



Project Based Learning & Video Blog (VLOG) to Teach Speaking: A Systematic Literature Review

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ABSTRACT

Speaking was recognized as a crucial skill in English language acquisition, which is key in facilitating communication, academic performance, and global interaction. This study utilized a Systematic Literature Review (SLR) to explore the integration of Project-Based Learning (PjBL) and video blogging (VLOG) as complementary strategies for teaching speaking proficiency among English learners. The reviewed literature revealed that PjBL promoted critical thinking, authentic collaboration, and future-ready competencies, while VLOG encouraged digital expression, verbal fluency, and learner confidence through multimodal content production. Findings consistently demonstrated that the combined use of PjBL and VLOG fostered a reflective, student-centered environment that engaged learners in meaningful language use. The SLR method enabled a rigorous mapping and thematic synthesis of relevant studies, confirming the pedagogical effectiveness of this integration in cultivating speaking skills, digital literacy, and 21st-century competencies in a creative and contextual framework.



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1. INTRODUCTION

In modern times, English is recognised as an international language used by many people worldwide. The role of English as a medium of international communication is essential. Learning English involves mastering four key skills: listening, speaking, reading, and writing. All of these are interrelated and equally important for improving language proficiency (Susini et al.). Speaking is one of the most important skills that English language learners need to develop. Koran, explains that speaking is considered a complex system because it requires the ability to use grammar, sound, vocabulary, and cultural knowledge of the language. Similarly, Kürüm Argues that speaking is more than just forming grammatically correct sentences and then speaking them. In short, speaking is one of the most important skills that English language learners need to develop. It involves not only the ability to form grammatically correct sentences, but also the use of grammar, voice, vocabulary and cultural knowledge to convey ideas, knowledge or information to others. Both views from Koran; Kürüm emphasise the complexity and importance of speaking in the English language learning.

Learning speaking skills for EFL (English as a Foreign Language) students involves various methods and strategies. Students can use some proven methods to learn speaking skills. Firstly, Task-Based Language Teaching (TBLT) is a method that combines the use of real resources from students, communicative interaction, and effective feedback from interlocutors to provide the best opportunities for students in the successful application of language. According to Nurhadi et al., TBLT has several stages that students can apply in learning speaking skills. The stages begin with Pre-task, where students learn the new topics and themes they will face. At this stage, students prepare a structured context, an appropriately organised form of language, and what models are suitable for them to carry out the task. The next stage, During-task, provides students with a demonstration of how their task was completed, in addition to this phase they focus on fluency in dialogue with the teacher and other students. The final stage, post-task, is where students receive praise and positive feedback to encourage them to keep trying as they may feel that their presentation is not up to par with the local speakers. The results show that TBLT is an effective method for

teaching English speaking skills, providing practical, enjoyable, and supportive learning experiences that foster significant language development.

Secondly, Content Language Integrated Learning (CLIL) can be a method that students use in learning speaking skills in English. Norhassanah and Setiawan state that CLIL is a method that can be implemented to improve language skills and broaden global horizons. CLIL fosters a positive classroom atmosphere that encourages interaction among students while students' motivation, language competence, and learning improvement were successfully realised due to the implementation of CLIL. In addition, CLIL also makes students learn to see problems from various perspectives, students can share and exchange information. The activities in this CLIL method can prepare students in facing the needs of English language according to the demands of the century.

Thirdly, Cooperative Learning method can be used by students to learn speaking skill. According to Ilmi this cooperative learning method starts with students getting a group assignment with directions from the teacher and information about the deadline. Next, students discuss with their group members about the topic that has been chosen and the division of tasks. Then, students start working on the task that has been directed by the teacher by making a video without a script which encourages students to practice repeatedly before shooting the video. In addition, students also ask for advice from group mates regarding pronunciation and intonation. So, it can be concluded that this cooperative learning can be a method to learn English speaking skills.

