

# The Correlation Between Vlog-Based Learning and Students' Speaking Motivation

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\*Siti Faizah Salsabila Darin, Vika Nadhifatul Fikriyah, Annisa Afriyuni Setiawan, Nafan Tarihoran<sup>abcd</sup> 

<sup>1234</sup>Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Corresponding Author: [darinsalaa@gmail.com](mailto:darinsalaa@gmail.com)

## A B S T R A C T

This study investigates the correlation between vlog-based learning and students' speaking motivation among 100 students in an English Language Education Program using a quantitative correlational design. Data were collected through validated Likert-scale instruments measuring vlog engagement and speaking motivation. Pearson's correlation analysis revealed a strong, significant positive relationship ( $r = 0.6462$ ,  $p < 0.001$ ), with vlog engagement explaining 41.76% of the variance in motivation. Descriptive results showed above-average levels of both vlog engagement and speaking motivation. While intrinsic motivation and aspirations were high, behavioral aspects such as confidence and participation were relatively lower, indicating a gap between intention and action. Overall, vlog-based learning is a promising strategy to enhance speaking motivation in EFL contexts.

**Keywords:** *Vlog-Based Learning, Speaking Motivation, EFL, Correlation, Student Engagement.*

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## INTRODUCTION

Speaking is widely regarded as the most fundamental productive skill in foreign language learning, serving as the primary medium through which learners express ideas, build relationships, and participate in academic and professional communities (J. Zhang, 2024). In the context of English as a Foreign Language (EFL), developing oral communication skills presents unique challenges: learners often face limited exposure to authentic English-speaking environments, heightened anxiety, and insufficient opportunities for meaningful interaction (Amoah & Yeboah, 2021). These challenges are particularly pronounced in Indonesia, where English functions as a foreign rather than a second language, making classroom instruction the primary and often the only source of speaking practice. As a result, students' motivation to engage in speaking activities frequently remains low, directly undermining their communicative development.

The development of digital technology plays an important role in shaping how individuals access, process, and share information in modern education. One of the most recent innovations attracting attention is video-based learning platforms, particularly vlogs (video blogs), which have become an increasingly popular learning medium among students. In this era of globalization, the ability to speak a foreign language, especially English, has become an essential competency for academic and professional success. However, students' motivation to learn speaking skills remains a significant challenge in various educational contexts, including Indonesia. Therefore, a comprehensive understanding of the relationship between the use of vlogs as a learning medium and students' speaking motivation is critically important.

The COVID-19 pandemic accelerated digital transformation in education, prompting institutions worldwide to adopt online and hybrid learning models (Amir et al., 2020). Within

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this context, technology-enhanced language learning has gained renewed urgency, and multimedia tools such as video blogs (vlogs) have emerged as promising pedagogical resources. Vlogs accessible through platforms such as YouTube, TikTok, and Instagram offer authentic language input, real-world communicative models, and visually engaging content that aligns naturally with how contemporary learners consume information. Research confirms their positive impact: Jin (2024) demonstrated in a semester-long experiment with Korean EFL learners that vlog-based activities significantly reduced foreign language speaking anxiety and bolstered willingness to communicate, while simultaneously improving vocabulary, comprehension, and fluency. Zhang & Wu (2024) similarly found that a vlog-based teaching model significantly improved speaking skills and engagement among EFL students in China, with pre-post test results indicating substantial oral improvement. Sanjaya et al. (2024) further confirmed that watching vlogs effectively enhances speaking skills, offering students exposure to authentic language used by native speakers across everyday contexts, improving pronunciation, grammar, vocabulary, and fluency in the process.

However, several methodological limitations in existing studies must be acknowledged. First, most studies involve small sample sizes ( $n = 3-30$ ) and geographically specific contexts, predominantly China and western Indonesia, limiting generalizability. Second, studies employing qualitative designs, while rich in depth, offer limited external validity. Third, prior research has largely focused on speaking performance outcomes such as fluency and accuracy, rather than investigating students' motivational orientation toward speaking as a learning process (Hassan, 2023). Motivation, as a key psychological determinant of language learning success, deserves independent investigation rather than treatment as a secondary variable or byproduct of skill gains.

