# THE EFFECTIVENESS OF USING VIDEO BLOGS (VLOGS) TO IMPROVE SENIOR HIGH SCHOOL STUDENTS' SPEAKING ABILITY

**Ramadhania Nur Wachidah Anggraini[1], Nur Chakim[2]**
[1,2] Universitas Negeri Surabaya
ramadhania.19013@mhs.unesa.ac.id

## ABSTRACT

This study aimed to examine the effectiveness of utilizing video blogs (vlogs) as a means to enhance the speaking ability of senior high school students. Considering the limited research on this subject within the context of senior high school students, a quasi-experimental design was employed, utilizing a quantitative approach. The study involved two classes, each consisting of 37 students, who served as participants in this research. The participants were assigned randomly to either the experimental group, which received the vlog treatment, or the control group, which did not. Both groups underwent pre-test and post-test assessments to evaluate their speaking ability. The findings from the paired sample t-test demonstrated a significant improvement in the speaking ability of the experimental group ($p < .05$), indicating the positive impact of vlogs. Furthermore, effect size analysis indicated a substantial effect of vlogs on enhancing students' speaking skills, with an effect size of 0.37. In conclusion, this research provides support for the use of vlogs as an effective tool for improving the speaking ability of senior high school students.

**Keywords:** EFL learners, speaking skills, video blogs (vlogs)

## INTRODUCTION

In the 21st century, technology plays a crucial role in education, where students have become increasingly proficient in using technology in their everyday routines. In this case, students are comfortable with devices such as smartphones, tablets, and computers. Technology also has a huge impact on how students learn and engage with information. This phenomenon was supported by Wood et al. (2012) showed that digital technology can potentially expand the reach and effectiveness of education. Thus, with technology, the learning process can also be more varied. Meanwhile, learning is commonly associated with the traditional classroom setting; it's essential to recognize the value of incorporating different media types to enrich student's learning experiences and enhance their abilities. One of the skills that can be improved by using technology is speaking, because technology offers a variety of interactive platforms that allow students to practice and improve their oral communication skills.

Nowadays, speaking is a skill needed by everyone, including students. Among the four skills, speaking is also intended as one of the skills required for successful communication, especially using the target language. Speaking skills also plays a vital role in various aspects of life, both academically and professionally. Therefore, cultivating and refining speaking skills should be a priority in educational settings to equip students with the necessary tools for successful communication in their academic and professional lives. This is also in line with Brown (2001) said that speaking is a productive language skill that uses oral communication to convey meaning and interact with others. It means speaking is not just about saying a word, but is more related to bringing a message to others. Hasanah

(2020) also proved that speaking is a communicative skill people use to share ideas, thoughts, or information with others. In other words, speaking involves using language to communicate and express ideas verbally. Based on the preceding statement, it can be deduced that students need to continuously enhance their speaking skills to facilitate effective communication, which can ultimately boost their self-confidence when speaking.

However, there is a significant issue with English proficiency among teachers, as reported by Coleman (2009). Only a tiny percentage of teachers (less than 1%) demonstrated high proficiency in English, while the majority had low to intermediate proficiency levels. This lack of ability among teachers can negatively impact students' motivation to improve their speaking skills, as students become fearful of making mistakes. Zakaria et al. (2019) provided additional support to this assertion, demonstrating that speaking is commonly acknowledged as the most challenging skill to acquire. Even though speaking can be said as the most challenging aspect to learn, it was still essential for students to master this skill, because success in language learning ultimately depends on their ability to express their thoughts and emotions effectively through oral communication  Therefore, technological innovation should be implemented to have a specific way of improving speaking. In this case, vlogs are introduced to the students to improve their speaking ability.

Vlogs were chosen because it has the potential as the new multimedia for developing speaking skills in foreign language practice and learning. Vlogs also offer various experiences for students since they combine audio, picture, and text to deliver engaging ideas, expressions, or thoughts. Incorporating vlogs into the teaching and learning process yields positive outcomes. These findings align with a study conducted by Nada (2021), which proves that video blogging positively contributes to improving fluency, accuracy, and accent in speaking. Watkins (2012a) stated that vlogs come from the word video and blogs, whereas 'vlogging' here is the act of recording videos related to exciting things to express feelings and stories to the audience by entering audio, text, and images, then posting them on the internet. Teachers can effectively share valuable insights through vlogs, capturing students' attention and making learning more enjoyable. Hence, it can be inferred that educators can employ this approach as a means of facilitating the learning process within the classroom setting.

