Reducing EFL Students' Speaking Anxiety Through Vlog in English Education Study Program at Pattimura University

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ABSTRACT

This study explores the potential of video blogs (vlogs) as an innovative intervention for mitigating speaking anxiety among English as a Foreign Language (EFL) students. Grounded in contemporary language anxiety and technology-enhanced learning theories, the research addresses a critical gap in understanding digital strategies for anxiety reduction. Employing a convergent mixed-methods design, the study investigated 39 first-semester students at Pattimura University's English Education Program. Data were collected through a questionnaire and in-depth semi-structured interviews. Quantitative analysis revealed a significant reduction in speaking anxiety, with a mean effectiveness score of 3.28 (SD = 0.48), particularly in performance enhancement (M = 3.40, SD = 0.50). Qualitative insights illuminated students' psychological transformations, demonstrating vlogs' potential to create supportive, self-directed learning environments. While context-specific, the findings contribute empirical evidence to the emerging field of technology-mediated language learning and offer promising strategies for addressing speaking anxiety in EFL contexts.

Keywords: *vlogging, speaking anxiety, EFL students, language learning, technology-mediated learning*

INTRODUCTION

Speaking anxiety represents a significant barrier to language acquisition in English as a Foreign Language (EFL) contexts, particularly affecting students' oral performance and overall linguistic development. In Indonesian educational settings, this phenomenon manifests as a persistent challenge that impedes students' progress in developing their English-speaking abilities. The psychological barriers associated with speaking anxiety often result in various manifestations, including difficulty in vocabulary retention, challenges in mastering proper intonation and rhythm, and in some cases, complete avoidance of speaking opportunities (Honcharova-Ilina, 2022; Yan, 2024). These challenges are particularly pronounced in Indonesian EFL contexts, where limited exposure to authentic English-speaking environments compounds the anxiety issues faced by learners (Meliyani et al., 2022).

Recent technological advancements have introduced new possibilities for addressing speaking anxiety in language learning. Video blogs (vlogs) have emerged as a promising tool for enhancing speaking skills and student motivation in EFL contexts. Studies by Jin (2023) demonstrated that vlogs can effectively improve students' speaking abilities while simultaneously increasing their motivation to engage in oral communication. Similarly, Qowiyuddin (2019) found that vlogs serve as an effective medium for developing speaking skills, particularly benefiting students with lower speaking proficiency and confidence levels in classroom settings. Their research indicated that vlogs provide students with a supportive environment for practicing and developing their speaking abilities.

However, while existing research has established the effectiveness of vlogs in improving speaking skills, there remains a significant gap in understanding their specific role in reducing speaking anxiety. Previous studies (Anggraini & Chakim, 2023; Zubaidi et al., 2021) have primarily focused on the general improvement of speaking skills through vlog implementation, without specifically addressing the anxiety reduction aspect of this technological intervention. This study addresses this research gap by examining the use of vlogs as a targeted intervention for reducing speaking anxiety among EFL students in the English Education Study Program at Pattimura University.

The present study aims to address two primary research questions: first, what are students' perceptions regarding the use of vlogs to reduce their speaking anxiety? Second, are there noticeable improvements in speaking performance after using vlogs? Correspondingly, this research seeks to analyze students' perceptions about the use of vlogs as a tool for reducing speaking anxiety and to evaluate improvements in students' speaking performance following the implementation of vlog-based activities. Through these objectives, this study contributes to the existing body of knowledge by providing empirical evidence on the effectiveness of vlogs in reducing speaking anxiety among Indonesian EFL learners. The findings will have practical implications for language educators seeking innovative approaches to address speaking anxiety in their classrooms.

LITERATURE REVIEW

Speaking Anxiety in EFL Context

Speaking anxiety is a complex psychological phenomenon that significantly impacts English as Foreign Language (EFL) learners' oral performance and overall language acquisition. According to Buhr & Dugas (2009), anxiety manifests as an interplay of fear and worry about uncertain

outcomes, predominantly influenced by psychological factors. This definition underscores the multifaceted nature of speaking anxiety and its potential impact on language learning outcomes.