Most critically, three gaps remain unaddressed in the existing literature. First, no study has explicitly measured the direct, linear correlation between the intensity or frequency of vlog-based learning engagement and students' level of speaking motivation using Pearson correlation analysis. Second, no study has been conducted in an Indonesian Islamic higher education setting, where cultural, institutional, and linguistic factors shape EFL motivation in distinctive ways. Third, no quantitative study has specifically targeted students in a Tadris Bahasa Inggris (English Education) teacher training program, whose motivational profile and learning context differ substantially from those of general English learners.

This study addresses these gaps by employing a quantitative correlational design involving 100 students from the English Education Study Program (Tadris Bahasa Inggris) at Universitas Islam Negeri (UIN) Sultan Maulana Hasanuddin Banten. Using two validated instruments, the Vlog-Based Learning Engagement Scale and the Speaking Motivation Questionnaire, this study explicitly measures the correlation between students' vlog-based learning engagement and their level of speaking motivation through Pearson correlation coefficient analysis. By producing a concrete numerical index ( $r$ ) of the strength and direction of this relationship, this study offers more rigorous and generalizable empirical evidence than prior work, and contributes directly to the growing literature on technology-enhanced EFL motivation in the Indonesian higher education context

Language proficiency is traditionally categorized into four core skills: listening, speaking, reading, and writing. According to Brown (2007), these skills are deeply interconnected; for instance, listening serves as the primary input that informs the production of speech. While reading and writing focus on literacy and formal structure, Richards & Renandya (2002) argue that speaking is often regarded as the most critical skill for real-world communication. It requires not only grammatical competence but also the ability to process information and respond in real-time. In this context, we argue that speaking acts as the "bridge" of communication; without it, language remains a passive knowledge rather than a functional tool for social interaction.

In the digital era, the definition of learning materials has expanded to include user-generated content, most notably "vlogs" or video blogs. Snelson (2015) defines a vlog as a form of personal documentation or instructional content delivered via video, typically shared on social media platforms. Unlike traditional media, vlogs offer a combination of visual cues and

authentic expressions. Mayer (2009), in his Multimedia Learning theory, suggests that students learn more deeply from words and pictures than from words alone. From our perspective, vlogs are not just videos; they are a modern "digital canvas" that allows students to contextualize abstract language concepts into visual, relatable narratives.

The integration of vlogs into speaking instruction has gained significant traction due to their "mirroring" effect. According to Watkins (2012), using vlogs in the EFL classroom provides students with authentic spoken English in various contexts, ranging from daily life to academic discussions. Furthermore, Sun (2009) highlights that when students are tasked with creating their own vlogs, they undergo a process of self-reflection. By reviewing their own video performances, students develop a more profound awareness of their speaking strengths and weaknesses. We believe that this reflective process is the key to progress; vlogs allow students to "see" their mistakes and "hear" their growth in a way that traditional speech tasks cannot offer.

Beyond linguistic gains, vlog use is strongly supported by motivational theories. In Second Language Acquisition (SLA), Dörnyei (2005) defines motivation as the internal drive that sustains persistence in the face of challenges. Krashen's (1982) Affective Filter Hypothesis suggests that lower anxiety facilitates better language acquisition, while Ryan & Deci (2000) Self-Determination Theory highlights how fulfillment of students' basic psychological needs for autonomy, competence, and relatedness promotes intrinsic motivation. The informal and authentic nature of vlog-based learning aligns with all three of these frameworks, collectively supporting the expectation of a positive correlation between vlog engagement and speaking motivation. As Anil (2016) points out, vlog use significantly increases students' willingness to communicate and overall enthusiasm for speaking tasks.

## METHOD

This study employs a quantitative method with a descriptive correlational approach, which aims to determine the relationship between two variables without applying any specific treatment to the respondents. This approach was chosen because it is suitable for objectively and measurably assessing the strength and direction of the relationship between the use of vlog-based learning media and students' speaking motivation in English.

