

Vlog Tool to Enhance Speaking Ability

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ABSTRACT

Vlog, which stands for video blogging, is quite popular on the internet. Vlog is deemed as a learning tool that is familiar and adaptable to be incorporated into language learning activities, notably for speaking practice. Therefore, this research is undertaken to investigate the progress in students' speaking skills after implementing the vlog in speaking activities. Creating vlogs is considered to help students practice English by expressing their ideas, thoughts, and feelings in an intense and enjoyable way. The aim is to determine the efficacy of vlog tasks in developing students' speaking skills. This research is categorized as quasi-experimental through the use of pre-test and post-test designs. The result indicates that there is a significant difference in speaking performance

between the students who are taught with vlog media perform better than the students who are not taught with vlogs. Based on the result of this study, the researcher concluded that utilizing vlogs is effective to encourage students develop their speaking skills.

Keywords: *Media Vlog, Speaking skill, vlogging*

INTRODUCTION

Excellent communication skills are crucial for students in today's world. According to Digital Marketing Expert about Good Communication; reading, writing, and listening are the three most important communication skills for students. These skills enable students to express their ideas and thoughts clearly and effectively, which is essential for academic success. Ecoleglobale, emphasizes that well-developed communication skills are vital for a child's academic success at all levels of education. Students must be able to communicate effectively with their teachers and classmates, whether it's participating in class discussions, giving presentations, or writing assignments.

According to Child Success center (2021) that provides day-care, tuition, and English Advance Talk said that well-developed communication skills are vital to a child's academic success at all levels of education, students must be able to communicate effectively. Without well-developed communication skills, children run the risk of falling behind their peers or becoming emotionally overwhelmed or withdrawn at school.

In addition, as stated on Jun 19, 2021, good body language is also essential in communication. Students should maintain eye contact, match their tone to the situation, and use proper hand gestures while communicating with others. These skills not only enhance their communication abilities but also help them build rapport with their peers and teachers. Communication is a crucial aspect of personal and professional life, students with excellent communication skills have a competitive advantage. They can express themselves effectively, convey their ideas confidently, and build positive relationships with others.

The ability to communicate effectively in a second language is a critical skill for individuals in today's globalized world. Speaking is a fundamental aspect of language proficiency, and it plays a vital role

in communication. However, many language learners struggle with developing their speaking skills. In recent years, technology has emerged as a valuable tool for language learning. One such technology is Vlog, which stands for video blog.

Vlogs, or video blogs, are a type of digital media in which individuals record and post videos of themselves speaking on a variety of topics. While vlogs have become increasingly popular in recent years, there is limited research exploring their potential as a tool to improve speech and communication skills, peer feedback, and other strategies. Furthermore, this research will examine the potential effects of vlogging on the development of public speaking skills and communication styles. The study conducted by (Safitri & Khoiriyah, 2017) established that vlogging supplies a more abundant experience than textbook due to the cooperation of program, sound, images and document, embellishing the information content and sentiments with internet. So, vlog can help students to advance their English skills. Students are better to describe stories, express plans, and take part in vlogging as a project task, that is considered productive to better their skill in unfamiliar dialect (Rakhmanina & Kusumaningrum, 2017).

(Nada, 2021) finding is agreeing that vlog has a positive effect to enhance speaking ability, a persuasive education strategy and can be utilized in the education process. She further says vlog has no boundaries in improving the speaking ability.

According to recent studies conducted by Syafiq et al (2021) found that using YouTube videos as English learning material had a positive impact on students' speaking skills. These studies provide evidence that vlogging can be a useful tool for language learners looking to improve their speaking abilities. Andiappan and Afrilliani, vlogging can be an effective tool for enhancing the speaking abilities of Malaysian ESL students. Both studies suggest that vlogging projects and the use of vlogs as a learning medium can help students improve their speaking skills, which is often a challenging area for language learners.

Studies on using vlogs to improve students' speaking skills have been conducted in all regions of the world and the results of using vlogs in learning and teaching English are compelling, but as far as the researcher knows, no previous research on using vlogs to enhance speaking ability to Filipino students though some studies have been conducted but mainly focused on the learners' and teachers' approaches procured through qualitative research methods.

