

# Using Vlog as Media in Teaching Speaking to the Secondary EFL Students

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**Abstract.** This study aims to examine the effectiveness of using vlogs as a teaching medium for speaking to eighth-grade students at SMPK ST. Fransiskus Xaverius Ruteng. A quantitative research method designed as quasi-experimental was employed in this study. The study population comprises the eighth-grade pupils of SMPK ST. Fransiskus Xaverius Ruteng for the academic year 2023/2024. They were categorized into four classes. Class 8 A comprises 30 pupils, Class 8 B consists of 32 students, Class 8 C contains 29 students, and Class 8 D has 29 students. In this study, the researcher employed purposive sampling methodology. The researcher established two conditions for sample collection: first, the samples would come from the same educational level, specifically grade VIII. Secondly, the samples consist of students who remain enrolled in the current academic year. The research was executed in three phases: pre-test, intervention, and post-test. The instrument employed was an oral speaking test, which served as the primary means to assess the students' speaking proficiency. The study demonstrated that the experimental group achieved a mean score of 80.89, whereas the control group attained a mean score of 71.68. The findings indicate that the experimental group exhibits a superior mean score relative to the control group. We analyzed the data using SPSS 24 at a significance level of 5% (0.05). The t-test was conducted by comparing the scores of the pre-test and post-test in both classes, resulting in a t-value of 3.278 and a degree of freedom (df) of 56. The significance level (2-tailed) was 0.022. The results indicated that the significance (two-tailed) was less than 0.05, specifically  $0.022 < 0.05$ . The null hypothesis ( $H_0$ ) was rejected, whereas the alternative hypothesis ( $H_a$ ) was accepted. There exists a notable disparity in speaking score attainment between pupils instructed through vlogs and those who are not. The effect size calculation was 0.86, falling within the region of 0.51-1.00, indicating a moderate effect. It is found that utilizing vlogs for teaching speaking is helpful in enhancing the speaking skills of eighth-grade students at SMPK ST. Fransiskus Xaverius Ruteng.

**Keywords:** Vlog; Media ;Teaching Speaking.

## 1. Introduction

The enhancement of speaking abilities is essential for students to advance their communication in English language acquisition, enabling them to articulate themselves with confidence, precision, and clarity. [1] Speaking is considered a method of effective communication. In this context, speaking talent refers to the capacity to engage and articulate thoughts and ideas through verbal communication. Proficient speaking abilities enable pupils to convey and negotiate meaning and messages with others effectively and appropriately.

Consequently, enhancing speaking skills becomes a main objective in the EFL learning situation. Speaking abilities pertain to an interactive process of meaning construction involving the production, receipt, and processing of information [2]. Production refers to students' capacity to generate spoken words with efficacy and precision. Reception denotes the process of receiving, comprehending, and interpreting verbal messages from others. In the context of speaking skills, processing pertains to the cognitive activity associated with the production and comprehension of spoken language.

In that process, pupils acquire the ability to communicate effectively and instantaneously, particularly in the English language. In the realm of education, the instruction of English, particularly speaking abilities, is imparted at multiple levels, including elementary school, junior high school, senior high school, and college. At the junior high school level, instruction in speaking skills is an essential aspect of language education, as it enhances communication proficiency and self-assurance among pupils. This phase is crucial as pupils progress from fundamental elemental concepts to more intricate linguistic frameworks and social engagements. Effective speaking education at this level encompasses a combination of activities that enhance vocabulary, grammar, accurate pronunciation, and the capacity to articulate thoughts logically. Educators utilize diverse techniques, including role-playing, group discussions, and interactive lectures, to actively involve students. Furthermore, the incorporation of technology and multimedia resources can augment the educational experience, rendering it more dynamic and relevant. The objective is to enhance students' capacity to express ideas clearly and engage socially, which are vital competencies for their future academic and professional pursuits. Students must exhibit their speaking proficiency by articulating their ideas and knowledge in a specific text type. Occasionally, students' inadequate speaking skills result from their disinterest in inefficient pedagogical methods and the instructor's inability to employ appropriate mediums for teaching speaking. This indicates that the most challenging aspect of the teaching and learning process is assisting students in enhancing their speaking skills. To establish a conducive and appealing classroom environment for pupils during the educational process, an educator must employ a diverse array of approaches or media.

