skills. Peer feedback played a vital role in helping students refine their intonation, pronunciation, and delivery. In conclusion, vlogging provides a multifaceted learning experience that supports the development of speaking skills, fosters creativity, builds confidence, and promotes technological competence among PGSD students. The integration of vlogs into language instruction is recommended as an innovative and effective pedagogical strategy for enhancing communication skills in teacher education programs.



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## INTRODUCTION

Digital media as a tool for developing language skills has grown rapidly in recent years. Agustin, F.E., Qonita, & Mulyana, M.E. (2024) state that digital learning media take advantage of technological advancements to combine various elements—images, audio, and video—into a single platform that is considered more effective, flexible, and unrestricted by space and time. According to Kurniasih (2019), digital media is expected to support students' skills in listening, understanding body language, and comprehending story content. Furthermore, it is also expected to promote students' speaking skills in social interactions.

With the advancement of digital technology and social media, conventional approaches to teaching speaking skills face both challenges and new opportunities. One innovative approach that holds potential for supporting speaking skill development is the use of video blogs (vlogs) as a medium of expression and practice. Vlogs allow students to record, organize, and share ideas or stories in video format, which combines visual, verbal, and emotional aspects. The use of vlogs has been shown to encourage active engagement, increase motivation, and provide opportunities for independent and collaborative language practice (Maulidah, 2018; Aydin, 2014).

In the era of the Industrial Revolution 4.0, learning no longer takes place only in physical classrooms but also extends into digital spaces. Purwanto (2022) explains the shift in communication (media-morphosis), which has moved from conventional media (radio, television, print) to new media (online/digital). Several characteristics define the digital generation, including identity through multiple platforms (Facebook, Instagram, Twitter, Path, YouTube), a learning process heavily influenced by platforms like Google, a desire for freedom of expression, and a different sense of privacy (more open and assertive thinking). Students who are digital natives are highly familiar with platforms such as YouTube, Instagram, and TikTok. Therefore, incorporating vlogs as part of academic assignments is not only relevant but also adaptive to the characteristics of today's learners. This medium provides a real and authentic context that encourages students to think critically, creatively, and communicatively.

One of the English language skills that students must master is speaking. Speaking is a crucial output expected in communication using English. Riadil (2020) also highlights that the key point in English mastery is the ability to use it as a communication tool, as English is known to be a universal language used around the world. Students should get used to expressing their ideas by speaking in English. English-speaking ability is used to express opinions or ideas, give comments, refute others' opinions, and to ask and answer questions. According to Ur (1984:120), one of the key features of successful speaking instruction is that students are active and do most of the talking.

According to Hidayat, Z., S., & Baso, B., S. (2025), speaking skill is one of the core competencies in language learning, including both Bahasa Indonesia and English, which is especially important for pre-service teachers, particularly those in the Primary School Teacher Education (PGSD) program. For

PGSD students, good speaking skills are not only useful for everyday communication but also essential for delivering learning materials effectively in class.

PGSD students are expected to master speaking skills not only theoretically but also in practical teaching situations, which require effective, expressive, and convincing communication. However, the reality in the field shows that many students still struggle to express ideas verbally, lack confidence, and have limited experience in public speaking or speaking in front of an audience. Initial observations at Sapta Mandiri University reveal that PGSD students show a strong interest in digital media, but it has not yet been optimally utilized in speaking skills learning. Therefore, research is needed to explore how vlog use can enrich students' learning experiences and significantly improve their speaking abilities.

Based on the background above, the researcher focuses on investigating the following aspects, they are;

1. How do PGSD students at Sapta Mandiri University utilize vlogs to enhance their speaking skills?
2. What is the perceived meaning of vlog utilization in the development of speaking skills among PGSD students?
3. What are the benefits and challenges faced by PGSD students in using vlogs to improve their speaking abilities?