Before conducting the study, all aspects of research ethics were carefully considered. Respondents were provided with an explanation of the study's objectives, procedures, and their rights as research participants. Participation was voluntary, and respondents had the right to withdraw at any time without any consequences. Written informed consent was obtained from each respondent before the questionnaire was administered. All collected data was kept anonymous and used solely for academic purposes. Respondent identities were not included in the research report to protect participant privacy.

## Respondents

The respondents in this study were all students in the English Language Education (TBI) program at UIN Sultan Maulana Hasanuddin Banten who had previously participated in English language learning using vlog-based media. Sampling was conducted using simple random sampling, a technique that gives every member of the population an equal chance of being selected as a sample. This technique was chosen because the population is homogeneous in terms of study program and learning experience using vlogs. The sample size used in this study was 100 students.

## Instruments

The instrument used in this study was a Likert-scale questionnaire developed by the researcher. The questionnaire is divided into two main sections: The first section contains 10 items related to vlog-based learning, including ease of understanding the material, interest in learning, the effectiveness of vlogs as a medium, and their impact on pronunciation and linguistic context. Part Two contains 10 statements related to students' motivation to speak,

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including self-confidence, speaking activities, interest in practicing, willingness to make mistakes, and desire to improve speaking skills. The total number of items in the instrument is 20. The Likert scale used consists of five rating levels: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly Disagree.

Before being used for data collection, the questionnaire instruments were first tested for validity and reliability. The validity test was conducted using Pearson's product-moment correlation to ensure that each item measured the appropriate aspect. The reliability test was conducted using Cronbach's Alpha. The reliability test results showed a value of  $\alpha = 0.87$  for the vlog-based learning instrument and  $\alpha = 0.85$  for the speaking motivation instrument, both of which were above the minimum threshold of  $\alpha > 0.70$  (Nunnally, 1978), so the instruments were deemed reliable and suitable for use.

## Procedures

Data collection was conducted by distributing questionnaires to respondents in person or via Google Forms. Before completing the questionnaire, respondents were provided with written instructions to ensure they fully understood each statement. Respondents were asked to provide answers based on their experiences and opinions regarding the use of vlogs in English language learning. The questionnaire was completed in a single session without a strict time limit to reduce psychological pressure on the respondents. After all data was collected, the respondents' answers were compiled and tabulated for further analysis.

## Data Analysis

The data obtained from the questionnaire were processed into numerical scores based on a Likert scale. Before conducting the main analysis, a series of statistical assumption tests was first performed to ensure that the prerequisites for using the parametric Pearson Product-Moment Correlation were met. First, a normality test was performed using the Kolmogorov-Smirnov or Shapiro-Wilk test to ensure the data were normally distributed. Second, a linearity test was conducted to verify that the relationship between the independent variable (vlog-based learning) and the dependent variable (students' speaking motivation) was linear. The linearity test was conducted via ANOVA analysis by examining the significance value in the "Deviation from Linearity" row.

If both assumptions are met, the analysis proceeds using the Pearson Product-Moment Correlation via Microsoft Excel to determine the magnitude and direction of the relationship between variables. The analysis results are then interpreted based on the correlation strength guidelines according to Guilford (1956), as shown in the following table.

Table 1. Guidelines for Interpreting Correlation Coefficients (Guilford, 1956)

Coefficient (r)	Interpretation
0.00 – 0.20	Very weak relationship (almost nonexistent)
0.21 – 0.40	Weak relationship
0.41 – 0.60	Moderate relationship
0.61 – 0.80	Strong relationship
0.81 – 1.00	Very strong relationship

If the normality or linearity assumptions are not met, Spearman's Rank Correlation (Spearman's rho) will be used as an alternative nonparametric statistic. All analysis results are then interpreted to address the research question regarding the existence of a significant relationship between vlog-based learning and students' motivation to speak English.

