



Developing English Teaching Materials through Self-Vlogging Based on Speaking at Tertiary Level

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Abstract: This study aimed at developing English Teaching Materials through Self-Vlogging Based on Speaking, explaining the quality of English Teaching Materials through Self-Vlogging Based Speaking, and knowing the students' perceptions of English Teaching Materials through Self-Vlogging Based Speaking. The sample for this research was students in the 3rd semester of the English Education Study Program, Faculty of Teacher Training and Education, Sulawesi Barat University. Researchers used the Research and Development method as the research method with a development model, namely the 4D model (Define, Design, Develop, Disseminate) which was simplified into a 3D model (Define, Design, Develop). The sampling technique used was Probability Sampling, namely Simple Random Sampling. The research instrument was a questionnaire that was used to assess research products on the research product validation sheet and was also used to determine students' perceptions of research products. The results of this study were (1) English Teaching Materials through Self-Vlogging Based for Speaking. (2) The media validation showed that the indicators' scores are in the category of 'good' and 'very good', (3) English Teaching Materials through Self-Vlogging Based for Speaking has positive perceptions from students as an English teaching material to help students practice speaking according to their interests.

Keywords: *Teaching materials; self-vlogging; speaking.*

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A. INTRODUCTION

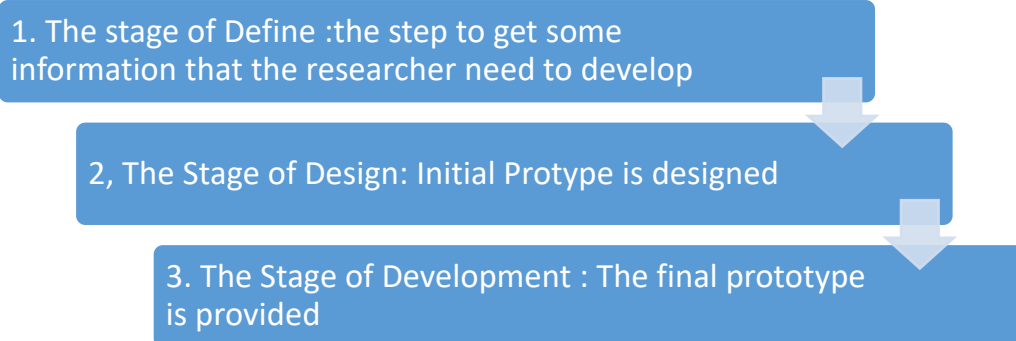
Speaking skill has been a great challenge nowadays despite the existence of more online materials provided by lots of platforms. In this case, students really need a good way of learning to speak. The use of an appropriate way to learn is the most important for students and lecturers/teachers, especially in teaching speaking to get the best result from the learning and teaching process (Brilianti & Fithriyani, 2020). Speaking skills should be improved to support people to communicate without misunderstanding each other. Nowadays, improving English speaking skills is crucial, but English learners still encounter some problems with it, and it blocks their way to improving their speaking skills. Based on the preliminary observation of students in the second semester of the English Education Department at the University of Sulawesi Barat, students are stuck in the contents that are provided to practice speaking in class such as students were given topics to talk about in a particular activity in the class. Students often have difficulty or lack knowledge about the topic that they are going to practice in speaking practice class. Every student has a different level of knowledge that is important to consider by the teacher. Students need the freedom to determine and choose their passions and interests to practice their speaking. It really can help and motivate students to improve their speaking skills through their passion and interest.