In the Philippines, English is not used in everyday conversation, so many students have fewer opportunities to practice and are afraid to speak English. Based on the author's observation, most students are reluctant to speak English. This concern causes most students to feel anxious and remain silent in speaking classes. This phenomenon occurs due to the pressure of the speaking assignments, in which the students are required to converse individually in English within a limited time, and spontaneously feel hesitant, worried, and afraid of making mistakes. Therefore, with English, students need more practice and less fear to try to express themselves in English, and also learn from many other means, such as the media, peers and society in general, which helps them to learn their skills and to improve.

One of the most popular tools that everyone has access to is YouTube. People learn from YouTube by watching the video themselves or creating content for the video post. This was reported by Habes et al. (2019) who said that students who use social media technologies efficiently would excel academically and increase their motivation in digital learning. Vlogs offer many opportunities to develop English skills. (Maulidah, 2018) found that vlog significantly improves students' speaking ability. It can foster student encouragement by providing a fun and accessible learning process. According to the results of the study by Saidalvi et al. (2021), students have positive perceptions of using English vlogs on YouTube to encourage speaking. You are sure that English vlogs on YouTube will help you learn a lot of new vocabulary, correct pronunciation, correct context words and different slangs. It was also assumed that speaking English would increase students' motivation. Participants see that learning English language skills with an English vlog on YouTube is easy because they feel comfortable and free to talk about interesting topics. Another study by

Syafiq et al. (2021) highlighted vlogs as English learning materials that improve students' speaking skills, including fluency, vocabulary, pronunciation, grammar, and content.

As Harmer notes, videos can help students identify the general meaning and mood conveyed through expressions, gestures, and other visual cues, as well as unique bridges of cross-cultural understanding. It is clearly stated that the video can support the teaching and learning process. Also, video can combine audio and visual elements that other media cannot. As a result, students can learn the language by listening to native speakers and observing how they speak and their facial expressions. Videos can be used in teaching and learning to help students improve their English skills

However, despite the significant role played by English in all aspects. However, in the Philippines, implementation guidelines for bilingual education policy were first introduced in 1974 when the DECS Dept. Order no. 25, p. 1974. Unfortunately, according to Inquirer News, the Philippines has shown a steady decline in country rankings since 2016. From 13th in 2016, the Philippines slipped to 15th in 2017, 14th in 2018, 20th in 2019, and 27th in 2020, based on those by the English Proficiency Index (EPI 2020) collected data. The Philippines continues to drop in global English proficiency.

The National Association of Colleges and Employers (NACE) conducted a survey of an employee's must-have skills. Surprisingly, communication skills took the 1st place, but according to Dao-wan (2017), students in Kalinga province take the English language for granted and it's time for them to take it seriously and at least try their best to compete in the global job market to compete.

Therefore, this research focuses on determining the effectiveness of improving students' speaking skills through vlogging in order to find a solution to the problem faced by the students.

Research Questions

This study aims to answer the following questions:

1. What is the profile of respondents in terms of:
 - 1.1. Gender
 - 1.2. Age
 - 1.3. Mothers' education
 - 1.4. Fathers' education
2. What is the pre-test and post-test score of experimental and control groups?
3. Is there a significant difference in the post-test scores of the experiment and control groups?
4. Is there a significant difference in the post-test score of the experimental group after the vlog instruction?

Underpinning Theory

Social Learning Theory

This study is based upon the social learning theory. This theory was developed by psychologist Albert Bandura in 1977, who emphasized that learning is a dynamic process that involves the interplay between cognitive processes, environmental factors, and behavior. According to Cilliers (2021), the social learning theory, as developed by Bandura in 1977, emphasizes learning through social interactions, particularly through observation. This theory posits that individuals learn by observing the behaviors of others, or models, and then evaluating the outcomes of those behaviors.

J Horsburgh (2018) supports this perspective, suggesting that Bandura's social learning theory provides a useful framework for understanding how students learn through observational learning. This framework can help educators consider how to model positive behaviors and provide opportunities for students to observe and learn from others. Horsburgh also notes that effective role modeling requires certain qualities on the part of the role model, such as competence, approachability, and enthusiasm. Additionally, learners must be motivated to learn and willing to engage in the learning process.