In the digital age, the utilization of media is considered to assist students during the learning process. It serves to communicate information and messages from the instructor to the students. There are four categories of instructional media: audio media, visual media, audio-visual media, and multimedia. The utilization of media in the educational process has been thoroughly examined and endorsed by numerous educational theorists and scholars. Moreover, [3] Media including video and interactive simulations, can function as excellent instruments for illustrating behaviors and skills for students. Media can facilitate multiple learning theories, including behaviorism, cognitivism, and constructivism. He underscores the significance of media in delivering feedback, augmenting motivation, and facilitating self-regulated learning [4]. These assertions indicate that media plays a crucial role in the teaching and learning process, particularly in developing speaking abilities, where resources such as television programs, slide presentations, films, and video blogs are essential to enrich the learning experience. A video blog (vlog) is a form of media distinguished by specific characteristics that facilitate students in enhancing their communication skills. It enables students to perform actions such as repeating, pausing, halting, and fast-forwarding the video until they comprehensively grasp the subject [5]. Moreover, video blogs foster an engaging educational environment. Vlog is a form of video that anyone may produce, edit, and

disseminate on social media platforms such as Facebook, YouTube, and others. It can incorporate images, text, and audio into a video [6]. Vlogs are often personal and not owned by an entity, whereas videos are frequently considered the public property of an organization or administration. A vlog, an abbreviation for video blog, is a content creation style that predominantly uses video to record and disseminate personal experiences, thoughts, tutorials, and various information. People have used vlogs extensively to improve their speaking skills [6].

Numerous research studies have investigated the use of video to teach speaking abilities. The application of Vlog Media to enhance speaking skills among eleventh-grade students at Madrasah Aliyah Negeri Paolopo. The results indicate a considerable disparity in speaking achievement between students instructed with vlog media and those that are not. Utilizing vlog media proved to be more successful in enhancing students' speaking skills compared to the absence of vlog media [7]. Other researchers conducted a study on the use of vlogs to enhance students' speaking skills. The research indicates that the utilization of video blogs, or vlogs, was more efficient and successful for instructing seventh-grade pupils in middle school in speaking skills. The pupils could enhance their pronunciation, vocabulary, and grammar. Moreover, the classroom environment is conducive and devoid of stress. These data demonstrate that vlogging is highly successful in improving students' speaking skills. This research shares commonalities with pertinent studies as it focuses on training speaking abilities [8].

This research focuses on using vlogs to teach speaking skills to eighth-grade junior high school students. In contrast, the first related study looks at how vlogs can improve speaking skills in eleventh-grade senior high school students, while the second study explores the use of vlogs for seventh-grade students. Furthermore, vlogs are recommended as an effective pedagogical tool for instructors to enhance speaking skills, and future research may implement this approach with varied samples and situations. According to pertinent studies, vlogs serve as an exceptional pedagogical instrument for English lessons. It possesses several qualities, notably enhancing pupils' confidence, facilitating more fluent speech, and augmenting their enthusiasm to study English. Secondly, it improves students' pronunciation. Consequently, the researcher chose to utilize vlogs as an instructional medium for enhancing speaking skills. The researcher posits that utilizing vlogs will enhance student engagement and provide greater opportunity for them to articulate their ideas, emotions, and perspectives while elucidating a concept. Prior research delineates the integration of vlogs in English language acquisition. Both prior and current studies examine the utilization of vlogs as a pedagogical tool aimed at enhancing students' speaking abilities. Nonetheless, the disparity between these studies mostly pertains to the research issue and location, as the utilization of vlogs as a pedagogical medium is novel in the current research setting.

## **2. Method and Materials**

This study used a quasi-experimental research approach. A quasi-experiment as an experimental design executed without randomization, involving the allocation of individuals into groups. A quasi-experiment is an experimental design that includes treatment, effect measurement, and experimental units, but lacks random assignment for comparative analysis to deduce treatment-induced changes [9]. This study aims to investigate the influence of one variable on another and evaluate the hypothesis of a causal relationship between a control

group and an experimental group. Consequently, the experimental group received the treatment through vlog media. In the controlled class, vlog media was not utilized for teaching speaking. The research design was formulated as follows:

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Moreover, a population constitutes a group of interest for researchers, namely a cohort to whom they aim to generalize their findings. This study's target demographic comprised eighth-grade students from SMPK ST. Xaverius Ruteng during the 2023/2024 academic year, with the sample including two out of four classes. Purposive sampling is employed to identify the research sample. The method of data collection constitutes an assessment. This research employed two types of assessments: written and oral tests. The researcher initially collected data through a pre-test administered prior to the therapy, specifically for the experimental group, whereas the control group did not utilize vlogs as a treatment method. The data were analyzed using SPSS 24. Normality, homogeneity, and the t-test were employed to assess the data. The subsequent section addresses the data analysis.