From the above, there are several methods that students can use to learn speaking skills. Each of these methods has its own characteristics and benefits. Task-based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Co-operative Learning are great ways to help students improve their speaking skills. TBLT uses fun tasks that get students speaking in English, such as solving problems or performing role plays. CLIL combines learning a subject, such as science, with practising English, so students get better at speaking while learning new things. Co-operative Learning has students working in groups, encouraging them to speak and share ideas. All these methods create a supportive environment where students can practice speaking and become more confident and fluent. It can be concluded that Task-Based Language Teaching (TBLT), Content Language Integrated Learning (CLIL), Cooperative Learning can be used by students to learn speaking skills.

2. RESEARCH METHOD

The research adopted a Systematic Literature Review (SLR) design, following a structured process of identifying, evaluating, interpreting, and analyzing prior studies related to a specific issue (Shahrol et al.). This study aims to explore the use of Project-Based Learning & Video Blog (VLOG) to teach speaking. Data were obtained from ERIC as an online journal database serving several reputable journals. Then they were gathered and analyzed systematically through the SLR stages analysis proposed by (Nair and Yunus). There were four phases, which were explained as follows.

Phase 1: Identification

This stage involved collecting articles related to the teaching of speaking through Project-Based Learning and VLOG. The search was conducted using a variety of keyword combinations, such as “speaking,” “Project-Based Learning,” “VLOG,” and “teaching speaking,” with literature published between 2017 and 2024.

Phase 2: Screening

In this phase, articles retrieved from the database were reviewed based on the author's inclusion criteria. Only open-access journal articles were retained, while sources such as book chapters, reports, and literary reviews were excluded for relevance and consistency.

Phase 3: Eligibility

This crucial step assessed the appropriateness of selected articles by examining their abstracts. Based on specific inclusion criteria, a total of 21 studies were deemed suitable and selected for further analysis, as detailed in Table 1.

Table 1 Systemic Literature Review

Inclusion Criteria
Use of video in teaching speaking
Research methodologies: qualitative, quantitative, mixed-method
Sample from various level of education

Phase 4: Exclusion

The final stage of the SLR process was exclusion, in which the author conducted an in-depth examination of the full content of each article. Beyond evaluating abstracts, this phase involved critically reviewing introductions, methodologies, findings, and discussions to ensure alignment with the research focus, namely the integration of Project-Based Learning and VLOG in teaching speaking skills. Articles that did not sufficiently address the targeted pedagogical strategies or lacked empirical relevance were excluded. As a result, only five articles met the complete inclusion criteria and were selected for final analysis.

3. RESULTS AND ANALYSIS

This study aimed to explore the use of PjBL and VLOG to teach speaking skills. Based on the phase mentioned in the previous section, 28 articles were considered to be appropriate and eligible. Therefore, they were examined through this Systematic Literature Review. The focus of this study to explore the integration of Project-Based Learning (PjBL) and video blogging (VLOG) as complementary strategies for teaching speaking proficiency among English learners.

3.1. The Use of Project Based Learning

Project Based Learning model is a contemporary educational strategy that employs projects and activities as the primary method of instruction, thus actively engaging students. Unlike traditional teaching methods that often involve passive learning through lectures and rote memorisation, PjBL requires students to participate in their learning process actively. Although not a recent innovation, PjBL has been in practice for decades and has been adopted by many countries, including notable implementations in places such as the Alamo in Texas, Iroquois villages in the Northeast, and Civil War dioramas in the South (Boss and Larmer). In Indonesia, PjBL is currently gaining attention because its characteristics are believed to enhance various student abilities during classroom learning, particularly in solving problems and working collaboratively, aligning with the objectives and characteristics of the Merdeka Curriculum, Indonesia's educational framework (Pertwi et al.). This approach is designed to help students acquire advanced knowledge and critical thinking skills by encouraging prolonged engagement with tasks that require investigation, analysis, and synthesis of information, relating it to other facts and concepts, and addressing authentic, engaging, and complex questions, problems, or challenges. Throughout the learning process, students participate in various activities, including problem-solving, group discussions, and the creation of valuable outputs. This model promotes critical and creative thinking by allowing students to take the initiative in producing real products, whether physical items or services (Ukah et al.). Project-Based Learning offers a comprehensive and engaging way to educate students by integrating project work into the learning process. This approach enhances academic understanding and fosters essential life skills, making it a valuable tool in contemporary education.