The purpose of conducting this research is to explore how PGSD students at Sapta Mandiri University utilize vlogs to improve their speaking skills then to understand the perceived meaning and experiences of vlog utilization in enhancing speaking skills and to identify the benefits and challenges faced by PGSD students when using vlogs as a medium to develop their speaking abilities. The researcher also hopes that this study will provide the following benefits such as, for students, it may inspire students to use creative and interactive methods, such as vlogging, to build confidence and fluency in speaking. There are also for Lecturers and Educators that the findings may offer insights into alternative teaching strategies that incorporate technology to improve language skills, especially speaking. Furthermore, for future Researchers, this study can serve as a reference or foundation for further research on digital media and language learning, especially within the context of teacher education.

The researcher focuses on the lack of studies that emphasize the use of vlogs in developing the speaking skills of students in the Primary School Teacher Education (PGSD) program, particularly at Sapta Mandiri University. This study also refers to previous research, such as Purnama, R. (2020), which investigated the use of vlogs to improve the speaking ability of students in the English Education Study Program. This research revealed that vlogs are effective in enhancing students' speaking skills because they can record and repeatedly assess their own speaking performance. Furthermore, according to the study by Hidayati, S. & Indrawati, D. (2022), on the implementation of vlogs in speaking skill learning in the English Education Study Program, the research showed that vlogs can reduce public speaking anxiety and increase students' creativity in speaking.

In addition, the study by Novianti, A. (2019) on the use of vlogs in Indonesian language learning found that students were more interested and active in the speaking learning process when assigned to create vlogs as a form of material enrichment. Meanwhile, the research by Suryani, E. (2021), which examined the use of digital media in speaking learning: A case study of PGSD students, mentioned that digital media, including vlogs, can motivate PGSD students to be more active in speaking in front of the class, although their use was still limited to other applications, not specifically vlogs.

In conclusion, previous studies mostly focused on the influence of vlogs in language programs (English and Indonesian), while there has been no research investigating how vlogs can enrich the speaking skills of PGSD students, who have a different context of speaking learning, namely speaking to children and in teaching situations. Additionally, no prior research has been conducted at Sapta Mandiri University, which has unique student characteristics and teaching methods that may differ from other universities. Therefore, this study is expected to provide new, more specific insights regarding vlog utilization in the PGSD program at Sapta Mandiri University.

According to Bandura, A. (1977), humans learn through observation and imitation. In the context of vlogging, PGSD students can learn from how they speak in front of the camera and also by observing others' videos, which can serve as speaking models, both informally and formally. This allows them to sharpen their speaking skills through self-reflection and observation. In higher education, particularly in the PGSD program, this skill is very important as it closely relates to students' ability to deliver material communicatively to their future learners (Burns, 2012).

In the learning context, vlogs offer a student-centered, interactive, and contextual learning approach (Shih, 2010). Students can learn to speak through processes such as scripting, recording, editing, and publishing, all of which constitute active learning. Additionally, vlogs provide space for self-expression, building confidence, and improving digital media literacy (Aydin, 2014).

This study refers to the constructivist approach, which emphasizes that knowledge is actively constructed by learners through interaction with their environment (Vygotsky, 1978). Creating vlogs is a constructive activity where students do not merely receive material but also create learning products. This approach aligns with the communicative approach in language learning, where interaction, the use of language in real contexts, and emotional involvement are key to effective learning (Richards, 2006).

In this study, the researcher limits the scope of the research to PGSD (Primary School Teacher Education) students at Sapta Mandiri University in the academic year 2024/2025. Moreover, the study focuses on the use of vlogs is to the development of speaking skills, specifically looking at the students' experiences, perceptions, benefits, and challenges. This study is a qualitative approach is used to gain in-depth understanding through interviews, observations, and documentation.

## **METHOD**

This research employs a qualitative method with a descriptive approach. The purpose of this study is to gain an in-depth understanding of the phenomenon regarding the use of vlogs to enhance the speaking skills of PGSD students at Sapta Mandiri University. According to Creswell (2014), qualitative research aims to explore deeper insights into the phenomena under study by considering the context and the meanings given by the research subjects. In this study, the descriptive method is used to describe the processes and outcomes of vlog utilization in improving speaking skills.

The approach used in this research is a case study. The study will be conducted with students of the Primary School Teacher Education (PGSD) program at Sapta Mandiri University. The researcher will focus on students' experiences in using vlogs as a tool to enhance their speaking abilities. The subjects of this research are all PGSD students registered in the academic year 2024/2025.