## FINDINGS AND DISCUSSIONS

## Descriptive Statistics

Descriptive statistics were computed for both variables across 100 respondents. The mean score for vlog-based learning engagement was  $M = 3.87$  ( $SD = 0.68$ ,  $Min = 20$ ,  $Max = 50$ ), while speaking motivation yielded  $M = 4.01$  ( $SD = 0.55$ ,  $Min = 27$ ,  $Max = 50$ ). Both means exceed the theoretical midpoint of 3.0 on the five-point Likert scale, indicating that students generally reported above-average levels on both variables. The fact that speaking motivation was slightly higher on average than engagement in vlogs suggests that students' motivational orientation toward speaking activities may be influenced by various interrelated factors, with vlog-based learning being a significant but not exclusive contributor. This aligns with Dörnyei (2005) self-motivation system, which acknowledges that a combination of an ideal self-image in the second language, instrumental goals, and environmental influences shapes language learning motivation. The above-average vlog engagement scores also align with findings from Anil (2016) and Zhang & Wu (2024), who reported positive student attitudes toward vlog-based activities in an EFL context, indicating that Indonesian students exhibit a similar openness to this medium. From a theoretical perspective, Mayer Multimedia Learning Theory (2009) also offers a fundamental explanation, as vlogs convey content through both auditory and visual channels simultaneously; vlogs activate dual cognitive processing pathways that foster deeper engagement and, furthermore, elicit stronger motivational responses compared to single-channel media. These descriptive findings thus establish a favorable motivational foundation and provide an initial empirical basis for anticipating a positive correlation between the two variables.

Table 2. Descriptive Statistics of Vlog-Based Learning Engagement and Speaking Motivation

Variable	N	Mean (M)	SD	Min	Max
Vlog-Based Learning Engagement	100	3.87	0.68	20	50
Speaking Motivation	100	4.01	0.55	27	50

Note. Five-point Likert scale per item (1 = Strongly Disagree, 5 = Strongly Agree); Total score = sum of 10 items (range 10–50).

## Vlog-Based Learning Engagement: Item-Level Results

Table 3 presents the mean scores, standard deviations, and positive/negative response percentages for each vlog-based learning indicator. The highest mean was recorded for 'Vlogs help understand good English speaking' ( $M = 4.05$ ,  $SD = 0.74$ , 79% positive). Items related to pronunciation development and authentic English context exposure also showed high positive endorsement (both  $M = 3.98$ , 76% positive). The lowest mean was for 'More focus when the lecturer uses vlogs' ( $M = 3.54$ ,  $SD = 0.88$ , 49% positive), indicating more moderate agreement on the classroom attentiveness dimension. The strong endorsement of comprehension- and pronunciation-related items is theoretically coherent with Watkins (2012) observation that vlogs expose learners to authentic spoken English in naturalistic contexts, thereby facilitating both receptive understanding and productive pronunciation development. Similarly, Sanjaya et al. (2024) found that EFL students who regularly watched vlogs reported improved pronunciation, vocabulary, and contextual comprehension, which mirrors the pattern seen here. The comparatively lower mean for classroom attentiveness may be explained by the informal, self-directed nature of vlog consumption: students tend to engage with vlogs in private, low-stakes settings rather than formal classroom environments, which could limit the transfer of attentional benefits to in-class behavior. This interpretation is supported by Sun (2009) work on self-directed vlog use, which highlighted the gap between out-of-class engagement and formal learning transfer.

Table 3. Item-Level Descriptive Statistics: Vlog-Based Learning Engagement (N = 100)

Indicator	Mean	SD	Positive	Negative
Vlogs make material easier to understand	3.91	0.83	71.0%	5.0%
Vlogs increase interest in lectures	3.87	0.82	70.0%	4.0%

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Vlogs help understand good English speaking	4.05	0.74	79.0%	2.0%
More focus when lecturer uses vlogs	3.54	0.88	49.0%	9.0%
Vlogs make learning more enjoyable	3.92	0.85	71.0%	4.0%
Re-watch vlogs to understand material	3.82	0.90	68.0%	8.0%
Vlogs help with pronunciation	3.98	0.88	76.0%	6.0%
Vlogs more attractive than usual methods	3.73	0.91	60.0%	6.0%
Vlogs help understand real-life English context	3.98	0.80	76.0%	3.0%
Vlog-based learning is effective overall	3.89	0.80	66.0%	2.0%

Note. % Positive = Agree (4) + Strongly Agree (5). % Negative = Disagree (2) + Strongly Disagree (1).