Implementing Project-Based Learning (PjBL) involves several well-defined steps that ensure students' thorough and meaningful educational experience. According to Jalinus et al. The process begins with (1) formulating the expected learning outcomes, where teachers identify the goals they want students to achieve through the project. (2) understanding the concepts of the teaching materials, ensuring both teachers and students are clear on the key ideas and knowledge needed. (3) students undergo skills training, which equips them with the necessary abilities to engage in the project effectively. (4) Designing project themes takes place where students, often with teacher guidance, develop the central themes or questions that their projects will explore. (5) Students create project proposals and outline their plans, including the needed objectives, methods, and resources. (6) executing project tasks where they actively work on their projects, applying their knowledge and skills in practical contexts. (7) presenting project reports, where students present their findings and the outcomes of their projects in a structured format.

Furthermore, there are six steps of Project-based learning based on Winasih et al., (1) initiating with an essential question to spark student curiosity, (2) collaboratively designing a project plan, (3) creating a schedule for project work and deadlines, (4) monitoring progress and guiding students, (5) assessing the outcomes with feedback. (6) Evaluating the project experience through reflection and discussion to improve future projects. These structured steps ensure that PjBL is a dynamic and engaging learning method and a comprehensive and practical educational approach that prepares students for real-world challenges. So, we can conclude that the procedure in project-based learning involves several key steps namely; (1) formulating the expected learning outcomes, (2) understanding the concept of the teaching material, (3) provide skill training to students and design the project theme collaboratively, (4) create a clear project proposal and actively carry out project tasks, (5) monitor progress and provide guidance, (6) Assess project results with feedback, presenting the project report and evaluating the project experience through reflection and discussion. These steps ensure that the project can be implemented effectively, from planning to final evaluation, to achieve the desired learning objective.

3.2. The Use of Video BLOG (VLOG)

Innovative technology offers vast opportunities for students to share, collaborate, and learn in more engaging and effective ways. In the context of English language learning, integrating technology and social media has been shown to significantly enhance students' abilities (Maulidah). One particularly effective tool is the use of vlogs (video blogs). According to Amir, vlogs are personal video records that are frequently updated and shared widely. Unlike traditional text or audio blogs, vlogs utilise video to cover a wide range of topics, from personal experiences to global issues, making the content more relatable and engaging (Lee). By incorporating video, sound, images, and text, vlogs provide a richer, multi-sensory experience that enhances both informational and emotional content (Safitri and Khoiriyah). This dynamic format allows vloggers to convey their messages more effectively and establish a stronger connection with their audience. The combination of these elements helps make learning more interactive and enjoyable, encouraging students to express themselves creatively and confidently. Vlogs not only enrich the educational experience but also prepare students to navigate the digital world with greater proficiency. Vlogs can be used as a medium to teach English speaking skills. Through vlog making, students are encouraged to

speak in front of the camera, which helps them improve their confidence and ability to speak spontaneously. Vlogs also offer flexibility in time and place, allowing students to learn and practice speaking anywhere and anytime, according to their convenience.

The use of vlogs as a medium for learning English, especially to teach speaking skills, follows several structured procedures. According to SunIt starts with; (1) conceptualising, where students think about what they need to plan their vlog, and (2) brainstorming, during which students create vlog concepts. Articulation involves the lecturer repeating the speaking act and editing the video before uploading it, possibly inserting images, songs, and text to make the video more engaging. (3) Monitoring ensures that the video content is appropriate and aligns with the rubric grade assigned by the teacher. Finally, (4) evaluation verifies the video's alignment with the rubric grade. Different researchers outline additional steps for creating effective vlogs. Maulidah, shows that the stages of creating vlogs as a medium for learning English reflect a structured and in-depth creative process to improve students' speaking skills. The process begins with stage; (1) Ideas, where students brainstorm and determine the main topic relevant to their personal experiences or learning themes. (2) Script, writing a script as a guide to maintain focus while recording. (3) Production, where students begin recording according to the script using a camera or phone, enabling them to express ideas verbally. (4) Video Editing, where the recorded footage is edited—combining clips, cutting out irrelevant sections, and adding music, visual effects, and text to make the final product engaging and communicative. (5) The finalization stage involves reviewing the final product, ensuring the quality and content are appropriate, before sharing it publicly as a learning product. This entire process enhances technical and language skills and encourages students to practice critical thinking, communicate confidently, and produce authentic work that others can appreciate.

