



# The Students' Perceptions of the Educational Vlogs Creation Used by Non-English Students For Their Speaking Skills

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## ABSTRACT

In today's digital era, learning English is not only from textbooks or traditional classes. This study explores how making educational vlogs can help non-English students, especially D3 Informatics, to improve their speaking skills. Using a qualitative case study, the research investigates students' perceptions and evaluates the use of vlogging focusing on effective and creative media, impact on speaking skills, motivation and enjoyment, teacher and peer support, suggestions for improvement, and challenges. Data were collected from interviews with 5 (five) students chosen from 20 (twenty) participants, using purposive sampling based on the rank of the students. The results show that students have very positive perceptions. They see vlog creation as creative, modern, and more interesting than usual speaking practice. By making vlogs, students prepare scripts, choose words carefully, and practice pronunciation, which helps them speak more fluently and with more confidence. Students also feel more motivated because vlog making is like a real-life project, so it is more enjoyable and meaningful. Support from teachers and friends is also very important. Teachers give topic ideas, help with pronunciation, and give feedback. Friends help by giving suggestions and helping with editing. Even though students face some problems, like nervousness, limited vocabulary, and technical issues, they believe these are normal parts of learning. In conclusion, students believe educational vlog creation is a useful and fun way to practice speaking. It not only helps them speak better but also improves creativity, digital skills, and teamwork.

**Keywords:** *Educational Vlog, Speaking Skills, Students' Perception, Digital Learning*

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## INTRODUCTION

In the era of globalization, mastering English as a foreign language (EFL) has become increasingly important, especially in terms of oral communication skills (Brown & Lee, 2015). Likewise, non-English students' are expected to master English for their studies. However, they often encounter major difficulties improving their speaking skills, primarily due to limited practice opportunities and a lack of confidence (Zhang, 2019). This condition encourages educators and researchers to look for innovative methods that can effectively improve non-English department students' oral communication skills.

At an institution in East Java, Indonesia, where the research was conducted, particularly in the D3 Informatics class, the writer noticed some problems related to the learning process in non-English students' classrooms : 1) Some students feel nervous about making mistakes in front of their classmates. 2) Some students keep asking their friends about English vocabulary to make a sentence. 3) The students have difficulty in verbalizing what they think. 4) The students need quite a long time to make and speak one sentence. 5) Some students are not sure what they are talking about. The result concluded that other problems in English speaking skills are grammar, fluency, and pronunciation. These problems ever found by Sayuri. His research found that students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary. The students also showed other problems that were obtained from personal student information, namely not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practicing, and having nothing to say (Sayuri, 2016). The same argues that students have problems in expressing themselves in speaking due to reluctance, hesitation, afraid of making mistakes, lack of adequate vocabulary, and lack of practice which makes students find it is hard to utter sounds in English fluently. The students hesitated and were reluctant to speak because they had nothing to say. Even though they had something in mind, they were inhibited by not being confident since they were afraid of making mistakes in grammar and they were worried if the other students would laugh at them when they make mistakes (Syamsurizal, 2015). Because of that, the researcher adopts and utilizes current technology in the teaching and learning process. This approach enables the researcher to develop learning materials that are more effective, efficient, and creative. It also reflects the researcher's professional growth through the acquisition and integration of new instructional skills. Technology, information, and communication have become essential tools in modern education, empowering researchers to promote student independence, increase motivation, and enhance overall learning outcomes. However, the use of learning media alone will not be effective without the implementation

of appropriate instructional strategies. Researcher must possess sufficient knowledge and understanding of how each technological tool functions (Brilianti, 2017), ensuring that learning materials are delivered clearly and meaningfully. Furthermore, designing engaging and relevant learning activities is crucial. Researchers need to be adept at identifying students' needs to create activities that effectively support and align with the chosen media, ultimately contributing to the success of the learning process.

Along with technological developments, the integration of digital tools into language learning has become a promising trend (Warschauer & Meskill, 2016). One innovation that has attracted researchers' attention is the use of educational vlogs. Vlogs, or video blogs, offer a unique platform for students to practice their speaking skills in authentic and meaningful contexts (Sun et al., 2018). Through vlogging, students not only practice their speaking ability, but also develop presentation skills, organization of ideas, and use of non-verbal language (Chen, 2020).

