

LEVERAGING VLOGS INTEGRATION FOR ENGLISH LANGUAGE TEACHING: A SYSTEMATIC REVIEW

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Abstract

This study examines the effectiveness of integrating video blogs (vlogs) into English Language Teaching (ELT) to enhance students' speaking abilities. A systematic review was conducted following the PRISMA framework, analyzing articles published between 2020 and 2025 from databases such as Google Scholar and Publish or Perish. The study investigates how vlogs influence students' speaking confidence and fluency, the challenges they encounter in utilizing vlogs for language learning, and instructional strategies that can optimize vlog-based learning. The results reveal that vlogging fosters self-efficacy, vocabulary acquisition, and independent learning while promoting a collaborative and student-centered environment. Additionally, topic-based vlogs have been found to enhance students' grammar and confidence in speaking. However, challenges such as informal language use, technological limitations, and digital competence barriers remain prevalent. The findings of this study suggest that while vlogs contribute positively to speaking skill development, educators must address content quality, technological accessibility, and students' adaptation to digital learning tools to maximize their effectiveness in ELT.

Keywords: Vlogs; English Language Teaching; Speaking Proficiency; Digital Learning; Systematic Review

Introduction

Vlogging has become a widely used medium for communication and content creation as smartphones and digital platforms such as YouTube, TikTok, and Instagram become more accessible. As such, these changes have affected the way students use technology in their daily lives, as well as the way they learn languages. Studies show that incorporating Vlogs into ELT has many benefits, including increased motivation, better pronunciation, and more exposure to native language use. Vlogs provide students with a multimodal learning experience that combines visual, auditory, and textual elements, which helps them understand and create language. This sets it apart from conventional speech exercises.

A series of previous studies have investigated the role of video blogs in computer-based education (ELT) and the impact of video blogs on students' speaking ability. According to research conducted by (Yusuf et al., 2023), vlogging increased confidence, vocabulary acquisition, and independence in learning. Similarly, (Prasodjo, 2023) showed that Topic-Based Vlogs (TBV) significantly improved vocabulary acquisition, grammatical accuracy, and speaking confidence. However, (Agyztia Premana, Ubaedillah, 2021)

pointed out problems such as informal language use and technical issues that can hinder students' progress. According to these results, although video-based learning has many advantages, regular implementation and pedagogical support are needed.

Despite these insights, existing research on vlogs in ELT remains fragmented, with most studies focusing on small-scale implementations rather than comprehensive systematic reviews. Additionally, limited research has explored the pedagogical strategies that can maximize the effectiveness of vlog-based learning in diverse ELT contexts. This study seeks to bridge this gap by systematically reviewing previous research on vlog integration in ELT, identifying best practices, and providing evidence-based recommendations for educators.

To achieve this goal, this study seeks to answer the following questions: How does the use of vlogs as a learning tool affect students' confidence and fluency in speaking in electronic learning classrooms? What are the main obstacles students face when using vlogs to learn English, and how can these obstacles be addressed? What teaching techniques can teachers use to maximize video-based learning in improving students' speaking skills? This study aims to address these questions and contribute to the growing body of research on digital learning by providing practical advice for educators seeking to incorporate vlogs into their teaching practices.

LITERATURE REVIEW

2.1. *Technology in English Language Teaching*

Teaching English (ELT) has been transformed by technology. Digital tools like learning management systems (LMS), AI-powered language tutors, and interactive applications have given students new ways to practice and improve their language skills beyond traditional classroom environments. According to research, technology-enabled learning increases students' motivation, encourages them to be freer, and enables more personalized learning (Mardhyanti et al., 2023). Video-based learning is one of these technological advancements that has gained significant attention due to its ability to provide learners with authentic language input and engage them in interactive tasks.

Previously, research has shown that multimedia tools in ELT are effective. For instance, (Chen & Hashim, 2022) discovered that by exposing students to real-world conversations, digital media platforms improve students' listening comprehension, pronunciation, and speaking confidence. In addition, (Mandasari & Aminatun, 2020) stated that students can analyze and reflect on their speech through video-based learning, which results in improved fluency and grammatical accuracy. These findings highlight the benefits of digital tools in language education, but it also shows that technology integration is dependent on instructional design. By simply incorporating digital tools without an organized educational strategy, learning can become passive rather than active (Prasodjo, 2023). Therefore, in order to understand the advantages and disadvantages of video blogs as ELT-specific technological tools, it is necessary to conduct a thorough analysis.