### 3. Results

The research was conducted at SMPK St. Fransiskus Xaverius Ruteng, which involved two classes of the eighth grade students. The two classes are for experimental and control class, where class 8 D is the experimental group consisting of 29 students, and class 8 C is the control group consisting of 29 students. The two classes were taught by using different ways. The experimental class was taught through using vlog as a media while the control class was not taught using vlog media. The researcher showed the general description score and it is divided into some section: the experimental group scores and control group scores, both pre-test and post-test.

#### 3.1 The Students' Scores of Pre-test and Post-test in Experimental Class

The data were collected from the eighth grade 8 D students of SMPK St. Fransiskus Xaverius Ruteng for pre-test that consisting of 29 students. In the following table is the scores of pre-test and post-test in the experimental class.

**Table 1.** Pre-test and post-test scores in experimental class

No	Students	Pre-test	Post-test
1	ANCD	71	85
2	RKE	70	82
3	IWOP	50	70

4	LMJ	70	90
5	OAM	40	75
6	YCN	70	84
7	EJN	60	80
8	YFL	80	98
9	CJAP	73	83
10	GG	65	85
11	JBML	53	76
12	GGJ	70	80
13	YJFWO	72	80
14	FKI	30	55
15	KJ	60	84
16	MAC	75	95
17	VCA	20	65
18	YBHN	70	85
19	UOK	75	86
20	LPK	72	80
21	GCT	60	70
22	MWSL	75	85
23	FJDBN	50	70
24	FSN	80	93
25	GTM	70	85
26	IT	60	80
27	MKS	75	95
28	VMFH	50	70
29	YRT	55	80
<b>Total</b>		1821	2346
<b>Mean</b>		62,79	80.89

The table shows that there was a different scores in pre-test and post-test for the experimental group. The lowest score of pre-test was 20 and the highest score was 80. However, the lowest score of post-test was 55 and highest score was 98. In this case, the score of post-test was higher then the pre-test score. It means that there was a difference improvement of the students speaking skill.

*Statistical Data of the Pre-test Scores for the Experimental Group*

The pre-test results of the experimental group were presented in this part. The statistical data of the pre-test aims to establish baseline performance levels and understand the initial academic capabilities of students in 8 D class at SMPK St. Fransiskus Xaverius Ruteng as the experimental group before implementing the experimental treatment.

The results examine various measures of central tendency (mean, median, and mode), measures of dispersion (standard deviation, variance, and range), and the overall distribution of scores, as shown below.

**Table 2.** Data statistics of the pre-test results in the experimental group

<b>Statistics</b>		
VAR00001		
N	Valid	29
	Missing	0
Mean		62.79
Median		70.00
Mode		70
Std. Deviation		14.578
Variance		212.527
Range		60
Minimum		20
Maximum		80
Sum		1821

Table 2. demonstrates that the mean pre-test score of the experimental class is 62.79. It means that the mean score of the experimental in the pre-test was low. Meanwhile, the median of the pre-test in the experimental class was 70.00, which was higher. The mode score was 70 and the standard deviation was 14.578, showing how much variation or dispersion exists from

the average score, the variance, which is the square of the standard deviation is 212.527, and the difference between the highest and lowest scores is 60. Based on the data statistics above, it can be seen that the lowest score is 20 and the highest one is 80. The total sum of all participants' scores is 1821. This is the result of adding all the individual scores together.

