
EXPLORING INDONESIAN EFL STUDENTS' EXPERIENCE IN VLOGGING FOR SPEAKING PRACTICE

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ABSTRACT

Research on the use of digital technology in English-speaking practice has been widely acknowledged in the literature, including empirical studies on the use of vlogging as a mediated instruction in teaching speaking skills. This study aimed to investigate Indonesian EFL students' experiences when conducting a food vlog learning project in English-speaking practices. Fifty students in the Education Department at the State University of Makassar, Indonesia, took part in this study. In their English classes, they worked on the food vlog as a project-based learning (PBL) activity. Random sampling was used to choose five people from each of the five groups of ten people, and they agreed to take part in a semi-structured interview. A thematic analysis was used to look at the qualitative data from the interview. The results indicate that the food vlog group, as part of PBL, helped and enhanced the students' self-efficacy, vocabulary mastery, learning autonomy, technology skills, and confidence in speaking English in EFL classes. These findings suggest that PBL has practical application within the context of the food vlog project. Consequently, utilizing a food vlog as a learning activity can be an effective support in practicing their English-speaking skills beyond the confines of the classroom.

Key Words: English speaking skills; project-based learning; vlogging

ABSTRAK

Penelitian tentang penggunaan teknologi digital dalam praktik berbahasa Inggris telah diakui secara luas dalam literatur, termasuk studi empiris tentang penggunaan vlogging sebagai instruksi mediasi dalam pengajaran keterampilan berbicara. Penelitian ini bertujuan untuk menyelidiki pengalaman siswa EFL Indonesia dalam melakukan proyek pembelajaran vlog makanan dalam praktik berbahasa Inggris. Lima puluh mahasiswa di Departemen Pendidikan di Universitas Negeri Makassar, Indonesia, mengambil bagian dalam penelitian ini. Di kelas bahasa Inggris mereka mengerjakan vlog makanan sebagai kegiatan pembelajaran berbasis proyek (PBL). Pengambilan sampel acak digunakan untuk memilih lima orang dari masing-masing lima kelompok yang terdiri dari sepuluh orang, dan mereka setuju untuk mengambil bagian dalam wawancara semi-terstruktur. Analisis tematik digunakan untuk melihat data kualitatif dari wawancara. Hasil penelitian menunjukkan bahwa kelompok food vlog sebagai PBL membantu dan meningkatkan self-efficacy siswa, penguasaan kosa kata, kemandirian belajar, keterampilan teknologi, dan kepercayaan diri dalam berbicara bahasa Inggris di kelas EFL. Temuan ini menyatakan bahwa PBL memiliki aplikasi praktis dalam konteks proyek vlog review makanan secara nyata. Oleh karena itu, food vlog dapat digunakan sebagai kegiatan pembelajaran yang efektif untuk membantu siswa berlatih berbicara bahasa Inggris di luar kelas.

Kata Kunci: keterampilan berbicara bahasa Inggris; pembelajaran berbasis proyek; vlog

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INTRODUCTION

This paper presents English learners' experiences in a project-based vlogging activity. The project-based learning was given to provide authentic language learning activities outside the classrooms and to promote students' English-speaking practices. In English classrooms, students might find it difficult to speak and reluctant to express their ideas, making them prone to disengage in conversation practices. As English is a foreign language in Indonesia, the students might receive little exposure to speaking English at home and in their environment. Due to inadequate opportunities to practice English outside classrooms and other affective factors, such as anxiety about speaking a foreign language, EFL learners might be less motivated to speak English (Karsudianto, 2020). Therefore, there is a need to improve the students' intrinsic motivation (interest, enjoyment, and inherent satisfaction) in speaking practices (Ryan & Deci, 2020). To achieve this goal, the researchers used food vlogging as an innovative approach to teaching English, particularly in speaking skills.

