

Using Descriptive Product Review Vlogs to Improve Students' Listening Skill

Finishia^{1*}, Vera Yulia Harmayanthi², Ivon Mukaddamah³
^{1,2,3}STKIP Kusuma Negara, Jakarta, Indonesia

ABSTRACT

Vlogs are closely connected to students' daily lives in the digital era, as they often watch them for entertainment, information, and inspiration. Integrating vlogs into learning makes lessons more relatable and meaningful, bridging classroom learning with real-life digital experiences. This study aims to investigate the effectiveness of vlog media in improving students' listening skills, particularly in understanding descriptive texts. The research was conducted at SMK Al Murqoniyah Citeureup using Classroom Action Research (CAR) in three cycles, with each cycle including planning, acting, observing, and reflecting. Authentic product review vlogs were integrated as learning materials, combining visual and auditory inputs to support comprehension. Data were collected through observation sheets and post-tests. Findings showed progressive improvement, with students' scores increasing in each cycle, where all students met the passing grade score of 75. Students also demonstrated greater motivation, active participation, and contextual comprehension. The results indicate that vlog media provides an engaging and effective approach to improve listening skills, suggesting its potential for broader application in English language teaching.

Article Info

Article history:

Received Nov 20, 2025

Revised Dec 24, 2025

Accepted Jan 7, 2026

Keyword:

Descriptive Text

Listening Skill

Vlog Media

©2024 PKR

Author(s) agree that this article remains permanently open access under the terms of the Creative Commons Attribution-ShareAlike 4.0 International License



Corresponding Author:

Finishia

STKIP Kusuma Negara

Jl. Raya Bogor No. KM 24, Cijantung, Kec. Pasar Rebo, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta 13770, Indonesia.

Email: finishia2@stkipkusumanegara.ac.id

^{1*}Corresponding author.

E-mail: finishia2@stkipkusumanegara.ac.id

INTRODUCTION

English is recognized as a global language and plays a vital role in education, career, and communication. Language learning involves four essential skills: listening, speaking, reading, and writing. Among these, listening is a foundational skill that supports the development of the others. However, in Indonesian classrooms, listening often receives less emphasis, with teachers focusing more on reading and writing. Teaching listening skills presents several challenges, as documented by Gilakjani and Sabouri they are: Quality of Recorded Materials , Cultural Differences , Accent, Unfamiliar Vocabulary, Length and Speed of Listening (Gilakjani & Sabouri, 2016). Overcoming these challenges requires thoughtful planning and adaptation of listening materials.

Listening is also particularly challenging for learners of English as a foreign language due to limited exposure to authentic speech and real communication contexts. Traditional scripted materials frequently fail to prepare students for natural speech patterns. Therefore, authentic media such as movies, podcasts, and vlogs have been introduced as alternatives. Vlogs are especially effective because they present real language use, visual context, and engaging topics relevant to students. Harmayanthi (Harmayanthi, 2019) mentioned ICT (Information and Communication Technology) is crucial in education as it makes teaching more effective and enjoyable. Affordable tools like blogs, videos, and audio resources help educators create engaging learning materials. A vlog, short for “video blog,” is a form of online content creation where individuals record and share videos documenting their lives, thoughts, experiences, or areas of expertise (Anderson, 2024).

Recent studies strongly support the integration of audiovisual media—particularly YouTube and vlog-based content—in developing students’ English listening skills. Ridwan (Ridwan, 2024) demonstrated that using YouTube as a learning medium significantly improved students’ listening comprehension. Similarly, Cynthia, Liando, and Rorimpandey (Cynthia et al., 2023) found that captioned news videos led to a remarkable increase in students’ listening scores, showing that visual and textual input help learners process information more effectively. These studies prove that authentic, multimodal materials stimulate student interest and comprehension better than traditional audio-based learning. In a related study, Yuyun and Simamora (Yuyun & Simamora, 2021) investigated the use of YouTube videos to support EFL listening classes and concluded that audiovisual media enhanced students’ confidence, motivation, and understanding of real spoken English. Dewi (Dewi, 2023) also explored students’ perceptions of YouTube in academic listening, revealing that learners found video content engaging, accessible, and beneficial in helping them interpret meaning within context. These findings highlight how video platforms create meaningful exposure to authentic language, aligning well with Mayer’s Multimedia Learning Theory, which states that visual and auditory elements presented together enhance comprehension and retention.