2.2. Vlogs in English Language Teaching

Vlogging, a novel approach to ELT, offers students realistic and engaging ways to practice speaking skills. Vlogs allow students to record, evaluate and improve their speaking; this sets it apart from conventional speaking exercises. Studies have shown that video-based learning makes people creative, more engaged, and more fearful of speaking (Yusuf et al., 2023). By incorporating video blogs into ELT, educators can create a student-centered learning environment where students take responsibility for their own language development.

A series of empirical studies have investigated the impact of video blogs on students' speaking ability. (Prasodjo, 2023) found that theme-based Vlogs (TBV) significantly improved students' understanding of vocabulary, pronunciation, and grammar accuracy. This suggests that TBV is a useful pedagogical tool for language teaching. In addition, (Jumeidi et al., 2024) found that video-based learning improved students' fluency and confidence, especially when students are exposed to videos and given peer assessment and collaborative learning activities. However, the research also found some problems associated with video blogs in ELT. (Agyztia Premana, Ubaedillah, 2021) found problems with informal language use, technical issues, and students' unwillingness to appear on camera. According to these results, vlogs have many benefits, but they should be used with caution for students to have a significant language learning experience.

Not many systematic reviews have been conducted on vlog-based learning, identifying best practices, and exploring ways teachers can use vlogs to improve speaking in ELT. This is because it has been previously recognized that vlogs play an important role in ELT, but there is still little research systematizing the integration of vlogs, advantages, and pedagogical goals.

Method

Using a systematic review approach, this study analyzes the existing literature on the integration of vlogs in English Language Teaching (ELT). Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, this study systematically collects, evaluates, and synthesizes empirical studies on vlog-based learning in ELT. The review aims to determine the benefits, challenges, and instructional strategies of vlog-based learning, while providing e-learning opportunities for students who are interested in ELT.

3.1 Description of Sample

Sample of empirical studies instead of individual participants is the focus of this systematic review. The selected studies focus on the use of vlogs in English Language Teaching (ELT) and how it affects students' speaking proficiency, engagement, and instructional strategies. The sample was selected using inclusion and exclusion criteria to ensure relevance and quality. The studies were published between A total of 30 empirical studies were included, using a variety of research methodologies, including qualitative case studies, quasi-experimental research, and mixed-methods approaches. These studies

were conducted in a variety of countries, including Indonesia, Malaysia, Pakistan, Turkey, and Thailand. They provided a broad view of the integration of video blogs in ELT. By analyzing these 30 studies, this research aims to synthesize findings on how vlogs enhance speaking skills, what challenges learners face, and what strategies educators can use to optimize vlog-based learning. The studies also focus on teachers' perspectives on vlog-based learning, offering insights into instructional strategies.

3.2. Procedure

Studies were retrieved from Publish or Perish using keywords such as “vlogs in ELT” and “video-based speaking instruction.” Peer-reviewed articles published between 2020 and 2025 were the only ones that were considered. Titles and abstracts were reviewed for relevance, and then a full-text screening was conducted based on criteria for inclusion and exclusion. A mixed-method approach was used to extract data, emphasizing research objectives, methods, and results. The data were then analyzed thematically. Ergebnisses were categorized based on the benefits of vlogs, the most improved language proficiency, and the educational levels where they worked best. The selected studies have rigorous methodologies, such as experimental designs, surveys, and qualitative analyses, which ensure their credibility.

3.3. Study Selection Criteria

This review examines the latest empirical studies with inclusion criteria, as follows:

1. Articles published in Publish or Perish.
2. Articles in English.
3. Articles that are original and available in full text.
4. Articles published in the last 5 years, namely in 2020 – 2025.
5. Articles that are specifically appropriate with the title.

Meanwhile, for the exclusion criteria, they are:

1. Research that does not address VLOGS for Student learning.
2. Research includes non-target participants, i.e. general participants in their Research.
3. Articles that are reviews or meta-analyses.

Result and Discussion

The results of the research are presented in the form of a table, or descriptive. Analysis and interpretation of these results using PRISMA Framework this systematic review analyzes articles published between 2020 and 2025 from databases like Google Scholar and Publish or Perish.