Many EFL teachers have conducted efforts to provide students with more opportunities to practice English. Some researchers investigated ways to improve students' autonomy, self-

determination, and self-efficacy in speaking English (Fuchs & Katzir, 2021). The researchers asserted that giving students choices of speaking activities and discussion topics can be some ways of enhancing students' speaking skills. Recent research examined the use of vlogging to enhance students' English learning and their perception of the use of video projects (Hung, 2011). Vlogging might foster students' creativity and enable them to keep up with the current rapid development of technology (Harefa, 2020). As a project-based learning, vlogging can help students understand the subject matter better and the links between theory and practice (Burns, 2020). Karpovich et al. (2021) investigated the effect of vlogs on students' speaking and found a significant improvement in their speaking performance after participating in vlog-making projects.

Yet, Exploring the use of specific types of vlogs to enhance EFL students' English-speaking practice. In this study, the researchers encouraged students to develop food vlog projects. This approach aimed to provide students with a new nuance of learning and engage them in projects requiring their independence, autonomy, and creativity. There are several plausible reasons why food vlog was chosen as a solution to the problems faced by students: 1) food vlogging is found to be

more appealing to millennial generations, 2) many students are YouTubers and followers of various food-vlog channels, and 3) many students are interested in creating vlogs to share their activities, health perspectives, and general information (Briliana et al., 2020; Koven & Marques, 2021a). Given that speaking can be as challenging as other skills, such as writing, listening, and reading, a food vlog can be an exciting activity that integrates technology into the learning process outside the classroom (Chelliq et al., 2022; Torres, 2020). Students can communicate their ideas, opinions, and information through food vlogs. Therefore, considering food vlogs as an alternative media for EFL teaching and learning, this study investigated undergraduate EFL students' experiences and responses in conducting a food vlog learning project. The researchers formulated the following research question: What were the experiences of EFL students in food vlog projects for English-speaking practice?

Vlogging in English Language Teaching

The term "vlog" was introduced by Adam Kontras in 2000. It then gained attention when a broadcaster named Andrew Baron popularized vlogging in

2004 when he began filming daily episodes of his show, Rocketboom. In 2006, a teenage user named Bree gained widespread attention for her vlog on YouTube, which marked the beginning of the vlogging trend. In daily videos, she revealed insights about her personal life (Sangeorzan et al., 2019). As video recording technology improved, content creators began documenting their activities with portable equipment.

Vloggers record, edit, and upload videos of their lives to the internet, usually to the giant video-sharing site YouTube. Their videos, which are called vlogs or, less often, video blogs, have a wide range of topics, goals, and styles. However, they all have one thing in common: people talk directly to the camera about their thoughts and feelings (Berryman, 2020; Jorge, 2020; Koven & Marques, 2021b). Since then, vloggers' use of technology has given them more freedom, as they can use the integrated technology to capture fresh content belonging to their CALL innovation and pedagogy.

Teachers might play a crucial role in incorporating technology into the educational process (Anas, 2020). Through technology, teachers can create learning material for English language teaching, and the students can share their thoughts using numerous media, including audio, video, photographs,

and digital papers (Asfihana & Yansyah, 2022; Mahmoudi & Gronseth, 2018). Previous research has demonstrated that video projects improve students' learning motivation and enthusiasm for "food-vlog" (Huang, 2021; Snow et al., 2021). Giannakos et al. (2016) argued that video and multimedia technologies are becoming more prominent in education. Therefore, it has been demonstrated that creating videos requires numerous skills, including communication and social skills.

Project-Based Learning

Project-based learning (PBL) can be a strategic way to get students interested in learning. Working on a project, the students might easily connect and integrate the learning materials, learn new things, and develop the skills they need to work with others and create solutions (Maros et al., 2021). Authentic learning is characterized by student autonomy, constructive explorations, goal setting, cooperation, communication, and reflection on real-world activities (Malin & Rind, 2022). Project-based learning includes self-education, making students more responsible for all parts of their activities, so students learn more when creating their learning opportunities (Albus et al., 2021; Blumenfeld et al., 1991). Therefore, it can be said that

Project-based learning helps students get the skills they need to be part of the world community.