The current digital generation, often referred to as "digital natives", shows a strong preference for visual and interactive content. Vlogging, as a medium that combines audio-visual elements with interactivity, fits well with the learning preferences of D3 Informatic. Some early research suggests that the use of vlogs in non-English students' learning can increase student motivation, reduce speaking anxiety, and promote autonomous learning (Liu, 2021; Watkins, 2022).

Nonetheless, the implementation of educational vlogs creation as a learning tool in non-English students' contexts is still relatively new and requires further exploration. Some important questions still need to be answered, such as how vlogs can be effectively integrated into the non-English students' curriculum, what challenges are faced by students and educators in using educational vlogs creation and to what extent vlogs can enhance non-English students' speaking skills (Hassan, 2023).

Therefore, this study aims to explore the use of educational vlogs creation to see students' perceptions by conducting speaking lessons using media they create themselves. By adopting a qualitative case study approach, this research is expected to provide in-depth insights into the potential and challenges of using vlogs in English language learning, as well as their contribution to the development of D3 Informatics students' speaking skills.

This study focuses on the students perceptions of educational vlog creation for D3 Informatics students' speaking skills. To direct this investigation, research questions have been formulated : what are students' perceptions of the educational vlogs creation used by non-English students for their speaking skills?

## METHODS

This research adopted a qualitative approach with a case study design to explore in depth the use of creation vlogs in improving non-English students' speaking skills. This approach was chosen for its ability to provide a rich and contextualized understanding of the phenomenon under study (Creswell & Poth, 2018). The case study design allows researchers to investigate "contemporary phenomena in real-life context" (Yin, 2014), which in this case is the use of creation vlogs in non-English students' learning at the college level.

This research follows a case study design, which is effective for examining complex educational phenomena in real settings (Yin, 2018). The case study approach allows a detailed investigation of the educational vlog creation process, including students' engagement, skill development, and challenges in speaking English. The only intervention in this study was the research process itself, which was conducted through vlog observation and interviews.

Data for this study is taken from interview transcripts content from D3 Informatics students. The main data sources are 20 students of D3 Informatics students' who participated in the vlog creation at the first semester, while English language classes are in progress. These students were actively involved in study approach, which aimed to practice their English-speaking skills through the process of planning, scripting, recording, and presenting educational content via vlogs. For the collection of vlog observation data 10 students are needed, while for the collection of interview data only 5 students are needed using purposive sampling.

The researcher carried out interview as the instrument. As stated by Mann (2016), interviews are a useful method in research to explore participants' personal experiences, helping researchers collect more detailed information, and commonly used to gather information in a case study (Creswell & Poth, 2018).

For this research, in-depth, semi-structured interviews were selected because they allow the researcher to capture a detailed understanding of the participants' views on the topic (Mack et al., 2011). Additionally, the questions in these interviews are semi-structured interviews, meaning they require more detailed responses instead of simple yes or no answers. This type of interview gives participants the chance to explain their reasoning and share their feelings and perspectives (Turner, 2010). The questions of interview had been validated by an expert.

The researcher randomly selected 5 (five) students from D3 Informatics students' to be asked questions on 6<sup>th</sup> December 2024. To ensure that the interview questions should be validated. Then, the results are stored in the form of a recording. Avoiding confusion from respondents, the interview was conducted in Indonesian. There are 18 questions in interview, and there are 5 indicators for interview are: 1) Effective and Creative Media, 2) Impact on

Speaking Skills, 3) Motivation and Enjoyment, 4) Teacher and Peer Support, 5) Suggestions for Improvement, and 6) Challenges

This study aims to investigate the students' perceptions of using vlogs as a tool for speaking skills. To achieve these objectives, semi-structured interviews was utilized as primary data collection techniques. The following outlines the procedure for data collection. This research used data collection techniques to explore the data necessary. Below are the techniques used to collect interview data:

- 1) Creating the interview questions: At the beginning of this study, the researcher has created interview questions that align with the research questions (interview checklist attached in appendix).
- 2) Selecting the interviewee: To select interviewee sources, the researchers observed D3 Informatics students' during classroom learning for 1 (one) semester in 2024. Then selected five students as interviewees and the researcher arranged a schedule with them based on mutual agreement.
- 3) Conducting interview: The researchers conducted interviews on 6<sup>th</sup> December 2024, based on the agreement with the participants. The researchers conducted interviews and recorded the data using a mobile phone as a storage medium.

