VLOGS AS LEARNING MEDIA TO ENHANCE STUDENTS' SPEAKING ABILITY AT MA'HAD AL-JAMI'AH UIN RADEN INTAN LAMPUNG

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Article Information	Abstract
	The speaking ability of students at Ma'had Al-Jami'ah UIN Raden Intan Lampung remains relatively low. As an alternative, vlogs can be applied as learning media in speaking classes because they allow students to learn independently, encourage creativity, and help them produce engaging oral performances. This study aimed to investigate whether the use of vlogs as learning media significantly enhances students' speaking ability at Ma'had Al-Jami'ah UIN Raden Intan Lampung. The research employed a quasi-experimental design involving experimental and control groups. The participants were 46 students selected through cluster random sampling. Data were collected through oral tests, consisting of a pre-test and a post-test, and analyzed using a t-test. The results showed that the experimental class improved from 51.42% to 83.42%, representing an increase of 32%, while the control class improved from 55% to 75.78%, representing an increase of 20.78%. Both groups demonstrated progress; however, the significance value obtained was 0.000, which was lower than $\alpha = 0.05$. This finding indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In conclusion, the use of vlogs as learning media has a significant

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effect on improving students' speaking ability. The findings suggest that integrating vlog-based activities into speaking instruction can provide students with meaningful opportunities to practice speaking, foster creativity, and enhance their overall performance.

Keywords: vlog, learning media, speaking ability, Ma'had Al-Jami'ah

Introduction

English has become a global language that plays a vital role in international communication. Mastering the four fundamental skills listening, reading, writing, and speaking is essential for learners to communicate effectively (Brown, 2001). Among these, speaking is often regarded as the most challenging skill, as it requires not only the ability to express ideas clearly but also the competence to engage in spontaneous, real-time interaction. In educational settings, speaking proficiency is frequently used as a benchmark for assessing students' overall language competence (Harmer, 2007). However, many learners continue to face difficulties in speaking due to limited vocabulary, lack of confidence, and fear of making mistakes.

In recent years, the integration of media and technology into language learning has received increasing scholarly attention. Technology offers learners broader access to authentic materials while promoting independent and creative learning opportunities. McGinty, Radin, and Kaminski (2013) highlight that technology-supported instruction is brain-friendly and contributes to more interactive learning experiences. For today's students, who are deeply engaged with digital platforms, the intelligent use of technology in English learning can enhance motivation and engagement. Consequently, teachers are encouraged to employ innovative media, such as vlogs (video blogs), to enrich classroom activities and extend learning beyond traditional settings.

The context of this study is Ma'had Al-Jami'ah UIN Raden Intan Lampung, an Islamic boarding school affiliated with UIN Raden Intan Lampung. The institution not only provides religious education but also emphasizes the development of foreign language skills, particularly Arabic and English. Various language activities, including language days, language camps, and weekly speaking practices, are regularly conducted. Despite these efforts, preliminary interviews with teachers and dormitory leaders revealed that students still encounter challenges in speaking English. Their difficulties include limited vocabulary, anxiety, low self-confidence, and reliance on traditional learning media such as textbooks and picture-based modules. Teachers also reported that speaking classes often emphasize rote memorization of dialogues, which does not sufficiently foster communicative competence.

To address these challenges, this study proposes vlog-based learning as an alternative medium for teaching speaking. As audiovisual content, vlogs can provide students with authentic exposure, stimulate creativity, and encourage active participation. Previous studies have demonstrated the potential of vlogs in enhancing speaking skills (Mandasari & Aminatun, 2020; Putri, 2020; Rusman, 2020; Anggraini & Chakim, 2023). However, most of these studies were conducted in different contexts, such as senior high schools or general university classes, with limited variations in vlog design and implementation. Moreover, few investigations have explored vlog-based instruction in an Islamic boarding school setting, where the language environment and learning culture present unique characteristics.

