

THE EFFECT OF USING VLOGGING TASK IN ENGLISH SPEAKING PERFORMANCE BY STUDENTS OF SMA GAJAH MADA MEDAN

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Abstract

Speaking is one of the most essential skills in learning English; however, many students still experience difficulties in developing and organizing their ideas in spoken communication. Therefore, appropriate instructional strategies are needed to improve students' speaking performance, particularly in terms of content and organization. This study aimed to investigate the effect of using vlogging tasks on students' English speaking performance at SMA Gajah Mada Medan. This research employed a quantitative experimental design using two groups: an experimental group and a control group. The sample consisted of 40 eleventh-grade students, with 20 students in the experimental group and 20 students in the control group. The experimental group was taught using vlogging tasks, while the control group received conventional speaking instruction. The instrument used in this study was a speaking performance test assessed based on two macro-skill aspects, namely content and organization. The result of the data analysis showed that the mean score of the experimental group increased significantly from 47.5 in the pre-test to 78.5 in the post-test, while the control group improved from 42 to 51. Furthermore, the gain score of the experimental group was 30.5, which was higher than the control group's gain score of 9. The result of the Independent Sample T-Test showed that the significance value (Sig. 2-tailed) was 0.000 ($p < 0.05$), indicating that the alternative hypothesis (H_a) was accepted. Based on the findings, it can be concluded that the use of vlogging tasks has a significant effect on students' English speaking performance, particularly in improving the aspects of content and organization.

Keywords: *Vlogging Task, Speaking Performance, Content, Organization, EFL Students*

1. PENDAHULUAN

Background of Study

English holds a vital position in the field of education as an international language that facilitates global communication, academic exchange, and access to information. In the Indonesian

educational context, English is taught as a compulsory subject with the expectation that students are able to use the language meaningfully in real communicative situations. Recent research indicates that English language instruction has increasingly shifted from traditional grammar-focused methods to approaches that prioritize communicative competence

and meaningful interaction in actual use of the language. Languages are taught not merely as a system of grammatical structures, but as tools for authentic and meaningful communication that allow learners to express ideas appropriately in contextualized spoken interaction (Littlewood, 2017). This is further supported by recent systematic reviews showing that communicative competence should be the central goal of language education, enabling learners to convey ideas clearly, appropriately, and contextually in spoken and written interaction. Therefore, in the Indonesian educational context, English language instruction aims to cultivate communicative competence that empowers students to perform language tasks effectively in real-world situations rather than merely memorizing grammatical rules.

Among the four fundamental language skills listening, speaking, reading, and writing, speaking is widely recognized as the most demanding skill for EFL learners. Speaking requires learners not only to understand linguistic forms but also to produce language spontaneously and coherently. According to (Brown, 2004), speaking performance involves both micro-level skills, such as pronunciation, vocabulary, grammar, and fluency, and macro-level skills, which include the ability to organize ideas, maintain coherence, and deliver messages effectively. Without sufficient control of these macro-skills, spoken communication may fail even when linguistic accuracy is relatively adequate.

Although speaking performance encompasses both micro-skills (such as pronunciation, vocabulary, grammar, and

fluency) and macro-skills (such as content and organization), this study deliberately focuses on macro-skill components. This decision is grounded in both theoretical and contextual considerations. From a theoretical perspective, Brown (2004) emphasizes that macro-skills represent discourse-level competence, which determines whether spoken communication is meaningful and comprehensible to listeners. Even when learners demonstrate adequate fluency or pronunciation, communication may fail if ideas are poorly developed or disorganized.

From a contextual perspective, preliminary observations conducted during the researcher's teaching practice (PPL) revealed that the primary difficulty faced by students was not related to fluency or pronunciation, but rather to their inability to develop ideas and organize them coherently during storytelling tasks. Therefore, this study prioritizes content and organization as the most relevant indicators of students' speaking performance problems in this specific educational context. By narrowing the focus, the research aims to provide a more in-depth and measurable analysis of these critical aspects.

In many EFL classrooms, however, speaking instruction tends to emphasize surface aspects of oral production, such as fluency or pronunciation practice, while deeper aspects of message construction receive less attention. As a result, students may be able to speak at length but struggle to present ideas in a clear, structured, and meaningful manner. This issue becomes particularly apparent in narrative speaking activities, where successful communication

depends heavily on how well the speaker develops content and organizes ideas logically.