Furthermore, Anil (2016); Watkins (2012a) revealed that vlogging has several benefits for teachers and students. First, vlogs can be used to assist students in practicing pronunciation of new vocabulary and grammar. By recording themselves, students can focus on their pronunciation and work on improving their spoken language skills. By recording themselves in the form of videos (vlogs), students can observe and evaluate their own pronunciation, identify areas for improvement and increase their confidence in speaking the target language. Second, vlogs can be used by students for self-assessment. By recording their own videos and reviewing them, students can assess their language skills and also identify areas where they need some improvement. Third, vlogs also allow teachers to provide more detailed feedback to students. By having access to student's video recordings, teachers can re-watch students' performances, this allows a more comprehensive assessment of their speaking ability. This detailed assessment can include specific suggestions for improvement, focusing on areas where students need some improvement and providing customized guidance to improve their language skills. Lastly, vlogging offers flexibility and

convenience for both students and teachers. Students can vlog anywhere and anytime using their own devices and accessing various online platforms. Additionally, teachers can assign vlog-related assignments as part of homework or project assignments, giving students the opportunity to continue their language learning beyond the confines of the school environment.

Recently, some research has been conducted on using vlogs for speaking ability. Putri & Sari (2020); Brilianti & Fithriyani (2020); studied the utilization of vlogs in improving student's speaking performance for tertiary-level students. The result shows a significant increase in students' ability after using vlogs to learn English, especially speaking skills. Similar investigations were carried out by Valimbo & Hartati (2018) among Junior High School Students, revealing that using video blogs as a learning medium effectively enhances students' speaking skills.

Those are some of the studies related to vlogging and speaking skills. However, most are done for college students and Junior High Schools students. In addition, most of the research above is also conducted using qualitative methods and mix-method Thus, it can be inferred from the above explanation that there is little research on applying vlogs in high schools, particularly in quasi-experimental studies. Consequently, the researcher is eager to conduct research by implementing this method (vlogs) for senior high school students due to the lack of research at the high school level using a quasi-experimental study. The objective of this study is to find out whether students who are taught using vlogs demonstrate greater improvements in their speaking abilities compared to those who are not exposed to vlogs as a teaching medium. Moreover, the researcher poses a central question that aligns with the main focus of this study:
Is there any significant difference between students taught using vlogs and those who are not taught by using vlogs?

**METHOD**

The aim of this study was to investigate whether there is a significant different between the students who are taught using vlog and those who are not taught by using vlogs. Thus, the researcher employed experimental study in the form of quasi experimental design. Quasi-experimental design were research studies where the researchers manipulate or introduce a treatment to see how it affected a certain group, this design also used existing groups that are naturally formed, like classrooms (Shadish et al., 2002). There were several forms of quasi-experimental designs, including pre-experimental designs: the one-group pretest-posttest design; the one-group post-tests only design; the non-equivalent post-test only design; pretest-posttest non-equivalent group design; and one-group time series. In this study, the researcher focused on the pretest-posttest non-equivalent group design (Cohen et al., 2018). This design was the most commonly used approach in quasi-experimental studies. In this design, the experimental (group A) and control groups (group B) were chosen without random assignment. Both groups take a pre-test and post-test, but only the experimental group receives the treatment (Creswell, 2013). The data collected were in the form of scores, which were analysed statistically and presented in written form to inform the reader about the results of the analysis The research design is visually depicted in Table 1.

Table 1. Research Design

| Pretest-Posttest Non-Equivalent Group Design | | | |
|---|---|---|---|
| Experimental Group | Y1 | X | Y2 |
| Control Group | Y1 | - | Y2 |

Source: Creswell (2013)

Notes:

Y1      : Pre-test

X       : Treatment

-       : No treatment

Y2      : Post-test

As can be seen from Figure 1 above, this study consisted of an experimental group that received treatment using video blogs, while the control group did not. This study's independent variable was video blogs (vlogs), and the dependent variable was students' speaking ability. Moreover, apart from addressing the research design, this chapter also encompasses various crucial elements of the study. These include the study's context or setting, the individuals involved as subjects or participants, the data itself and its source, the technique and instrument employed for data collection, the research procedures undertaken, and the technique adopted for data analysis.

The study was conducted on high school students in the tenth grade at a senior high school in Sidoarjo. Thus, the population for this study encompassed all students in the tenth grade, while the sample was chosen through simple random sampling. Simple random sampling is a method that delivers an equal probability for every individual in the population to be chosen as a sample. The process involved the English teacher's assistance in randomly selecting classes to ensure that both classes had comparable speaking abilities. Consequently, two classes (X2 and X5), comprising a total of 74 tenth-grade students from a senior high school in East Java, were chosen through this random selection. The classes were subsequently split into the control group and the experimental group.