Vlog is one of the ways to practice speaking using technology. A vlog or video blog is made by documenting life. In documenting daily activities through video, speaking plays a very important role. The learning process through vlogs can be 'watch and create'. Vlog is one of the most popular things that people can find on the internet. Through vlogging, the students are able to improve their speaking skills in a more exciting way, practice expressing themselves, boost self-confidence, and follow trends in the digital era (Fitria, 2022). Further, the involvement of vlogging in teaching gave a new perspective of effective English teaching that shows a high level of effectiveness (Ayar, 2022; Loreto, 2022). It is how the role of technology works in learning or improving speaking skills. A number of students' perceptions of vlogs in speaking learning have demonstrated the value of vlogs as a speaking learning tool. For example, (1) making an English vlog in class is an engaging and enjoyable task, and (2) making an English vlog encourages students to speak in English. (Fitria & Java, 2022). The role of the vlog should be introduced in the classroom in order to address the issue of learning and practice. In this study, the researcher created speaking-based self-vlogging-based English teaching materials. Furthermore, the student's speaking abilities were improved by using digital vlogs, and they had positive opinions of the method for learning to speak (Marzuki et al., 2018). However, the difficulty level of the vlog contents needs to be

adjusted with the students' level in English. Using self-vlogging as a basis to develop English teaching material is an innovation since self-vlogging, today, is a trend among young netizens. (Loreto, 2022) Students are interested in learning using up-to-date media. This kind of media attracts students's motivation to learn (Ayar, 2022). Some studies have been conducted to produce effective and suitable self-vlogging-based English teaching media in English. (Espinosa Torres, 2018; Sanad, 2021). Even though those studies are also focused on using self-vlogging as a teaching medium the current study will focus on the tertiary level of English learners. This study focuses on using up-to-date teaching media in English. Hence, this study aimed to develop English Teaching Materials through Self-Vlogging Based on Speaking, to explain the quality of English Teaching Materials through Self-Vlogging Based on Speaking, and to know the students' perceptions of English Teaching Materials through Self-Vlogging Based on Speaking.

B. RESEARCH METHOD

This study used Research and Development method (R&D). Research and Development is used to develop a new product through research, but also can be used to refine the existing product. This study aimed to develop English teaching materials through Self-Vlogging Based for speaking as an educational product. The development model of this study was the 4D model. The 4D is a concept of product development. This model is arranged with the order of systematic activities as a basis for developing a learning device (Arywiantari et al., 2015). The 4D development model has 4 (four) stages as follows:



The stage of dissemination as the fourth stage, was excluded in this study. The study was conducted at the University of Sulawesi Barat, Majene. For the research schedule, this study was conducted in November 2022. The subject of this study of developing English teaching material through Self-Vlogging Based for speaking was the 23 students in the third semester of the English Education Department, one material expert and one media expert at the University of Sulawesi Barat.



This study used 2 instruments which were questionnaire and interview. The questionnaires in the form of close-ended questions and the test was preceded with interview with semi-structured to gain more detailed information from the samples. This study used probability sampling which was simple random sampling technique. According to (Sugiyono, 2013), probability sampling is a technique to determine the sample that gives the opportunity to every element (member) of the population to be chosen as a sample. In this study, the sample was selected randomly without considering any criteria. The number of samples was 23 students. This study used the quantitative data analysis technique and descriptive qualitative analysis technique.

C. FINDINGS AND DISCUSSION

Findings

This research and development was conducted at the Universitas Sulawesi Barat. This study involved 30 students as the respondents and two experts as the product validators. One material expert (English Education Department lecturer) and one media expert (the dean of the Faculty of Teacher Training and Education). The study was conducted both offline and online (hybrid) to see the quality of the research product (English Teaching Materials through Self-Vlogging) through students' perceptions as the users and expert appraisal as the validators. This research and development used the 4D development model by Thiagarajan that was simplified into the 3D development model with only 3 stages namely: (1) Define, (2) Design, (3) Develop.