In the context of vlogging, learners can observe the speech patterns, delivery, and style of experienced vloggers and use them as models for their own speaking practices. By watching and imitating these role models, learners can develop greater confidence and fluency in their own speech.

Moreover, social learning theory also highlights the importance of feedback and reinforcement in the learning process. In the case of vlogging, feedback from viewers, peers, or instructors can provide learners with valuable information and motivation to continue practicing and improving their speaking skills. The availability of social media platforms also provides a means for reinforcement, such as likes, comments, and followers, which can serve as a source of positive reinforcement for learners.

Task-Based Language Instruction (TBLT) is an approach to language learning emphasizes the use of language in authentic, meaningful tasks that simulate real-world situations. Vlogging can be considered a TBLT activity because learners must use language to convey a message to an audience in a public forum. By participating in vlogging tasks, learners can develop their speaking skills in a natural, contextual environment. According to SAEL Torky's 2006 study, a task-based instructional program can effectively develop the English language skills of secondary school students. Similarly, J Fan's 2020 narrative review of empirical research assessing speaking ability found relevant studies published in select journals. Furthermore, A Lumettu's 2018 study highlighted that speaking activities can take various forms such as presentations, debates, interviews and conversations.

Literature Review

Vlog

Vlog is a digital recording tool that allows users to create videos and post them on their social media profiles or websites. The videos created through the app can also be exported to Youtube and shared with other users. One of the primary benefits of using vlogs is that it allows users to record their voices, which allows them to improve their pronunciation and develop their confidence when speaking in front of an audience. This is very important for students who are shy about speaking in public but still want to improve their communication skills. Another reason why this app can be beneficial for students is that it helps them practice their public speaking skills without having to go to a formal event. The app also allows teachers to create assignments that require students to create their vlogs. This is a great way to encourage creativity and collaboration among students. Vlog is a great tool for students who need to develop their communication skills. It allows them to practice speaking at their convenience and their own pace. This helps them overcome their fears about public speaking and become more confident speakers in the future. In addition, it provides teachers with a way to easily track their students' progress and give them real-time feedback.

Vlog is a form of digital storytelling that involves creating and sharing video content. In recent years, Vlog has gained popularity as a tool for language learning. It provides language learners with the opportunity to practice their speaking skills in a low-stakes environment. Learners can create videos on topics of their choice, which allows them to express their opinions and thoughts in the target language. Moreover, they can receive feedback from their peers and instructors, which can help them improve their speaking skills.

According to S. Andiappan (2022), vlogs can be used to increase out-of-class speaking opportunities. Additionally, G. Afrilliani (2022) conducted a study at a junior high school in Bandung to explore how vlogs can help students improve their speaking skills. The study found that the use of vlogs could be beneficial in enhancing students' speaking abilities. Both studies suggest that vlogs can be a valuable tool for improving speaking performance and may offer an alternative to more traditional methods of language learning. Overall, the research suggests that vlogs could be an effective way to support language learners in developing their speaking abilities.

According to research conducted by G Afrilliani in 2022, the use of vlogs as a tool to enhance speaking ability has shown significant improvement in the subjects' speaking skills. The study also suggests

that vlogs can be used as a learning tool for speaking skills. Additionally, the research paper titled "Tool for Students' Speaking Practice Enhancement" focused on the use of vlogs as a means to improve students' speaking abilities.

Video blog manages to attract the attention of people from all walks of life either to create a vlog or to watch the vlogs. This is supported by Fidan and Debbağ (2018) by saying that vlogs are a tool that can attract more audiences compared to other platforms due to their features that include various types of media, for instance, sounds, displays as well as text. As for the education sector, it takes this opportunity to utilize vlogs as a tool to help the students as well as the educators in teaching and learning the lesson.

Several studies have explored the use of Vlog as a tool for enhancing speaking ability in language learners. For example, Hsu and Wang (2016) conducted a study with Taiwanese college students and found that Vlog-based speaking practice improved their speaking proficiency. Similarly, Lin and Lin (2018) investigated the use of Vlog in a Chinese university and found that it enhanced students' speaking ability and motivation to learn.