Recent research has identified several key factors contributing to speaking anxiety among EFL students. Some researchers (Aguila & Harjanto, 2016; Damayanti & Listyani, 2020; Daud et al., 2019; Suparlan, 2021) highlighted that limited vocabulary, lack of self-assurance, poor grammar mastery, and fear of making mistakes are primary contributors to speaking anxiety. These factors often create a cycle of anxiety that can lead to speaking failure and further intensify students' apprehension about oral communication. Hasibuan and Irzawati (2020) further emphasized that speaking anxiety frequently manifests as fear and nervousness, which directly impairs students' speaking performance.

Cross-cultural studies have provided valuable insights into the universality of speaking anxiety factors. Toubot & Seng (2018) found that among Libyan EFL learners, low self-confidence and fear of negative evaluation significantly impacted students' performance. Similarly, Shamsuri et al. (2021) revealed that Malaysian EFL students attributed their speaking anxiety to a lack of confidence, fear of evaluation by peers and teachers, and cultural factors. These findings suggest that speaking anxiety is a widespread phenomenon that transcends geographical and cultural boundaries.

In the context of higher education, Ariyanti (2016) reported that worries, fear of making mistakes, and physical symptoms such as sweating negatively impacted students' oral performance. Additionally, MacIntyre and Gardner (1994) demonstrated that anxiety can interfere with both the learning and production of a foreign language, affecting cognitive processing at the input, processing, and output stages. Their research established that the effects of anxiety are pervasive, influencing all stages of language learning and use.

Vlogging as an Educational Tool

Video blogging, or vlogging, has emerged as a significant educational tool in the digital era, particularly for enhancing students' speaking skills. Sun (2009) conducted one of the earliest comprehensive studies on vlogging in language education, demonstrating its potential for developing oral proficiency and reducing speaking anxiety. This research established the foundation for understanding vlogging's educational applications.

The educational value of vlogs has been well-documented in recent literature. Hung and Huang (2015) conducted a controlled study examining the effects of video blogging on English presentation performance, finding significant improvements in both speaking competence and

confidence levels among participants. Their research provided empirical evidence for vlogging's effectiveness in language education settings.

Watkins (2012) identified several unique advantages of vlogging in language learning contexts through his action research study in Asian EFL classrooms. His findings highlighted how vlogging provides students with opportunities for extensive speaking practice outside traditional classroom constraints, enabling self-paced learning and reduced performance pressure.

The integration of vlogging into language education represents a significant shift from traditional teaching methods. Shih (2010) conducted a blended learning study using video-based blogs for public speaking courses, demonstrating significant improvements in students' speaking abilities and motivation levels. Their research provided empirical evidence for how digital tools can address traditional barriers to speaking practice and anxiety reduction.

METHOD

Research Design

Following Creswell (2014), this study employed a convergent mixed-method design where quantitative and qualitative data were collected concurrently, analyzed separately, and then merged to provide a comprehensive understanding of vlog implementation in reducing speaking anxiety. This design choice enabled both statistical measurement of anxiety reduction and in-depth exploration of students' experiences with vlogging.

Research Site and Participants

The study was conducted at Pattimura University within the English Education Study Program during the academic year 2024. Through purposive sampling, 39 first-semester students enrolled in Survival English Class B participated in the study. The demographic composition included twenty-three female and sixteen male students, aged between eighteen and twenty years. The selection criteria focused on students who reported experiencing speaking anxiety and demonstrated willingness to engage in vlogging activities throughout the semester. This sampling approach ensured that participants could provide relevant insights into the relationship between vlogging and speaking anxiety reduction.

Data Collection and Analysis

The data collection process integrated both quantitative and qualitative methods. For quantitative data, a structured questionnaire was administered to all participants. The questionnaire comprised fifteen items across three main dimensions: Vlog Implementation and Usage, Speaking

Anxiety and Performance, and Implementation Challenges and Solutions. Each item utilized a four-point Likert scale ranging from Strongly Disagree to Strongly Agree. The questionnaire underwent pilot testing with 30 students from a different class to ensure reliability and validity. The Cronbach's alpha coefficient ($\alpha = 0.87$) indicated high internal consistency.