Furthermore, a meta-analysis by Zuhriyah and Irmayani (Az Zuhriyah, 2025) confirmed that audiovisual resources such as vlogs, captioned videos, and

interactive digital tools significantly improve learners' listening performance across various contexts. Their study emphasized that integrating ICT-based media not only enhances language proficiency but also promotes 21st-century learning skills, such as digital literacy and critical thinking. Taken together, these findings reinforce the relevance of the present study, which integrates vlog media into English listening instruction at a vocational high school. Like the previous research, this study aims to make listening lessons more authentic, engaging, and effective while fostering motivation and learner independence in the digital learning era. Hence, this study examines the use of descriptive product review vlogs as media to improve the listening skills of tenth-grade students at SMK Al Murqoniyah Citeureup.

METHOD

The main objective of this study is to investigate the effectiveness of vlog media in improving students' listening skills, particularly in understanding descriptive spoken texts. The research aims to determine how the use of authentic vlog materials can enhance students' comprehension, motivation, and participation during the learning process. This study also seeks to identify the challenges and advantages of integrating vlog media into English listening lessons, especially in a vocational high school context where students require both linguistic and practical communication skills. Furthermore, the research intends to observe how vlog-based learning contributes to the development of positive student character traits such as trustworthiness, respect, bravery, and responsibility throughout the learning cycles. The research was conducted at SMK Al Murqoniyah Citeureup with 30 tenth-grade students as participants. The central focus was to enhance listening skills through the use of descriptive product review vlogs. This study employed Classroom Action Research (CAR) which was carried out in three cycles. Jean McNiff (McNiff, 2016) explains that Classroom Action Research is a practical approach for teachers to critically assess and reflect on their own practices. It involves planning, acting, observing, and reflecting to improve strategies and address classroom challenges. CAR serves as a reflective, iterative process aimed at enhancing both teaching quality and student learning outcomes.

According to Kemmis and McTaggart (Stephen Kemmis et al., 1988), Classroom Action Research is a collaborative activity. Descriptive research conducted individually by a teacher without collaboration is not regarded as action research. This highlights that action research must involve collective participation and shared reflection rather than isolated practice.

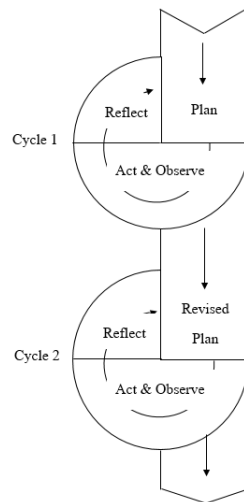


Figure 1. Cyclical Action Research Model Based on Kemmis and McTaggart

According to Kember (Kember, 2000), action research is distinguished by several features: it focuses on social practice through teacher–student interaction, aims at improvement, follows a cyclical process of planning, acting, observing, and reflecting, is conducted through systematic inquiry, and involves participation.

In Cycle I, the planning stage involved preparing lesson plans, selecting a vlog titled EMO Launch Video: The Coolest AI Desktop Pet with Personality and Ideas, and designing supporting learning activities. The acting stage included the introduction of the topic, presentation of the vlog, and guiding students to identify descriptive features of the product. Observation sheets, field notes, and tests were employed to monitor student participation. Reflection was used to analyze the process and inform revisions for the next cycle.

Cycle II began with adjustments to the lesson plan based on the reflection from Cycle I. The selected material was Our First Look at the MSI Claw | Unboxing, Gameplay, and More. The planning stage emphasized pre-teaching important vocabulary and providing guiding questions before the vlog was shown. The acting stage involved dividing the vlog into shorter segments to make it easier for students to follow. Observation focused on monitoring how students responded to the structured guidance, and reflection was used to evaluate the strategies and prepare the following cycle.

In Cycle III, further refinements were made to consolidate the approach. The chosen material was Lenovo Yoga Slim 7x: The Sweet Spot Windows ARM Laptop. Planning involved creating interactive listening tasks such as comprehension exercises and group discussions. The acting stage emphasized student-centered activities where learners were encouraged to summarize and discuss the product description. Observation continued to monitor student engagement through observation sheets and notes, while reflection was carried out to complete the cycle and draw conclusions about the teaching process.

Data collection techniques included observation sheets, interviews, tests, and field notes. Quantitative data from tests were analyzed descriptively to measure improvement with Sudjana (Sudjana, 2005) formula, while qualitative data from observations and interviews supported the interpretation of learning engagement.