Beier et al. (2019) identified four critical parts of the PBL. Firstly, the learning project follows the curriculum and helps students understand the subject's key concepts. Involving students in a goal-directed process of inquiry, information gathering, and problem-solving should be the main activities of the projects. Students are instructed on creating their feelings of autonomy and responsibility, which are the primary goals of project-based learning (PBL). It is much more than a straightforward instructional strategy (Cárdaba & Noelia, 2020). Given that both students and lecturers use technology in the classroom, it is critical to study how PBL and technology may work together to enhance language instruction and learning (Laur, 2019; Norfar & Fancher, 2022). Some studies on project-based language learning showed that projects help students acquire decision-making skills, collaborate with others, and develop independence, creativity, and problem-solving abilities.

English Speaking Skills

Speaking is one of the four primary skills that students are required to learn, and it can be the most crucial

skill for students in the English department. Effective communication in a conversation depends heavily on the speaker's mastery of their speaking skills. Speaking ability is one of the most critical aspects for English Language Learners to cultivate and refine, including students enrolled in university programs (Stokes, 2021). Some predictors of success in speaking skills can be self-efficacy and self-regulation. Students with self-regulation define proximal goals, monitor their behavior, predict how to overcome potential barriers, evaluate their progress toward their goals, and alter their behavior to achieve them (Lisnawati, 2021). In our modern, interconnected world, effective communication is essential to success in any endeavor. Communication is accomplished through the utilization of language as a tool. However, people who do not use or practice the language might have trouble communicating in a target language.

Speaking the target language can be the most significant skill to gain when studying a foreign or second language. English language instructors might be required to improve students' speaking abilities and encourage them to use the language in real-world scenarios. Particularly for undergraduate students who will graduate and look for a job,

employability is closely tied to communication along with technology skills (Calvó-Armengol et al., 2015). Acquiring good foreign language communication skills can be crucial. Thus, one of the ways that can be applied is by placing more emphasis on teaching students how to apply their speaking skills outside of classrooms. Teachers' use of technology, such as vlog projects in language classrooms, might provide more opportunities for EFL learners to practice their speaking skills.

METHOD

Research Design

This research aims to learn about the experience of EFL students when they were asked to develop vlogging activities to practice their English-speaking skills. Therefore, this research employs a qualitative approach (Creswell, 2000). In this study, the qualitative method was used to thoroughly integrate the research components logically and systematically to discuss and analyze the focus of the research because this approach enables researchers to explore participants' experiences and how they make meaning of their experiences. This type of qualitative research is more in-depth and can help researchers find more information about a phenomenon (Tian & Suppasetsee, 2013). For this study,

the information can facilitate research exploring students' experiences in using live streaming on the Facebook group as a Project-Based Learning approach in Indonesian EFL.

Participants

This research took place at the State University of Makassar, Indonesia. Fifty Education Department students from the university participated in this study. During the regular class, they engaged in the final project, video-based learning, for making vlogging. Five participants from the five groups consisting of ten participants were selected through random sampling (Staller, 2011) and agreed to participate in a semi-structured interview. The students were selected by using a purposive sampling technique. They have a consent agreement for participating in this study. They were coded as st1 - st5 by the researcher. Participants were recruited from students enrolled in regular classes to fulfill the criteria for the final project, which required us to recruit participants from those classes. All the participating students were required to have previous experience studying English. The project's goals and objectives, as well as the strategy for achieving them. Afterward, it was suggested that they record themselves using the cameras on

their smartphones to create a video blog. They all came to an agreement on the food vlog format, and they chose to take part in the investigation.

Procedure

The lecturer initially gave task instructions about making a food vlog. Students arranged and organized the activity from leaving their house to the food place. Students recorded while communicating with the food seller about anything related to the food they bought or the situation in the food area. After students bought the food, they explained its description and taste in front of their cameras. The students then edited the vlog and reported the results to the lecturer. WhatsApp and Facebook group-mediated communication were created to facilitate asynchronous communication with all participants to monitor and evaluate progress (Rozgonjuk et al., 2018). WhatsApp and Facebook group-mediated communication were created to facilitate asynchronous communication with all participants to monitor and evaluate progress (Ramdani & Widodo, 2019). It aims to provide an online space for students to consult their projects, send questions, ask for advice, and share the progress of their work. The videos were then uploaded and collected in the Facebook group to facilitate assessment,

and all the students had access to view them.