The study by S Andiappan(2022) suggests that vlogs can be particularly useful for increasing out-of-class speaking opportunities. This means that learners can practice speaking at their own pace and convenience, which may be more effective than traditional classroom-based instruction. Another study by G Afrilliani aims to explore how students can improve their speaking skills by using vlogs. The findings of the study could provide valuable insights for language teachers, helping them to better understand how to incorporate vlogs into their teaching practice. Marzuki (2020) suggests that using vlogs can be an effective alternative to traditional methods of teaching speaking skills. By providing learners with a more engaging and interactive learning experience, vlogs can help to motivate students and increase their confidence in speaking English

There are different types of media that can be used to teach speaking. According to (Kahler, Jacobs, Raftery, & Ditnes, 2017), most college and university students share the same video-watching habits. They watched the videos for many reasons such as: B. for their lessons or to complete their assignment. It also states that up to 68% of students reported that they even watch videos during class. Agree with this statement to improve your speaking skills, one strategy that can be used is to use vlogs via YouTube. According to (Lestari, 2019), video blogging or vlog has advantages over the usual text blogging because it combines video, sound, images and also text to increase the content, context and information, thus evoking more emotions that can be shared with other users.

To Maulidah (cited by Ersan et.,a ,2021) found vlog can boost students' motivation by providing a fun and easy-to-follow learning process. Additionally, vlogging is one innovation that provides a better teaching-learning process especially the ability of students in speaking. The correlation between technology and social media makes it fun to implement for students as it encourages students' speaking performances to be well-presented. They will be able to interact in a natural setting and gain a lot of speaking experience. This research uses vlogs only as media to improve students' speaking abilities

Video blogs manage to catch the attention of people all over the world without age restrictions to vlog or watch vlogs. This is supported by Fidan and Debbağ (2018) by saying that vlogs are a tool that can attract more audience compared to other platforms to their features that include various types of media, such as; sounds, displays as well as text.

The study conducted by (Anggraeni et al., 2020) found that using vlogs was deemed to be improving students' speaking skills, especially in the area of vocabulary, fluency, pronunciation, and intonation. However, the most common mistakes found are the way they delivered the introduction, how to form conclusions and the last is the grammatical structure. The findings of the research conclude that the application of vlogs to improve students' speaking skills was found to be successful with a positive perception from students as a learning tool.

Speaking Skill

To speak, according to Merriam Webster, means to have a population that speaks a specific language, usually used in combination. Speaking empowers a person to stand out from the rest. If someone can speak well, he or she will be able to stand in front of others and speak effectively. Likewise, a speaker with the ability to speak can be known. As the reputation for excellent oratory increases over time, the speaker who can speak well gains some credibility. Also, speaking is a career enhancement. Speaking is always a valuable skill and it pays to develop it fully as most employers have always valued the ability to speak well. Over time, speaking allows speakers to gain their satisfaction. Speakers who relate to an appreciative audience through decent composing and presenting typically achieve a deep level Importance of Speaking Ability.

Speaking ability is a key component of language proficiency, and it plays a vital role in communication. Effective communication requires not only linguistic competence but also the ability to use language in social contexts. Therefore, it is crucial for language learners to develop their speaking skills. Research has shown that students who have high levels of speaking proficiency are more likely to succeed academically and professionally.

Being fluent means that we can use the English language comfortably, communicating freely without having to constantly look for help. Fluency also shows in the way you speak, knowing a lot of English vocabulary, but if you have to pause or repeat a lot when speaking, your fluency might not be as obvious to someone. If you speak very slowly or very flatly and without emotion, you won't sound very fluent either. On the other hand, sounding fluent doesn't mean you speak English well, it means you have to be fluent in English, you have to be proficient in both the language and the way you speak it! Speaking is one of the most important skills in our daily life. According to Leong and Ahmadi (2017), speaking a foreign language would be considered one of the most challenging and difficult aspects of being an expert. Speech skills enable people to express their feelings, share their thoughts, persuade people to act on certain actions, change their decision, and give information. According to Leong & Ahmadi (2017), good speaking skills can help people have good resilience to psychological challenges. They supported this statement by saying that those who develop good speaking skills can speak out what is on their mind and what they are feeling because they can easily reach out for help whenever they need it.