The analysis of quantitative data used in this research is Test. These data form Listening skill evaluation results were analyzed using descriptive analysis by determining the mean or average of the scores obtained by students.

$$P = \frac{F}{N} \times 100\%$$

Information :
 P = Percentage
 F = Frequency
 N = Total number of Subject

Figure 2. Calculate the cumulative percentage according to Sudjana

The results of these calculations should be referred to the passing grade of SMK AL Murqoniyah individually grouped into two categories they are passing and failed.

RESULT AND DISCUSSION

The Classroom Action Research (CAR) was implemented in three cycles, each consisting of planning, acting, observing, and reflecting. The process began with the identification of listening difficulties among students, followed by the integration of vlog media as an alternative learning tool. The research not only measured the improvement of listening comprehension through scores, but also observed character development such as trustworthiness, bravery, respect, and responsibility during classroom interactions.

Result

In Cycle I, students were introduced to the vlog EMO Launch Video: The Coolest AI Desktop Pet with Personality and Ideas. The post-test score result showed only 11 students (37%) reaching the passing grade score of 75. Students were enthusiastic but still faced challenges in vocabulary mastery and the natural speed of the vlog narration. From the character perspective, some students began to show trustworthiness by honestly admitting difficulties during class discussions. Bravery was also observed when a few students volunteered to answer comprehension questions despite limited confidence. Respect was evident in how students listened attentively to their peers, although responsibility for completing listening tasks was still uneven among the class

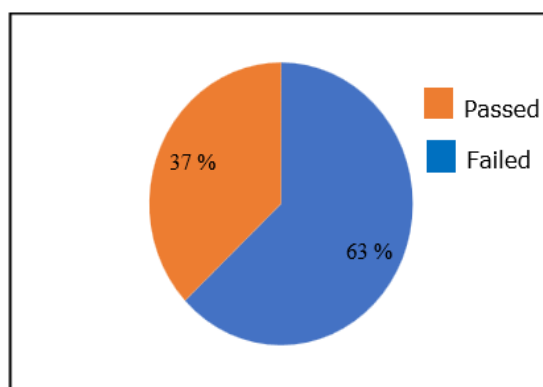


Chart 1. The Observation Result of Students Activities in the First Cycle

In Cycle II, the selected material was Our First Look at the MSI Claw | Unboxing, Gameplay, and More. The average score increased to 74.8, with 20 students (70%) achieving the passing grade. The activities were more structured, with vlogs divided into shorter segments and pre-taught vocabulary. Student participation improved, and they demonstrated more confidence in answering comprehension tasks. In terms of character building, trustworthiness was reflected in students' willingness to submit their assignments on time and admit when they needed repetition. Bravery increased as more students volunteered to share their answers. Respect grew stronger through peer collaboration, while responsibility was visible in students' improved consistency in finishing their tasks individually and in groups.

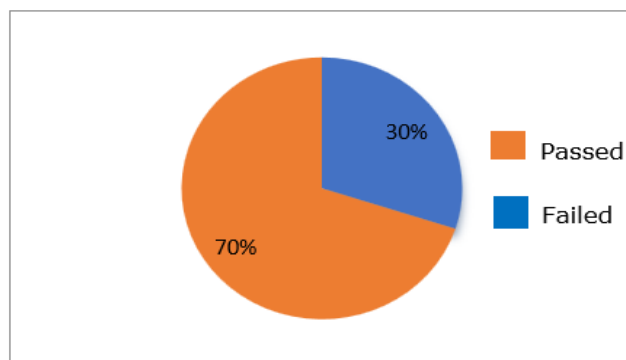


Chart 2. The Observation Result of Students Activities in the Second Cycle

In Cycle III, students engaged with Lenovo Yoga Slim 7x: The Sweet Spot Windows ARM Laptop. The average score reached 80.3, with all 30 students (100%) surpassing the minimum standard. At this stage, students not only demonstrated comprehension but also confidence in summarizing the information. Their classroom behavior also highlighted stronger character values. Trustworthiness appeared as students confidently presented authentic answers without hesitation. Bravery was evident when almost all students actively engaged in discussions, even those who had been passive in previous cycles. Respect was demonstrated through attentive listening, turn-taking, and encouragement among peers. Responsibility was consistently shown as students completed every stage of the listening tasks with seriousness and accountability.