The participants should have more freedom to choose how they want to answer the question, and they should not feel as if they are being constrained by the limited number of possibilities when they are asked open-ended questions (Sarwanto et al., 2020). Since open-ended questions are broad and can be answered in detail, researchers have found that open-ended questions can be accurate. By posing the participants with open-ended questions that do not restrict their ability to conceive answers, we encourage them to verbalize their feedback. It is customary to allow between thirty-five and fifty minutes for each in-person meeting. The participants' native languages were used in the interviews, which helped the Indonesians get to know one another better and gave them a clearer understanding of the questions being asked in this research. Each interview was recorded, transcribed, and then translated into English. As a part of the efforts made by the researchers to maintain a high-quality translation, they requested the participants to read the transcripts and suggest how those transcripts may be improved. During the interview, the researcher asked the participants about their experiences with vlogging.

Data collection

A central data-collection strategy in this qualitative study is interviewing (Wells, 2013). The data were collected through semi-structured interviews (Karatsareas, 2022). The semi-structured interview is about students' experience in doing food vlogs using interviews. We interviewed five participants. Ten questions were included to gather information (see the interview protocol in the Appendix) that fits into a set of themes (Herzstein, 2003). The themes reflected major issues that emerged in the data. We conducted the interview face-to-face, which was allotted about 35 to 50 minutes for each respondent. The interview used Bahasa Indonesia since the participants' native languages helped the respondents better understand the interview questions. The interview result was taped, written down, and translated into English for the data analysis.

Data Analysis

The data from interviews were analyzed qualitatively. The researchers looked at the data in five ways (McKernan, 1996). First, the steps include collecting data from in-depth interviews. Second, compare the data to see what is the same and what is different. Third, coding the data. Fourth, building an interpretation, which

involves using data analysis to look at how students feel about using "food vlogs" in their speaking practice. Finally, the results of the investigation will be reported.

Therefore, the researchers read through the interview transcripts to get a general idea of what was found. We then reread the transcript several times to fully understand the information (Staller, 2022). After analyzing the interview data, the researchers coded similar answers and drew some themes. The researchers analyzed student experiences of using food vlogs in speaking skills, reported the outcomes, and drew a conclusion based on the findings.

To ensure the trustworthiness of this qualitative study, the researchers applied member-checking and peer-debriefing techniques during the data analysis process (Lincoln, 1995). The participants were asked to comment on the transcripts and offer suggestions for improvement as part of our efforts to maintain a high-quality translation. During the interview, we questioned the participants about their vlogging experiences for an English class presentation and any benefits or drawbacks they encountered. We also asked them to review the analysis result of the findings and the data interpretation by making corrections to

the interpretations and giving extra information when necessary. Finally, we concluded by drawing on the study research results.

FINDINGS AND DISCUSSION

Findings

This study aimed to investigate Indonesian EFL students' experiences and responses in conducting a food vlog learning project in English-speaking practices. The data for students' experience was gathered through interviews. The findings of this research show the students' self-efficacy and confidence in speaking, vocabulary mastery, learning autonomy, and technology skills. During the interview, we posed this question to five different participants to get their responses on food vlogs.