In relation to this issue, this study focuses on two essential macro-skill components of speaking performance, namely content and organization, as proposed by (H. D. Brown, 2004) Content refers to the relevance, clarity, and completeness of the ideas conveyed, while organization concerns the logical sequencing and coherence of those ideas throughout the speech. These components play a crucial role in storytelling tasks, as poorly developed content or weak organization can prevent listeners from fully understanding the intended message.

The urgency of this research was identified during the researcher's *Program Praktek Lapangan* (PPL) at SMA Gajah Mada Medan. Classroom observations revealed that many eleventh-grade students experienced difficulties when performing storytelling tasks. Their spoken narratives often lacked clear focus, logical sequencing, and sufficient detail. Students found it challenging to develop ideas and organize events coherently, resulting in messages that were fragmented and difficult to follow. This condition indicates that the primary difficulty in students' speaking performance lies not merely in linguistic errors, but in weaknesses related to content development and discourse organization.

Based on the investigator's pedagogical experience during the *Program Praktek Lapangan* (PPL) at SMA Gajah Mada Medan, empirical evidence indicates that a substantial proportion of eleventh-grade learners demonstrate speaking proficiency below the institutionally

prescribed *Minimum Mastery Criterion* (MMC). A considerable number of learners exhibit inadequate capacity to articulate central messages with precision, construct ideas through logical progression, or present narrative discourse in a systematically organized manner.

This pedagogical concern has received collaboration through direct consultations with the English language instructor responsible for teaching the eleventh-grade cohort. The educator confirms that learners' oral performance, particularly regarding message clarity, content elaboration, and textual organization, constitutes a longstanding instructional challenge. Preliminary assessment data show that the majority of students achieve performance outcomes below the KKM threshold of 75, suggesting a persistent deficiency in speaking competence that necessitates immediate pedagogical intervention.

2. KAJIAN TEORI

Theoretical Framework

This chapter presents the theoretical foundations that underpin the present study. The discussion integrates theories of speaking performance, task-based language teaching, the Output Hypothesis, and vlogging as a pedagogical task in the EFL context. These theoretical perspectives are employed to explain the conceptual relationship between the independent variable, namely the use of vlogging tasks, and the dependent variable, which is students' English-speaking performance, specifically in terms of content and organization. By synthesizing relevant theories and previous empirical findings,

this chapter establishes a solid academic basis for investigating the effect of vlogging tasks on students' speaking performance at the senior high school level.

2

Speaking Performance

Speaking performance is one of the most essential indicators of learners' communicative competence in a second or foreign language. From a theoretical perspective, this study adopts the view of speaking performance as proposed by (Swain, 2006) and Brown and (Abeywickrama, 2019), who conceptualize speaking as a productive skill that requires speakers to plan, organize, and convey meaning through oral language in real-time communication. Speaking performance therefore involves not only the accurate production of linguistic forms but also the effective development and organization of ideas within a communicative context. In educational settings, speaking performance is not merely evaluated based on learners' ability to produce spoken utterances, but also on how successfully ideas are structured, elaborated, and communicated to listeners. (H. D. Brown & Abeywickrama, 2019) emphasize that effective speaking performance reflects learners' discourse competence, particularly in managing content relevance and organizational coherence. Accordingly, understanding the nature, characteristics, and components of speaking performance is crucial for establishing appropriate assessment criteria and instructional strategies. The following subsection discusses the definition and fundamental

nature of speaking performance as the theoretical basis of this study.

Task-Based Language Teaching and Interaction Hypothesis

Task-Based Language Teaching (TBLT) and interaction-based perspectives in Second Language Acquisition provide important theoretical foundations for understanding how instructional tasks facilitate the development of learners' speaking performance. From a task-based perspective, language learning is promoted through learners' engagement in meaning-focused tasks that require them to use language to achieve communicative goals (Ellis, 2017; Skehan, 2018). These tasks encourage learners to plan, organize, and express ideas in extended spoken discourse, thereby supporting the development of discourse-level speaking performance.

From an interactionist perspective, speaking development is further enhanced through interaction during task performance. Interaction Hypothesis proponents argue that interaction creates opportunities for learners to negotiate meaning, receive feedback, and modify their output, which are essential processes in second language development (Long, 2015; Mackey & Goo, 2021). Through task-based interaction, learners are pushed to clarify ideas, restructure messages, and improve the organization of their spoken output.