According to Gillis (2019), speaking is mainly used in everyday communication with both native and non-native English speakers. Speaking is considered the most crucial skill in daily life since people primarily communicate with one another through speaking. Proficiency in each of the four language skills, namely speaking, reading, and writing is compulsory for a person to become a well-rounded communicator. However, among these skills, speaking is the most important. It enables a speaker to inform and persuade others. If speakers speak clearly and confidently, they will be able to gain and hold the audience's attention to make the message known.

As humans, we always need communication to express our ideas to accomplish anything. Furthermore, learners must communicate with their teachers during their classroom learning or even the online learning process. The majority of our daily communication is still interaction, to be able to converse is critical in the language, because language instruction must provide learners with opportunities for meaningful communicative behavior about relevant topics by using interaction as the key to teaching language for communication.

According to Usmonov (2020) Speaking ability belongs to the language processes, that everyone should embrace the idea that mastering speaking skills is not a goal but a journey where there is always room for improvement while (Zhesha 2021) defines speaking in his blog as an act of communicating your thoughts, ideas, and opinions in a way that others can understand. It involves the production of speech sounds with the lips and teeth, and it's done in other ways as well. When you speak, you need to consider who your audience and what their needs are either verbal or non-verbal.

Components of Speaking

According to J.B Heaton, speaking has three components that are:

Accuracy is one of the components of speaking that requires correct pronunciation, grammar, and vocabulary. It refers to the framework for testing oral skills in general. In speaking class, accuracy can be signaled if students can perform such a conversation that includes grammar control in their learning activities.

Fluency is the primary goal of teaching productive speaking skills which is to achieve oral proficiency. Fluency means that the speaker does not speak too slowly, it refers to the characteristics that give a speech the qualities of being natural and normal, such as native-like pausing, rhythm, rate of speaking, interjections, and interruption.

Comprehensibility is defined as the ability to understand the topic nomination quite well despite extensive repetition and rephrasing, a practice for improving one's understanding. Comprehensibility is a criterion of the speaking assessment that focuses on how well speakers understand what their interlocutor means when speaking.

Reading

Reading is the basis of learning. People are now expected to understand the text at a basic level. The ability to understand spoken and written language and to convey thoughts and concepts is critical to a person's development and progress. Students' ability to recognize words and their level of comprehension are critical to quality education. It helps students develop the knowledge and skills needed to become effective, independent readers who understand what they read (Canoy & Loquias 2022). It is a process of looking at a set of written symbols and giving them meaning. When we read, we use our eyes to pick up written symbols (letters, punctuation marks, and spaces), and we use our brains to turn them into words, sentences, and paragraphs that tell us something. It can be made silent (in our heads) or loud (so other people can hear). Essberger (2022) Englishclub.com

According Leipzig (cited, in Bila 2022) Reading means making sense of what is printed. It requires us to: Identify the words in print, a process called word recognition. From this construct comprehension, a process called comprehension, and coordinate identification of words and meaning so that reading occurs automatically and accurately, a feat called fluency. Sometimes one can give meaning to what is printed without being able to identify all the words. Do you remember the last time you got a note in messy handwriting? You might have understood it even if you couldn't decipher all the doodles.

Terrie (2020) mentioned three components of reading that are equally important. The three main components of reading are decoding fluency and comprehension. Each of these components has multi-layered meanings that must be explicitly understood by teachers responsible for instilling these critical skills throughout the students' educational journey. However, deep learning about these components should not stop at the teachers. Discreet understanding of these skills is essential for administrators to make informed decisions about curriculum, interventions, and professional teacher learning. Discreet understanding of these terms can enhance educators' knowledge of how these skills are taught, how to recognize when a student is struggling with one of these skills, and what an administrative team can do to create a curriculum and culture of literacy build up the instruction includes the necessary skills needed for effective decoding, fluency and understanding

Research Paradigm

Figure 1 shows the research paradigm of the study. This research followed the INPUT-PROCESS-OUTPUT research model. The input of the study consists of the pre-test scores of participants in both the experimental and control group. Meanwhile, the process includes the conduct of the experimentation. Finally, the output of the research is the post-test scores of the participants both in the experimental and control groups.