Self-efficacy and Confidence in Speaking

Five students reported that the project-based learning through video "food-vlog" activity was modified by adding some activities to promote students' knowledge, self-efficacy, and confidence to speak. This activity might trigger students to be more creative in learning the speaking concept so their engagement during the course can be

maintained. Five respondents commented that:

It was pretty challenging at first because I was not confident speaking while showing my face in front of the camera. (st1)

This assignment made me speak in front of the camera, feel more confident, and improve my speaking skills. (st2)

My experience when making vlogs is not too difficult because finding food is really easy, and the difficult thing is when recording because many vehicles pass in front of the house. (st3)

Honestly, this is a new experience for me. At first, I felt shy. I must make a video and speak alone in front of the camera. Luckily, nobody looks at me strangely. But as time went on, I started to get confidence in making my video. (st4)

My experience making food vlogs is quite exciting because we must go around buying food and video ourselves while eating and reviewing the food, like a food vlogger. This task trains us to be confident. (st5)

The excerpt above shows the response of the students who were not confident in speaking while showing

their faces to the camera, but they all learned and were challenged to do this food vlog project. Through this project, students can train themselves to be confident. Speaking in front of a camera requires self-efficacy. They have a new experience and enjoy eating the food while filming themselves. Students commented that the food vlog project was their first time vlogging. Speaking in front of the camera and introducing the food they ate was a new experience. Some were not confident because many people saw them holding the camera while speaking English. Thus, they needed to have more practice and be well-prepared to speak.

Students Vocabulary Mastery

The students commented that making a "food vlog" encouraged them to look for new words, meanings, and pronunciations. They found advantages when talking in front of the camera on the spot and ensured the accuracy and clarity of the words they used. There was also new vocabulary learning related to the food. They indicated that the vocabulary of vlogs is what learners need to acquire.

This is my first vlog, and I feel happy because I can make a vlog like many people on YouTube. I found many new words and enjoyed my good food. (st1)

Vocabulary is used to improve when making vlogs about food. It was a new experience, let alone a vlog while speaking English, so it was able to enhance my speaking abilities. (st2)

I must memorize a bit of text before starting the vlog. Even so, I enjoyed doing my vlog. That is a nice activity. Walking around the park and buying food to eat is fun. (st3)

A very interesting experience because this was my first vlog. At first, I felt very shy about making a vlog in a crowded place, but I tried to be confident even though there were still some wrong pronunciations of vocabulary. From here, I learned how to be more confident in making vlogs, especially in English. (st4)

I added some subtitles and music to make it look interesting. (st5)

The excerpt above indicated that the students felt pleasant doing a food vlog for the first time. There were many new words they found in making a food vlog. Therefore, their vocabulary could also be used in this task. We can see their interesting comments related to vocabulary, which could make them excited. The students responded in the interviews as st1 said, "A lot of new

words were learned while reviewing the food." st2 commented, " Vocabulary used to improve when making vlogs about food." st3 said, "Memorize a bit of text," st4 added, " still some wrong pronunciations of vocabulary," and st5 said, "using subtitles."

Despite the students' best efforts to make this food vlog entertaining to watch, they also learn new words when they start recording themselves speaking, introducing themselves while placing orders, reviewing food, and making comments about the food's taste and aroma while speaking in English.

Students' Learning Autonomy

Students feel challenged to make video vlogs by recording their activities when food is in their area. Thinking strategically, designing, and devising to make their food vlog indicated students' learning autonomy.

Very memorable because visiting tourist attractions close to home. Still, because someone leaves the house to go to a tourist spot, they can finally visit. At first, I was very embarrassed to make this vlog, but I did it myself. (st1)

I love going to that place. Besides the beautiful scenery, there are also many friends there. I made and compiled my own vlog because

this is my first vlog, and the result looks really good. (st2)

It was quite challenging for me at first because I was not really confident in speaking while showing my face in front of the camera. This assignment made me more confident to speak in front of a camera, and also it improved my speaking skills. (st3)

I actually quite like making videos or vlogs, and making culinary vlogs is a new experience for me, and it was a lot of fun to do. (st4)

I struggle with speaking in public; it makes me nervous, but it's fine because I can learn more and improve my speaking. (st5)

The excerpt above showed that the students made their food vlog project. They made this food vlog by visiting a tourist attraction where there is a lot of food. Before planning it, they worked out what they would make with the vlog by themselves. We can demonstrate the process that underlies it, and the results that are produced are really sophisticated. The students responded in the interviews as st1 said, "visiting tourist attractions close to home." st2 commented, "I love going to that place beside the beautiful scenery." st3 said, "showing my face in front of a camera,"

st4 added, "it was a lot of fun to do," and st5 said, "speaking in a public."