**Table 3.** Frequency distribution of the pre-test results in the experimental group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.4	3.4	3.4
	30	1	3.4	3.4	6.9
	40	1	3.4	3.4	10.3
	50	3	10.3	10.3	20.7
	53	1	3.4	3.4	24.1
	55	1	3.4	3.4	27.6
	60	4	13.8	13.8	41.4
	65	1	3.4	3.4	44.8
	70	6	20.7	20.7	65.5
	71	1	3.4	3.4	69.0
	72	2	6.9	6.9	75.9
	73	1	3.4	3.4	79.3
	75	4	13.8	13.8	93.1
	80	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

Table 3. above demonstrates the pre-test score of the experimental group was 20 to 80. There was one student who get the lowest score 20 and there was one student who get the highest score 80.

Frequency distribution of pre-test results in the experimental group demonstrated varied performance levels among the participants. The data revealed that out of 29 students, the highest concentration of scores was at 70 points, achieved by 6 students (20.7% of the class). Four students (13.8%) each scored 60 and 75 points, representing the second most common scores. The distribution showed a wide range of academic abilities, with scores spanning from 20 to 80. At the lower end, only one student (3.4%) obtained the minimum score of 20, while at the higher end, two students (6.9%) achieved the maximum score of 80. The cumulative percentages indicated that approximately one-fifth of the class (20.7%) scored 50 or below, while 65.5% of students scored 70 or below. This distribution pattern suggests

that while there was a core group of average performers clustered around the 60-75 range, there were also distinct groups of both lower and higher-performing students, reflecting the heterogeneous nature of the experimental group's initial knowledge levels.

*Data statistics of the Post-test results in the Experimental Group*

In this part, the results of the post-test in the experimental class were displayed in the table form. The comprehensive statistical of the post-test results in the experimental group were displayed which includes the mean, median, mode, standard deviation, and range of scores achieved by the participants. Here's the data statistics result of post-test as shown on the table below.

**Table 4.** Data statistics of the post-test results in the experimental group

<b>Statistics</b>		
VAR00002		
N	Valid	29
	Missing	0
Mean		80.90
Median		82.00
Mode		80
Std. Deviation		9.481
Variance		89.882
Range		43
Minimum		55
Maximum		98
Sum		2346

It can be seen that the mean post-test score of the experimental class is 80.90. It means that the mean score of the post-test in the experimental class is high. Meanwhile, the median of the pre-test in experimental groups is 82. 00. And the mode of these scores is 80. Based on the data statistics above, the lowest score is 55 and the highest score is 98.

From the data above, the researcher showed the frequency of each pre-test score.



**Table 5.** Frequency distribution of the post-test results in the experimental group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.4	3.4	3.4
	65	1	3.4	3.4	6.9
	70	4	13.8	13.8	20.7
	75	1	3.4	3.4	24.1
	76	1	3.4	3.4	27.6
	80	6	20.7	20.7	48.3
	82	1	3.4	3.4	51.7
	83	1	3.4	3.4	55.2
	84	2	6.9	6.9	62.1
	85	5	17.2	17.2	79.3
	86	1	3.4	3.4	82.8
	90	1	3.4	3.4	86.2
	93	1	3.4	3.4	89.7
	95	2	6.9	6.9	96.6
	98	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

On table 5 above, it can be seen that the post-test score of experimental class was from scores of 55 to 98. There was one student who get the lowest score 55. There was one student who get the highest score 98.

### **3.2 The Students' Scores of Pre-test and Post-test in Control Class**

The data were collected from the eight grade of 8 C students at SMPK St. Fransiskus Xaverus Ruteng for pre-test and post test consist of 29 students. In the following tables is the scores of pre-test and post-test in the control class.

**Table 6.** The Students' scores of the pre-test and post-test in the control class

<b>No</b>	<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>
1	AOCH	46	50
2	AYG	50	56
3	AFNG	75	83
4	ACMT	70	76
5	AST	60	65
6	CKR	75	80
7	CNG	70	70
8	DMH	75	80
9	EJP	60	66
10	EJ	70	75
11	EKM	75	81
12	FSS	60	65
13	GSL	75	83
14	GADP	50	55
15	GGV	72	72
16	IPG	30	40
17	JNN	55	60
18	JKND	80	80
19	LOWS	80	85
20	MCCQM	75	85
21	MFM	75	80
22	MFNA	70	75
23	MLS	60	70
24	MIA	74	78
25	NFM	72	80
26	OJ	40	55
27	PAPN	75	84

28	PNJ	80	80
29	SHH	60	70
	Total	1.909	2.079
	Mean	65,82	71,68

Table 6. above shows that the lowest score of pre-test was 30 and the highest score was 80. And the lowest score of post-test was 50 and the highest score was 85. The average of pre-test was 65,82 and the post-test was 71,68.