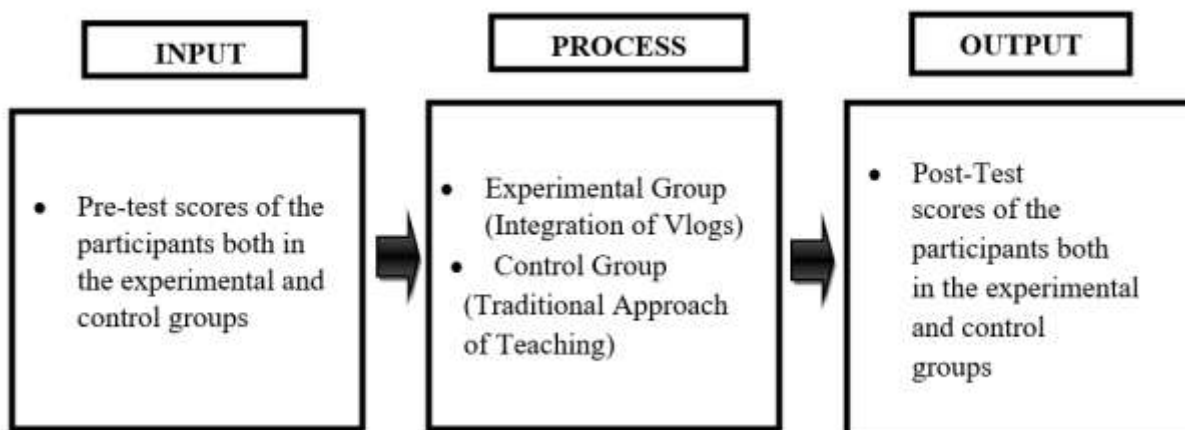


Figure 1. *Research Paradigm*

METHODS

Research Design

The study utilized a quantitative type of research and employed a quasi-experimental design through the use of pre-test and post-tests and control and experimental group research with which the experimental group used vlogging instruction while the control group used the traditional way of learning. This design assesses the effectiveness of the use of a vlog; a tool to enhance the speaking ability of grade 11 students.

Group	Pre-test	Approach	Post-test
E	O1	X1	O2
C	O3	X3	O4

Where:

- E : Experimental group
- C : Control group
- O1: Pretest of the experimental class
- O2: Posttest of the experimental class
- O3: Pretest of the control class
- O4: Posttest of the control class
- X1: treatment by using vlog instruction
- X2: the traditional approach

Participants of the Study

Two strands of grade 11 students enrolled in HUMSS and TVL at Malagnat National High School were selected for the conduct of this experimental study. Each class has 35 students. During the experiment phase, only 25 pairs of students with comparable academic standing were randomly selected and from whom the relevant data on their pre-speaking test before the treatment were collected, analyzed, and compared. To ensure the participants in both groups were at the same level of mental ability. The significant difference in the means of the pre-test was tested using a t-test of independent samples.

Moreover, three experts were asked as evaluators during their posttest where respondents were evaluated by the rubric that includes, accuracy, fluency, and comprehensibility.

Research Instrumentation

The study utilized pre-test/post-test. The pre-test/post-test teacher-made test was composed of 5 questions to access students' performance in speaking. Prior to the administration of the pre-test, the said test underwent content and expert validation in which 3 experts in assessment and evaluation, English education, and statistics were invited to review the content of the test.

During the entire process, the researcher provided guidance and instructions, gave feedback, and checked and approved the outputs of the respondents. The researcher intended not to inform the respondents about the assessment to avoid any situation that may affect the credibility of the data and 3 experts were asked to do the spoken post-test.

Data Gathering Procedure

On the first day of the oral communication course, the students were informed about the study requirements. The first of these was an individual oral pre-test and an oral post-test to assess the speech given by the expert. After the pretest, the 25 pairs were randomly selected to form the experimental and control groups. Through the joint effort of the invited vlogger and the researcher, the experimental group was introduced to the steps to create vlogs.

In addition, various strategies for finding a topic with concrete experiences for creating own vlog were provided. After the training workshop with the steps to create vlogs, the experimental group had eight (8) weeks to complete their vlog. This activity gives students the opportunity to practice and refine their oral skills while sharing their daily life experiences and expressing their opinions on various issues related to culture and issues faced by youth today. Through regular practice, students develop the confidence and ability to express their views and opinions clearly and concisely.