Data analysis followed the thematic analysis approach proposed by Braun and Clarke (2021). This process involves several stages: 1) Familiarization with the data, 2) Initial coding, 3) Searching for themes, 4) Reviewing themes, 5) Defining and naming themes, 6) Report writing. The researcher used a manual method of qualitative analysis to examine the data collected from the interview. Data interpretation was done by considering the social and cultural context of the research setting, in line with the interpretivist approach in qualitative research (Denzin & Lincoln, 2011).

## RESULTS

This chapter presents the results and discussion based on interviews, regarding the perceptions of the educational vlogs creation used by non-English students for their speaking skills.

### **A. Results of Study**

This research took place in December 2024 through offline interviews. Respondents were given questions and shared their answers via voice notes. The researchers then transcribed these responses for analysis. The findings from this study are as follows:

1. Effective and Creative Media

Table 1 Effective and Creative Media Table

No	Speaker	Feelings About Using Vlogs	Feelings About Using Vlogs	Feelings About Using Vlogs
1.	Mr. R	"Very positive, helps enrich vocabulary and is enjoyable."	"Very positive, helps enrich vocabulary and is enjoyable."	"Very positive, helps enrich vocabulary and is enjoyable."
2.	Mr. D	"Happy, interactive, enjoyable, a new experience."	"Happy, interactive, enjoyable, a new experience."	"Happy, interactive, enjoyable, a new experience."
3.	Mr. L	"Very good; modern and boosts creativity."	"Very good; modern and boosts creativity."	"Very good; modern and boosts creativity."
4.	Mr. S	"Fun, interactive, practical."	"Fun, interactive, practical."	"Fun, interactive, practical."
5.	Mr. B	"Enjoyable, expressive, in line with modern technology."	"Enjoyable, expressive, in line with modern technology."	"Enjoyable, expressive, in line with modern technology."

## 2. Impact on Speaking Skills

Table 2 Impact on Speaking Skills Table

No	Speaker	Improves Pronunciation & Fluency	Improves Pronunciation & Fluency	Improves Pronunciation & Fluency
1.	Mr. R	"Very helpful, because before making vlogs students search for good vocabulary and practice pronunciation."	"Very helpful, because before making vlogs students search for good vocabulary and practice pronunciation."	"Very helpful, because before making vlogs students search for good vocabulary and practice pronunciation."
2.	Mr. D	"Very helpful, makes pronunciation clearer and intonation firmer."	"Very helpful, makes pronunciation clearer and intonation firmer."	"Very helpful, makes pronunciation clearer and intonation firmer."
3.	Mr. L	"Helpful because repeated practice and script preparation lead to greater fluency."	"Helpful because repeated practice and script preparation lead to greater fluency."	"Helpful because repeated practice and script preparation lead to greater fluency."
4.	Mr. S	"Very helpful, because repeated pronunciation practice makes it more comfortable."	"Very helpful, because repeated pronunciation practice makes it more comfortable."	"Very helpful, because repeated pronunciation practice makes it more comfortable."
5.	Mr. B	"Helps fluency and pronunciation; becomes more expressive to attract viewers."	"Helps fluency and pronunciation; becomes more expressive to attract viewers."	"Helps fluency and pronunciation; becomes more expressive to attract viewers."