For qualitative data, semi-structured interviews were conducted with twelve purposively selected participants representing varying levels of speaking anxiety and vlogging experience. Each interview lasted approximately 45-60 minutes and was audio-recorded with participant consent. The interview protocol explored participants' experiences with vlog implementation, perceived changes in speaking anxiety, and strategies developed to overcome challenges. Follow-up interviews were conducted with six participants to clarify emerging themes and ensure data saturation.

The interpretation of quantitative data followed specific criteria as outlined in Table 1.

Table 1. Mean Score Interpretation Criteria

Mean Score Range	Category
1.00 - 1.75	Very Low
1.76 - 2.50	Low
2.51 - 3.25	High
3.26 - 4.00	Very High

Quantitative data analysis employed IBM SPSS Statistics V.27 to generate descriptive statistics, including means, standard deviations, and frequencies across all dimensions. The analysis involved calculating composite scores for each dimension and overall implementation effectiveness. For the qualitative data, interview recordings were transcribed verbatim and analyzed following thematic analysis guidelines (Dörnyei, 2007). This process involved initial coding, theme development, and the integration of emerging patterns with quantitative findings.

To ensure research quality, data triangulation was implemented by cross-referencing questionnaire responses with interview findings. Member checking was conducted with interview participants to verify the accuracy of transcriptions and interpretations. These methodological approaches provided the foundation for the comprehensive analysis presented in the findings section, ensuring alignment between research objectives and outcomes.

FINDINGS

This section presents a comprehensive analysis of data collected from thirty-nine first-semester students in the English Education Study Program at Pattimura University. The analysis reveals an overall mean score of 3.28 (SD=0.48), indicating very high effectiveness in vlog

implementation for reducing speaking anxiety. Table 2 illustrates the statistical findings across three primary indicators: Vlog Implementation and Usage (M=3.23, SD=0.46), Speaking Anxiety and Performance (M=3.40, SD=0.50), and Implementation Challenges and Solutions (M=3.21, SD=0.48).

Table 2. Overall Research Findings

No	Indicator	Mean	SD	Category
1	Vlog Implementation and Usage	3.23	0.46	High
2	Speaking Anxiety and Performance	3.40	0.50	Very High
3	Implementation Challenges and Solutions	3.21	0.48	High
	Overall Study Mean	**3.28**	**0.48**	**Very High**

Vlog Implementation and Usage

Statistical analysis presented in Table 3 demonstrated systematic engagement in vlog-based learning activities (M=3.23, SD=0.46). This overall High rating encompassed several key dimensions: self-paced speaking practice (M=3.26, SD=0.44) and feedback incorporation (M=3.26, SD=0.50) achieved Very High ratings, while systematic planning (M=3.18, SD=0.45) and diverse speaking applications (M=3.21, SD=0.41) maintained High ratings. The consistent standard deviations (0.41-0.50) indicated uniform implementation across the participant cohort, with 97.44% engaging in systematic planning and 79.49% utilizing vlogs across varied speaking contexts.

Table 3. Vlog Implementation and Usage Statistics (N=39)

No	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Interpretation
1	I systematically plan my vlog content before recording	0	2.56	76.92	20.51	3.18	0.45	High
2	I use vlogs to practice different speaking situations	0	0	79.49	20.51	3.21	0.41	High
3	I review and analyze my speaking performance through vlogs	0	2.56	71.79	25.64	3.23	0.48	High
4	I utilize vlogs for self-paced speaking practice	0	0	74.36	25.64	3.26	0.44	Very High
5	I incorporate feedback from previous vlogs into new recordings	0	2.56	69.23	28.21	3.26	0.50	Very High
	Overall Mean					**3.23**	**0.46**	**High**