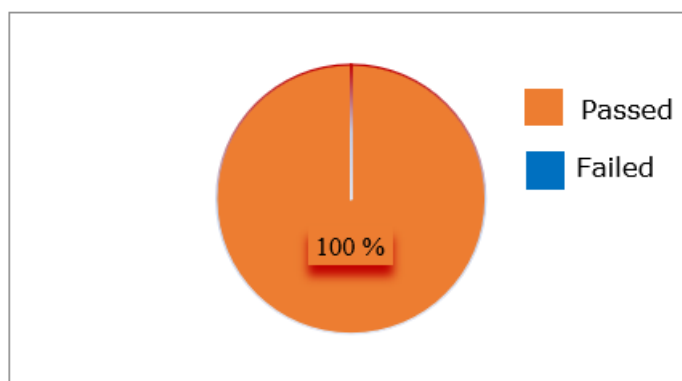


Chart 3. The Observation Result of Students Activities in the Third Cycle

The five reviewed studies consistently demonstrate that audiovisual and vlog-based media play a significant role in improving students' listening comprehension and motivation. Previous researchers such as Ridwan (2024) and Cynthia et al. (2023) showed that using YouTube and captioned videos led to a notable increase in students' listening performance. Likewise, Yuyun and Simamora (2021) and Dewi (2023) found that video-based materials heightened students' interest, engagement, and confidence in listening activities. Zuhriyah and Irmayani (2023) further supported these findings through a meta-analysis, proving that audiovisual resources effectively enhance listening skills across various learning contexts.

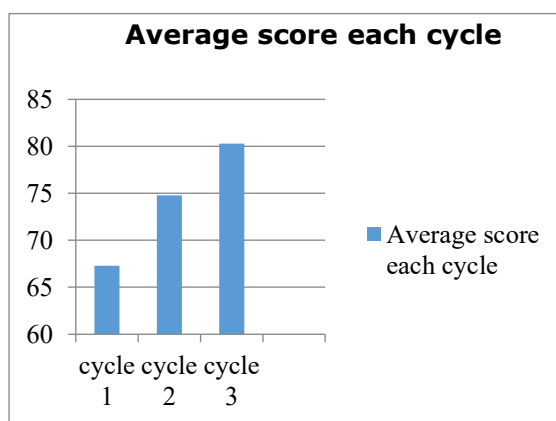
However, this current study extends beyond the previous research by implementing Classroom Action Research (CAR), which allows a continuous process of planning, acting, observing, and reflecting within an authentic classroom setting. Conducted in a vocational high school, it focuses not only on improving listening comprehension through vlog media but also on fostering students' character values, including trustworthiness, respect, bravery, and responsibility. By integrating authentic vlog content that reflects students' digital experiences, this study bridges real-life digital engagement with classroom learning, providing practical and holistic evidence of vlog media's effectiveness in both cognitive and behavioral aspects of English language education.

Comparison of Each Cycle

The overall comparison across the three cycles shows significant progress in both academic performance and character development. The average score increased steadily from 67.3 in Cycle I, to 74.8 in Cycle II, and 80.3 in Cycle III. The percentage of students achieving the minimum passing grade also rose from 36.6% in Cycle I, to 66.6% in Cycle II, and finally to 100% in Cycle III.

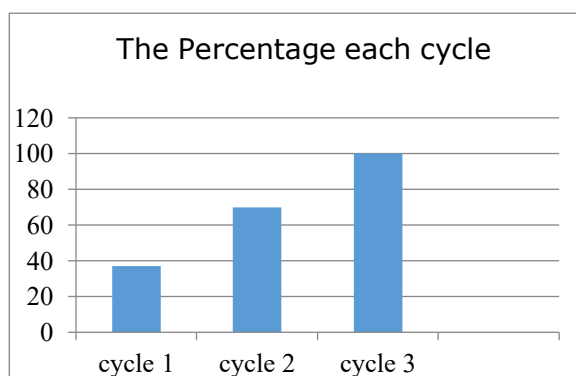
Table 1. Overall comparison of each cycle

Description	Cycle 1	Cycle 2	Cycle 3
Failed students	19.00	9.00	0.00
Passed students	11.00	21.00	30.00
average score	67.33	74.83	80.33
maximum score	90.00	95.00	95.00
minimum score	45.00	55.00	75.00



Description :
 Cycle 1 : 67,3
 Cycle 2 : 74.8
 Cycle 3 : 80.3

Chart 4. The Evaluation Result Of Students Listening Comprehension Each Cycle



Description :
 Cycle 1 : 37 %
 Cycle 2 : 70 %
 Cycle 3 : 100 %

Chart 5. The Percentage Each Cycle

The table and the diagrams show students’ performance across three research cycles. In Cycle I, only 11 students passed while 19 failed, with an average score of 67.33, a maximum of 90, and a minimum of 45. In Cycle II, the number of passing students increased to 21 and failures dropped to 9. The average rose to 74.83, with scores ranging from 55 to 95. In Cycle III, all 30 students passed, the average reached 80.33, and the minimum score improved to 75 while the maximum remained 95. This progression reflects steady improvement in both achievement and consistency.