Therefore, this study seeks to fill the gap by investigating the use of vlogs as learning media to enhance students' speaking ability at Ma'had Al-Jami'ah UIN Raden Intan Lampung. Specifically, it examines whether vlog-based instruction significantly improves students' speaking performance compared to conventional teaching methods.

Methods

This study employed a quantitative approach with a quasi-experimental design, specifically the nonequivalent control group design, which is commonly used when random assignment is not feasible but comparison groups are available (Creswell & Creswell, 2018; Sugiyono, 2017). The research involved two groups: the experimental group, which was taught using vlogs as learning media, and the control group, which was taught using conventional methods. Both groups were administered a pre-test and a post-test to measure their speaking ability.

The study was conducted at Ma'had Al-Jami'ah UIN Raden Intan Lampung from October 31 to November 29, 2024, during the 2024/2025 academic year. The population consisted of 70 third-semester students across five classes (A–E). Through cluster random sampling, two classes were selected: Class B (14 students) as the experimental group and Class D (14 students) as the control group, making a total sample of 28 students.

The research procedure followed several systematic steps:

1. Identifying the population.
2. Selecting the sample through cluster random sampling.
3. Administering a pre-test to measure the initial speaking ability of both groups.
4. Delivering treatment: the experimental group was taught using vlogs, while the control group received conventional instruction.
5. Administering a post-test to both groups.
6. Analyzing the data using statistical tests.

Data were collected through oral tests, assessed on five components: pronunciation, grammar, vocabulary, fluency, and comprehension, adapted from Harris (1974). This rubric has been widely applied in speaking performance assessments to ensure validity and reliability (Luoma, 2004).

For data analysis, the study employed IBM SPSS software. A normality test (Kolmogorov-Smirnov and Shapiro-Wilk) was conducted to determine whether the data were normally distributed. A homogeneity test (Levene's Test) was then used to verify equal variances between groups. Finally, an independent samples t-test was carried out to examine whether there was a statistically significant difference in speaking ability between the experimental and control groups after the treatment (Field, 2018). These procedures provided empirical evidence to evaluate the effectiveness of vlogs as a learning medium in enhancing students' speaking ability.

Findings and Discussion

This section presents the results of the research and provides a comprehensive discussion of the findings. The results are displayed through tables, graphs, and descriptive explanations, while the discussion interprets these findings in relation to relevant theories and previous studies.

Description of the Data

The research employed a quasi-experimental design involving two groups: one experimental class and one control class. The population consisted of third-semester students of Ma'had Al-Jami'ah UIN Raden Intan Lampung in the 2024/2025 academic year. The sample included 28 students, with Class B as the experimental group (14 students) and Class D as the control group (14 students).

The experimental class was taught using the discovery learning method supported by vlogs from YouTube as learning media, while the control class was taught using conventional lecture methods and textbooks. Both groups were given a pre-test, followed by three learning sessions on the theme *Descriptive Text*, and a post-test. The materials covered describing a place, self, and family.

Comparison of Pre-Test and Post-Test Results

Table 4.1. Comparison of Pre-Test and Post-Test Scores in Experimental and Control Groups

Group	Pre-Test (%)	Post-Test (%)	Improvement (%)
Experimental	51.42	83.42	32.00
Control	55.00	75.78	20.78