Thematic analysis of interview data revealed sophisticated learning trajectories, characterized by progressive development of metacognitive strategies. Participant P01 described this evolution: "*Each recording cycle became an iterative learning process, incorporating structured planning, targeted practice, and systematic reflection.*" This development of structured approaches was further evidenced by P04's

implementation of specific feedback mechanisms: "*I established clear criteria for self-evaluation, focusing on pronunciation, fluency, and content organization in each recording.*" P07's narrative highlighted the transition from basic recording to strategic learning: "*The vlogging process evolved from simple speaking practice to a comprehensive skills development platform, incorporating pre-recording preparation and post-recording analysis.*"

Speaking Anxiety and Performance

The quantitative analysis revealed exceptional improvements in speaking anxiety and performance (M=3.40, SD=0.50), as detailed in Table 4. This Very High overall rating reflected significant advancements across multiple dimensions: overall performance enhancement (M=3.46, SD=0.50), fluency development (M=3.44, SD=0.50), and classroom participation (M=3.36, SD=0.54). The data indicated comprehensive anxiety reduction, with all participants reporting decreased anxiety levels and 46.15% demonstrating strong performance improvements. Notably, the standard deviations (0.48-0.54) suggested consistent advancement across the participant group.

Table 4. Speaking Anxiety and Performance Statistics (N=39)

No	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Interpretation
6	My speaking anxiety has decreased since using vlogs	0	0	61.54	38.46	3.38	0.49	Very High
7	I feel more confident participating in class discussions	0	2.56	58.97	38.46	3.36	0.54	Very High
8	My fluency has improved through regular vlog practice	0	0	56.41	43.59	3.44	0.50	Very High
9	I experience less fear of making mistakes when speaking	0	0	64.10	35.90	3.36	0.48	Very High
10	My overall speaking performance has enhanced significantly	0	0	53.85	46.15	3.46	0.50	Very High
					Overall Mean	**3.40**	**0.50**	**Very High**

Qualitative data analysis revealed substantial psychological transformations in participants' approach to English speaking. P02 articulated a systematic reduction in anxiety manifestations: "*The gradual exposure through vlogging diminished physical anxiety symptoms, particularly in classroom presentations.*" P05's narrative demonstrated the development of strategic anxiety management: "*Regular vlogging enabled me to identify specific anxiety triggers and develop targeted coping mechanisms.*" This transformation extended to academic contexts, as evidenced by P06's experience: "*The confidence developed through vlogging transferred directly to classroom participation, fundamentally altering my approach to academic discourse.*"

Implementation Challenges and Solutions

Analysis of implementation challenges revealed significant adaptability (M=3.21, SD=0.48), as presented in Table 5. Peer collaboration and recording routines achieved Very High ratings (both M=3.26), while technical management (M=3.18, SD=0.51) and time management (M=3.18, SD=0.45) maintained High ratings. The data indicated substantial development of problem-solving capabilities, with over 94% of participants establishing effective management strategies through collaborative learning approaches.

Table 5. Implementation Challenges and Solutions Statistics (N=39)

No	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Category
11	I effectively manage technical difficulties in vlog creation	0	5.13	71.79	23.08	3.18	0.51	High
12	I have developed strategies for time management	0	2.56	76.92	20.51	3.18	0.45	High
13	I collaborate with peers to overcome challenges	0	0	74.36	25.64	3.26	0.44	Very High
14	I have established efficient recording routines	0	2.56	69.23	28.21	3.26	0.50	Very High
15	I adapt my approach based on previous experiences	0	5.13	71.79	23.08	3.18	0.51	High
					Overall Mean	**3.21**	**0.48**	**High**

Interview data demonstrated the emergence of sophisticated problem-solving mechanisms. P03 described the development of collaborative learning networks: "*We established systematic peer support structures, transforming individual technical challenges into opportunities for collective learning.*" P07's implementation of structured problem-solving protocols illustrated this evolution: "*Regular analysis of technical issues led to the development of preventive measures and efficient troubleshooting procedures.*" These adaptive strategies, particularly evident in P09's integration of technical and temporal management, demonstrated the establishment of sustainable learning practices through systematic problem resolution.