## 3. Motivation and Enjoyment

Table 3 Motivation and Enjoyment Table

No	Speaker	Vlog as Part of the Learning Process	Vlog as Part of the Learning Process	Vlog as Part of the Learning Process
1.	Mr. R	"As a medium to practice speaking and showcase learning results."	"As a medium to practice speaking and showcase learning results."	"As a medium to practice speaking and showcase learning results."
2.	Mr. D	"As a tool to practice pronunciation and generate new ideas."	"As a tool to practice pronunciation and generate new ideas."	"As a tool to practice pronunciation and generate new ideas."
3.	Mr. L	"Becomes part of speaking practice through script writing and vlog revisions."	"Becomes part of speaking practice through script writing and vlog revisions."	"Becomes part of speaking practice through script writing and vlog revisions."
4.	Mr. S	"As pronunciation practice and a platform to channel creativity."	"As pronunciation practice and a platform to channel creativity."	"As pronunciation practice and a platform to channel creativity."
5.	Mr. B	"As speaking practice and material preparation to make content more engaging."	"As speaking practice and material preparation to make content more engaging."	"As speaking practice and material preparation to make content more engaging."

#### 4. Teacher and Peer Support

**Table 4 Teacher and Peer Support Table**

No	Speaker	Teacher Support	Teacher Support	Teacher Support
1.	Mr. R	"Provides video references and ideas that help in preparing vlog content."	"Provides video references and ideas that help in preparing vlog content."	"Provides video references and ideas that help in preparing vlog content."
2.	Mr. D	"Gives constructive criticism and suggestions that help in making vlogs."	"Gives constructive criticism and suggestions that help in making vlogs."	"Gives constructive criticism and suggestions that help in making vlogs."
3.	Mr. L	"Gives freedom to choose topics, provides ample time, and shares video examples."	"Gives freedom to choose topics, provides ample time, and shares video examples."	"Gives freedom to choose topics, provides ample time, and shares video examples."
4.	Mr. S	"Provides tips on topic selection, clear speaking techniques, and pronunciation guidance."	"Provides tips on topic selection, clear speaking techniques, and pronunciation guidance."	"Provides tips on topic selection, clear speaking techniques, and pronunciation guidance."
5.	Mr. B	"Gives direction to create vlog themes that are engaging and useful."	"Gives direction to create vlog themes that are engaging and useful."	"Gives direction to create vlog themes that are engaging and useful."

## 4. Suggestions for Improvement

Table 5 Suggestions for Improvement Table

No	Speaker	Suggestions for Vlogs as Part of the Learning Process	Suggestions for Vlogs as Part of the Learning Process	Suggestions for Vlogs as Part of the Learning Process
1.	Mr. R	"Proposes vlog themes involving conversations or interactions with others, not just monologues."	"Proposes vlog themes involving conversations or interactions with others, not just monologues."	"Proposes vlog themes involving conversations or interactions with others, not just monologues."
2.	Mr. D	"Emphasizes the importance of feedback from conversation partners and using appealing visuals."	"Emphasizes the importance of feedback from conversation partners and using appealing visuals."	"Emphasizes the importance of feedback from conversation partners and using appealing visuals."
3.	Mr. L	"Basic editing training and strengthening vocabulary and pronunciation are needed before making vlogs."	"Basic editing training and strengthening vocabulary and pronunciation are needed before making vlogs."	"Basic editing training and strengthening vocabulary and pronunciation are needed before making vlogs."
4.	Mr. S	"Add spontaneous speaking exercises so speech sounds more natural."	"Add spontaneous speaking exercises so speech sounds more natural."	"Add spontaneous speaking exercises so speech sounds more natural."
5.	Mr. B	"Collaborate with other vloggers and have direct interaction for real-life experience."	"Collaborate with other vloggers and have direct interaction for real-life experience."	"Collaborate with other vloggers and have direct interaction for real-life experience."

## 5. Challenges

Table 6 Challenges Table

No	Speaker	Difficulties in Making Vlogs	Difficulties in Making Vlogs	Difficulties in Making Vlogs
1.	Mr. R	"Faced difficulties in editing, such as incorrect sequencing of video clips."	"Faced difficulties in editing, such as incorrect sequencing of video clips."	"Faced difficulties in editing, such as incorrect sequencing of video clips."
2.	Mr. D	"Hard to find interesting and suitable content ideas."	"Hard to find interesting and suitable content ideas."	"Hard to find interesting and suitable content ideas."