3. METODOLOGI PENELITIAN **Research Design**

This study **employed** a quantitative experimental research design. According to

Sugiyono (2018), experimental research is a **method used** to determine the effect of a particular treatment on an object under controlled conditions. In this design, the researcher **deliberately provides** a treatment to one group and **compares** the results with another group that does not receive the treatment in order to examine the causal relationship between variables.

In line with this definition, the present study **applied** a two-group pretest–posttest design involving an experimental group and a control group. Two intact classes **were selected** as the research subjects. Both groups **were administered** a pre-test to measure their initial English-speaking performance, particularly focusing on the aspects of content and organization. Following the pre-test, the experimental group **received** treatment in the form of vlogging tasks, which **required** students to plan, record, and present spoken monologues in video format. This instructional approach **was expected to encourage** students to pay attention to message development, audience awareness, and the organization of ideas. Meanwhile, the control group **was taught** using conventional speaking instruction without the integration of digital media.

After the treatment **had been conducted** over several instructional sessions, both groups **were given** a post-test using the same instrument as the pre-test. The comparison between the pre-test and post-test scores of the experimental and control groups **was used** to examine changes in students’ speaking performance. Through this comparison, the effect of using

vlogging tasks on students’ English speaking performance **was objectively measured**. By employing this quantitative experimental design, the study **aimed** to determine whether the use of vlogging tasks **produced** a significant effect on students’ speaking performance, particularly in terms of content and organization. The inclusion of a control group **ensured** that any observed differences in performance **could be attributed** to the treatment rather than to external or extraneous factors. Therefore, this research design **was considered** appropriate and consistent with the research objectives outlined in the previous chapters.

Table 3. 1 Research design

Group	Pre - test	Treatment	Posttest
Experimental	✓	X (Vlogging Tasks)	✓
Control	✓	C (Conventional Speaking Practice)	✓

3.2 Population and Sample

This section described the population and sample of the study, which were essential components in determining the scope and representativeness of the research participants. A clear explanation of the population and sampling procedures helped ensure the validity of the research design and supported the generalizability of the findings within the defined context. Accordingly, this section outlined the

characteristics of the population, the sampling technique employed, and the composition of the experimental and control groups involved in the study.

3.2.1 Population

The population of this study consisted of all eleventh-grade students of SMA Gajah Mada Medan in the academic year 2025/2026. This population was selected because the students had received sufficient exposure to English instruction and are expected to possess the basic linguistic competence required to perform biographical recount speaking tasks. Selecting learners at this level was appropriate, as they were developmentally and academically prepared to engage in extended spoken discourse activities.

The population selection followed principles commonly applied in quantitative and quasi-experimental educational research, in which intact classes were frequently used due to administrative and practical constraints within school settings. As emphasized by **(Creswell & Guetterman, 2019)**, educational experiments conducted in natural classroom environments often relied on existing groups while maintaining control over instructional variables to preserve internal validity.

Although random selection at the individual level were not feasible, careful consideration was given to ensuring that the groups are comparable in terms of grade level, curriculum exposure, and instructional background. This approach was consistent with **(Cohen et al., 2018)**,

who argued that representativeness in classroom-based research could be maintained through thoughtful selection of intact groups that share similar academic characteristics.

3.2.2 Sample

The sample of this study consisted of forty (40) eleventh-grade students drawn from two intact classes, namely class XI A and class XI B. Twenty (20) students from class XI A were assigned to the experimental group, while twenty (20) students from class XI B were served as the control group. The use of intact classes was consistent with quasi-experimental research designs commonly applied in school-based studies, where random assignment of individual participants was often impractical **(Creswell & Guetterman, 2019)**. Although the participants were not randomly assigned at the individual level, efforts were made to ensure equivalence between groups in terms of class size, academic level, and prior exposure to English instruction. According to **(Cohen et al., 2018)**, such procedures were methodologically acceptable in educational experiments, provided that the groups were comparable and received identical instructional conditions except for the treatment variable.

The sample size of forty students was considered adequate for detecting meaningful differences between the experimental and control groups, particularly when employing a pretest–posttest design and inferential statistical analyses such as the independent-samples t-

test. Taherdoost & Hamta (2017) noted that moderate sample sizes could produced reliable and valid findings when the research design, measurement instruments, and treatment procedures were clearly defined and consistently implemented.

