



Exploring Students' Experiences of Weekly Vlogging in Indonesian Language Learning at Madrasah Aliyah

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Received: April 23, 2026

Revised: May 25, 2026

Accepted: May 26, 2026

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Abstract

Integrating weekly vlogging into Bahasa Indonesia lessons offers a promising yet demanding approach at a time when digital literacy is becoming central to classroom learning. This study examines how eleventh-grade students at a Madrasah Aliyah (Islamic senior high school) in Cirebon reflected on weekly vlog assignments used to build their Indonesian-language speaking skills. It addresses the challenges students faced and the pedagogical implications of vlog-based tasks in secondary madrasah education. An explanatory sequential mixed-methods design was applied to collect data from 32 eleventh-grade students. Data were gathered through a structured questionnaire and in-depth interviews with three students representing different performance levels. Quantitative results showed that affective, technical, linguistic, and time-management issues were rated as moderately to fairly challenging. Students reported clear benefits, including greater confidence, improved formal Indonesian speaking skills, and stronger motivation. Qualitative findings confirmed these results, revealing increased autonomy, self-reflection, and classroom engagement. The study concludes that, despite its challenges, weekly vlogging is a meaningful strategy for developing Bahasa Indonesia speaking competence in madrasah settings.

Keywords: mixed methods; reflection; vlogging; speaking; challenges; pedagogical implications; Madrasah Aliyah.

Introduction

In the digital age, vlogs and other video-based tools are increasingly used in language learning, particularly for developing speaking skills. A vlog, or video blog, is a means of sharing ideas and feelings and a way to gain self-awareness, engage in self-reflection, and build language skills in both academic and social contexts (Watkins & Wilkins, 2011; Anil, 2016; Parkes & Kajder, 2010; Yaprak, 2024). Misdi et al. (2021) argued that video blogging is the “third generation” of blogging because it draws on more than one mode, setting it apart from other forms of blogging. In school-based language instruction, including the Bahasa Indonesia subject, vlogs move what students learn in the classroom into more authentic, public, and often asynchronous settings, giving students opportunities to speak beyond class hours.

This topic is highly relevant for institutions such as Madrasah Aliyah schools in Cirebon Regency, which continue to push for the integration of digital technology into learning in line with the spirit of the Merdeka Curriculum. Bahasa Indonesia teachers at the madrasah level are expected to design more authentic, contextual, project-based assessments of speaking skills, rather than relying solely on conventional speeches or in-class presentations. In this context, it is important to examine how digital tools such as vlogging can help teachers and madrasahs achieve their Bahasa Indonesia learning objectives more effectively.

Previous studies have shown that vlogging is an effective way for students to improve their speaking skills. Zhang et al. (2021) concluded that composing digital multimodal content through vlogs made students' language considerably more accurate, although their fluency improved only slightly. Faiza et al. (2022) and Nufus (2023) also found that vlog projects made students more motivated, confident, and better able to evaluate their own work. In addition, vlogging has been shown to help students become more autonomous, as reported by Misdi et al. (2021) and Ozkan (2019), and to foster both collaborative and reflective learning (Yaprak, 2024; Hassan, 2023).

However, these studies also point to a number of obstacles. Content creation, video editing, and technical problems such as slow internet connections or unfamiliarity with technology are common difficulties for students (Saputro et al., 2020; Zhang et al., 2021; Faiza et al., 2022). Fear of making mistakes, performance anxiety, and low self-confidence are emotional barriers that make learning more burdensome (Hassan, 2023; Reeves et al., 2017). These issues underscore the importance of examining how Madrasah Aliyah students respond to and cope with such challenges, particularly when vlogging becomes a regular, structured activity within Bahasa Indonesia lessons.

Vlogging matters because it creates a meaningful learning space as well as a venue for practicing language skills. Vlogs help students use language authentically, encourage critical thinking, and connect classroom learning with everyday life (Goh, 2017; Yaprak, 2024). Debbag & Fidan (2022) added that vlogging simultaneously helps students develop digital literacy, communication, and creativity. Vlogs also serve as a more authentic and flexible form of assessment compared to conventional oral exams (Balignasay et al., 2024).