3.	Mr. L	"Limited equipment and lack of full mastery of editing skills."	"Limited equipment and lack of full mastery of editing skills."	"Limited equipment and lack of full mastery of editing skills."
4.	Mr. S	"Difficulty finding ideas that are easy to explain in English."	"Difficulty finding ideas that are easy to explain in English."	"Difficulty finding ideas that are easy to explain in English."
5.	Mr. B	"Challenges in recording videos and merging multiple clips during editing."	"Challenges in recording videos and merging multiple clips during editing."	"Challenges in recording videos and merging multiple clips during editing."

The findings from the interview results, students shared many positive perceptions about creating educational vlogs to help their speaking skills. For example, Mr. R said vlog creation is "very helpful, because before making a vlog we have to find good vocabulary and practice pronunciation," showing that it helps him prepare and speak more confidently. Similarly, Mr. D explained that making vlogs "helps make pronunciation clearer and intonation firmer," and although he still feels "a little more confident; maybe need more practice to get used to it," it still supports his speaking practice. Mr. L also felt vlogs were effective because "preparing a script and practicing many times makes speaking more fluent," and peer feedback helped him "fix vocabulary and sentence structure." Mr. S shared that "practicing pronunciation repeatedly makes me feel more comfortable," and it also "helps expand vocabulary and improve grammar." Meanwhile, Mr. B said vlogs help him "speak more fluently and expressively so the video is interesting for the audience," and he feels "more confident because I prepare my sentences before speaking."

The students also mentioned that vlog creation makes learning more enjoyable and motivating. Mr. R said it is "a medium to show our speaking practice and the result of our learning," and this motivates him "to do better and find more vocabulary." Mr. D added that it helps "train pronunciation and find new ideas," while Mr. L felt motivated "to improve the next vlog" by learning from feedback. Mr. S highlighted that vlogs "make speaking practice more creative and interactive," and Mr. B shared that it encourages him "to make content that is interesting and not boring." All students said they would recommend vlog creation to other students, as it helps build speaking skills and confidence.

Regarding teacher and peer support, students felt their lecturers were helpful. Mr. R explained that teachers "gave video references and ideas to help prepare vlog content," while friends "helped correct pronunciation during recording." Mr. D noted that teachers provided "constructive suggestions and criticism," and peers "added new vocabulary and helped with pronunciation." Mr. L appreciated that teachers "gave freedom to choose topics and shared

example videos,” and peers helped fix pronunciation mistakes. Mr. S received “tips on choosing topics and speaking clearly,” and feedback from friends about “material and pronunciation.” Mr. B shared that teachers “helped make interesting topics,” and peers “gave advice to make the vlog better.” Students also suggested wanting “more practice in pronunciation, help with editing, and better recording tools.”

In terms of challenges, Mr. R mentioned difficulties in editing, where “sometimes the video parts are not in order,” and also that “it is difficult to express myself in English because before, we only learned from books, not speaking.” Mr. D struggled to “find interesting ideas for the video,” felt “shy in front of the camera,” and noted that “editing the video creatively” was challenging. Mr. L shared that “our equipment is not very good,” and “feeling nervous makes it hard to say what I want.” He also “needed help from friends for editing.” Mr. S found it difficult to “find a topic that is easy to explain in English,” and “limited vocabulary and intonation make it harder to express ideas.” He also mentioned “sound quality is sometimes unclear and editing results are not always good.” Mr. B had trouble “combining several video clips into one vlog” and needed “friends or extra equipment like a tripod,” although he said it was “not too hard to express ideas because I prepared a script.”

Overall, these quotes show that students see vlog creation as a modern and effective tool that improves fluency, vocabulary, and confidence. Despite some challenges like technical problems and expressing ideas in English, they enjoy the process and feel it makes learning more creative and relevant.