On the other hand, the control group use the classroom approach by talking to the teachers, other students, books, or reading other reading materials.

Data Analysis

This research used the pre-test and post-test to analyze the effect of vlogs to improve students' speaking skills before and after exposure to a vlog. The process of analyzing data is conducted after all research data is collected which involves several statistical processes.

Frequency and percentage were used to describe the profile of the participants along gender, age, and academic performance in Oral Communication for the first quarter,

Frequency counts and mean scores were used to determine the pre-test and post-test performances of the participants in both groups which will be interpreted using the following scale.

Scores	Upper Bound Limit	Descriptive Value
21-25	20.51-25.00	Excellent
16-20	15.51-20.50	Very satisfactory
11-15	10.51-15.50	Satisfactory
6 -10	6.51-10.50	Fair
0-5	0.00-5.50	Poor

The t-test for Independent Samples was used to compare the pre-test and post-test performances of the two groups.

The t-test for paired samples was employed to compare the performances and attitudes of the experimental group before and after the vlogging instruction.

RESULTS

The findings gathered were treated with prescribed statistical tools and herein interpreted to give light to such findings.

Table 1. *Profile of the participants*

Profile	Experimental Group		Control Group	
Gender	n	%	n	%
Male	10	40	13	52
Female	15	60	12	48
Age				
16-19	25	100	25	100
Father's Education				
Elementary	12	48	10	40
Junior High	10	40	13	52
University	2	8	1	4
Professional	1	4	1	4
Mother's education				
Elementary	17	68	16	64
Junior High	3	12	6	24
University	3	12	3	12
Professional	2	8	0	0

The table reveals in the experimental group that males are dominated by females in terms of population with 6 (60%) and 4 (40%) for males of the total population. Their age ranged from 16-19. It is important to notice/note both fathers' and mothers' education levels are the majority of them are elementary and high school levels.

Simultaneously, in the control group profile, the number of male and female participants is almost the same. Moreover, identical to the experimental group the age ranged from 16-19. It is also shown in the table that most of the fathers' education level is at elementary and high school levels.

Table 2A. *Pre-test Results of the participants in the Control and Experimental Groups.*

Score Range	Experimental Group		Control Group	
	n	%	n	%
21-25	0	0	0	0
16-20	0	0	0	0
11-15	1	4	3	12
6-10	22	88	21	84
0-5	2	8	1	4
Mean Score	7.88	Fair	7.68	fair

Table 2A presents the pre-test results of the participants in the control and experimental groups. It was revealed from the table that all 25 participants in the experimental group got a fair score in their pre-test. Simultaneously, the control group participants most of them got a fair score on their pre-test. Only 3 participants got a satisfactory score from 11-15. Therefore, both participants from the experimental and control groups got a fair score on their pre-test.

Table 2B. *Post-test Results of the participants in the Control and Experimental Groups*

Score Range	Experimental Group		Control group	
	n	%	n	%
21-25	23	92	0	0
16-20	2	8	3	12
11-15	0	0	22	80
06-10	0	0	2	8
0-6	0	0	0	0
Mean Score	22.44	Excellent	12.96	Satisfactory

As revealed in table 2B, the post-test results of the participants in the experimental group, most of them got a perfect score in their spoken post-test. Moreover, only 3 of the participants got a very satisfactory rating and achieved a mean score of 22.44 after the conduct of the treatment.

Meanwhile, for the control group participants majority got a satisfactory rating in their spoken post-test. However, 3 of them got a very satisfactory rating and 2 obtained a fair rating after the traditional method of teaching to enhance the spoken ability.

Table 3. *Significant Difference in the Pre-test Scores of participants in the Experimental and Control group.*

Groups	Pre-test Score	t-value	p-value	Interpretation
Experimental Group	7.88	3.14	0.00	Significant
Control Group	7.68			

Table 3 presents the significant difference in the pre-test scores of the participants in the experimental and control groups. It can be shown from the results that there is a slightly significant difference in the pre-test scores of the participants in the experimental and control groups.