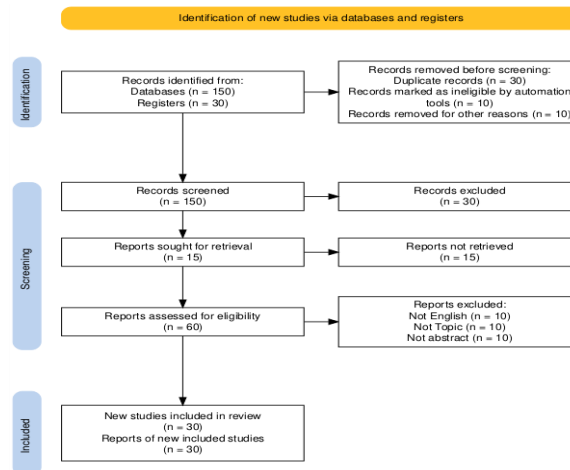


Table 1. PRISMA Framework

No .	Authors, Country, Year	Mean Characteristic	Study Design & Variable	Measure	Findings
1	Ahmad Nur Syafiq, Tiyas Octaviana, Indonesia, 2023	Non-English Program students using vlog for English speaking skills	Quasi-experimental, pre-test & post-test, Use of vlog as learning media	Descriptive and inferential statistics (Mann-Whitney U)	Significant improvement in students' English-speaking skills
2	Agyztia Premana, Ubaedillah, Damar Isti Pratiwi, Indonesia, 2021	Video blog as a learning tool in English language learning	Literature review and case study, Impact of vlog on students' learning outcomes	Review of existing research and observation	Vlog enhances student engagement but may have negative influences (e.g., informal language)
3	Jumeidi & Dianti, Indonesia, 2024	quasi-experimental study on vlog implementation in secondary schools	Quasi-Experimental, Vlog vs Conventional Learning	Paired Sample T-Test & Independent T-Test	Vlog significantly improves students' speaking performance compared to conventional methods
4	Kurnia Febianti,	Utilization of vlog in online	Descriptive study, Effectiveness	Observation and analysis of	Vlog makes speaking learning more

	Indonesia, 2021	English learning	of vlog in speaking skill development	students' perception	engaging and reduces fear of speaking
5	Anrasiyana et al., Indonesia, 2022	Descriptive study on vlog use in elementary English teaching	Qualitative-Descriptive Study, Vlogs as media in English language teaching (ELT)	Observations, field notes, teacher interviews, student questionnaires	Vlogs increase speaking motivation, engagement, and confidence in young learners
6	Hafiza Sadaf, Bushra Rasheed, Azhar Ahmad, Pakistan, 2022	ESL students using YouTube lectures, vlogs, and videos	Mixed-method, YouTube content and ESL learning	Questionnaire via Google Forms	Positive impact of YouTube content on ESL learning
7	Arri Kurniawan, Tri Wulandari, Angela Valentiara Giofanny, Indonesia, 2021	ELT students using vlog media during COVID-19	Quasi-experimental, Vlog media and speaking skills	Pre-test, post-test, t-test analysis	Vlog media enhances speaking skills and engagement
8	Isaful Ummah, Indonesia, 2021	6th-grade students using vlogs in ELT	Qualitative, Vlogs and oral communication	Observations, field notes, interviews, questionnaire	Vlogs improve speaking skills and student motivation
9	Zakiyatul Mufidah, Miftahur Roifah, Indonesia, 2021	University students learning English speaking skills	Qualitative, Vlogs as a learning tool for fluency and public speaking	Observations and performance evaluations	Vlogs improve confidence, engagement, and speaking fluency
10	Indah Beti Lestari et al., Indonesia, 2021	Systematic review of vlog use in education	Literature Review, Vlogs, ethnoscience, and social media literacy	PRISMA Methodology	Vlogs enhance motivation, speaking skills, and critical thinking

11	Nodistya Septian Indrastana, Renata Kenanga Rinda, Indonesia, 2021	Polytechnic students learning English via YouTube vlogs	Reflective Study, Mobile-Assisted Language Learning (MALL)	Self-Assessment Observation	Vlogs improve speaking performance and self-confidence
12	Gina Selvira Yanti, Rafika Nurhidayah, Indonesia, 2021	Review of technology integration in ELT	Literature Review, ELT and education 4.0	Literature Review	Technology enhances ELT and student participation
13	Faidah Yusuf, Latri Aras, Muhammad Faisal, Ameer Ali, Indonesia, 2023	Indonesian EFL students using vlogging for speaking practice	Qualitative study, Thematic analysis, Effectiveness of project-based learning through vlogging	Semi-structured interviews	Vlogging increases self-efficacy, vocabulary mastery, learning autonomy, technology skills, and confidence in speaking
14	Ayesha Noor UI Ane Rani, Ijaz Ali Khan, Pakistan, 2025	BS English students using vlogs for speaking practice	Mixed-method, Vlogs and oral communication	Questionnaires, interviews	Vlogs enhance speaking skills, self-evaluation, and engagement
15	Rendi Wasto Wau, Kharisma Erikson Tarigan, Fiber Yun Ginting, Indonesia, 2024	8th-grade EFL students using vlogs for learning	Classroom Action Research (CAR), Vlogging and speaking skills	Pre-test, formative tests, post-test, questionnaire	Significant improvement in speaking skills, motivation, and engagement
16	Misdi Misdi, Usma Dewi Siregar, T.	University student-teachers using vlogs for	Mixed-Method, Vlog-mediated speaking activities	Questionnaire, semi-structured interview	Vlogs increase motivation, engagement, and