3.3 The Instrument of Collecting Data

Defining the population and selecting an appropriate sample are fundamental procedures in quantitative experimental research, as they determined the scope, representativeness, and internal validity of the study. In experimental research, careful sampling was required to ensure that the participants accurately represented the target population and that comparisons between groups could be conducted objectively. This section described the population involved in the study and explained the procedures used to select the research sample, as well as the assignment of participants into experimental and control groups for the purpose of examining the effect of the treatment.

4. HASIL DAN PEMBAHASAN

Research Findings

First, the results of the pre-test showed that both the control group and the experimental group had relatively similar initial speaking abilities. The mean score of the control group was 42, while the experimental group obtained a mean score of 47.5. This indicates that both groups started from a comparable level before the treatment was applied.

Second, after the treatment, the post-test results revealed that both groups experienced improvement in their speaking

ability. However, the improvement in the experimental group was significantly higher than that in the control group. The control group achieved a mean score of 51, while the experimental group reached 78.5. This indicates that students who were taught using vlogging tasks performed better than those who were taught using conventional methods.

Third, the gain score analysis showed that the control group obtained a mean gain score of 9, whereas the experimental group achieved 30.5. This finding indicates that the improvement in the experimental group was more substantial and consistent compared to the control group.

Fourth, the result of the normality test showed that all data were normally distributed, as the significance values were greater than 0.05. In addition, the homogeneity test indicated that the data were homogeneous, with the significance value of 0.817, which is higher than 0.05. Therefore, the assumptions for conducting parametric tests were fulfilled.

Fifth, the result of the Independent Sample T-Test showed that the significance value (Sig. 2-tailed) was 0.000 ($p < 0.05$). This indicates that there is a statistically significant difference between the control group and the experimental group.

Based on these findings, it can be concluded that the use of vlogging tasks has a significant effect on improving students' speaking ability, particularly in terms of content and organization. The students in the experimental group showed better

performance, higher improvement, and more effective development of speaking skills compared to those in the control group.

4.7 Research Discussion

Based on the results of the data analysis, it was found that there is a significant difference between the speaking ability of students in the control group and the experimental group.

In the pre-test, both groups showed relatively similar levels of speaking ability. The mean score of the control group was 42, while the experimental group obtained a mean score of 47.5. These findings indicate that both groups had comparable initial abilities before the treatment was applied. Most students still experienced difficulties in developing content and organizing their ideas clearly, which affected their overall speaking performance. This finding is consistent with the study conducted by Sinaga (2019), which revealed that students often face difficulties in oral performance due to lack of confidence and nervousness, leading to weak idea delivery and fluency.

After the treatment, the post-test results showed improvement in both groups. However, the improvement in the experimental group was significantly higher than that in the control group. The mean score of the control group increased to 51, while the experimental group reached 78.5. This substantial difference indicates that students who were taught using vlogging tasks achieved better speaking performance compared to those who were taught using conventional methods. This result is in line with Anggraeni et al. (2020), who found that

vlog-based learning helps students express ideas more effectively and improves their fluency and vocabulary use.

Furthermore, the gain score analysis also supports this finding. The control group obtained a mean gain score of 9, while the experimental group achieved 30.5. This indicates that the improvement in the experimental group was more consistent and significant. These findings are supported by Zubaidi et al. (2021), who reported that vlog projects enable students to organize their ideas more systematically and present their speech in a more structured and coherent manner.

The result of the Independent Sample T-Test also strengthens these findings, where the significance value (Sig. 2-tailed) was 0.000 ($p < 0.05$), indicating a statistically significant difference between the two groups. This confirms that the use of vlogging tasks has a significant effect on improving students' speaking ability. This result is also supported by Wau et al. (2023), who found that students involved in vlog production showed improvement in idea delivery and speaking confidence.

The effectiveness of vlogging tasks can be explained through several pedagogical aspects. First, vlogging provides students with opportunities to prepare and organize their ideas before speaking. This supports the findings of Fitriany (2025), which indicate that vlogging enhances students' ability to plan content effectively. Second, the recording process allows students to reflect on their performance, which improves both content development and organization. This is also

in line with J.H & Nurlaily (2023), who found that vlog tasks help students organize ideas better and reduce anxiety. Third, the presence of an audience, as explained by Lee (2020), motivates students to produce better-quality speaking performance.