In table 1 and 4, it can be seen that the average pre-test score of the experimental class is 62,79 and the controlled group is 65,82. It means that the pre-test score of the experiment group is lower than controlled group. And for the average post-test score of experimental is 80,89, and the controlled group is 65,82. It means that the post-test of experiment group is higher than controlled group.

#### *Data Statistics of the pre-test Results in the Control Group*

The results of pre-test score analysis in the control group.

**Table 7.** Data statistics of the pre-test results in the control group

<b>Statistics</b>		
VAR00005		
N	Valid	29
	Missing	0
Mean		65.8276
Median		70.0000
Mode		75.00
Std. Deviation		12.84542
Variance		165.005
Range		50.00
Minimum		30.00
Maximum		80.00
Sum		1909.00

Table 7. shows that, the mean pre-test score of control group of 65,82. Meanwhile the median of pre-test in control groups of 70,00. And the mode of these score is 75,00. Based on

the data statistics above, the lowest score is 30 and the highest one is 80. From the data above, the researcher presented the frequency of each pre-test result in the control group.

**Table 8.** Frequency distribution of the pre-test results in the control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	3.4	3.4	3.4
	40.00	1	3.4	3.4	6.9
	46.00	1	3.4	3.4	10.3
	50.00	2	6.9	6.9	17.2
	55.00	1	3.4	3.4	20.7
	60.00	5	17.2	17.2	37.9
	70.00	4	13.8	13.8	51.7
	72.00	2	6.9	6.9	58.6
	74.00	1	3.4	3.4	62.1
	75.00	8	27.6	27.6	89.7
	80.00	3	10.3	10.3	100.0
Total	29	100.0	100.0		

Table 8. above displayed the frequency distribution of pre-test results for the control group, based on data from 29 participants. The average group score is 65.82, indicating the average performance of participants before the experiment. The median score is 70.00, meaning half of the participants scored above this value, and half scored below. The most frequently occurring score, or mode, is 75.00, suggesting that this was the most common result achieved by participants. The lowest score in the group was 30, while the highest score was 80.

Looking at the detailed frequency distribution, 1 participant scored 30, 40, 46, 55, and 74 each, which represents 3.4% for each of these scores. Two participants, or 6.9%, scored 50 and 72. The most frequent score, 75, was achieved by 8 participants, making up 27.6% of the group, while 5 participants (17.2%) scored 60, and 4 participants (13.8%) scored 70. Finally, 3 participants (10.3%) scored 80, the highest score in the control group.

The cumulative percentage column shows that by the time we reach a score of 80, all participants are accounted for, with 100% of the scores included. Most participants scored between 60 and 80, indicating that a significant portion of the group performed relatively well, with 75 being the most common result. This frequency distribution highlights the range of abilities within the control group before the experiment, with a moderate spread of scores and a clear concentration in the higher score range. The post-test score of the experimental group

was 30 to 80. There was 1 student who got the lowest score which is 30. There were 3 students who get the highest score which is 80.

*Data statistics of the post-test results in the control group*

The results of post-test score analysis in the control class

**Table 9.** Data statistics of the post-test results in the control group

**Statistics**

N	Valid	29
	Missing	0
Mean		71.6897
Median		75.0000
Mode		80.00
Std. Deviation		11.78408
Variance		138.865
Range		45.00
Minimum		40.00
Maximum		85.00
Sum		2079.00

As can be observed, the control class's mean pre-test score of 71,68. Meanwhile, the median of post-test in control groups of 75,00 . and the mode of these score of 80,00. Based on the data statistics above, the lowest score was 40 and the highest one is 85 From the data above, the researcher showed the frequency of each post-test result in the control group.