1. The stage of Define

This stage is the step to get some information that the researcher need to develop the product, concept and learning specification that to be included in the teaching material. The information was gathered through some analysis, as explained below:

a. Front-end Analysis

This analysis was conducted to know the learning process and the problem that the students face during the learning process to help the researcher decide everything that was needed in developing teaching materials. The information was found that the learning process was conducted hybrid (online and offline). In online learning, students use some online platform such as Google Classroom, E-Learning Unsulbar, Zoom, and Google Meet.

b. Learner Analysis

In this analysis, the interview with students was also conducted to get the information. Based on the result, the teaching materials that can be accessed by the students that was provided in online platform (Google Classroom and E-Learning Unsulbar) was not attractive to students. In addition, students need to access all materials for a long-term learning process (until mid-term exam or final exam) to prepare themselves well with knowledge. The interview was conducted with 2 students in the same time.

c. Task Analysis

This analysis was conducted to know whether the competency will be achieved by the students after completing the speaking project or not. The analysis on the lesson plan of Speaking 2 given by a speaking lecturer was conducted by the researcher to get the data. The information appeared that the competencies are achieved by the students if they can master the task or speaking project provided in the English Teaching Materials through Self-Vlogging Based on Speaking.

2. The Stage of Design

After finishing the *define* stage, the researcher continued to the next stage which is the *design* stage, with some steps as follows:

a. Media Selection

Display 1

Media Selection (prototype)

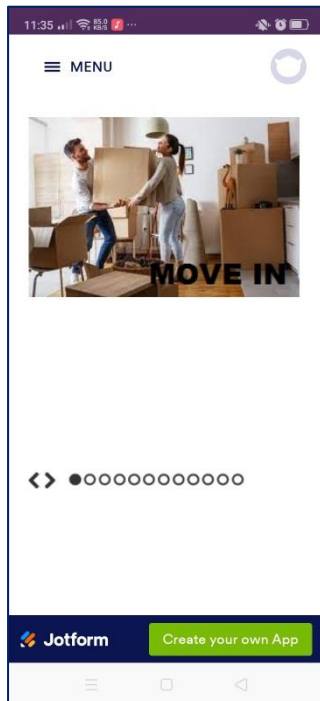


The media selection for the prototype product was an android-based application.

b. Format Selection

Format selection aims to design the teaching material's format, strategies, method, and learning sources.

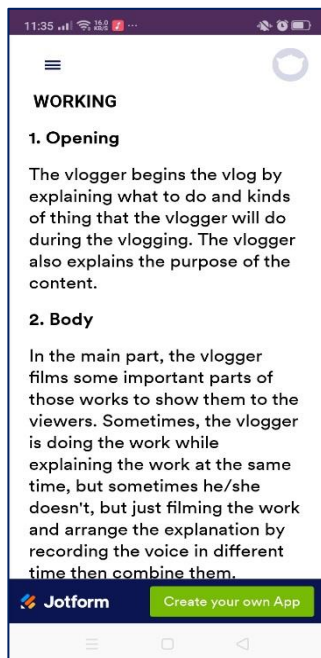
Display 2
 Vocabulary Format (prototype)



Display 3
 Sentence Format (prototype)



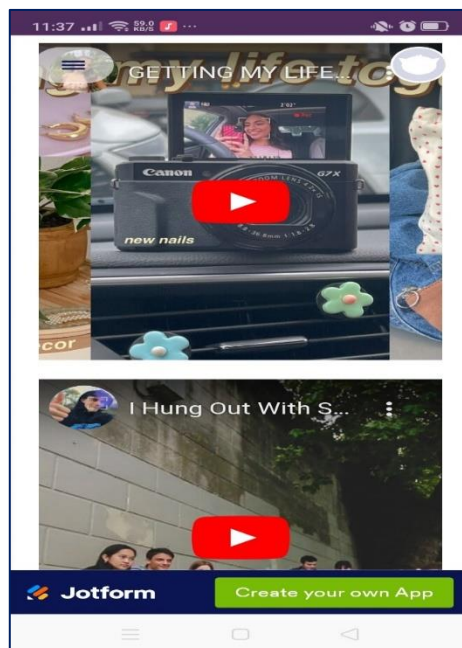
Display 4
 Vlog Structure Format (prototype)



Display 5
 Vlog Planning Format (prototype)