Teachers can follow steps like preparation, production, editing, sharing, and feedback to ensure effective vlogging for improving students' speaking skills. Wulandari, Indicate that procedural theory also emphasises five key steps; (1) preparation, where teachers and students discuss vlog themes and roles, (2) production, encouraging creativity and expression (3) editing, adding effects and filters (4) sharing, publishing the vlog for viewing, and (5) feedback, using speaking rubrics to improve skills. Playing the vlogs in class or offline maintains the activity's excitement and positive reinforcement, making the learning experience enjoyable and encouraging English speaking practice. Teachers should consider these aspects to ensure the assignment positively encourages and benefits students.

In summary, using vlogs to teach English speaking skills involves several structured procedures. Sun emphasises conceptualising, brainstorming, articulating, monitoring, and evaluating the vlog. Maulidah adds stages such as the stages of vlog creation, including ideas, script, production, video editing, and finalization, as a creative process that supports students' speaking and expression skills comprehensively. Wulandari, highlights preparation, production, editing, sharing, and feedback to ensure effective vlogging and improve students' speaking skills. The concluding steps for using vlogs to enhance English speaking skills can be summarised as (1) preparation, conceptualise and brainstorm the vlog content, plan themes, and roles (2) production, record the vlog, ensuring creativity and expression (3) editing, edit the video to make it engaging, adding effects and filters (4) sharing, publish the vlog for viewing by others. (5) feedback, evaluate the vlog using rubrics, and reflect on the process for improvement. These steps provide a structured approach to integrating vlogs into language learning effectively.

Apart from the procedures for making a vlog as a medium for practising speaking skills, some criteria need to be considered to make the results more interesting and professional. According to Rachmijati et al. there are 10 criteria, including; (1) starting with a compelling introduction, the purpose of the vlog should be clearly stated to capture attention, (2) followed by a well-organised body where the main content is delivered engagingly. (3) A firm conclusion helps wrap up the vlog, summarising key points or encouraging interaction. (4) Maintaining eye contact with the camera fosters a connection with viewers, and (5) simple language ensures the content is easy to understand. (6) Positive body language enhances delivery, such as confident posture and natural gestures. (7) Clarity in both speech and visuals is essential for a smooth experience. (8) Choosing a relevant and interesting topic, (9) incorporating supportive visual aids such as graphics or text. (10) Additionally, proper time management ensures the vlog is neither too long nor too short, effectively conveying the message.

3.3. Teaching Speaking by Using Project Based Learning and VLOG

In today's era, students are expected to develop various skills, including life and career skills, learning and innovation skills, and proficiency in information and technology media. These requirements naturally foster creativity and motivation to learn. Incorporating the popularity of vlogs as project assignments within a project-based learning (PjBL) framework can make English learning more engaging. Vlogs provide a platform for creativity, allowing students to produce engaging videos on personal experiences, social experiments, unboxing, and more. Widiani et al. Suggest that vlogs facilitate communicative and meaningful learning for teachers and students. Through vlogs, students can become content creators, sharing their knowledge and experiences, enhancing their creative thinking skills. The combination of PjBL and vlogs is a highly effective and innovative method for teaching speaking skills to high school students. In the PjBL approach, students undertake real projects that require comprehensive research, collaborative efforts, and systematic presentations of their findings. Evenddy et al. This

method fosters the development of critical thinking, problem-solving, and communication skills, which are essential in real-life contexts.