The progressive improvement across cycles confirms that vlogs are effective in supporting listening comprehension. The combination of visual and auditory inputs helps students contextualize meaning and reduce difficulties with vocabulary and accents. The informal style of vlogs also increases engagement and motivation. These findings align with previous studies that highlight the benefits of authentic multimedia resources in language learning

CONCLUSION

This research concludes that vlog media significantly improved students’ listening skills in understanding descriptive texts. The use of authentic product review vlogs proved effective in presenting real-life language use, which allowed students to

develop not only their comprehension of content but also their familiarity with vocabulary, pronunciation, and expressions commonly found in authentic communication.

Across three cycles of Classroom Action Research, there was a consistent increase in students' average scores, the percentage of students passing the minimum grade, and the overall quality of classroom engagement. The gradual improvement demonstrated that vlogs could serve as a powerful tool to scaffold listening comprehension when combined with appropriate teaching strategies such as pre-teaching vocabulary, segmenting content, and encouraging peer discussions. Beyond cognitive achievement, the implementation of vlog media also contributed to the strengthening of students' character values. Learners showed greater trustworthiness by submitting authentic work and admitting challenges, demonstrated bravery in expressing their opinions despite difficulties, built respect in collaborative activities, and took on responsibility by completing tasks with discipline. These findings emphasize that technology-based learning resources like vlogs are not only beneficial for language acquisition but also valuable for character education.

Teachers are therefore encouraged to integrate vlogs into listening instruction, as they provide an effective, engaging, and accessible medium that connects classroom learning with real-world contexts. Future research may explore the use of different types of vlogs or compare them with other digital media to further examine their potential impact on listening skills and other aspects of language learning.

ACKNOWLEDGEMENT

The researcher expresses gratitude to STKIP Kusuma Negara Jakarta, the English Department lecturers, SMK Al Murqoniyah Citeureup, fellow teachers, students, and family for their support and contributions to this study.

REFERENCES

- Anderson, S. (2024). No Title. <https://www.socialchamp.io/blog/what-is-a-vlog/>
- Az Zuhriyah, A. (2025). Audiovisual Media in Efl Listening: A Meta-Analysis of 21st Century Learning Resources. *Jurnal Ilmu Pendidikan Dan Humaniora*, 14(3), 247–257. <https://journals.ristek.or.id/index.php/jiph/index>
- Cynthia, Liando, N., & Rorimpandey, R. (2023). a Study on the Use of Captioned News Video To Improve Efl Students' Listening Skill. *JoTELL Journal of Teaching English Linguistics, and Literature*, 2(9), 1122–1139.
- Dewi, T. P. (2023). Efl Students' Perceptions of Using Youtube in an Academic Listening Class. *Wiralodra English Journal*, 7(2), 23–36. <https://doi.org/10.31943/wej.v7i2.215>

- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Harmayanthi, V. Y. (2019). *CONSTRUING EXPERIENCE OF SCHOLARS AS VERBAL OPERATORSON BLOG COMMENTARY IN ICT CLASS*. 17, 302.
- Kember, D. (2000). *Action Learning and Action Research: Improving the Quality of Teaching and Learning* (2nd ed.). Kogan page.
- McNiff, J. (2016). Action research: principles and practice. In *Action Learning: Research and Practice* (Vol. 13, Issue 3). <https://doi.org/10.1080/14767333.2016.1220174>
- Ridwan. (2024). Developing English Listening Comprehension Materials Based on YouTube as a Medium for Second-Grade Students of SMAN 2 Teluk Dalam. In *International Journal of Educational Research Excellence (IJERE)* (Vol. 3, Issue 2, pp. 621–628). <https://doi.org/10.55299/ijere.v3i2.953>
- Stephen Kemmis, Robin McTaggart, & Rhonda Nixon. (1988). *Research Planner: Doing Critical Participatory Action Research*.
- Sudjana. (2005). *Metode Statistika*. Tarsito.
- Yuyun, I., & Simamora, F. Y. (2021). Use of Youtube To Support Efl Students' Listening Skills. *ELLTER Journal*, 2(2), 1–12. <https://doi.org/10.22236/ellter.v2i2.7512>