When it comes to recording a vlog, the location visitors pick is also a very important factor. They went to a food stall that was not very busy with customers. Even though they were in a public venue, they spoke English with confidence. The customers at the food stall were all Indonesian. They gave themselves the challenge of creating a food vlog and then speaking English.

Students' Technology Skills

This student is happy to do the vlog assignment given by his lecturer even though he is embarrassed at first, and this is the first time making a vlog outside the house in a different atmosphere. So, it is challenging for these students to get out of their comfort zone. Students must realize that technology is needed in the learning process.

My first impression is making a video using a smartphone camera. It turns out that the camera is good and looks bright because I review food in a wide and bright place. (st1)

After making a "vlog, I took my video for editing (st2)

My experience in making food vlogs is indeed interesting, one of

which is having the courage to speak in front of many people, make videos, compose sentences that I will say, and, of course, be very cool, even though a little shy. (st3)

My experience when making a culinary vlog was the first time I made an introduction video at my house. After that, I went to a meatball seller to buy meatballs and videos from a meatball shop. After I bought meatballs, I went straight to a sweet potato seller and a video fried potato shop to buy sweet potatoes. After I finished all the videos, I immediately edited and collected all the videos I had taken before. I had trouble editing them, so I needed help from my friend, and he edited the video. (st4)

When I made a video when I bought my first culinary, there was little doubt in me because this was my first time making a culinary vlog. Then I went home and started making videos and editing. (st5)

The students stated that it was their first experience recording and vlogging while also having to converse while holding their smartphones in front of their faces, as was shown in the previous excerpt. In front of their smartphone camera, they provided feedback on the food they had ordered and loved eating it. The students who responded stated

that they shot their videos with a smartphone equipped with a bright camera, edited the video, and composed words to include as subtitles in their videos. As a result, students emerge from the experience with the confidence to engage in public discourse while being recorded.

Discussion

The food vlog project on English-speaking subjects was used in this article. The lecturer provided project-based learning that allowed students to gain and learn by making individual food vlogs in ELT. The lecturer conducted the project-based learning (PBL) process, designed teaching for a specific audience, and evaluated the project and the development process (Tsybulsky & Gatenio-Kalush, 2020). This study showed, based on the data, that, first, students have a greater understanding and awareness of the role that Smartphones play in the process of learning English. Second, they are extremely imaginative and know that their level of technological literacy is above and beyond what is expected. Last, the learners experienced the impact of developing a food vlog project on their self-efficacy and confidence in speaking, vocabulary mastery, learning autonomy, and technology skills.

Therefore, video project-based learning in EFL classrooms can promote self-efficacy and confidence in speaking. The improvement of EFL students' speaking skills through the use of vlogs may perhaps be derived from the students' considerable interest in video content (Papyrina et al., 2021; Torrance, 2008). As digital natives, many of them like creating vlogs daily. Consequently, while the student's vocabulary and command of English have undoubtedly increased, a lack of opportunities to apply what they have learned causes them to forget the terms as soon as they leave the classroom. Using vlogs, lecturers could encourage students to maintain an interest in English outside class. To create the vlogs, the students would instantly recall and become accustomed to pronouncing many vocabulary terms relating to their studied themes (Ghalebi et al., 2021). Next, students acquiring autonomy through food vlogs may reduce nervousness and boost self-assurance. Through vlogs, students are not required to speak in front of their classmates (Anggraeni & Rachmijati, 2020). Finally, with their technological skills, students could integrate their mobile devices to take photographs, create films, record audio, listen to music, browse video content, use instructional applications or software, communicate with friends via text

messaging, and connect with new people (Fadilah, 2022), as a mediated instruction in the teaching of speaking.