### Students' Speaking Motivation: Item-Level Results

Table 4 presents item-level results for the speaking motivation variable. The highest mean was recorded for 'Strong desire to be fluent in English' (M = 4.52, SD = 0.72, 89% positive), followed by 'Efforts to improve speaking ability' (M = 4.41, SD = 0.67, 90% positive) and 'Desire to practice more' (M = 4.28, SD = 0.71, 85% positive). In contrast, 'Confidence speaking in class' (M = 3.53, SD = 0.82, 47% positive) and 'Active classroom participation' (M = 3.53, SD = 0.87, 50% positive) yielded the lowest means among all motivation items. This divergence between aspirational and behavioral indicators is theoretically significant. The high scores on desire- and effort-related items reflect what Dörnyei (2005) refers to as the 'ideal L2 self,' students' internalized vision of themselves as proficient English speakers, which serves as a powerful motivational driver. However, the comparatively low scores on classroom confidence and participation suggest that this aspirational motivation does not yet convert into overt communicative behavior, a gap consistent with findings by Noviyanti (2022) and Agussetia et al. (2021), who documented persistent speaking anxiety among Indonesian EFL learners even in motivationally positive contexts. Ryan & Deci (2000) Self-Determination Theory further contextualizes this pattern: while vlog-based learning may successfully fulfill students' needs for autonomy and competence in informal settings, the perceived social stakes of classroom speaking may undermine their sense of relatedness and inhibit behavioral engagement. These item-level findings, therefore, point to the need for instructional strategies that bridge internal motivation and classroom performance

Table 4. Item-Level Descriptive Statistics: Students' Speaking Motivation (N = 100)

Indicator	Mean	SD	Positive	Negative
Motivation after vlog learning	4.08	0.81	77.0%	3.0%
Confidence speaking in class	3.53	0.82	47.0%	6.0%
Desire to practice more	4.28	0.71	85.0%	0.0%
No fear of making mistakes	3.62	1.07	55.0%	16.0%
Enjoyment of speaking activities	4.19	0.71	83.0%	0.0%
Efforts to improve speaking	4.41	0.67	90.0%	0.0%
Active classroom participation	3.53	0.87	50.0%	11.0%
Interest in speaking activities	4.12	0.74	82.0%	2.0%
Perceived speaking progress	3.83	0.78	66.0%	3.0%
Strong desire to be fluent	4.52	0.72	89.0%	1.0%

Note. % Positive = Agree (4) + Strongly Agree (5). % Negative = Disagree (2) + Strongly Disagree (1)

### Response Distribution

Table 5 summarizes the overall distribution of all 2,000 responses (100 respondents × 20 items). A total of 70.5% of responses fell in positive categories (Strongly Agree: 28.6%; Agree: 41.9%), while negative responses accounted for only 4.5% (Disagree: 4.0%; Strongly Disagree: 0.5%). Neutral responses comprised 24.9% of the total. The overwhelmingly positive response distribution indicates that students, broadly speaking, hold favorable orientations toward both vlog-based learning and speaking motivation. The relatively small proportion of negative responses (4.5%) is notable and may reflect a ceiling effect for certain high-endorsement items, particularly aspirational motivation items. The 24.9% neutral responses, however, warrant attention: this proportion is not negligible and may represent students who are undecided about the utility of vlogs or whose speaking motivation is contingent on factors not adequately captured by the instrument. This is consistent with Rashid & Asghar (2016)

finding that technology engagement does not uniformly translate to academic motivation, as individual differences in self-regulation and prior exposure to digital media moderate the relationship. The overall distribution pattern aligns with Anil (2016) survey results among EFL learners, where a large majority expressed positive attitudes toward vlogs but a meaningful minority remained neutral, underscoring that vlog-based learning is not universally motivating and that supplementary instructional support remains necessary.

Table 5. Response Distribution Across All Survey Items (N = 100 × 20 items = 2,000 responses)

Response Category	Frequency	Percentage %	Cumulative %	Sentiment
Strongly Agree (5)	572	28.6%	28.6%	Positive
Agree (4)	838	41.9%	70.5%	Positive
Neutral (3)	498	24.9%	95.4%	Neutral
Disagree (2)	80	4.0%	99.4%	Negative
Strongly Disagree (1)	10	0.5%	99.9%	Negative
Total Positive (4–5)	1,410	70.5%	—	—
Total Negative (1–2)	90	4.5%	—	—

Note. Frequencies calculated across all 2,000 survey responses (100 participants × 20 items).