Although the benefits of vlogging for language learning are well documented, few studies have examined how secondary school students, particularly at the Madrasah Aliyah level, reflect on making vlogs weekly as part of Bahasa Indonesia lessons. Most prior research has focused on project-based or end-of-semester vlog assignments, largely within foreign-language (EFL) learning contexts at the tertiary level. Research on how

secondary-level students, particularly in madrasah settings, reflect on weekly vlogging in Bahasa Indonesia instruction remains very limited.

This study aims to fill that gap by examining the experiences of eleventh-grade students in the Bahasa Indonesia subject at a Madrasah Aliyah in Cirebon in producing a vlog every week. The study is designed as a reflective, student-voice-based inquiry to understand the challenges, perceived benefits, and pedagogical implications of weekly vlog assignments in Bahasa Indonesia learning at the madrasah level.

More specifically, this study seeks to identify the greatest challenges students face when producing weekly vlogs, how students perceive vlogging as contributing to the development of their Bahasa Indonesia speaking skills, and what pedagogical implications can be drawn to improve curriculum design, teaching methods, and assessment practices for Bahasa Indonesia at the Madrasah Aliyah level. The study is intended to enrich the growing body of research on digital-based language learning and to support the development of technology-based education within madrasahs in Indonesia.

Research Methods

This study applied an explanatory sequential mixed methods design to determine how students reflected on their experience of completing weekly vlog assignments in Bahasa Indonesia learning. The design was inspired by the work of Tora (2024) and Majuddin et al. (2022). The study focused on two main aspects: the challenges faced by students and the pedagogical implications of incorporating vlog-based tasks into Bahasa Indonesia learning at the Madrasah Aliyah level. The researchers first identified broad patterns in the quantitative data before exploring the underlying reasons and meanings through qualitative data.

This study was conducted at one of Madrasah Aliyah in Cirebon Regency within the Bahasa Indonesia subject. The participants were 32 eleventh-grade students who were assigned to produce a vlog every week as part of their speaking-skills assessment throughout the semester. The researchers purposively selected three students for in-depth interviews during the qualitative phase: one high-performing student, one average-performing student, and one low-performing student, in order to capture a range of perspectives and experiences.

At the end of the semester, the researchers distributed a structured online questionnaire via Google Forms to collect quantitative data. The questionnaire consisted of closed-ended Likert-scale statements addressing the challenges and perceived benefits experienced by students, as well as open-ended questions that allowed students to reflect more deeply on their experiences. In addition to the questionnaire results, the three selected students were interviewed in depth. The interviews covered emotional and technical obstacles, language use, task engagement, and students' perceptions of how vlogging influenced their speaking skills and motivation to learn.

The researchers identified patterns in students' responses using descriptive statistics, including the mean, standard deviation, minimum, and maximum scores. Thematic analysis was used to examine the qualitative data drawn from open-ended questionnaire responses and interview transcripts, in order to identify key themes that emerged naturally from the data. This approach provided a comprehensive picture of how students reflected on and made sense of learning through vlogs.

Results and Discussion

Result

The main focus of this study was on how students reflected on the weekly vlogging tasks in Bahasa Indonesia learning, the challenges they encountered, and the meaning of the activity for their learning. The findings are presented through both quantitative data (from closed-ended questionnaire items) and qualitative data (from open-ended responses and in-depth interviews) so that these aims can be fully addressed. Combining both types of data provides a richer picture of how students think, the challenges they face, and the quality of their learning. The findings fall into two main categories: (1) the challenges students faced in weekly vlogging for Bahasa Indonesia learning, and (2) how weekly vlogging contributed to the development of students' Bahasa Indonesia speaking skills.

Challenges Faced by Students in Weekly Vlogging for Bahasa Indonesia Learning

The first theme addresses the various challenges faced by students, including emotional, technical, linguistic, and instructional difficulties. Likert-scale items, student narratives, and interviews were used to support these findings. Table 1 presents the descriptive statistics for the challenges students reported experiencing with the weekly vlog assignments.