## DISCUSSION

This discussion is based on the researcher's findings, which were analyzed and connected to expert theories about interview. The researcher found that there are several perceptions of the educational vlogs' creation used by non-English students for their speaking skills. The discussion results are as follows:

### 1. **Effective and Creative Media**

The findings of this study reveal that students perceive educational vlog creation as an effective and creative medium for improving their English-speaking skills. Mr. R shared that vlog projects are “very helpful, because before making a vlog we have to find good vocabulary and practice pronunciation,” reflecting how vlogs help learners actively prepare and use language. This is supported by Wulandari (2019), who found that Instagram vlogs helped EFL students enrich vocabulary and improve pronunciation through repeated practice. Similarly, Mr. D described vlogging as “interactive, fun, and a new experience,” which aligns with findings from Zhang & Wu (2024) showing vlog-based instruction increased students' speaking fluency and engagement.

## 2. Impact on Speaking Skills

Students also noted a positive impact on speaking skills, particularly pronunciation, fluency, and vocabulary development. Mr. L mentioned that *“preparing a script and practicing many times makes speaking more fluent,”* while Mr. S said, *“practicing pronunciation repeatedly makes me feel more comfortable.”* This is consistent with Arifatin et al. (2023), who found that digital vlog activities significantly improved students’ pronunciation and sentence structure. Mr. B shared that making vlogs helped him *“speak more fluently and expressively so the video is interesting,”* demonstrating greater confidence and audience awareness. Similar results were reported by Wahyudi et al. (2023), who found that vlogs could enhance students’ speaking self-confidence.

## 3. Motivation and Enjoyment

Regarding motivation and enjoyment, students described vlogging as part of their learning process and something they enjoyed. Mr. R viewed vlogs as *“a medium to show our speaking practice and the result of our learning,”* which motivated him to find more vocabulary and do better. Mr. S shared that vlogs *“make speaking practice more creative and interactive,”* while Mr. B said it pushed him to *“make content that is interesting and not boring.”* These insights reflect research by Hassan (2023), who concluded that educational vlogs increased student motivation, enjoyment, and creativity in language learning.

## 4. Teacher and Peer Support

Teacher and peer support was also important. Mr. R noted that teachers provided *“video references and ideas,”* and peers *“helped correct pronunciation during recording.”* Mr. L appreciated the freedom to choose topics and receive sample videos, while Mr. D and Mr. B both valued constructive feedback from peers and teachers. These findings align with Siregar et al. (2024), who found that collaborative feedback in vlog activities supported students’ speaking skills, and with Zhang & Wu (2024), who emphasized that teacher guidance and structured feedback improved student performance.

## 5. Suggestions for Improvement

Students also provided suggestions for improvement, such as making vlogs more interactive by including interviews or conversations, not just monologues. Mr. B suggested adding humour and collaborating with other

vloggers to keep content engaging, while Mr. D recommended integrating vlogs into classroom discussions and presentations. These ideas support research by Nugroho & Anugerahwati (2019), who advocated project-based vlog tasks to improve speaking fluency and collaboration.

## 6. Challenges

Despite the benefits, students still faced challenges. Mr. R mentioned editing difficulties and feeling stiff because *"we are used to reading only from books."* Mr. D found it hard to choose interesting ideas and felt shy in front of the camera. Mr. S struggled with *"limited vocabulary and intonation,"* while Mr. L and Mr. B had technical issues, such as poor sound quality and difficulty combining clips. These findings align with Tarmusi et al. (2023), who reported similar technical challenges among vlog creators, and with Norasiah et al. (2023), who highlighted that limited vocabulary and editing skills can reduce speaking fluency.

## Conclusion

Based on the analysis of interview data, it can be concluded that students hold strongly positive and constructive perceptions toward the use of educational vlog creation as a tool for developing their English-speaking skills, despite being non-English major students. Their perceptions highlight several important aspects that underline why vlog creation is seen not only as an effective learning method but also as an empowering and transformative experience.

Firstly, students perceive vlog creation as an innovative, creative, and enjoyable medium that differs significantly from traditional speaking exercises. They described it as modern, relevant to today's digital context, and better suited to their interests as learners in an era dominated by social media and audiovisual content. This aligns with their view that vlog projects are more dynamic and less monotonous compared to conventional classroom speaking practices, which often feel rigid and limited. The process of making vlogs allowed students to explore topics freely, engage creatively with content, and express themselves in ways that feel authentic and meaningful.