### Pearson Correlation Analysis

The Pearson Product-Moment Correlation analysis yielded  $r = 0.6462$  ( $p < 0.001$ ), indicating a strong, statistically significant positive relationship between vlog-based learning engagement and students' speaking motivation. The coefficient of determination ( $R^2 = 0.4176$ ) shows that approximately 41.76% of the variance in speaking motivation is explained by vlog-based learning engagement, while 58.24% is attributable to other factors. Table 6 summarizes the complete statistical output. The strength of this correlation is not incidental; it can be explained by the convergence of multiple theoretical mechanisms. First, vlogs provide authentic, multimodal language input that reduces affective barriers to speaking, in line with Krashen (1982) Affective Filter Hypothesis, which posits that lower anxiety directly facilitates greater openness to language engagement and thus higher motivation. Second, the autonomous and informal nature of vlog consumption fulfills students' need for self-determination, as described by Ryan & Deci (2000), reinforcing intrinsic motivation to develop speaking skills. Third, the dual-channel processing activated by vlog content, as theorized by Mayer (2009), produces richer cognitive encoding of spoken language models, which in turn builds students' confidence and enthusiasm for speaking. These mechanisms collectively explain why higher engagement with vlogs is systematically associated with higher motivation to speak. The present finding is consistent with prior empirical work: Jin (2024) demonstrated that vlog-based activities significantly reduced speaking anxiety and increased willingness to communicate among Korean EFL learners, while Zhang & Wu (2024) confirmed that a vlog-based teaching model improved speaking engagement among Chinese university students. The present study extends these findings to the Indonesian Islamic higher education context with a substantially larger sample (N = 100), strengthening the generalizability of the vlog-motivation relationship.

Table 6. Summary of Pearson Correlation Analysis

Statistic Indicator	Value	Threshold	Interpretation	Significance
Pearson r	0.6462	—	Strong positive correlation	—
p-value	< 0.001	$\alpha = 0.05$	Statistically significant	Yes
R <sup>2</sup> (Coefficient of Determination)	0.4176	—	41.76% variance explained	—
Unexplained Variance	0.5824	—	58.24% other factors	—
N (Sample Size)	100	—	English Education students	—
Correlation Strength (Cohen, 1988)	Strong	$r \geq 0.50$	Large effect	—

### Subgroup Analysis by Academic Semester

Table 7 presents the subgroup correlation results by academic semester. Semester 6 ( $N = 57$ ) and Semester 2 ( $N = 21$ ) students showed strong positive correlations ( $r = 0.6868$  and  $r = 0.6666$ , respectively), both statistically significant at  $p < 0.05$ . Semester 4 students ( $N = 9$ ) yielded a negligible, non-significant correlation ( $r = 0.1314$ ,  $p = 0.736$ ). Semester 8 students ( $N = 4$ ) showed  $r = 0.9303$ , though this result must be interpreted with extreme caution given the very small sample size. The strong correlations observed in Semesters 2 and 6 suggest that vlog-based learning is most motivationally salient at the beginning and intermediate-advanced stages of the program. For Semester 2 students, who are at the early stage of their EFL teacher training, vlogs likely serve as an accessible and engaging introduction to authentic English input, aligning with Snelson (2015) observation that vlog-based learning is particularly effective for learners who are building foundational engagement with the target language. For Semester 6 students, who represent the majority of the sample ( $N = 57$ ), the strong correlation may reflect a more developed capacity to leverage vlog content for deliberate speaking practice, consistent with higher levels of self-regulation and metacognitive awareness documented in more advanced language learners (Benson, 2011). The anomalous finding among Semester 4 students ( $r = 0.1314$ ,  $p = 0.736$ ) likely reflects a transitional phase in the curriculum where academic demands shift toward research and subject-specific coursework, temporarily reducing the motivational salience of vlog media. Moreover, the extremely small subsample ( $N = 9$ ) severely restricts statistical power, rendering this coefficient unreliable as a population estimate, as cautioned by Barrot et al. (2021) regarding small- $N$  subgroup findings in educational research.