No	Sub-theme	Statement	N	Min	Max	Mean	SD
1	Instructional Support	I needed to seek additional resources or support to complete the vlog assignment.	32	1	5	3.40	1.25
2	Affective Challenges	I felt anxious or nervous when speaking in front of the camera.	32	1	5	3.85	1.15
3	Technical Difficulties	I encountered technical difficulties (e.g., editing, recording, uploading).	32	1	5	3.10	1.30
4	Linguistic Challenges	I struggled to use formal/standard Indonesian vocabulary while speaking.	32	1	5	3.52	1.20
5	Time and Task Management	The vlog assignment required more time and effort than I initially expected.	32	1	5	3.70	1.05
6	Linguistic Challenges	I had difficulty maintaining fluency and coherence throughout my vlog.	32	1	5	3.44	1.18
7	Instructional Support	I was unsure about the assessment criteria or expectations for the vlog task.	32	1	5	3.22	1.27

The study found that students in the Bahasa Indonesia subject experienced considerable difficulty with the weekly vlog assignments. These difficulties were emotional, linguistic, technical, and instructional in nature. Mean scores ranged from 3.10 to 3.85, indicating that the challenges were perceived as moderately to fairly difficult. The most prominent challenge was emotional, particularly anxiety about performing in front of the camera ($M = 3.85$). This highlights how demanding formal spoken content creation can be for madrasah students.

Linguistic issues were also a major challenge. Students struggled to use formal/standard vocabulary ($M = 3.52$) and to maintain fluency and coherence in their storytelling ($M = 3.44$), reflecting how difficult academic, on-the-spot speaking can be for secondary-level students. Students also reported technological obstacles, such as editing and uploading videos, with an average score of 3.10. Although relatively lighter than other challenges, this remains an important issue, particularly given that not all students have adequate access to devices and stable internet connections. Students also felt burdened by the task's demands; many considered the assignment to require more time

and effort than expected ($M = 3.70$), and some were unsure of the assessment criteria ($M = 3.22$), indicating a need for clearer instructions.

In short, these results indicate that weekly vlogging is a valuable learning strategy, but one that requires substantial teacher support. Students need emotional support, guidance in using formal Indonesian, clearer rubrics, and technical assistance to manage the diverse demands of vlog-based speaking tasks in a digital learning environment.

In-depth interviews added qualitative data to these quantitative insights, providing a more complete picture of how these challenges affected students' daily lives. Students shared personal experiences of performance anxiety, technical obstacles, and difficulties using formal language, as well as challenges in understanding instructions and the stress of time pressure. These accounts highlight the importance of comprehensive support systems, as students' reflections revealed how mentally and emotionally demanding the weekly vlog assignments were. Table 2 presents the main themes and quotes illustrating the seriousness of these challenges for both high- and low-performing students.

The interviews revealed five main challenges students faced with the weekly vlogging assignment: technical obstacles, unclear instructions, time management, emotional barriers, and linguistic difficulties. Student 1 discussed technological challenges, such as editing videos and dealing with slow internet. Student 2 admitted not fully understanding the assignment requirements, indicating a need for clearer instructions and additional guidance. Student 3 reported difficulty managing time due to the volume of assignments from other subjects, underscoring the importance of more manageable task planning.

Emotional and linguistic challenges also proved highly significant. Student 2 repeatedly mentioned feeling anxious and lacking confidence when speaking on camera, pointing to the need for a more emotionally supportive learning environment. Meanwhile, Student 3 noted the difficulty of constructing sentences that sounded both formal and natural, highlighting the importance of guidance on formal speaking structure. These qualitative insights reinforce the quantitative data by showing that students' challenges were both practical and psychological, requiring teachers to respond with multiple approaches.

When both sets of data are combined, a consistent pattern emerges across modalities. The quantitative data showed the challenges to fall between moderately and fairly difficult. Affective challenges ($M = 3.85$) and time management ($M = 3.70$) were the most demanding, followed by the use of formal vocabulary ($M = 3.52$) and fluency ($M = 3.44$). Interview responses also confirmed the presence of technical difficulties ($M = 3.10$) and unclear task expectations ($M = 3.22$). Together, these findings underscore the importance of combining emotional support, technical assistance, linguistic scaffolding, and clear assessment criteria to make vlog-based learning more effective in Bahasa Indonesia instruction at the madrasah level.

To deepen the interpretation of students' challenges in completing weekly vlogs for the Bahasa Indonesia subject, the quantitative and qualitative findings were integrated into a joint display. This integration allows the statistical trends from the survey to be directly connected with the lived experiences shared in the interviews. By aligning the data under four key indicators – affective challenges, linguistic difficulties, technical barriers, and instructional clarity – the joint display demonstrates where the datasets converge, complement each other, and extend one another. The table below presents the integrated analysis for RQ1.