Several studies find that combining Project-Based Learning (PjBL) and vlogs significantly enhances student learning outcomes. Asmaningrum et al. Research vlog design as ethnochemical learning media within a PjBL framework. The findings indicate that the vlog design is highly valid as a project-based ethnochemical learning medium. This aligns with Kartikasari Who finds that PjBL is an effective model for teaching speaking skills, enabling high school students to be more active in speaking English. Hidayat et al. further support these findings by demonstrating that integrating PjBL and vlogging significantly improves students' communication skills. This integration creates an engaging and interactive platform for students to learn, collaborate, and share ideas. Students report increased motivation and engagement in their learning experiences, with PjBL offering hands-on project work and vlogging opportunities, allowing them to reflect and document their learning process. This combination leads to notable progress in communication skills, including the clarity of idea delivery, thought structuring, and presentation abilities.

Integrating video blogs into project-based learning (PjBL) significantly enhances students' learning experiences. According to Wulandari, this approach begins with selecting a project topic that is both relevant and interesting to the students. Following this, students plan their vlog content, designing a clear and engaging script and determining the visual and audio elements to reinforce their message. Recording the vlog involves students speaking in front of the camera, which boosts their confidence and helps them practice articulation, intonation, and facial expressions. The next stage is video editing, where students can add visual effects, background music, and text to make their videos more professional and engaging. This editing process also helps them develop valuable technical skills for the digital age. Additionally, it provides an opportunity for students to review and correct any mistakes before publishing their vlog. Once completed, the vlog can be shared on platforms like YouTube or other social media channels. This allows students to receive feedback from peers and teachers, which is crucial for their learning process. This feedback helps them identify areas for improvement and motivates them to continue enhancing their speaking skills.

Implementing Project-Based Learning (PjBL) and VLOG involves several well-defined steps that ensure a thorough and meaningful educational experience for students. Zubaidi et al. stated that the steps begin with; (1) explaining the vlogging project. The teacher begins by introducing and explaining the details of the vlogging project to the students. This includes outlining the project's objectives, expectations, and benefits for enhancing their speaking skills. (2) preparing the student's leading draft of the vlogging project, students prepare an initial draft or plan for their vlogs. This draft serves as a roadmap for their project, detailing the content, structure, and elements they plan to include in their videos. (3) Working on the project within the designated time frame, students work on their vlogging projects according to the schedule provided by the teacher. This phase involves creating and recording the vlog, following the plan they have prepared. (4) Consulting about the project within the given timeframe, students have opportunities to consult with the teacher. This allows them to receive guidance, feedback, and support to ensure their vlogs meet the required standards and objectives. By following these steps, teachers can effectively guide students through creating vlogs, ensuring that the projects are well-organised and beneficial for developing speaking skills.

Another researcher outlines additional steps in implementing PjBL and VLOG. Hidayat et al. have a procedural theory that also emphasises four key steps: (1) Identifying needs and initial analysis, determining specific needs for developing learning materials that integrate PjBL and vlogging, including context analysis and students' needs according to humanistic-religious education theory. (2) Designing and developing learning materials which creating learning materials that incorporate PjBL and vlogging principles. According to humanistic-religious education theory, this involves developing content, activities, and learning media. (3) Implement the designed learning materials in a natural classroom according to humanistic-religious education theory by integrating PjBL and vlogging in networked learning. (4) Evaluation and Assessment is collecting and analysing feedback from students and teachers to evaluate the effectiveness of the learning materials according to the humanistic-religious education theory

From the procedures Zubaidi et al. and Hidayat et al. above, the writer concludes that in implementing Project-Based Learning and VLOG, several stages can enrich students' learning experience.

1. Preparing

The selection of a project topic that is relevant and interesting to the students is then followed by the planning of the vlog content. When selecting a topic for a vlog project, narrative is one of the most interesting choices during the preparation stage. Narrative allows students to create a well-structured story, enabling them to systematically plan their vlog's flow. Additionally, students can explore ideas from various sources, such as personal experiences, folklore, or historical events, which can then be developed into engaging narratives. Students must design a clear and compelling script at this stage and determine the visual and audio elements they will use to reinforce their message.

