

ABSTRACT

The integration of digital technology into English as a Foreign Language (EFL) instruction has created new opportunities to enhance students' speaking skills through reflective learning. Vlogging has gained increasing attention as a digital learning medium that allows students to record, review, and evaluate their own speaking performance. However, while existing literature has extensively demonstrated the positive impact of vlogging on speaking outcomes, most prior research has primarily emphasized final learning outcomes rather than the reflective learning process itself such as how students actually engage in self-reflection by reviewing their recorded performances, identifying speaking weaknesses, making self-corrections, and deciding whether to re-record specifically within an Indonesian EFL university context. To bridge this empirical gap, this study aimed to explore how students implement vlogging activities to facilitate their self-reflection process in speaking and to investigate their perceptions regarding the role of vlogging in supporting their speaking development. Using a qualitative descriptive research design, the study involved five students from eight semesters in the English Education Department at one university in Ciamis, selected through purposive sampling. Data were collected via non-participant observations and semi-structured interviews, then analyzed using Reflexive Thematic Analysis proposed by Braun and Clarke (2021). The findings revealed that students implement vlogging through a process-oriented reflective sequence involving preparation, rehearsal, recording, reviewing, self-correction, re-recording, confidence development, and active engagement. Furthermore, students perceived vlogging as an effective medium for facilitating self-reflection by helping them identify strengths and weaknesses, improve pronunciation, fluency, grammar, and delivery, as well as build speaking confidence in a less pressured environment. Overall, this study concludes that vlogging serves not merely as a speaking task but as a meaningful, autonomous reflective learning strategy that promotes self-awareness and continuous speaking improvement in EFL contexts.