The data integrates the quantitative and qualitative findings related to the challenges students faced during weekly vlogging, revealing strong alignment between

numerical trends and students' lived experiences. The quantitative data show that affective challenges were the most dominant, with high levels of anxiety and discomfort when speaking on camera – a pattern echoed in the interview accounts, where students described nervousness, repeated retakes, and low initial confidence. Linguistic challenges also appeared consistently across both data strands: students reported moderate difficulty using formal vocabulary and maintaining fluency, which the qualitative narratives explain through students' struggles to construct formal-sounding sentences that still felt natural. Technical difficulties and issues related to task clarity received moderate ratings but were described vividly in interviews, including problems with editing tools, slow internet, upload failures, and confusion about instructions. Together, the convergence of the two datasets indicates that students' challenges stem not from a single factor but from the combined emotional, linguistic, technical, and procedural demands of the task.

The integrated interpretation suggests that weekly vlogging places students in a complex learning situation in which emotional pressure interacts with cognitive and technical load. These challenges significantly influence how students plan, perform, and evaluate their speaking tasks. While the quantitative data provide an overall measure of difficulty, the qualitative findings clarify why students struggled, highlighting feelings of self-consciousness, uncertainty about expectations, and frustration with digital tools. By examining both datasets together, Table 3 demonstrates that students' challenges are multifaceted and interconnected, underscoring the need for stronger instructional guidance, targeted linguistic scaffolding, and technical support to ensure that vlogging can function effectively as a learning tool rather than a source of overwhelming difficulty.

Pedagogical Implications of Weekly Vlogging for Enhancing Bahasa Indonesia Speaking Skills

This study also examined the challenges students faced and how they perceived weekly vlogging as contributing to the development of their Bahasa Indonesia speaking skills. The questionnaire provided data on how students rated vlogging's helpfulness in understanding course concepts, applying language, communicating, building confidence, and staying motivated. Table 4 presents the descriptive statistics for students' perceived learning outcomes.

The study showed that students perceived weekly vlogging as a valuable way to improve their Bahasa Indonesia speaking skills. Responses were consistently positive in areas such as conceptual understanding, language use, communication ability, and confidence, with mean scores ranging from 3.80 to 4.15. Students found the vlog tasks helpful both for speaking practice and for deepening their understanding of course material and concepts ($M = 4.05$).

Vlogging also helped students apply what they learned in class to real speaking situations ($M = 3.95$). Students reported being better able to express their ideas ($M = 3.80$) and feeling more comfortable speaking formally at school ($M = 3.90$). The item with the highest rating ($M = 4.15$) reflected an improvement in speaking skills, indicating that the vlog tasks helped students become more fluent while encouraging ongoing self-monitoring.

Beyond improving language skills, students also reported greater confidence ($M = 3.85$) and motivation ($M = 3.83$), indicating that vlogging helped them become more emotionally engaged and independent learners. These results underscore the value of incorporating vlog-based tasks into Bahasa Indonesia learning, particularly in digital learning environments that give students regular opportunities to express themselves, reflect on their learning, and practice speaking.

Qualitative data from in-depth interviews were used to explore students' perspectives on how weekly vlogging supported the development of their Bahasa Indonesia speaking skills, complementing the quantitative data on the pedagogical implications. Participants described a range of benefits, including greater motivation, fluency, self-reflection, and speaking confidence. These insights help clarify how vlog-based tasks support language learning while also fostering autonomy and interest among students. Table 5 lists the key findings and quotes from students across different performance levels.

The interview data showed that weekly vlogging helped students become more confident, particularly in formal situations, and helped them apply classroom learning, such as formal vocabulary, in real practice. Students also reported improvements in clarity and fluency, suggesting that vlogging supported speaking-skill development through regular practice.

Students reported becoming more motivated, reflective, and engaged, with noticeable improvements in their language skills. Watching their own videos helped students identify areas for improvement, giving them greater autonomy over their learning. The freedom to choose topics and edit their videos made learning feel more personal and meaningful. Vlogging came to represent more than just a means of speaking; it became a vehicle for deeper learning and engagement.