The researcher collected data using observation. The researcher observed the vlog creation process, including preparation, execution, and video editing. Observation was also conducted to see how students overcame the challenges of speaking in front of the camera. According to Patton (2015), direct observation provides rich and in-depth data about how individuals behave in a certain context (Patton, 2015). Furthermore, the researcher conducted semi-structured interviews to give students the freedom to express their opinions and feelings more openly. Semi-structured interviews allow the researcher to explore relevant topics more flexibly (Kvale, 2007). Then, the researcher evaluated the vlog content to see how students expressed their ideas in speaking, including language use, verbal and non-verbal expressions, as well as speaking skills appropriate to the audience.

The data analysis technique used by the researcher is thematic analysis. Thematic analysis is a technique used to identify, analyze, and report patterns (themes) within qualitative data (Braun & Clarke, 2006). The following are the steps of analysis that will be conducted:

1. **Data Collection and Organization:** Data from observations and interviews are collected and organized into text format.
2. **Data Coding:** The obtained data is analyzed by identifying emerging categories, which are then coded.
3. **Theme Identification:** After coding, the researcher identifies the main themes related to the use of vlogs in enhancing speaking skills.
4. **Data Interpretation:** Data grouped into themes are further analyzed to understand the deeper meaning of the phenomenon.
5. **Drawing Conclusions:** The researcher draws conclusions regarding how vlog utilization can improve the speaking skills of PGSD students at Sapta Mandiri University.

The researcher collected data using the observation method. Observations were conducted on the entire vlog creation process, including preparation, execution, and video editing. Additionally, observations aimed to examine how students managed the challenges of speaking in front of the camera. According to Patton (2015), direct observation provides rich and in-depth data regarding how individuals behave within specific contexts (Patton, 2015).

Furthermore, semi-structured interviews were employed to allow students the freedom to express their opinions and feelings more openly. This interview format enables the researcher to explore relevant topics with greater flexibility (Kvale, 2007). The researcher also analyzed the content of the vlogs to assess how students articulated their ideas verbally, including their use of language, verbal and non-verbal expressions, and their ability to communicate appropriately to the intended audience.

The data were analyzed using thematic analysis, a method designed to identify, analyze, and report patterns (themes) within qualitative data (Braun & Clarke, 2006). The following steps were taken during the analysis process:

1. Data Collection and Organization: Data from observations and interviews were collected and transcribed into text format.
2. Data Coding: The data were reviewed to identify emerging categories, which were subsequently coded.
3. Theme Identification: Following coding, the main themes related to the utilization of vlogs in enhancing speaking skills were identified.
4. Data Interpretation: The themes were further analyzed to gain a deeper understanding of the phenomenon.
5. Conclusion Drawing: Conclusions were drawn regarding how vlog use can enhance the speaking skills of PGSD students at Sapta Mandiri University.

To ensure validity and reliability, the researcher employed several strategies:

1. Triangulation, comparing data from observations and interviews to confirm the consistency of findings.
2. Expert Review, where communication experts examined the analysis results to verify accuracy.

Ethical considerations were strictly observed, including:

1. Informed Consent, whereby participants were fully informed about the study's purpose and data usage, and consent forms were obtained prior to participation.
2. Confidentiality, with participant identities protected and data used solely for research purposes.
3. Honest Reporting, where findings were presented truthfully and transparently, free from manipulation.

## **RESULTS AND DISCUSSIONS**

The findings obtained from the data collection process, including observation, semi-structured interviews, and vlog content analysis. The data were analyzed thematically to explore the meaning behind vlog utilization by PGSD students at Sapta Mandiri University in enhancing their speaking skills. The researcher researched 30 PGSD participants in this study. All participants created individual vlogs on assigned topics related to teaching practice, personal stories, and educational themes. Each student was observed during the vlog preparation process and interviewed afterward.

### **1. Vlogs as a Tool for Self-Reflection**

Based on interview data, many students reported that by recording and rewatching their videos, they were able to identify speaking mistakes and improve their performance.