Display 6
Vlog's Examples Format (prototype)



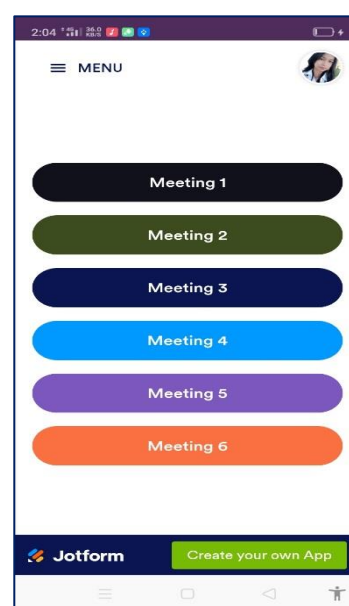
c. Initial Design

The initial design is the last step of the design stage which is conducted to design the entire teaching material.

Display 7
Home (Prototype)

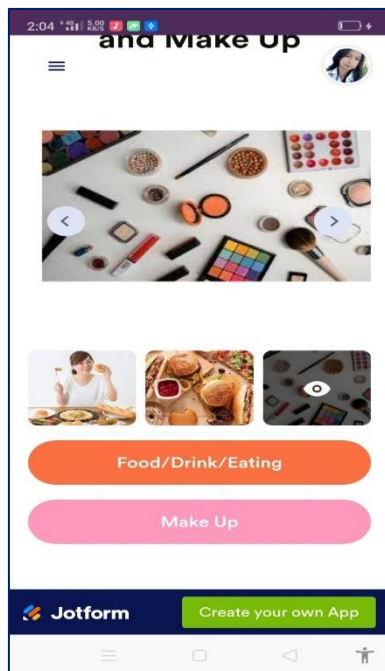


Display 8
Meeting arrangement (prototype)



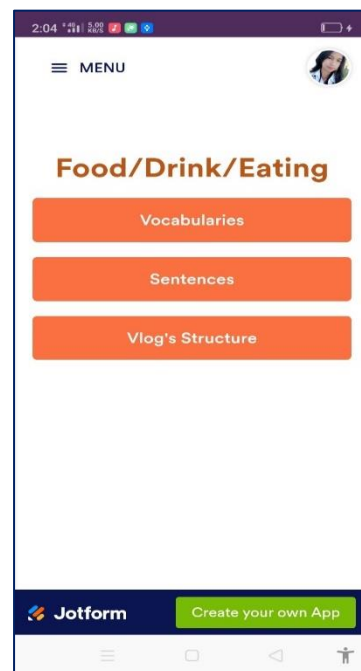
Display 9

Material Division (prototype)



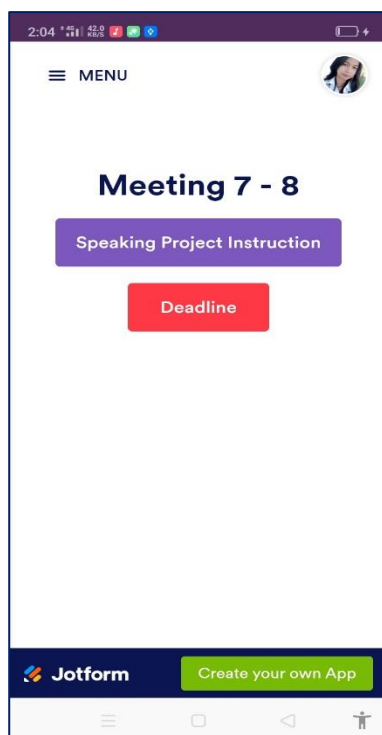
Display 10

Content Division (prototype)