	Thirhaya Zein, Deasy Anggraini, Zhafran Fatih Ananda, Indonesia, 2023	speaking practice			confidence in speaking
17	Varia Virdania Virdaus, Annisa Rahmasari, Saiful Rifa'i, Indonesia, 2024	High school students using vlogs and TBLT for speaking skills	Quasi-Experimental, Vlogs, TBLT, and speaking skills	Control-experiment group, test scores	Vlogs significantly improve speaking ability, engagement, and participation
18	Teguh Hadi Saputro, Ibnu Choirin Tafsirudin, Rafika Rabba Farah, Indonesia, 2024	University students using vlogs for language production	Mixed-Method, Vlogs and oral fluency	Speaking test (CAF analysis), interviews	Accuracy improved, but fluency and complexity decreased due to time constraints
19	Dani Fitria Brilianti, Hana Yulinda Fithriyani, Indonesia, 2024	Polytechnic students using vlogs for speaking practice	Qualitative case study, Vlogs and speaking proficiency	Observation and Interview	Vlogs enhance engagement, but challenges include students' varying proficiency and tech limitations
20	Anita Anggraeni, Cynantia Rachmijati, Dewi Listia Apriliyanti, Indonesia, 2024	Students using vlogs for tourism-related speaking tasks	Mixed-Method, Vlogs and speaking fluency	Rubric assessment, qualitative observation	Vlogs improve vocabulary, fluency, pronunciation, and confidence
21	Zeynep Yaprak,	Teacher candidates	Mixed-Method, Vlogs	Discourse analysis, SPSS	Vlogs enhance self-

	Turkey, 2024	using vlogs for reflective learning	and collaborative reflection	for quantitative data	reflection, peer collaboration, and teaching awareness
22	Xiu-Wei Chen, Harwati Hashim, Malaysia, 2022	Primary ELT students using vlogs for speaking practice	Qualitative, Vlogs and ELT speaking skills	Thematic analysis of vlogs	Improvement in grammar, fluency, vocabulary; pronunciation remains a challenge
23	Myla Medrano Loreto, Thailand, 2022	Hospitality college students using vlogs for communication practice	Quasi-experimental, Vlogs and oral communication	Pre-test, post-test, thematic analysis	Vlogs improve organization, verbal skills, and confidence
24	Dinar Faiza, Meilina Haris Mayekti, Ade Christanty Yudha Bestari, Indonesia, 2022	University students using vlogs for self-learning in speaking	Qualitative descriptive, Vlogs and self-learning	Questionnaire, interview, observation	Vlogs improve motivation, confidence, and creativity, but pronunciation and grammar issues remain
25	Lukman Arsyad, Enni Akhmad, Faratika Al Bayan, Indonesia, 2023	University students using vlogs for speaking practice	Quantitative, Vlogs and speaking skills	Pre-test, post-test, questionnaire, SPSS analysis	Vlogs significantly improve speaking skills, engagement, and creativity
26	Pandu Prasodjo, Fakhrur Rozi, Indonesia, 2023	University students using topic-based vlogs in English learning	Quasi-Experimental, Topic-Based Vlog (TBV) and speaking skills	Observation, pre-test, post-test, N-Gain analysis	TBV significantly improves vocabulary, grammar, confidence, and expressiveness
27	Nur Choirunnis	High school students using	Experimental, Vlogs and	Observation, pre-test, post-	Vlogs significantly

	a, Srimaharani Tanjung, Gabby Maureen Pricilia, Indonesia, 2024	vlogs for speaking practice	speaking performance	test, N-Gain analysis	improve speaking skills, moving from "Enough" to "Good" proficiency
28	Berlinda Mandasari, Dyah Aminatun, Indonesia, 2020	University students using vlogs for speaking improvement	Qualitative, Vlogs and speaking ability	Observation, Interview	Vlogs enhance English speaking ability, making learning interactive and engaging
29	Mardhyanti, Teguh Sulisty, Andy, Indonesia, 2023	University students utilizing digital vlogs for speaking enhancement	Literature Review, Digital Vlogs and speaking skills	Comparative-Analysis	Vlogs increase motivation, engagement, and learning quality in speaking activities
30	Riza Weganofa, Ilmatul Khoiro, Indonesia, 2020	Tenth-grade students at SMKS PGRI Pakisaji using Vlogs for learning	Quasi-Experimental, Vlogs and speaking skill improvement	Speaking test (pre-test and post-test), content validity from school syllabus	Vlogs significantly improve students' speaking skills, motivation, and creativity