**Table 10.** Frequency distribution of the post-test results in the control group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40.00	1	3.4	3.4	3.4
50.00	1	3.4	3.4	6.9
55.00	2	6.9	6.9	13.8
56.00	1	3.4	3.4	17.2
60.00	1	3.4	3.4	20.7

65.00	2	6.9	6.9	27.6
66.00	1	3.4	3.4	31.0
70.00	3	10.3	10.3	41.4
72.00	1	3.4	3.4	44.8
75.00	2	6.9	6.9	51.7
76.00	1	3.4	3.4	55.2
78.00	1	3.4	3.4	58.6
80.00	6	20.7	20.7	79.3
81.00	1	3.4	3.4	82.8
83.00	2	6.9	6.9	89.7
84.00	1	3.4	3.4	93.1
85.00	2	6.9	6.9	100.0
Total	29	100.0	100.0	

Based on the data in table 10 above, the researcher concluded that the post-test score of control group was 40 to 85. There was one student who received the lowest score 40, and there were 2 students who got the highest score 85.

#### 4. Discussion

This study seeks to ascertain the major impact of vlogs as a medium on students' speaking skills compared to those who did not utilize them. In other words, vlogs can improve pupils' speaking abilities. The writer's research indicates that teaching and learning are increasingly engaging and pleasurable. The results indicate a considerable enhancement in the speaking skills of the experimental group relative to the control group. In the pre-test, the experimental group achieved an average score of 62.79, whereas the control group attained a somewhat superior average score of 65.82. Following the treatment in which the experimental group engaged in vlog-based learning, the average post-test score for this group rose to 80.89.

The control group, adhering to conventional practices, achieved a post-test average score of 71.68. This substantial disparity indicates that employing vlogs as an instructional medium significantly enhances students' speaking abilities. The rise in scores within the experimental group indicates that the interactive and stimulating characteristics of vlogs facilitated students' comprehension, practice, and articulation of their thoughts in English. Furthermore, the experimental group had a broader spectrum of post-test scores, with a maximum of 98 and a minimum of 55, signifying that even students with originally lesser speaking proficiency gained from the vlog-based learning method.

The results indicate that vlog-based training serves as an effective alternative for teaching speaking, since it integrates visual and audio elements, hence enhancing students' comprehension of the topic. This corresponds with the statistical findings, since the t-test indicated a substantial disparity between the experimental and control groups, resulting in the acceptance of the alternative hypothesis ( $H_a$ ), thereby affirming the beneficial effect of utilizing vlogs. The previously evaluated data demonstrated an improvement in the mean scores of both groups. The mean for the experimental group ranged from 62.79 to 80.89. Simultaneously, the control group ranged from 65.82 to 71.68 points. The speaking skills of students after receiving the vlog-based treatment were found to be superior to those of students prior to receiving the treatment. The researcher believed that utilizing vlogs will enhance pupils' speaking proficiency. The researcher instructed two classes: class 8 D, which served as the experimental group with 29 students, and class 8 C, which functioned as the control group, also comprising 29 students. The researcher conducted instruction in accordance with the English tutoring timetable for the two courses, as outlined by the English teacher at SMPK St. Fransiskus Xaverius Ruteng. The results indicate that utilizing vlogs as a medium positively impacts students' speaking skills. Utilizing vlogs as a medium in the educational process is both productive and significant for students and educators. The students in the experimental class exhibited considerable enthusiasm, achieving a higher post-test score after utilizing vlogs as a medium for teaching speaking compared to the control class, which did not receive instruction through vlogs. The results of the t-test indicated that the experimental group attained a mean score of 80.89, while the control group achieved a mean score of 71.68 points. Teaching speaking with vlogs as a medium proved to be more effective than teaching speaking without vlogs.

These findings are corroborated by a prior study named "The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text" [10]. This results indicates a considerable disparity in speaking skills between students instructed with vlogs and those instructed without vlogs. The utilization of vlogs in speaking instruction is successful. Furthermore, The utilization of vlogs was effective in enhancing students' speaking skills. The remark further corroborates the research findings from classroom activities, particularly in the experimental class, which indicated that utilizing vlogs as a medium for teaching speaking facilitates the teacher's delivery of material, hence enhancing student comprehension [7]. Conversely, the students in the control group, who were not instructed utilizing vlogs as a medium, experienced boredom and drowsiness. This assertion further corroborates the researcher's findings from classroom observations, which indicated that students in the control group experienced boredom and diminished engagement, as evidenced by the table reflecting scores of 80 and 89 before and after the implementation of vlog media. The average score of students in the control class, which did not utilize vlog media, was 71.68. The approval was likewise based on a two-tailed significance result of 0.022. The result indicated that the significance (2-tailed) was less than 0.05, specifically  $0.022 < 0.05$ . This shows the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). The vlog as a medium has positively impacted their speaking skills. The subjects addressed in both the experimental and control groups pertained to students' everyday activities, with the researcher employing various themes, including "A Day in My Life," "Daily Routine," and "Vlog" for the experimental group. The rationale for selecting this topic is its proximity to students' daily life. They are accustomed to engaging in activities such as rising, consuming breakfast, attending school, studying, and playing. Due to the topic's relevance, students find it easy to discuss it