Table 4. *Significant Difference in the Post-Test Scores of Participants in the Experimental and Control Groups.*

Groups	Post-Test	t-value	p-value	Interpretation
Experimental Group	22.04	23.43	0.00	Significant
Control Group	12.68			

Table 4 revealed the significant difference in the post-test scores of the participants. In the experimental and control groups. It shows the result that there is a significant difference in the post-test scores of participants in the experimental and control groups. This is supported by a probability value of 0.00 which is lower than the 0.05 level of significance. Therefore, the null hypothesis is rejected, showing the huge difference between the post-test scores of the participants in the experimental and control groups. Exceptionally, the results of the post-test scores of the experimental group acquired an excellent rating while the control group acquired a satisfactory rating.

Table 5. *Significant Difference in the Scores of Participants in the Experimental and control Groups before and after the conduct of the treatment.*

Groups	Test	Mean Scores	t-value	p-value	Interpretation
Experimental Group	Pre-Test	7.88	30.58	0.00	Significant
	Post-Test	22.04			
Control Group	Pre-Test	7.68	10.39	0.00	Significant
	Post-test	12.68			

*Significant at 0.1

Table 5 shows the significant difference in the post-test scores of the participants. In the experimental and control groups. It shows the result that there is a significant difference in the post-test scores of participants in the experimental and control groups. This is supported by a probability value of 0.00 which is lower than the 0.05 level of significance. Therefore, the null hypothesis is rejected, showing the huge difference between the post-test scores of the participants in the experimental and control groups.

Exceptionally, the results of the post-test scores of the experimental group acquired an excellent rating while the control group acquired a satisfactory rating.

DISCUSSION

Pre-test findings showed that both individuals in the experimental group and those in the control group scored fairly on their English-spoken test. This indicated that individuals from both groups had limited skills in terms of speaking. Teachers have had problems due to students' poor interaction as many Filipinos prefer to speak in their native language said Therese Reyes (2020) Manila Times. However, in the post-test both groups scores increased, evidently the experimental group experienced a significant improvement contrasting to the control group participants' scores slightly improved, emphasizing that experimental group received the intervention of vlog instruction, whereas, the control group received traditional teaching the result is consistent with the previously drawn conclusion that vlog has Significant effect in enhancing speaking ability.

Vlogging, or video blogging, has been found to be an effective tool in enhancing speaking ability, particularly in terms of fluency. According to a study conducted by S. Andiappan, learners perceived vlogs to be a useful supplementary tool in improving their public speaking skills. Vlogging can enhance speaking skills by providing opportunities for autonomous learning and promoting progress.

Additionally, vlogging can help learners improve their ability in speech by promoting listening skills, as the ear can be a powerful tool for language acquisition. Vlogging can be a valuable tool in enhancing speaking ability. It provides learners with opportunities for independent practice and can help promote progress in speaking skills. Additionally, vlogging can help learners improve their listening skills, which can further enhance their ability to communicate effectively.

CONCLUSIONS

Based on the results, students could improve their speaking proficiency with the support of vlogging activities which are incorporated into language learning that could be used as a supplementary tool to the conventional speaking activities to increase learners' extensive speaking practice and motivation beyond the lesson hours. These activities are rich in language aspects such as reading, vocabulary, fluency, pronunciation, and intonation. The students also perceived their vlog-mediated speaking activities positively. Moreover, vlogging can enrich their knowledge of culture as well as their cooking skills. Thus, students can continue to practice their speaking skills by making more vlogs with the freedom of choosing their own topic of interest.

This study aims to contribute to the body of knowledge regarding the use of vlogging a tool to enhance the speaking ability of senior high school students. The results of this study will have implications for the design and implementation of oral communication curriculum in senior high schools, and will inform educators and policy-makers on the potential of vlogging as an effective teaching tool.

Recommendations

1. It has been determined that using vlog instruction is useful to improve students' academic performance in English, so English teachers are encouraged to keep using it.
2. Other subjects' teachers may also incorporate vlogging into their subjects to motivate and give opportunities for students to practice speaking by utilizing a variety of teaching-learning strategies, and open their minds and heart to love English.
3. For the students, should keep practicing speaking English to train their pronunciation and grammar as well as their confidence.
4. The researcher advised the next researcher who will research the same case in different studies to use a vlog in conducting his/her research with a new contribution so that this research can be revised.

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