The researcher gathered data on students' scores by administering a speaking proficiency test as the assessment for both groups. Two kind of tests were conducted: a pre-test and a post-test. The speaking proficiency test required students to speak for around 3 to 4-minute on a given topic. The pre-test and post-test outcomes were evaluated using a rubric based on Brown (2001), which encompassed five aspects: grammar, vocabulary, comprehension, fluency, and pronunciation. Initially, a pre-test was given to both groups to establish their starting speaking proficiency level. Subsequently, the experimental group underwent the treatment, which involved the utilization of video blogs (vlogs) over the course of three sessions. In the first session, the researcher explained the project's topic, provided an overview of the material (report text), demonstrated the vlog creation process, and assigned students to create their own vlogs. In the next session, the teacher reviewed the steps involved in creating vlogs and provided an opportunity for students to discuss their progress with the teacher. The final session involved students presenting their vlogs in front of their peers, getting feedback and suggestions from their classmates.

Following the completion of the treatment, the control and experimental groups underwent a post-test to evaluate any changes in their speaking proficiency. The collected

data were analyzed using a paired sample t-test to assess the pre-test and post-test scores between the two groups. The statistical data was counted using SPSS 26.0 software. Prior to conducting the paired sample t-test, a normality test was delivered to ensure if the data was normally distributed or not. The researcher used Shapiro-Wilk test for doing a normality test. The formula of Shapiro-Wilk test was explained below:

1. If the significance value is less than 0.05, it indicates the data is not normally distributed.
2. If the significance value is greater than 0.05, it indicates the data is normally distributed.

After conducting a normality test, the researcher used a paired sample t-test to determine the significance of the mean scores between both groups. The significance values, were as follows:

1. If the significant value is more than 0.05 (> 0.05), it indicates there is no significant improvement on students speaking ability.
2. If the significant value is less than 0.05 (<0.05), it indicates there is a significant improvement on students speaking ability.

The next step after getting the result of paired sample t-test is to know the effect size the researcher used formula as mentioned in Pallant (2016), as explained below:

$$Eta\ Squared = \frac{t^2}{t^2 + (N - 1)}$$

The data interpretation from above formula as follows:

Table 2. Data Interpretation

| .01 | Small Effect |
|-----|--------------|
| .06 | Moderate Effect |
| .14 | Large |

Source: Pallant (2016a)

## RESULT AND DISCUSSION
### A. Result

As mentioned in the previous part, the researcher performed a normality test using the Shapiro-Wilk test. The outcomes of this test are presented in the table below:

Table 3. The result of the Normality Test (Pre-Test)

| Groups | Shapiro-Wilk | | |
|--------|-----------|-----|-----|
| | Statistic | df | Sig |
| Pre-test_Experimental Group | .944 | 37 | .064 |
| Pre-test_Control Group | .945 | 37 | .065 |

p > 0.05

The table presented shows the results of the normality test conducted for the pre-test data for both the experimental group (X2) and the control group (X5). Researchers

specifically examined the results of the Shapiro-Wilk test, which yielded significance values of 0.064 and 0.065 for the experimental and control groups. Based on these findings, it can be concluded that the pretest data in both groups showed a normal distribution because the p-value obtained was greater than the significance level of 0.05. Next, the researcher proceeded to calculate the average score for the experimental and control groups and conducted a paired sample t test.

Table 4. The mean score of the Control Group

| Groups | Mean | N | Std. Deviation |
|---|---|---|---|
| Pre-test_Control Group | 50.59 | 37 | 7.132 |
| Post-test_Control Group | 52.86 | 37 | 6.937 |

The table provided above displays the average scores for the control group. The findings indicate that the pre-test mean score was 50.59, while the post-test mean score showed a slight increase to 52.58, reflecting a rise of 2.27 points.

Table 5. Mean Score Experimental Group

| Groups | Mean | N | Std. Deviation |
|---|---|---|---|
| Pre-test_Experimental Group | 51.24 | 37 | 6.918 |
| Post-test_Experimental Group | 56.76 | 37 | 6.853 |

Table 3 represent the average scores for the experimental group. It was revealed that the pre-test mean score was 51.24. After the experiment, the post-test mean score increased to 56.76. This indicates a significant improvement of 5.52. In contrast, although the control group in Table 2 also showed some improvement in their average scores, the increase was not as substantial as the one observed in the experimental group. As the next step, the researcher conducted a paired sample t-test on the experimental group to know if this improvement was statistically significant after providing them with vlogs as a treatment.

Table 6. Paired Sample T-Test

| Groups | Mean | t | df | Sig. (2-tailed) |
|---|---|---|---|---|
| Pre-test Experimental_Post-test Experimental | -5.514 | -4.697 | 36 | .000 |

p < 0.05

The table above revealed that the sig (2-tailed) value was .000, below the significance level of 0.05. This indicates a noteworthy distinction between the speaking scores of the experimental group (X2) during the pre-test and post-test. Therefore, we can conclude that video blogs (vlogs) effectively enhance students' speaking skills. This suggests

that students who received the vlog treatment demonstrated a significant improvement in their speaking abilities compared to those who did not receive the treatment (vlogs).