2. Producing

While recording the vlog, students speak in front of the camera, which not only boosts their confidence but also helps them practice articulation, intonation, and facial expressions. After recording, students enter the video editing stage.

3. Editing

Students can add visual effects, background music, and text to make their videos more engaging and professional. This process also allows students to practice technical skills valuable in today's digital world. Moreover, video editing allows students to review and correct mistakes before publishing the vlog.

4. Sharing

The completed vlog can be shared through YouTube or other social media platforms. A vlog can captivate viewers by presenting authentic, engaging, and relevant content, inviting positive interactions such as likes, comments, and shares. Beyond just entertainment, vlogging can become a space to build connections and receive affirming responses from a community with similar interests

5. Giving feedback

This feedback allows them to see areas that need improvement and motivates them to continue improving their speaking skills.

By adhering to these steps, teachers can proficiently lead students in implementing Project-Based Learning (PjBL) and VLOG to teach speaking skills. This integration fosters fluency, creativity, and confidence while promoting collaboration and reflective learning.

Integrating vlog projects within the framework of Project-Based Learning (PjBL) offers an innovative and effective method for enhancing students' speaking skills in English. As learners are expected to develop life, career, and technological competencies, this approach fosters creativity and motivation (Widiani et al.) Vlogs provide a platform for authentic expression through engaging videos, supporting students' creative thinking and collaborative content creation (Evenddy et al.) Studies have shown that combining PjBL and vlogging significantly improves learning outcomes, validating its effectiveness for teaching ethnochemistry and spoken English (Asmaningrum et al.; Kartikasari). According to Hidayat et al. the PjBL-vlog integration encourages clarity, structured thinking, and presentation skills while motivating learners through real-world tasks and digital documentation. Students benefit from planning, scripting, producing, and editing videos, as well as developing language and technical proficiencies (Wulandari). Teachers are essential in guiding the process, from initial briefing to evaluating final outputs (Zubaidi et al.). Hidayat et al. also highlight a humanistic-religious framework involving contextual analysis, learning material design, classroom implementation, and evaluation, reinforcing the pedagogical value of PjBL-vlog synergy. Based on the procedure of Zubaidi et al. and Hidayat et al., the implementation of Project-Based Learning and vlogs involves five main stages that enrich the student's learning experience, namely preparing, producing, editing, sharing, and providing feedback. The preparatory stage begins with the selection of relevant and interesting topics, such as narration from personal experience or folklore, followed by the design of the script as well as visual and audio elements. When producing, students record themselves speaking on camera to practice verbal and non-verbal skills. Then, the editing process is done by adding visual effects, background music, and text to produce a professional vlog. Finished vlogs can be shared through digital platforms such as YouTube to build a connection with the audience and receive a real response. Feedback from teachers and peers is the final stage that helps students identify deficiencies and improve their speaking skills. This approach improves language skills and instills digital literacy, cooperation, and meaningful self-reflection.

4. CONCLUSION

In conclusion, the combination of Project-Based Learning (PjBL) and vlogs as learning media presents an innovative and relevant approach to honing students' speaking skills in English. PjBL actively engages students in inquiry, problem solving, and collaboration through authentic projects, which strengthen critical and logical thinking and shape future life skills. (Boss and Larmer; Pertiwi et al.; Ukah et al.). On the other hand, vlogging as a digital medium allows students to confidently express themselves, improving communication skills through attractive visual and audio formats. (Maulidah; Lee; Safitri and Khoiriyah). When the two are integrated, PjBL-vlogs create reflective, interactive, and meaningful learning spaces, proven to increase students' motivation, communication clarity, and technical and language competence. (Evenddy et al.; Kartikasari; M. R. Hidayat et al.; Wulandari; Zubaidi et al.). With systematic stages from preparation to final evaluation, this strategy strengthens the role of teachers as 21st century learning facilitators and facilitates students to develop academically and personally in a creative and contextual learning environment.

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