Table 4.1 shows the comparison between pre-test and post-test scores of the experimental and control groups. The experimental group, which was taught using discovery learning with vlogs, demonstrated a greater improvement (32.00%) compared to the control group (20.78%), which was taught using the conventional lecture method. These results indicate that the use of vlogs as a learning medium was more effective in enhancing students' speaking ability.
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Comparison of Pre-Test and Post-Test Scores Experimental vs Control
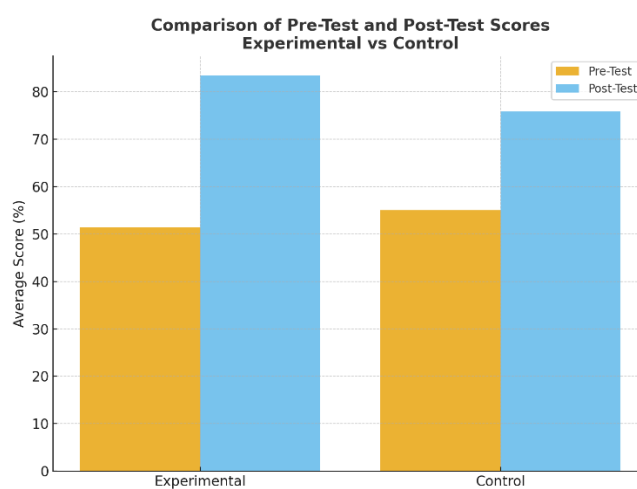
The graph above further illustrates the improvement in both groups, highlighting the significant gap in learning outcomes between the experimental and control classes.

Findings in the Experimental Class
The pre-test in the experimental group (15 November 2024) showed that the students' average score was 51.42%, with many students scoring below the passing grade of 75. They expressed difficulty in generating ideas and speaking fluently, although they showed enthusiasm when exposed to vlog materials.

After the treatments, the post-test results (29 November 2024) revealed a significant improvement, with the average score reaching 83.42%. The use of vlogs encouraged active participation, enhanced students' confidence, and increased motivation in practicing speaking English.

Findings in the Control Class
The control group, which was taught using lecture methods and textbooks, obtained an average pre-test score of 55%. After treatment, the post-test average score increased to 75.78%. Although there was improvement, the progress was less significant compared to the experimental class.

Data Analysis
To validate the findings, several statistical tests were conducted, including validity, reliability, normality, and homogeneity tests, followed by an independent sample t-test. The results indicated that the instruments were valid and reliable, and the data were normally distributed and homogeneous.

The N-Gain score analysis showed that the experimental class achieved an average improvement of 65.49% (categorized as quite effective), while the control class achieved only 46.06% (categorized as less effective). Furthermore, the independent sample t-test produced a significance value of 0.000 < 0.05, which means that the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. Thus, the use of vlogs had a significant influence on students' speaking ability.

Discussion of the Results

The findings demonstrate that vlogs are an effective medium for improving students' speaking skills. Students in the experimental class became more engaged, confident, and capable of delivering monologues such as self-introductions and descriptive tasks. These improvements align with Arroyani's theory that varied classroom activities enhance meaningful learning experiences, and with Rakhmania and Kusmaningrum's view that vlogs, as technology-based media, provide effective platforms for delivering materials and assignments.

The data also confirm that vlogs helped students overcome common challenges such as limited vocabulary, fear of mispronunciation, and lack of confidence. Through video-based learning, students expressed their ideas more freely and interacted more actively in class. This indicates that vlogs not only improve speaking performance but also foster a more communicative and enjoyable learning atmosphere.

Overall, the study concludes that vlogs significantly improve students' speaking ability. Compared to traditional methods, vlog-based learning promotes higher engagement, better confidence, and stronger motivation, making it a highly effective strategy for teaching speaking skills among third-semester students at Ma'had Al-Jami'ah UIN Raden Intan Lampung.

Conclusion

This study addressed the problem of low speaking ability among students at Ma'had Al-Jami'ah UIN Raden Intan Lampung by examining the use of vlogs as learning media. The findings confirmed that vlog-based instruction significantly improved students' speaking performance compared to conventional methods. The improvement was evident not only in test scores but also in students' confidence, creativity, and willingness to engage in oral communication.

The results indicate that integrating vlogs into speaking instruction provides meaningful opportunities for practice, supports learner autonomy, and encourages more engaging oral performances. This highlights the potential of technology-based media to enrich language learning environments.

Future researchers are advised to extend this study by exploring vlog integration in different skills such as listening, writing, or vocabulary mastery. In addition, applying this approach to broader populations and varied educational contexts may yield deeper insights and strengthen the applicability of vlog-based learning in English language education.

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