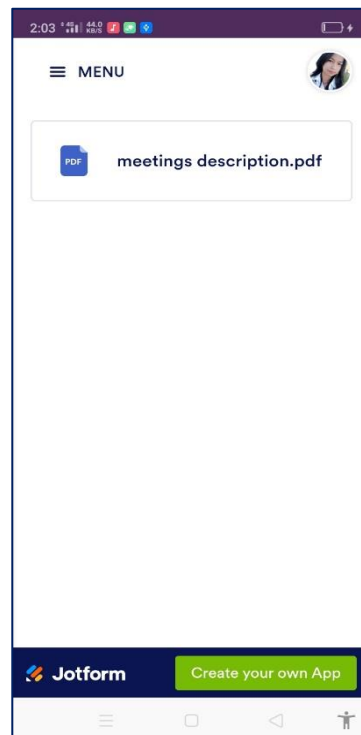
Display 11

Project Arrangement (prototype)



Display 12

Meeting Description (prototype)



Media selection was conducted based on the result of the *define* stage. Since the learning process include online platform to study, the developed teaching material is served in an online application to make it more interesting to the students with attractive design. But, the English teaching materials through self-vlogging based for speaking are also provided in PDF form to anticipate some internet connection errors. Online application was selected as the media to serve the teaching material so that the admin can redesign the application such as adding some new features, content of the material, etc., whenever it is needed without requiring the users to reinstall or update the application on their smartphone.

d. Format Selection

In the format selection, the researcher decided to include 3 parts of it. Every Part of the product (teaching material) is explained below:

1) Opening Part (meetings' description)

In the opening part, there is a file that can be accessed by the students to know the description of every meeting during the learning period. The meetings' description is provided in PDF form that can be downloaded by the students. The meetings' description includes learning competencies, materials content, learning models, learning experiences, and assessment indicators.

2) Content Part (teaching materials for 6 meetings)

In the content part, the material is provided with 3 different sections, as follows:

- a) Contents of Vlog (1st meeting – 4th meeting): including vocabulary, sentences (sentences example and short video), and vlog's structure (opening, body, and closing).
- b) Steps of Vlogging (5th meeting): including planning, preparing the tools, filming, editing, and uploading.
- c) Analyzing Vlogs (6th meeting): including watching and analyzing vlogs 4 vlogs, provided in the teaching materials.

3) Ending Part (speaking project for 2 meetings)

The last part of the teaching materials provides speaking projects instructions and deadline projects.

e. Initial Design

1) Drafting the Teaching Materials



Drafting is the step to design the teaching materials. In drafting the teaching materials, the researcher analyzed the RPS for Speaking Subject as the first step to get some information to help the researcher to compose the teaching materials. By analyzing the RPS, some information was found, such as how to arrange the RPS for the learning process, learning competencies, learning experiences, and learning indicators.

2) Designing the Teaching Materials Application

From media selection, the researcher decided to use an Android-based application as a media for the product (the English Teaching Materials through Self-Vlogging Based for Speaking). Therefore, in this step, the researcher developed the application and input the teaching materials into the application. To develop the application, the researcher used an online application builder namely Jotform.

3. The Stage of Development

The *development* stage is the last stage of the product development. In this stage, the researcher has designed the entire product, both the teaching material and the application. However, the product that resulted from the *design* stage is not perfect yet without expert validation. To make it complete, the researcher developed the product through expert appraisal and developmental testing. The process is explained below:

a. Expert Appraisal

The expert appraisal is the step to develop the product that has been designed in the previous stage. The product was validated by two experts, namely one material expert and one media expert. The material expert was Sukmawati Yasim, S.Pd., M.Hum (the lecturer of the English Education Department at the University of Sulawesi Barat) an expert in Curriculum and Material Development and the media expert was Dr. H. Ruslan, M.Pd (the Dean of the Faculty of Teacher Training and Education at the University of Sulawesi Barat).

1) The Material Expert Validation

At the meeting with the media expert, the product got the first assessment and some points of revision. The material expert gave the conclusion: “Qualified to be used in the learning process without revision”.