Figure and tables

In several studies, video blogs have been integrated into English language learning (ELT) at different levels of education, and it has been shown that they have significant effects on improving students' speaking ability, motivation, and engagement. In this, systematic review incorporates findings from various studies looking at the use of video blogs in ELT learning and discusses their benefits, drawbacks, and consequences for future studies. Vlogs in ELT have a highly recognized effect on students' speaking ability. Studies have shown that vlogging enhances pronunciation, fluency, vocabulary development, and grammatical accuracy (Mandasari & Aminatun, 2020). The ability to record, review, and refine spoken performance allows students to self-monitor their progress, which is crucial for improving speaking skills (Chen & Hashim, 2022). Additionally, students who engage in Topic-Based Vlogging (TBV) demonstrate structured speaking improvement, as they align

their speech with specific learning objectives (Prasodjo, 2023). Several quasi-experimental studies have quantitatively measured the effectiveness of vlogs, showing significant improvements in students' post-test scores after vlog-based interventions (Arsyad et al., 2021).

In addition, video blog-mediated speaking tasks encourage students to improve their English skills in a real communication environment. This is in contrast to conventional speaking tasks conducted in class, which often look unnatural (Faiza et al., 2022). Studies on video blog integration have shown that it is effective to overcome students' reluctance to speak for fear of making mistakes. Vlog-based learning encourages creativity, engagement, and a deeper connection with the language in primary school. Students also gain confidence and develop a sense of autonomy in their learning through self-paced video creation (Choirunnisa et al., 2024). Vlogging not only has linguistic advantages, but it is also very effective in increasing students' desire and engagement. Vlogging is perceived by students as a fun way to learn and allows them to express themselves creatively, according to many studies (Loreto, 2022). By incorporating digital technology into ELT, learning becomes more interactive and engaging as it matches students' daily digital habits (Mardhyanti et al., 2023).

In addition, research has shown that assignments based on vlogs help students interact with each other and learn cooperatively. After students upload their vlogs to platforms such as YouTube or Instagram, they receive feedback from students, which helps them improve their communication skills in real-time (Yaprak, 2024). This corresponds with the findings on collaborative reflection in teacher education, where vlogs help future educators evaluate their performance as educators and improve. Although there are many advantages, the integration of video blogs in ELT has its challenges. According to several studies, students' discomfort when speaking on camera is one of the main barriers identified. Vlogging can increase anxiety about achievement for some students. This shows that although vlogging can help some students, it can also affect their fluency and natural speaking (Choirunnisa et al., 2024). Therefore, teachers should provide scaffolding and support gradually to help students overcome their fears (Mandasari & Aminatun, 2020).

Access to technology is also a challenge. According to research, some students do not have access to high-quality recording devices or stable internet connections, which may limit their overall participation in video blog-based learning (Mardhyanti et al., 2023). In addition, the ability to edit videos is often required, which adds an additional technical burden to the learning process (Chen & Hashim, 2022). This suggests that teachers should provide technical guidance and simplified tools to ensure that students concentrate on learning the language rather than facing difficulties in creating videos (Mandasari & Aminatun, 2020). In addition, learning through video blogs remains a challenge. Video blog assessments require the creation of new criteria that consider engagement, creativity, and digital presentation skills, in addition to linguistic characteristics (Arsyad et al., 2021). This is in contrast to conventional oral assessments (Arsyad et al., 2021). To establish standardized

assessment techniques that fairly evaluate students' progress in vlog-based learning environments, additional research is needed.

Table 1. Title

YEAR	NO
2020	2
2021	8
2022	5
2023	6
2024	8
2025	1

Conclusion

This systematic review investigates the advantages, problems and pedagogical strategies of video blog inclusion in ELT. The results show that students feel more motivated and engaged in learning after watching video blogs. In addition, video blogs significantly improved their speaking fluency, pronunciation, vocabulary and confidence. However, issues such as technological constraints, performance anxiety, and assessment problems should be addressed to maximize video blog-based learning. To overcome these obstacles, educators should implement structured learning activities, peer collaboration, and scaffolding techniques to support students in vlog creation. Additionally, further research is needed to establish standardized assessment rubrics that fairly evaluate students' progress in vlog-based learning environments. This is part of more research being done on digital learning in ELT and provides practical advice on how to incorporate video blogs into language teaching. Future studies should look at long-term research to find out the long-term impact of teaching video blogs.

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