These qualitative results were supported by the quantitative data. For instance, mean scores for perceived speaking proficiency ($M = 4.15$), conceptual understanding ($M = 4.05$), and language application ($M = 3.95$) were all high. Scores for motivation ($M = 3.83$) and confidence ($M = 3.85$) indicate that weekly vlogging helped students improve their skills while giving them greater control over their own learning, both of which are important for success in Bahasa Indonesia speaking.

For the second theme, or RQ2, which explores how weekly vlogging contributed to students' Bahasa Indonesia speaking development, a joint display was constructed to connect quantitative indicators of learning gains with the qualitative explanations provided by students. By integrating both strands under two core indicators speaking proficiency and communication development, as well as confidence, motivation, engagement, and self-reflection the table presents a unified understanding of how vlogging facilitated growth. This approach clarifies not only the magnitude of improvement but also the mechanisms through which learning occurred.

The data integrates the quantitative and qualitative findings on the pedagogical benefits students experienced from weekly vlogging, showing strong consistency across both data strands. The quantitative results indicate substantial improvement in speaking proficiency, communication skills, conceptual understanding, and language application, with speaking proficiency receiving the highest mean score ($M = 4.15$). These numerical patterns are reinforced by students' interview accounts, in which they described clearer explanations, improved fluency, stronger structuring of ideas, and greater control over formal speaking. Similarly, the quantitative data showing higher motivation ($M = 3.83$), confidence ($M = 3.85$), and strengthened conceptual understanding ($M = 4.05$) are mirrored in the qualitative findings. Students expressed feeling more confident over time, becoming more engaged in the learning process, and feeling motivated to perform better with each weekly task.

The integrated interpretation demonstrates that weekly vlogging did more than provide speaking practice; it created opportunities for meaningful language use, self-monitoring, and sustained engagement. Qualitative insights expand the quantitative outcomes by revealing mechanisms behind the improvements, such as students

rewatching their videos to identify weaknesses, gaining awareness of their speaking habits, and exercising creative autonomy through topic selection and editing. These reflective and autonomous learning behaviors, although not directly measured in the survey, emerge as powerful contributors to students' Bahasa Indonesia speaking development. Overall, the mixed-methods integration in Table 6 shows that vlogging fosters linguistic growth, confidence building, cognitive engagement, and self-regulated learning, suggesting that it is a highly effective pedagogical tool for Madrasah Aliyah students when supported by clear guidance and structured reflection.

Discussion

The current study found that students experienced a range of challenges in weekly vlogging, including emotional pressure, technical obstacles, and difficulty using formal language. Saputro et al. (2020), Zhang et al. (2021), and Faiza et al. (2022) similarly highlighted anxiety, time pressure, and limited video-editing skills as common problems in vlog-based learning. These findings are consistent with those of the current study. The most prominent emotional challenge was anxiety about speaking on camera ($M = 3.85$). This aligns with research by Misdi et al. (2021), Nufus (2023), and Wulandari (2019) showing that fear of making mistakes and low confidence often hinder students' speaking performance in digital speaking tasks. In addition, technical issues such as editing difficulties and limited internet access ($M = 3.10$) support the conclusions of Reeves et al. (2017) and Saputro et al. (2020), Zhang et al. (2021), which emphasize the need for digital readiness and equitable access to technology in technology-based learning, particularly in madrasahs with limited infrastructure.

Task clarity was also an issue ($M = 3.22$), as students did not fully understand what was expected of them. Yaprak (2024) added that unclear instructions can reduce students' focus when engaging in reflective tasks. These findings are further supported by Anil (2016) and Rahayu & Nurviyani (2018), who emphasized that vlogging can become overwhelming for lower-performing students without adequate guidance. There were also linguistic challenges, such as constructing coherent formal speech ($M = 3.52$), which supports the findings of Faiza et al. (2022) and Tukan (2024) that students often struggle to speak fluently in self-directed speaking tasks due to concerns about vocabulary, grammar, or pronunciation.

Furthermore, students reflected that they became more motivated ($M = 3.83$), perceived improvements in their speaking skills ($M = 4.15$), and felt more confident ($M = 3.85$). These results are also confirmed by Misdi et al. (2021) and Balignasay et al. (2024), who concluded that vlogging supports speaking, self-evaluation, and student engagement in learning. In addition, digital multimodal composing makes language more accurate, promotes reflective learning, and supports the use of language in authentic contexts (Zhang et al., 2021; Goh, 2017; Yaprak, 2024). Vlogging supports students in applying what they learn in class to real practice through the process of scripting, recording, and reviewing their work.