Table 7. Subgroup Correlation Analysis by Academic Semester

Statistic Indicator	N	Pearson r	p-value	Interpretation	Significance
Semester 2	21	0.6666	0.001	$p < 0.05$	Strong positive
Semester 4	9	0.1314	0.736	$p > 0.05$	Negligible / Not significant
Semester 6	57	0.6868	$< 0.001$	$p < 0.05$	Strong positive
Semester 8	4	0.9303	—	Caution*	Very strong (small N)
Overall Sample	100	0.6462	$< 0.001$	$p < 0.05$	Strong positive

Note. Semester 8 result interpreted with extreme caution due to very small sample size ( $N = 4$ ).

### Effect Size Analysis

A comparison of high vs. low vlog engagement groups ( $N = 50$  each, split at median) revealed that students in the high engagement group ( $M = 4.252$ ,  $SD = 0.493$ ) reported substantially higher speaking motivation than the low engagement group ( $M = 3.770$ ,  $SD = 0.496$ ), with a mean difference of  $\Delta 0.482$  and a Cohen's  $d$  of 0.975, classified as a large effect (Cohen, 1988). The magnitude of this effect is educationally meaningful; a difference of nearly half a scale point between groups, with a Cohen's  $d$  approaching 1.0, indicates that the motivational benefit of higher vlog engagement is not merely statistically detectable but substantively impactful in real-world learning terms. This finding supports the argument that vlog engagement functions as more than a passive preference; it actively shapes motivational states in ways that differentiate learner outcomes. The result is consistent with Jin (2024) experimental findings, in which students with higher vlog engagement showed markedly greater improvements in willingness to communicate and speaking confidence compared to their less-engaged peers. It also extends the work of Maulidah (2018), who found that vlog-based activities significantly improved speaking ability outcomes, implying that the motivational gains observed here are likely to have downstream effects on actual speaking performance. Taken together, the correlation coefficient ( $r = 0.6462$ ) and the large effect size ( $d = 0.975$ ) converge to provide robust, multi-layered evidence that vlog-based learning engagement is a substantively significant predictor of speaking motivation in this context.

Table 8. Effect Size Analysis: High vs. Low Vlog Engagement Groups

Group	N	Mean (M)	SD	Mean Difference ( $\Delta$ )	Cohen's d
High Vlog Engagement	50	4.252	0.493	-	-
Low Vlog Engagement	50	3.770	0.496	0.482	0.975 (Large)

Note. Split at the median score of vlog engagement. Cohen's  $d > 0.8$  = large effect (Cohen, 1988).

## Discussion

### Vlog-Based Learning and Speaking Motivation: Correlation Findings

The central finding of this study is a strong positive correlation between vlog-based learning engagement and speaking motivation ( $r = 0.6462$ ,  $p < 0.001$ ), consistent with and extending prior research in the field. Zhang & Wu (2024) demonstrated that a vlog-based teaching model significantly improved speaking skills and engagement among EFL learners in a Chinese university context, while Anil (2016) reported a significant positive impact of vlog use on students' willingness to communicate and overall enthusiasm for speaking tasks. The present study corroborates these findings within the Indonesian higher education context and extends them by employing Pearson correlation with a larger, more representative sample ( $N = 100$ ), thereby providing stronger generalizability than earlier small-sample or qualitative studies.

Theoretically, this result is explained by the convergence of three major frameworks. Mayer (2009) Multimedia Learning Theory posits that combining visual and auditory stimuli, as in vlogs, produces deeper cognitive processing than text alone, which may enhance students' engagement and motivation. Krashen (1982) Affective Filter Hypothesis suggests that lower anxiety, facilitated by the informal and authentic nature of vlogs, allows for more open motivational engagement with spoken language. Ryan & Deci (2000) Self-Determination Theory further explains this pattern by highlighting how vlog-based tasks fulfil students' basic psychological needs for autonomy, competence, and relatedness, all of which are key drivers of intrinsic motivation.