*“Saya kesulitan menentukan durasi vlog yang tepat agar tidak terlalu panjang atau terlalu pendek. Dan juga masih terdapat masalah di dalam vlog saya, yaitu masalah pengucapan kosakata”*  
(Participant S3)

The researcher interprets that the student still faces difficulties managing both technical and linguistic aspects of vlog creation, particularly regarding the appropriate video duration and vocabulary pronunciation. This response highlights the constructive role of peer feedback in the learning process. It shows that students were not only open to receiving feedback but also actively used it to improve specific aspects of their performance, such as intonation and expressiveness. The quote reflects a collaborative learning environment where students learn from each other, enhancing both their language and presentation skills.

This aligns with Bandura's Social Learning Theory, which emphasizes the importance of observational learning, imitation, and modeling. According to Bandura (1977), individuals can learn new behaviors and skills by observing others and receiving feedback within a social context. In this case, peer comments served as a form of social reinforcement and guidance, enabling students to reflect, adjust, and improve their own performance.

This indicates that although vlogging provides a space for speaking practice, students still require guidance in designing effective content and improving language accuracy. These challenges reflect the need for support in speech planning and pronunciation training to make vlogging an optimal learning tool.

## 2. Increased Speaking Confidence

Based on interview data, several students shared that vlogging reduced their fear of speaking, especially in public contexts.

*“Waktu itu pertama kali disuruh bikin vlog untuk tugas, jujur agak bingung harus mulai dari mana. Tapi pas udah mencoba, ternyata seru juga. Aku jadi belajar bagaimana cara ngomong yang jelas, ekspresi tidak kaku, dan bagaimana menyusun kata-kata biar enak didengar. Awalnya malu ngomong sendiri di depan kamera, tapi lama-lama jadi enjoy dan ngerasa lebih percaya diri” (Participant S7)*

Participant S7's statement illustrates the initial hesitation and confusion when tasked with creating a vlog for the first time. However, through the process, the student experienced personal growth—learning how to speak clearly, use natural expressions, and organize words effectively for better delivery. The activity also helped reduce anxiety and build self-confidence when speaking in front of the camera.

Based on the interview data the researcher interprets that the students initially experienced confusion and shyness when asked to create a vlog, but after trying it, they found the process enjoyable and beneficial. Through this experience, they learned to speak more clearly, use natural expressions, and structure their words more effectively. Over time, the practice of vlogging helped boost their confidence in speaking in front of the camera. This indicates that vlogs function not only as a medium for speaking practice but also as a learning tool that gradually builds confidence and communication skills.

This experience aligns with Kurniasih's (2019) perspective, which emphasizes that digital media can support students in developing key communication skills. According to Kurniasih, digital media is expected to enhance students' abilities in listening, interpreting body language, and understanding story content. Additionally, it plays a role in promoting students' speaking skills within social interactions. In this case, vlogging served as a medium that facilitated not only technical and linguistic development but also boosted confidence and expressive abilities—core aspects of effective communication highlighted in Kurniasih's framework.

## 3. Enhanced Motivation and Engagement

Based on the interview data the students perceived vlog tasks as more enjoyable and engaging compared to traditional oral assignments.

*“Buat saya, pengalaman bikin vlog itu penting banget sebagai calon guru. Lewat vlog, saya belajar gimana caranya menyampaikan materi dengan jelas dan menarik. Selain itu, jadi tahu juga gimana mengatur ekspresi, intonasi, dan gaya bicara supaya nggak ngebosenin. Ini membantu banget untuk persiapan jadi guru yang komunikatif dan nggak monoton saat mengajar” (Participant S19)*

Participant S19 emphasizes the importance of the vlogging experience, especially in preparing to become a future teacher. Through creating vlogs, the student learned how to deliver content clearly and engagingly, while also becoming more aware of how to manage expression, intonation, and speaking style to avoid sounding monotonous. This self-awareness and practice are seen as essential steps toward becoming a more communicative and dynamic educator.