In contrast, conventional teaching methods tend to limit students' opportunities to actively practice speaking, resulting in less significant improvement. This is also supported by Silitonga et al. (2020), who emphasized that students' speaking difficulties are often related to weak idea organization and discourse structure when not supported by appropriate instructional strategies.

Therefore, it can be concluded that the findings of this study are consistent with previous studies, which demonstrate that vlogging tasks are effective in improving students' speaking ability. However, this study provides a more specific contribution by focusing on two particular aspects of speaking assessment, namely content and organization, which have not been deeply analyzed in previous studies. Thus, this research offers a more detailed understanding of how vlog-based learning influences specific components of speaking performance.

Vlogging tasks are considered more effective than traditional speaking tasks because they provide learners with opportunities for planning, rehearsal, and revision, which are not typically available in spontaneous classroom speaking activities. In conventional speaking tasks, students are often required to produce language

immediately, which limits their ability to organize ideas effectively.

In contrast, vlogging allows students to engage in a structured process that includes planning content, recording performances, reviewing their output, and revising their speech. This process aligns with the principles of Task-Based Language Teaching and the Output Hypothesis, which emphasize that language production improves when learners are given opportunities to reflect and refine their output. Furthermore, the presence of an authentic audience in vlogging tasks increases students' motivation and encourages them to produce more organized and meaningful spoken discourse. As a result, vlogging tasks are particularly effective in improving discourse-level components such as content and organization.

Despite its contributions, this study has several limitations. First, the research focuses only on two aspects of speaking performance, namely content and organization, and does not examine other components such as fluency, pronunciation, grammar, or vocabulary. Second, the sample size is relatively small and limited to one school, which may affect the generalizability of the findings. Third, the duration of the treatment was limited, which may not fully capture long-term effects of vlogging tasks on speaking development. Additionally, external factors such as students' familiarity with technology and access to digital devices may have influenced the results. Therefore, future studies are recommended to involve larger

samples, longer treatment periods, and additional speaking components.

The results of this study may not be fully generalizable to other schools due to differences in contextual factors such as students' proficiency levels, access to technology, learning environment, and teacher support. However, based on theoretical perspectives and previous empirical studies, the effectiveness of vlogging tasks is likely to remain consistent in contexts where similar conditions are met, particularly where students have adequate access to digital tools and are guided through structured task implementation. Therefore, while the magnitude of the effect may vary, the positive impact of vlogging tasks on students' speaking performance, especially in terms of content and organization, is expected to be applicable in other EFL contexts with appropriate adaptation.

5. KESIMPULAN DAN SARAN

Conclusion

Based on the results of the research, it can be concluded that the use of vlogging tasks has a significant effect on improving students' speaking ability.

The findings show that there is a significant difference between the speaking performance of students in the experimental group and those in the control group. The mean score of the experimental group increased from 47.5 in the pre-test to 78.5 in the post-test, while the control group showed a smaller improvement from 42 to 51.

Furthermore, the result of the t-test analysis indicated that the t-value (8.44) was higher than the t-table value (2.02), which means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This indicates that the implementation of vlogging tasks is more effective than conventional teaching methods in improving students' speaking ability, particularly in terms of content and organization.

Suggestions

In light of the empirical findings and conclusions established herein, the following constructive suggestions are proposed for the benefit of relevant educational stakeholders.

1. For English Teachers

English teachers are suggested to use vlogging tasks as an alternative teaching strategy in speaking classes. Vlogging can provide students with more opportunities to practice speaking, organize their ideas, and express themselves more confidently. Teachers are also encouraged to guide students in preparing content and structuring their ideas effectively before recording their vlogs.

1. For Students

Students are encouraged to actively engage in vlogging activities as a way to improve their speaking ability. By practicing regularly, students can develop their confidence, fluency, and ability to organize ideas. Students are

also expected to take advantage of the opportunity to review and evaluate their own performance through recorded videos.

2. For Future Researchers

Future researchers are recommended to conduct further studies on the use of vlogging in different contexts, such as different grade levels, speaking aspects (e.g., fluency, pronunciation, grammar), or other language skills. It is also suggested to explore the integration of vlogging with other teaching methods or digital platforms to obtain more comprehensive results

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