### Aspirational vs. Behavioural Motivation: A Pedagogical Gap

Item-level results revealed a notable discrepancy between aspirational and behavioural dimensions of speaking motivation. While intrinsic items such as 'Strong desire to be fluent' ( $M = 4.52$ ) and 'Efforts to improve speaking' ( $M = 4.41$ ) received the highest endorsement, behavioural items, including 'Confidence speaking in class's' ( $M = 3.53$ ) and 'Active classroom participation' ( $M = 3.53$ ) were comparatively lower. This pattern suggests that although vlog-based learning effectively builds internal motivation and aspirational goals, it does not automatically translate into confident classroom speaking behaviour.

This finding aligns with research on speaking anxiety in Indonesian EFL contexts. Noviyanti (2022) and Agussetia et al. (2021) both documented that speaking anxiety remains a significant barrier even when students express high motivation, highlighting a gap between intention and action. Dörnyei (2005) motivational framework similarly distinguishes between 'ideal L2 self' (aspirational vision) and 'ought-to L2 self' (performance expectations), suggesting that bridging this gap requires not only motivational enhancement but also direct behavioural support such as low-stakes speaking tasks, peer feedback, and structured oral activities.

### Subgroup Variation: The Anomalous Semester 4 Finding

The negligible correlation observed among Semester 4 students ( $r = 0.1314$ ,  $p = 0.736$ ) stands in contrast to the strong correlations found in Semesters 2, 6, and 8. Several explanations can be offered for this anomaly. First, Semester 4 represents an intermediate transitional phase in the English Education program, during which academic demands shift toward research methodology and subject-specific coursework, potentially reducing the relative salience of vlog media in motivating speaking practice. Second, students at this stage may have already internalized certain speaking habits that are less susceptible to external media influence. Third, and most critically, the very small subsample ( $N = 9$ ) severely limits statistical power, making

the negligible  $r$  value statistically unreliable as a population estimate. This is consistent with Barrot et al. (2021) caution that subgroup findings in small-N educational research require replication before conclusions can be drawn.

### Practical Implications

The large Cohen's  $d$  effect size ( $d = 0.975$ ) confirms that the motivational difference between high and low vlog engagement groups is not merely statistically significant but also educationally substantial. This finding carries direct implications for EFL educators and curriculum designers in Indonesian higher education contexts. First, the integration of vlog-based learning into regular speaking instruction is strongly supported by the evidence and should be systematically implemented rather than treated as supplementary. Second, given that 24.9% of responses were neutral and classroom confidence items scored relatively low, instructors should complement vlog-based activities with structured speaking practices, such as role plays, peer-assessed presentations, and guided oral exercises to help students convert motivational gains into actual communicative behavior. This recommendation is consistent with Syafi'q et al. (2021) and Kusmaryani et al. (2019), who both found that digital media paired with structured speaking tasks produced more comprehensive skill development than media use alone.

### CONCLUSIONS

This study concludes that vlog-based learning engagement has a significant and meaningful relationship with speaking motivation among English Education students at UIN Sultan Maulana Hasanuddin Banten. Students who actively engage with vlog-based learning tend to demonstrate higher motivation to improve their English-speaking skills, indicating that vlog activities function not merely as supplementary media but as an effective pedagogical approach in EFL learning. The findings are supported by Mayer's Multimedia Learning Theory, Krashen's Affective Filter Hypothesis, and Ryan and Deci's Self-Determination Theory, which collectively explain how authentic, multimodal, and autonomy-supportive learning environments enhance students' intrinsic motivation. Practically, the study suggests that EFL teachers should integrate vlog-based activities systematically into speaking instruction and combine them with interactive speaking practices to encourage active classroom participation. Curriculum designers are also encouraged to incorporate digital media literacy and vlog-based modules into speaking courses. However, the study is limited by its correlational design, single-institution sample, small subgroup sizes, and reliance on self-reported data. Therefore, future research is recommended to employ longitudinal or experimental designs, involve larger and more diverse samples, and integrate qualitative approaches to provide deeper understanding of the relationship between vlog engagement and speaking motivation across different educational contexts.

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