This aligns with Shih's (2010) view that vlogs support a student-centered, interactive, and contextual approach to learning. By engaging in activities such as scripting, recording, editing, and publishing, students participate in active learning processes that enhance their speaking skills in meaningful contexts. Moreover, as Aydin (2014) suggests, vlogs serve as a platform for self-expression, building confidence, and improving digital media literacy. In this case, the vlog project enabled the participant to develop critical communication skills and prepare for real-world teaching scenarios through reflective and practical engagement.

Based on the interview data, the researcher interprets that the student views the vlogging experience as highly valuable in preparing for a future teaching role. Through creating vlogs, they learned how to deliver content clearly and engagingly, as well as how to manage facial expressions, intonation, and speaking style to avoid being monotonous. This suggests that vlogging helps develop essential communication skills that are crucial for becoming an effective and dynamic teacher.

#### 4. A Medium for Creativity and Self-Expression

Students stated that vlogs gave them the freedom to be creative and convey messages in their own unique style.

*“Secara pribadi, saya belajar banyak dari proses pembuatan vlog. Saya menjadi lebih percaya diri dalam berbicara, lebih teliti dalam menyusun kata-kata, dan lebih peka terhadap cara menyampaikan pesan dengan baik. Selain itu, saya juga belajar mengelola waktu, mengatasi rasa gugup, dan menggunakan teknologi secara kreatif. Proses ini membuat sadar bahwa kreativitas bisa dibangun melalui media vlog. Bagaimana cara kita mengedit dan menghias isi vlog kita agar lebih menarik. Saya juga belajar menggunakan berbagai aplikasi edit video.” (Participant S5)*

Participant S5 shared that the vlog creation process was a valuable personal learning experience. It helped increase self-confidence in speaking, encouraged careful word choice, and enhanced sensitivity to effective message delivery. The student also developed time management skills, overcame nervousness, and learned to use technology creatively. Importantly, the process revealed that creativity can be nurtured through vlog media—particularly in how content is edited and visually enhanced to make it more engaging. The participant also gained hands-on experience with various video editing applications.

This aligns with the findings of Hidayati and Indrawati (2022), which highlight that implementing vlogs in speaking skill development can significantly reduce public speaking anxiety while simultaneously boosting students’ creativity. In this case, the student not only became more confident but also explored and applied creative strategies in digital storytelling, demonstrating how vlogs support both emotional and creative growth in language learning.

Based on the interview data, the researcher interprets the student reflects on the vlog-making process as a rich learning experience that fostered personal and academic growth. It helped increase their speaking confidence, precision in word choice, and sensitivity in delivering messages effectively. Additionally, they learned time management, how to overcome nervousness, and how to use technology creatively. The process made them realize that creativity can be developed through vlog media, particularly in how they edit and design their content to make it more engaging. They also gained practical skills in using various video editing applications.

#### 5. Authentic Speaking Practice

Many students felt that speaking in a vlog simulates real-life communication, especially when they addressed a specific audience.

*“Berdasarkan pengalaman yang saya dapatkan dalam vlog di dalam kelas itu ialah Saya memiliki akses ke sejumlah besar data dan penelitian tentang metode pengajaran, termasuk penggunaan media visual seperti vlog. Saya mempelajari bagaimana vlog dapat meningkatkan keterampilan berbicara, mulai dari kelancaran, pengucapan, intonasi, hingga bahasa. Sehingga menambah pengetahuan saya dalam membuat kalimat yang lebih komunikatif.” (Participant S22)*

Participant S22 reflected on the classroom vlog experience as an opportunity to access and apply a wide range of teaching resources, particularly those involving visual media. Through this process, the student gained a deeper understanding of how vlogs can enhance speaking skills, including fluency, pronunciation, intonation, and overall language use. The experience also helped improve the ability to construct more communicative and effective sentences.

This aligns with Richards’ (2006) communicative approach, which emphasizes that language learning is most effective when students are actively involved in real communication, using language in meaningful contexts. Creating vlogs is a constructive, student-centered activity where learners are not passive recipients of information but active producers of language. The emotional engagement and practical application seen in this process reflect the principles of communicative language teaching—fostering not only linguistic competence but also confidence and interaction through authentic tasks.