2) The Media Expert Validation

At the meeting with the media expert, the product got the assessment and some points of revision. The material expert gave the conclusion: “Qualified to be used in the learning process after revision”.

b. Developmental Testing

1) Distributing the Research Product

In the developmental testing, the researcher distributed the questionnaire and the product to the students. The interaction between the students and the researcher was in person. It was conducted in the classroom and the participants were 23 students of English Education Department class B21. In this process, the researcher asked the students to install the teaching materials application on their smartphones and then explained the materials on the application. After explaining the product, the researcher distributed the link to the questionnaire for students to fill out. There were 2 links to the questionnaire namely the questionnaire of students' perceptions about the research product and the questionnaire of the students' perception about the quality of the research product.

In analyzing the research product, the students were allowed to ask any question about the research product to the researcher or the product developer. It aimed to make the participants understand the research product very well so that the participants could assess the research product objectively. Also, since the questionnaire was provided in English, the researcher explained every indicator of assessment on it, to make them clearer to students or participants.

2) Analyzing the Data

The data was gathered using Guttman Scale. Therefore, the responses were YES or NO. The score of 'YES' for the positive statement is 1, while the 'YES' for the negative statement is 0. The score of 'NO' for the positive statement is 0, while the score of 'NO' for the negative statement is 1.

3) Students' Perception

Table 1. The Students' Perception of English Teaching Material Media

Aspects	Number of Data		Number of Students	Category
	YES	NO		
I am enthusiastic to improve my speaking skills through this teaching material.	23	0	23	Very Practical
I like the way each part of the material is served.	23	0	23	Very Practical
The colors and pictures are attractive.	23	0	23	Very Practical
I can understand the materials very well.	23	0	23	Very

				Practical
Meetings description is describing all meetings.	23	0	23	Very Practical
The pictures illustrated the material well.	23	0	23	Very Practical
The project instruction is clear.	23	0	23	Very Practical
Examples of vocabulary and sentences are simple, so I can understand them well.	23	0	23	Very Practical
This teaching material can motivate me to learn and improve.	23	0	23	Very Practical
This teaching material is served in a more interesting way that can influence students' emotions to be enthusiastic about learning.	23	0	23	Very Practical
The material of each meeting is easy to access.	23	0	23	Very Practical
I consider the material as an effective way to improve my speaking skills.	23	0	23	Very Practical
Self-vlogging English teaching material can help me to do speaking practice actively and creatively	23	0	23	Very Practical
Vlogging has had a positive impact on my self-confidence in speaking in English	23	0	23	Very Practical
Self-vlogging English teaching material can give freedom to me to do speaking practice	23	0	23	Very Practical

According to the students' perceptions that can be viewed from the assessment form, there were some perceptions regarding the English Teaching Materials Self-Vlogging Based for Speaking, as follows:

- a) Students are assumed to be enthusiastic to improve their speaking skills through this teaching material.
- b) Students like the way the materials are served.
- c) Students like the colors and the pictures that are displayed in the materials because they are attractive.
- d) Students can understand the materials very well.
- e) According to the students' perception, all the meetings are described in the meeting description.



- f) Students think that the pictures that are provided in the material illustrate the materials very well.
- g) Students viewed that the project's instruction is clear.
- h) Students can understand the examples that are provided in the teaching materials because the examples are simple and easy to understand.
- i) Students assumed that the teaching materials could motivate them to learn English and improve their speaking skills.
- j) Students' emotions can be influenced by the interesting way the teaching material is served to make them enthusiastic about learning.
- k) Students can access the materials easily.
- l) Students consider the materials as an effective way to improve their speaking skills.
- m) Students think that the teaching materials can help them to do speaking practice actively and creatively.
- n) Students assumed that vlogging has a positive impact on their confidence to speak in English.

Students feel that Self-logging English teaching material can give them the freedom to do speaking practice.