The researcher employed the eta-squared formula, as described by Pallant (2016) to assess the effect size in this study. The outcomes indicated an effect size of 0.37, signifying a substantial impact of the vlog treatment on enhancing students' speaking skills. These findings suggest that the treatment effectively improved the participants' speaking abilities. The effect size results from this investigation are presented below:

$$Eta\ Squared = \frac{t^2}{t^2 + (N-1)}$$

$$= \frac{-4.692^2}{-4.692^2 + (27-1)}$$

$$= \frac{22.061809}{58.061809}$$

## B. Discussion

Based on the above results, this study has effectively addressed the research question regarding the notable distinction between the two-teaching media. These findings also indicated that using vlogs in teaching can effectively improve students' speaking skills. The improvement in students' speaking ability through vlogs may be due to their interest in video making. This result also aligns with Putri & Sari (2020)who showed that vlogs are effective media to help students develop their speaking ability. Additionally, using vlogs as a form of media allowed students to share information with others. This research demonstrated that when students create vlogs, they share information, especially related to report texts, with their audience. This finding aligns with the research carried out by Hasanah (2020), which presents evidence that speaking is a communicative skill that individuals employ to express and exchange ideas, thoughts, and information with others.

Furthermore, besides being a medium for students to develop their communication skills, vlogs also allow students to self-assess. This idea finds support in the study conducted by Anil (2016), which demonstrated that using vlogs enables students to identify specific areas for improvement, such as pronunciation and grammar, and make necessary corrections to rectify any mistakes. The study's statistical results supported this, as the experimental group's mean score increased after the treatment. Throughout the treatment process, students were allowed to brainstorm, articulate, monitor, and evaluate their vlogs before uploading them.

Moreover, previous studies have provided evidence supporting the positive impact of using vlog on speaking ability. Brilianti & Fithriyani (2020) investigated the effect of implementing vlogs as a teaching media for second-semester students of Computer Engineering, and the results showed that implementing vlogs in the teaching process was effective and also became a valuable tool in improving speaking skills during the learning process. Valimbo & Hartati (2018) also conducted similar research on junior high school students about vlogs. The findings showed that using video blogs (vlogs) effectively and efficiently improved speaking skills in seventh-grade students. This is because students

become happy using vlogs during teaching and learning. Lastly, it's crucial to note that there are some limitations to consider in this study. This study only focused on the utilization of vlogs in teaching speaking skills. While speaking is essential to language learning, other abilities such as reading, writing, and listening must also be developed. Overall, this study's findings suggested that vlogs can be an effective medium for improving speaking skills in senior high school students. Nevertheless, further investigation is required to examine the potential of vlogs in enhancing other language skills and in diverse educational settings.

**CONCLUSION**

This study centered on the utilization of vlogs as a means of enhancing the speaking proficiency of tenth-grade students in senior high school. The experimental group was experienced vlogs as the treatment, while the control group did not receive such treatment. The findings demonstrated that the experimental group achieved higher mean scores, indicating the efficacy of employing vlogs as a teaching medium. The effect size analysis further supported the significant impact of vlogs on improving students' speaking skills. Consequently, it can be deduced that vlogs serve as a valuable tool for enhancing speaking abilities in senior high school students.

However, it is necessary to consider the limitations of this research. The study was conducted with a limited number of participants, focusing only on two classes of the tenth-grade students in senior high school. Moreover, future research should explore the effectiveness of vlogs by expanding the number of participants. By doing this, it would enhance the generalizability of the findings. Additionally, it would be helpful to examine vlogs in language learning and explore their impact on various language skills, such as reading, listening, writing, and others. A broader research would yield a more comprehensive understanding of the advantages and potential of vlogs in language learning.

In addition to the limitations mentioned earlier, this study also offers several valuable suggestions. First, this research focuses on the potential for incorporating technologies especially on the utilization of digital platform such as vlogs, in language learning within the classrooms. By integrating vlogs into learning, teachers can provide students with interesting and interactive learning experiences that can stimulate active participation from the student, especially in terms of speaking. The use of vlogs also allows students to develop their speaking skills in interesting contexts, because they can observe and practice the use of language in everyday life.

Second, the positive results of this study highlight the importance of applying innovative teaching methods to attract students' interest in improving speaking skills. The class approach by relying solely on textbooks and lectures may be felt to be less effective in overcoming student problems, especially in terms of speaking in the target language. By introducing vlogs, teachers can create an engaging learning environment that encourages students to express their thoughts, engage in conversations and develop their confidence in speaking. Third, by encouraging students to utilize vlogs, they can actively practice their speaking skills and collaborate with peers, thus fostering confidence and motivation in language learning. In addition, this research shows that vlogs have the potential to encourage students to improve their speaking skills. Future research can further explore the potential

of vlog in language education. Investigating their impact on other abilities, such as listening, reading, and writing, can provide a comprehensive understanding of their benefits.

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