The researcher interprets through classroom vlog experiences, the student gained valuable insights supported by various data and research related to teaching methods, especially the use of visual media like vlogs. They learned that vlogs can significantly improve speaking skills—ranging from fluency, pronunciation, and intonation to overall language use. This process contributed to the student's ability to construct more communicative and effective sentences, highlighting the educational impact of integrating vlogs into speaking practice.

#### 6. Technical Challenges

Some students faced difficulties during the editing or uploading process.

*“Saya belajar banyak cara menggabungkan video, cara mengedit dan menguploadnya ke media sosial”  
(Participant S29)*

Participant S29 noted that they learned various technical skills, including how to merge video clips, edit content, and upload the final product to social media platforms. This reflects the student’s active involvement in the entire digital content creation process, which required both creativity and technical competence.

This aligns with the findings of Maulidah (2018) and Aydin (2014), who emphasized that vlogs allow students to record, organize, and share their ideas or stories through video—integrating visual, verbal, and emotional elements. The use of vlogs encourages active engagement, increases motivation, and provides opportunities for both independent and collaborative language practice. In this case, the student’s engagement with video production not only supported language development but also promoted digital literacy and creative expression.

Researcher’s interpretation about this statement reflects that, despite facing initial challenges with video editing and uploading, the student was able to gain new technical skills through the learning process. It suggests that the activity not only posed technical obstacles but also served as a valuable opportunity for digital skill development. The learning curve involved indicates that students were required to engage with unfamiliar tools or platforms, which contributed to their overall growth in multimedia literacy.

#### 7. Peer Feedback as a Learning Resource

Students appreciated receiving comments from their peers on vlog performance.

*“Komentar dari teman-teman saya membantu saya memperbaiki intonasi dan menambahkan lebih banyak ekspresi.”  
(Participant S10)*

Participant S10’s statement shows how peer feedback played a significant role in improving their speaking performance, particularly in refining intonation and enhancing expression. This reflects an interactive and socially supported learning process where knowledge is shaped through communication and collaboration with others.

This aligns with the constructivist approach proposed by Vygotsky (1978), which emphasizes that learners actively construct knowledge through interaction with their social environment. In this context, peer feedback becomes a valuable resource for learning. Furthermore, this also corresponds with Richards’ (2006) communicative approach, where meaningful interaction, real language use, and emotional involvement are essential for effective language learning. Creating vlogs, supported by peer input, becomes a constructive and communicative activity that encourages students to engage deeply with language in authentic, socially relevant contexts.

Researcher’s interpretation about this response highlights the constructive role of peer feedback in the learning process. It shows that students were not only open to receiving feedback but also actively used it to improve specific aspects of their performance, such as intonation and expressiveness. The quote reflects a collaborative learning environment where students learn from each other, enhancing both their language and presentation skills. This peer-driven support system fostered self-awareness and encouraged continuous improvement.

The thematic analysis of observations, interviews, and vlog content revealed several key findings regarding the meaning of vlog utilization in enhance speaking skills among PGSD students at Sapta Mandiri University:

1. Vlogs as a Tool for Self-Reflection: Students used vlogs to observe and evaluate their own speaking performance, becoming more aware of pronunciation, content delivery, and pacing.
2. Increased Speaking Confidence: The repeated practice of speaking on camera helped reduce anxiety and build confidence, transforming initial shyness into more fluent and expressive communication.
3. Enhanced Motivation and Engagement: Students found vlog tasks more interesting than traditional assignments, leading to higher levels of involvement and commitment to improving their speaking skills.
4. A Medium for Creativity and Self-Expression: Vlogs offered students the freedom to present ideas in their own style, encouraging creativity and personal growth in both language use and digital literacy.

5. Authentic Speaking Practice: Speaking in front of a camera simulated real-life communication scenarios, aligning well with communicative language teaching principles and helping students construct more natural and effective spoken language.
6. Technical Challenges: Despite initial difficulties in video editing and uploading, students gained valuable skills in multimedia content creation, contributing to their digital competence.
7. Peer Feedback as a Learning Resource: Feedback from classmates supported continuous improvement in speaking performance and fostered a collaborative learning environment, consistent with sociocultural theories of learning.