Qualitative data also showed that vlogging helped students become more independent and strengthened their metacognitive skills by prompting them to identify their own mistakes and track their progress. These findings support the conclusions of Brott (2023), Debbag & Fidan (2022), and Faiza et al. (2022) that vlog-based tasks help students take greater ownership of their own learning. Students were also more engaged with the task because of its creative elements, such as choosing topics and producing videos. This aligns with the view that vlogging offers a flexible and expressive avenue

for language use among otherwise passive learners, helping them become more active communicators (Mandasari & Aminatun, 2020; Hassan, 2023).

Hence, this study adds to a growing body of evidence that vlogging is a powerful strategy for teaching speaking skills, including within Bahasa Indonesia instruction at the madrasah level, even though it can be cognitively, technically, and emotionally demanding (Saputro et al., 2020; Zhang et al., 2021; Yaprak, 2024; Misdi et al., 2021). Teachers need to set clear guidelines, help students strengthen their digital and linguistic skills, and address emotional barriers in order to create a fair and welcoming classroom environment for all students.

By integrating both quantitative and qualitative strands, the findings reveal that the challenges students experienced were not isolated but interconnected and mutually reinforcing. The quantitative data positioned emotional pressure, linguistic difficulty, technical constraints, and unclear instructions as moderately to highly challenging components of weekly vlogging. The qualitative narratives, however, further explained why these areas emerged so strongly in the statistical results: students' descriptions of repeated retakes, uncertainty about task expectations, and frustration with unstable internet connectivity offer concrete illustrations of the numerical patterns. This complementarity between datasets strengthens the interpretation that the vlogging task imposes a multi-layered cognitive load, in which emotional discomfort amplifies linguistic strain and technical disruptions heighten anxiety, creating a cumulative burden consistent with earlier findings by Saputro et al. (2020), Misdi et al. (2021), and Zhang et al. (2021). The integrated insights also highlight that the challenges of weekly vlogging do not function independently but interact in ways that shape students' overall learning experience.

In the same way, the integration of findings across datasets demonstrates that the benefits students gained from weekly vlogging emerged through the same mechanisms that initially posed difficulties. Quantitatively, students reported improvement in speaking proficiency, confidence, motivation, and conceptual understanding, while qualitatively they provided rich accounts of how repeated practice, self-review, and creative engagement supported these gains. The alignment between increased proficiency ($M = 4.15$) and students' reflections on clearer structuring and more coherent delivery suggests that the demands of the task eventually became productive challenges. This convergence supports existing literature on multimodal learning, which posits that structured digital tasks can foster deep reflection and autonomy (Goh, 2017; Brott, 2023; Debbag & Fidan, 2022). The qualitative expansion students discussing how rewatching videos helped them track progress and correct errors adds a dimension not captured in the survey, indicating that vlogging cultivates self-regulated learning habits. As such, the integrated evidence positions weekly vlogging not only as a speaking activity but as a transformative pedagogical tool that nurtures both linguistic development and learner autonomy among Madrasah Aliyah students.

Conclusion

This study examined how Madrasah Aliyah students reflected on weekly vlog assignments in Bahasa Indonesia learning, focusing primarily on the challenges they faced and how the task supported their learning. The findings showed that students encountered a range of difficulties, including technical issues, emotional challenges, linguistic difficulties, and time-management problems. Nevertheless, the vlog assignments also provided real opportunities for students to improve their Bahasa

Indonesia speaking skills. These challenges point to the need for clearer task instructions, better technical support, and additional guidance in formal language use and public-speaking skills.

At the same time, students who vlogged weekly became more skilled speakers in class, gained confidence, developed self-reflection, and experienced greater autonomy as learners. Regular, authentic, and creative speaking practice helped bridge the gap between theory and practice in Bahasa Indonesia learning. Future researchers are encouraged to conduct longitudinal or comparative studies examining the long-term effects of vlog-based learning in madrasah settings. To further enrich the pedagogical understanding, such studies could also explore teachers' perspectives or incorporate classroom observations.

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