DISCUSSION

The findings of this study reveal significant insights into the effectiveness of vlogs as an intervention tool for reducing speaking anxiety among EFL students. The successful implementation of vlogs as evidenced by the findings aligns with Hung's (2011) research on video self-modeling, which demonstrated how digital recording tools can create a supportive environment for language practice. The high engagement in systematic planning and diverse

speaking contexts observed in this study extends Hung's findings by showing how structured vlogging activities can lead to sustained improvement in speaking confidence.

The transformation in speaking anxiety and performance levels addresses fundamental concerns in EFL learning psychology. The reduction in anxiety levels, particularly in classroom participation, supports Horwitz et al.'s (1986) seminal work on foreign language classroom anxiety. The qualitative findings regarding the development of coping strategies and reduction of physical anxiety symptoms provide empirical validation for MacIntyre and Gardner's (1994) research on the effects of anxiety on cognitive processing in second language learning.

The emergence of sophisticated learning strategies through vlog implementation represents a significant advancement in understanding how technological interventions can address speaking anxiety. The success in peer collaboration observed in this study builds upon Liu and Jackson's (2008) research on willingness to communicate in EFL contexts. While their work focused on traditional classroom settings, our findings demonstrate how digital platforms can create new opportunities for collaborative learning and anxiety reduction.

The development of problem-solving capabilities through systematic vlogging practices aligns with Shih's (2010) findings on blended learning approaches in EFL contexts. However, our research extends beyond Shih's work by demonstrating how students develop metacognitive strategies specific to digital content creation. This development of digital literacy alongside language skills supports Swain and Lapkin's (1995) output hypothesis, suggesting that vlogging creates opportunities for both language production and metalinguistic reflection.

The study's findings on the relationship between regular vlogging practice and reduced speaking anxiety contribute to understanding the role of technology in affective language learning. Krashen's (2003) work on the affective filter hypothesis helps explain why vlogging's low-pressure environment facilitates language acquisition. Our findings demonstrate how vlogging addresses this by providing a buffer zone between practice and performance, allowing students to develop confidence through iterative improvement.

Despite these positive outcomes, several limitations warrant consideration. The study's focus on first-semester students may limit its generalizability to other academic levels, a concern previously raised in Dörnyei's (2007) work on research methods in language education. Additionally, the relatively short implementation period may not fully capture the long-term effects of vlogging on speaking anxiety reduction.

These limitations suggest directions for future research, including longitudinal studies examining the sustained impact of vlog-based interventions across different academic levels and cultural contexts. Additionally, investigating the potential integration of vlogging with other digital

learning tools could provide insights into comprehensive technology-enhanced language learning environments.

CONCLUSION

This study investigated the effectiveness of vlogs as an intervention tool for reducing speaking anxiety among EFL students at Pattimura University. Through a mixed-method analysis incorporating both quantitative measurements and qualitative insights, the research demonstrated substantial evidence for the positive impact of vlogging on anxiety reduction and speaking performance enhancement. The findings revealed that systematic vlog implementation achieved a Very High overall effectiveness rating (M=3.28, SD=0.48), with particularly strong outcomes in anxiety reduction and performance improvement (M=3.40, SD=0.50). The emergence of sophisticated learning strategies, coupled with the development of effective problem-solving mechanisms (M=3.21, SD=0.48), indicated that vlogging provides a comprehensive framework for addressing both psychological and technical aspects of language learning.

The implications of this research extend beyond the immediate context of speaking anxiety reduction. The study contributes to the growing body of literature on technology-mediated language learning by providing empirical evidence of vlogging's effectiveness in creating supportive, self-directed learning environments. For EFL educators and practitioners, these findings suggest the value of incorporating structured vlogging activities into language curricula, particularly for students experiencing speaking anxiety. Future research directions might include longitudinal studies examining the sustained impact of vlog-based interventions across different academic levels and cultural contexts, as well as investigations into the potential integration of vlogging with other digital learning tools. Despite noted limitations, this study establishes vlogs as a promising technological intervention for addressing psychological barriers in EFL contexts, offering valuable insights for both theoretical understanding and practical application in language education.

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