The integration of vlogging as a pedagogical tool in speaking skill development among PGSD students provided multifaceted benefits. It not only enhanced linguistic performance (such as fluency, pronunciation, and vocabulary use) but also contributed to psychological, social, and technological growth. Through creative expression, peer collaboration, and real-world speaking practice, vlogging emerged as an effective, student-centered strategy that aligns with contemporary educational paradigms.

These findings underscore the importance of integrating digital tools into language education to foster 21st-century competencies—communication, creativity, collaboration, and digital literacy—among pre-service teachers.

## CONCLUSION

This study aimed to explore how vlogging can be utilized to enhance the speaking skills of PGSD (Primary School Teacher Education) students at Sapta Mandiri University. Through thematic analysis of data collected from observations, semi-structured interviews, and vlog content analysis, several key conclusions were drawn:

1. Vlogging as a Reflective Learning Tool  
Students were able to use vlogs for self-evaluation, identifying their weaknesses in pronunciation, vocabulary usage, and delivery. Watching their own recordings helped them become more conscious of their speech habits and work toward self-improvement.
2. Increased Speaking Confidence  
The practice of speaking in front of a camera contributed to reduced speaking anxiety and greater confidence. Students gradually became more comfortable expressing themselves, demonstrating improved fluency and expressive ability.
3. Higher Motivation and Engagement  
Compared to traditional oral assignments, vlogging tasks were perceived as more enjoyable and interactive. The digital format increased students' motivation to participate and invest effort in planning and delivering their speech content.
4. A Platform for Creativity and Self-Expression  
Vlogs allowed students to explore their creativity in scripting, designing, and editing their videos. This process encouraged not only linguistic development but also the enhancement of technological and aesthetic skills.
5. Authentic and Communicative Practice  
Vlogging provided real-world speaking practice by requiring students to address a specific audience and organize their messages clearly. This aligns with communicative language teaching principles, making language learning more meaningful and contextually relevant.
6. Development of Digital and Technical Skills  
Despite initial challenges, students learned valuable technical skills such as video editing, using recording tools, and uploading content to online platforms. These skills are essential in the digital era, particularly for future educators.
7. Peer Feedback as Constructive Support  
Peer feedback emerged as an important aspect of the learning process. Students appreciated receiving comments from classmates, which helped them refine their intonation, expressions, and speaking strategies in a collaborative manner.

In conclusion, the use of vlogging in speaking instruction proved to be a holistic tool that integrates language learning with confidence-building, creativity, digital literacy, and social interaction. It supports the development of essential competencies for future teachers and aligns with modern educational approaches.

Based on the findings and conclusions, the following suggestions are proposed for future practice and research:

1. For Lecturers and Educators
  - a. Integrate Vlogging into the Curriculum: Lecturers should consider incorporating vlog projects into speaking and communication courses to enhance student engagement and authentic language use.
  - b. Provide Clear Guidelines and Technical Support: To help students overcome technical barriers, educators should offer tutorials on video editing, uploading, and structuring effective content.
  - c. Encourage Peer Review Activities: Structured peer feedback sessions should be facilitated to help students reflect on their performance and support collaborative learning.
2. For Students
  - a. Take Initiative in Exploring Digital Tools: Students are encouraged to explore various video editing apps and presentation styles to improve both their technical and communication skills.
  - b. Be Open to Feedback: Receiving and applying peer or lecturer feedback can significantly improve speaking performance and foster personal growth.
  - c. Use Vlogging Beyond Assignments: Students should consider vlogging as a continuous tool for practicing speaking skills, self-expression, and reflective learning beyond academic requirements.
3. For Future Researchers
  - a. Conduct Longitudinal Studies: Further research could explore the long-term impact of vlogging on speaking proficiency and teaching competence among pre-service teachers.
  - b. Investigate Other Language Skills: While this study focused on speaking, future research might examine how vlogging influences writing, listening, or reading skills.
  - c. Explore Group Vlogging or Collaborative Projects: Investigating the impact of group-based vlogging may provide insights into teamwork, interaction, and co-construction of knowledge.

This chapter concludes that vlogging is not merely a technological activity but a comprehensive educational strategy that supports language development, learner autonomy, and 21st-century teaching readiness.

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