Secondly, students believe vlog creation has a substantial positive impact on their speaking skills, particularly in terms of pronunciation, fluency, vocabulary development, and overall confidence in using English. The necessity to prepare scripts, practice repeatedly, and critically review their recordings encouraged them to pay closer attention to accurate pronunciation and natural intonation. Many students reported that this process helped them speak more fluently, organize their thoughts more coherently, and reduce hesitation when expressing ideas. Additionally, preparing content for vlogs pushed students to actively seek out new vocabulary and experiment with

varied sentence structures, which contributed to richer and more confident spoken expression.

Thirdly, vlog creation was perceived as highly motivating and enjoyable. The activity sparked greater enthusiasm for learning English because it combined creativity, self-expression, and digital skills. Students shared that producing vlogs motivated them to improve each time, as they wanted their videos to look and sound better, which in turn encouraged more practice and deeper engagement with language learning. This intrinsic motivation was further enhanced by the sense of achievement students felt when they successfully produced and shared a video that reflected their progress.

Furthermore, the role of teacher and peer support was identified as an important factor reinforcing these positive perceptions. Students valued constructive feedback from teachers, such as suggestions on pronunciation, topic ideas, and encouragement to express ideas more naturally. Peer feedback also played a significant role in boosting students' confidence and helping them recognize areas that could be improved. This collaborative aspect of vlog creation fostered a sense of community and shared learning, making the experience less isolating and more interactive.

Despite these positive perceptions, students also acknowledged several challenges associated with vlog creation. Some struggled with technical aspects such as editing videos and ensuring good sound quality. Others faced difficulties expressing ideas in English due to limited vocabulary, nervousness in front of the camera, or uncertainty about grammar. However, students generally perceived these obstacles as manageable and believed that overcoming them contributed to their overall language development and digital literacy.

In summary, the findings of this study demonstrate that students perceive educational vlog creation as a powerful, engaging, and effective approach to enhancing speaking skills for non-English major learners. It combines language practice with creativity, critical thinking, and digital competence, leading to increased fluency, improved pronunciation, richer vocabulary, and greater self-confidence. Beyond linguistic benefits, vlog creation fosters motivation, enjoyment, and a deeper sense of ownership over the learning process. Therefore, integrating vlog projects into language learning contexts holds significant potential to make speaking practice more meaningful, relevant, and impactful for students.

### **Suggestions**

Based on the findings and discussion of this study, several suggestions can be made for educators, students, and future researchers.

For educators, it is suggested to integrate vlog projects with English learning in speaking classes to make learning more creative, engaging, and relevant to

students' daily lives. Teachers can support students by providing guidance on choosing interesting topics, showing sample vlogs as inspiration, and giving clear explanations about basic video editing techniques. It is also important for educators to give constructive feedback on pronunciation, vocabulary, and sentence structure, so students know what to improve. Allowing students to work in pairs or small groups can help reduce anxiety, increase confidence, and develop teamwork skills. In addition, teaching some basic technical skills, such as using simple editing apps and recording clear audio, can help students feel more comfortable and prepared when making their vlogs.

For students, it is recommended to see vlog creation not just as an assignment to complete, but as an opportunity to practice and develop real speaking skills. Students can prepare by writing scripts or making outlines before recording, which helps organize ideas and makes speaking smoother and more confident. Watching their own videos can also help them identify mistakes and notice their progress over time. Students are encouraged to collaborate with classmates by sharing tips, giving feedback, and helping each other with editing. Choosing topics that are personally interesting and connected to everyday life can make the vlog more authentic, enjoyable, and easier to talk about naturally.

For future researchers, it is suggested to conduct further studies in different contexts, such as using vlog creation with younger learners or comparing the experiences of English major and non-English major students. Using larger samples or combining interviews with questionnaires could provide more comprehensive and detailed data about students' perceptions and learning outcomes. Future studies could also explore the influence of digital skills and technology use on students' motivation and language development when creating vlogs. Finally, it would be interesting to examine how peer feedback and collaboration during vlog projects affect students' confidence and fluency in speaking English.

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