In other words, vlogging is one way to improve students' English-speaking skills because it is meaningful (Combe, 2020; Muhonen & Kujanen, 2018; Peralta, 2019). studies have also shown that vlogs are helpful to students in starting to think in English since they require students to develop language on the spot to describe actions or items they are watching (Jorge, 2020). In addition, the use of student vlogs as a form of educational media reveals that students find the use of vlogs to be enjoyable. Students have no qualms about practicing their public speaking skills and creating, sharing, and recording their video blogs in front of an audience. In the speaking class, students might have limited chances to speak English and have no confidence to speak. Lecturers might not have enough time to see how well students can speak English. These problems could be solved by using online vlog media as a CALL-mediated way to teach speaking (Busulwa & Evans, 2021). Young people love vlogs and use them to talk about special events or moments. Digital transformations should be shared within universities through digital internal communications channels.

As a result, in this study, the students' confidence in speaking was at a good level. However, the current level could be improved by participating in more organized vlog activities and getting into the habit of talking. Based on the research results, the following suggestions are made: First, replication studies can be done at multiple universities and faculties. Second, future researchers can conduct a comparative study involving students from different ages, academic years, backgrounds, etc. Third, English teachers can use vlogging as a learning task in the classroom. Fourth, self-efficacy beliefs should be considered one of the factors that go into career planning for students. Lastly, speaking courses should help students improve their effective communication skills and self-efficacy perceptions, which are crucial to their learning development.

Therefore, the student's experiences with the food vlog, specifically those related to food review activities within the "food-vlog" project. They planned, arranged, selected meals, and reviewed meals in English. All of this is a challenge and a new thing for students. Students' experiences in developing food vlogs encompassed various aspects. Firstly, they gained self-efficacy and confidence in speaking English, especially when addressing an audience through a camera. Secondly, they

acquired and memorized English vocabulary related to food, allowing them to articulate food reviews in English that accurately reflected the actual dining experience. Thirdly, they demonstrated autonomy in planning and executing their "food-vlog" project. This involved selecting their preferred restaurants or street food vendors. Lastly, they effectively utilized digital technology by leveraging camera features, using smartphone applications for video editing, adding subtitles to their videos, incorporating music, and adjusting the lighting for optimal video quality. Students felt this project-based "food-vlog" activity was valuable and innovative. They had experiences related to the making of food vlogs. By all means, they receive information about food reviews by recording and producing food logs, and at the same time, they also learn important values for their learning.

CONCLUSIONS AND SUGGESTION

This study has explored the experiences of Indonesian EFL students using vlogging as a form of speaking practice. The following is an overview of what the study discovered. First, participating in a food vlog activity during the Project-Based Learning (PBL) framework significantly enhanced students' English-speaking skills.

Secondly, engagement in PBL activities positively impacted students' ability to learn independently and boosted their confidence. Thirdly, implementing food vlog projects requires students to apply various preferred learning techniques, which demands additional effort. Lastly, this study highlighted significant challenges, including issues related to students' self-efficacy and confidence, vocabulary knowledge, learning autonomy, technological skills, and information retention. As a result, the integration of vlogging as a project-based learning method is strongly recommended across universities. The implications of this study include encouraging students to communicate effectively, fostering higher levels of engagement and creativity, and enhancing critical thinking abilities. It also suggests integrating project-based "food-vlog" activities within a technology-mediated EFL learning environment to increase students' self-efficacy and motivation in speaking practices.

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Appendix: Questions interview

1. Did you find it simple to practice vlogging? Could you please explain?
2. Did you find food vlog features to be simple to use? Could you please elaborate?
3. When are you getting set for the food vlog? What tools does the Android camera use? Could you please elaborate?
4. How do you vlog as you start to finish? What effect does a food vlog have? Why?
5. What was your difficulty in doing "vlogging"? Why
6. Did you find practicing your English easy? Why?
7. Did you use your mobile device to view, practice, or present your "food vlog"? Was the usage of the mobile device helpful in this case? Why?
8. How well did the "food vlog" perform in satisfying your hopes for making demonstrations?
9. What challenges does vlogging present? Why?
10. Is there anything else you'd want to say about your "food vlog" experience that you'd like to share with me?