without feeling unfamiliar with the jargon and concepts. Conversely, the control group continued to employ traditional procedures, including translation. Both the experimental and control groups received instruction on two occasions, each covering distinct sub-topics. The initial session for the control group took place on July 29th, whilst the experimental group had theirs on July 30th, focusing on daily activities and a day in my life. The second meeting for the control group took place on July 31, while the experimental group convened on August 1, both focusing on the sub-topic of everyday activities and a day in my life. The objective of this study is to ensure that both the experimental and control groups of students can articulate their daily experiences. Students are also capable of composing brief words pertaining to their activity. Conversely, students in the control group exhibited a lack of enthusiasm for teaching due to their reliance on traditional techniques that did not use visual aids. The researcher noted that students were enthusiastic about learning to communicate using vlogs in classroom activities. They expressed satisfaction with the learning process facilitated by the LCD and assumed responsibility for group assignments. While certain students exhibited reduced engagement, the general implementation of vlogs as a medium for teaching speaking proved to be effective. Students exhibited increased engagement and hurried to respond to inquiries presented by the researcher in the role of their instructor. The findings indicate that students favour vlogs as a medium for teaching speaking, as demonstrated by their engagement in class.

The research findings correlate with previous studies concerning the impact of utilizing vlogs; specifically, which showed employing vlogs for teaching speaking is an excellent medium for enhancing language abilities [7]. The groups utilizing video blogs (vlogs) and those employing traditional teaching approaches exhibited significantly different scores [11]. Furthermore, The use of video blogs, or vlogs, significantly influenced pupils' speaking skills [12]. The study of the aforementioned results indicates that utilizing vlogs as a medium for teaching speaking has a positive influence on students' speaking skills. The results indicate that the experimental group, which received vlogs as a treatment, achieved higher mean scores than the control group. The experimental group achieved a mean score of 80.89, whereas the control group attained a mean score of 71.68. The results indicate that the experimental group possesses a superior mean score relative to the control group. The hypothesis testing results indicate a considerable disparity in speaking achievement between the experimental and control groups of students. The results indicate that the value of  $t_0$  was 3.278 and the degrees of freedom (df) were 56. The significance level (2-tailed) was 0.022. The results indicated that the significance (2-tailed) was less than 0.05, specifically  $0.022 < 0.05$ . The null hypothesis was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. There is a notable disparity in speaking score success between pupils instructed with vlogs and those who are not.

## **5. Conclusion**

This current study seeks to determine the efficacy of utilizing vlogs as a medium for teaching speaking and its impact on enhancing the speaking skills of 8th-grade students at SMPK St. Fransiskus Xaverius Ruteng. The findings of this study unequivocally demonstrate that employing vlogs as an instructional resource markedly improves students' speaking skills. Class 8D students at SMPK St. Fransiskus Xaverius Ruteng were taught through vlogs as the experimental group. Their post-test scores were significantly higher than those of the control group, which was taught using traditional methods. The experimental class's average post-test



score increased from 62.79 in the pre-test to 80.89, while the control group, consisting of pupils from class 8C, only improved from 65.82 to 71.69. This suggests that the interactive, visual, and auditory characteristics of vlogs positively influenced student learning more than traditional methods. The statistical study, encompassing the t-test, validated that the disparity between the two groups was statistically significant, corroborating the efficacy of vlogs in teaching speaking skills. Vlogs enabled students to engage more profoundly with the content, enhance their pronunciation, and cultivate increased confidence in their speaking skills. The moderate impact size reinforces the notion that vlogs significantly enhance students' performance. In summary, vlog-based learning provides a more engaging and efficacious method for training speaking abilities. It not only improves students' comprehension and articulation but also encourages them to engage in speaking more proactively.

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