4) Students' perception

Table 2. Students' Perception of Language Used

Aspects	Number of Data		Number of Students	Category
	YES	NO		
The language used is easy to understand.	23	0	23	Very Practical
The combination and balance between text and picture are good.	23	0	23	Very Practical
The colors and pictures are attractive.	23	0	23	Very Practical
The materials are clear and easy to understand.	23	0	23	Very Practical
The meeting's description is according to the materials.	23	0	23	Very Practical
The quality of the pictures is good.	23	0	23	Very Practical
The instruction to do the project (vlog) is clear and comprehensible.	23	0	23	Very Practical
Examples of vocabulary and sentences are easy to understand.	23	0	23	Very Practical
Teaching material provides illustrations, uncommon subjects, and examples.	23	0	23	Very Practical



The material is including a variety of text types.	23	0	23	Very Practical
The material use variety of sources.	23	0	23	Very Practical
Appealing presentation (bright colors, the use of photographs, the use of space and the use of images.	23	0	23	Very Practical
Including topics of interest to the target learners.	23	0	23	Very Practical
Contains task that challenges the learners.	23	0	23	Very Practical
Contains issues of interest which provide the opportunity to learn something new.	23	0	23	Very Practical

Viewing the quality of the product from the users' side is also important to make sure that the product works when the students use it in the learning process. So, the researcher interacted with some students to see the quality of the product, by giving the students a questionnaire to fill out after trying out the product on their smartphone. The quality of English Teaching Materials Self-vlogging-based Speaking that was viewed from the users' perspective can be seen in some statements below:

- a) The language used is easy to understand.
- b) The combination and balance between text and picture are good.
- c) The colors and pictures are attractive.
- d) The materials are clear and easy to understand.
- e) The Meeting description is according to the materials.
- f) The quality of the pictures is good.
- g) The instruction to do the project (vlog) is clear and comprehensible.
- h) Examples of vocabulary and sentences are easy to understand.
- i) Teaching material provides illustrations, uncommon subjects, and examples.
- j) The material includes a variety of text types.
- k) The material uses a variety of sources.
- l) Appealing presentation (bright colors, the use of photographs, the use of space, and the use of images.
- m) Including topics of interest to the target learners.
- n) Contains task that challenges the learners.
- o) Contains issues of interest which provide the opportunity to learn something new.



Discussion

The research and development were conducted based on the procedure of the 4D development model by Thiagarajan which was simplified into a 3D development model. The procedure of this model of development consists of 3 stages: 1) Define, 2) Design, and 3) Develop.

After learning the problem faced by students in speaking, the researcher decided to develop English Teaching Material through Self-Vlogging Based for Speaking to give the students the freedom to practice speaking according to their interests. The teaching materials were composed of the easiest level of content (vocabulary) that can be accessed in meetings 1-4 to the hardest level of content which is the vlog's tutorial, and finally, the project instruction to conduct the vlogging.

In the first stage, the researcher conducted some analysis to be the foundation to develop the product. From the findings of the analysis, the teaching material was developed by considering many aspects from it. The teaching material was drafted in writing before being input it into the application. At the beginning of the teaching material, the researcher included RPS for 8 meetings that were adjusted to the RPS given by the lecturer speaking at the University of Sulawesi Barat.

The teaching material application was developed later after finishing drafting the teaching material. The researcher developed the application using Jotform, which is an online application builder. The teaching material was divided into 6 meetings on the application. The application was designed with a simple design to make it easy to access by the students. This finding is supported by (Sumual, Reimon Batmetan, & Kambey, 2019) who state that the smartphone application can help students to access the learning with easy-to-learn display, an easy-to-use, simple and useful appearance. Anyway, the application should be accessed online.

The researcher decided to serve the materials on a smartphone application because it can facilitate student to experience the learning of speaking with some video to help them also experience the listening practice. This finding is also supported by the theory that the smartphone application can help teacher and students to learn speaking and listening independently (Pratiwi & Nuryanti, 2018). Other theory also supports this finding, which is claimed by (Kollmann & Santner, 2021) that an application can help to provide preparation of a practical course.

In the step of expert appraisal in the develop stage, media expert gave some advice to revise the teaching material application. There were some things that have to be added on the



teaching material application, including the description of the application, the subject identity, and the logo of the University of Sulawesi Barat. The expert is also required to adjust the contrast of the text, button, and background. It means that adjusting the color and the font of the text is important in an application which is also claimed by (Pei-hsuan, I-Chen, Yuan, MingZhao, & Henry Been-Lirn, 2015) that style unification, color setting, and font setting are required to apply in designing a mobile application. The revised product was validated by the media expert and the material expert as a feasible teaching material that can be implemented in the learning process.

The validators are derived from the Faculty of Education Training and Education, one material expert who is the expert in Curriculum and Material Development (the lecturer of the English Education Department), and one media expert who is an expert of Education Technology (the Dean of the Faculty). After acquiring validation from experts, the researcher distributed the research product to be assessed by the students conducted in person (offline) on November 21, 2022, at the University of Sulawesi Barat. There were 23 students as the participants or assessors of the research product.

The experts validated the instruments used in the development by testing the validity of invalid constructs (judgment expert) to ask for her opinion about the instruments that have been compiled. The aspects assessed in the tools included aspects of visual display media and material aspects for product validation sheets and students' opinions toward the research product and its quality.

The main purpose of this product development is to increase the student's enthusiasm to practice speaking by giving them a wider space to practice. By doing a vlog, students can improve their enthusiasm to practice. The theory supports that integrating student-made collaborative vlog projects can stimulate students to practice speaking in EFL learning (Huang, 2021). The teaching material will give the students the freedom to choose the content they want to discuss in speaking practice. It will not limit the students' talking and expressing their ideas in English.

Based on the result of the study, the students showed positive perceptions about the English Teaching Materials through Self-Vlogging Based for Speaking. From the students' perception, it can be concluded that the product is an attractive teaching material with color and pictures to illustrate the contents, which can give the students enthusiasm to improve their speaking skills.



Based on the students' perceptions about the English teaching material through Self-vlogging-based speaking, it can be concluded from the design and content aspects review that the research product is feasible to be used in the learning process. (Zakaria & Nawi, 2020) claimed that the content, learning theory, and learning strategies should be the priority for developing a mobile learning application. Now, mobile learning application is increasingly used in University to learn, positively impacting students' motivation and predisposition (López-Moranchel et al., 2021). In addition, (Likitrattanaporn, 2017) said that in designing English teaching material, an efficient format can train the students' and teachers' skills in teaching English.

The finding showed that the research product is a mobile-friendly application with vlog content or material that can help students learn and practice speaking. It is supported by (Gallagher, 2019), who claimed that a mobile-friendly application is a simple-to-use or easy-to-access app for smartphones, tablets, laptops, and desktop computers. The theory also supports this finding from (Safitri & Khoiriyah, 2017), who stated that technology through E-Learning media could enhance the students' speaking skills and the students' perceptions of the use of vlogs to improve their speaking skills are good through some strategies.

D. CONCLUSION

Based on research and discussion, it can be concluded that English Teaching Materials through Self-Vlogging Based for Speaking are used as teaching material for students to practice speaking according to their interests. The feasibility of English Teaching Materials through Self-Vlogging Based on Speaking is based on the assessment of the research product validation and the assessment of the research product from students. The materials validation showed that the indicators' scores are in the category of 'very good', and it is concluded that the materials are qualified to be used in the learning process without revision. The media validation showed that the indicators' scores are in the category of 'good' and 'very good', and it is concluded that the materials are qualified to be used in the learning process after revision. The student assessment showed that the indicators' scores are in the category of 'very practical'. English Teaching Materials through Self-Vlogging Based for Speaking has positive perceptions from students as an English teaching material to help students practice speaking according to their interests. The weakness of the study is there is no dissemination stage conducted. Thus, the researchers strongly suggested that future researchers undertake the dissemination stage to figure out the effectiveness of this application.



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