

The Effectiveness of English Vlog Project Towards Students Speaking Ability at a Vocational High School

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ABSTRACT

Speaking ability is one of the essential competencies in English as a Foreign Language (EFL), yet many Indonesian students continue to experience difficulties due to limited opportunities for authentic speaking practice and meaningful communication in classroom settings. Project-Based Learning (PjBL) has been widely recognized as an effective instructional approach because it engages students in authentic, collaborative, and learner-centered tasks that promote language use in real contexts. Therefore, this study aimed to investigate the effectiveness of the English Vlog Project, implemented through a Project-Based Learning approach, in improving students' speaking ability. The study employed a pre-experimental one-group pretest-posttest design involving 19 tenth-grade students of class X DPIB at SMKN 6 Mataram selected through random sampling. Data were collected through classroom observation, speaking pretest, instructional treatment using the English Vlog Project, and posttest. Students' speaking performance was assessed using Brown's speaking rubric covering pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using the Shapiro-Wilk normality test and a paired-samples *t*-test. The findings indicated that the data were normally distributed ($\text{Sig.} = 0.133 > 0.05$). Students' mean speaking score improved from 60.32 in the pretest to 77.37 in the posttest, and the paired-samples *t*-test revealed a statistically significant difference between the two tests ($\text{Sig.} = 0.001 < 0.05$). These findings demonstrate that the English Vlog Project is an effective instructional strategy for enhancing students' speaking ability in the EFL classroom.

Keywords: *English Vlog Project, Project-Based Learning, Speaking Ability, EFL, Pre-experimental Study*

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INTRODUCTION

English has become one of the most important skills to master in the current era of globalization, since it functions as the main medium of communication in education, employment, and cross cultural interaction. Yu et al. (2024) explain that English serves as a global lingua franca, which means teachers need to provide learning activities that are rich, meaningful, and close to real communicative situations so that students can develop fluency naturally rather than through mechanical drilling. The ability to communicate in English is also closely related to wider access to education, economic opportunity, and social mobility, which makes it a strategic skill for students preparing to enter the workforce.

Despite this importance, English proficiency in Indonesia remains a serious concern. Based on the EF English Proficiency Index report, Indonesia was ranked 80th out of 116 countries with a score of 468, which is still below the world average of 477 (First, 2024). A more specific report on speaking skill shows an even more worrying pattern. Indonesia obtained a score of only 447 in the speaking component, the lowest among the four language skills that were assessed, compared to 491 in reading, 479 in writing, and 454 in listening (First, 2025). This data indicates that speaking is the weakest area in Indonesian EFL learning and therefore deserves more attention in the design of classroom instruction.

One instructional approach that has shown promising results in addressing this problem is the use of video blogs, or vlogs, as a speaking learning medium. Jin (2024) found that vlogging activities reduced speaking anxiety and increased the willingness to communicate

among EFL learners, while also improving vocabulary acquisition and speaking fluency compared to conventional instruction. In a similar direction, Yusuf et al. (2023) reported that integrating vlog activities into a project-based learning framework contributed positively to students' self efficacy, vocabulary development, and confidence in speaking English, suggesting that vlog-based tasks can support both linguistic improvement and learner autonomy.

This concern is also reflected in the researcher's observation at SMKN 6 Mataram, where many tenth grade students struggle to speak English confidently. Kulsum et al. (2024) explain that students commonly face difficulties related to grammar, fluency, pronunciation, and vocabulary, and that affective factors such as low confidence, shyness, and anxiety often worsen these difficulties. These challenges are made more difficult by traditional teaching approaches that rarely give every student a genuine opportunity to practice authentic, meaningful speaking. Providing a student centered activity such as a vlog project may therefore help address both the linguistic and affective barriers that students experience.

Based on this background, the problem of this study is formulated as follows: how does the English Vlog Project affect students' speaking ability in an EFL classroom setting? In line with this problem, the purpose of this study is to examine the effectiveness of the English Vlog Project towards students' speaking ability at SMKN 6 Mataram. Theoretically, this study is expected to strengthen the application of Project-Based Learning in vocational EFL speaking instruction, an area that has received less attention compared to university level research. Practically, the findings are expected to provide teachers, students, and schools with empirical evidence for using digital, project-based speaking activities in the classroom.

Speaking is a productive skill that plays a central role in language communication. Wang et al. (2024) found that speaking accuracy and fluency among EFL learners are influenced by both cognitive and affective factors, including emotional intelligence and academic enthusiasm, which suggests that speaking instruction needs to address psychological aspects alongside linguistic ones. Brown & Lee (1994) define speaking ability as a person's capacity to convey messages orally while maintaining fluency, grammatical accuracy, vocabulary, pronunciation, and comprehension, and these five components are commonly used as indicators in speaking assessment. Hughes (2003) adds that speaking assessment becomes more valid when it is carried out in real communicative situations rather than in artificial testing conditions, a principle that is consistent with the nature of a vlog based speaking task.

Project-Based Learning (PjBL) is an instructional approach in which students gain knowledge and skills by actively working on real, meaningful projects rather than passively receiving information (Krajcik & Blumenfeld, 2006). Thomas (2000) explains that project-based learning centers instruction around student investigation of authentic problems, which encourages deeper engagement compared to conventional teacher centered methods. Sirisrimangkorn (2021) found that implementing project-based learning through presentation tasks improved undergraduate EFL learners' speaking skills, indicating that a similar project structure can be adapted to different educational levels, including vocational high school.

The English Vlog Project used in this study is an operational form of PjBL in which students plan, record, and present a video blog in English. Muzammil et al. (2024) found that implementing vlog-based activities significantly enhanced students' speaking ability, suggesting that digital video platforms can function as an effective learning medium when incorporated into well-structured speaking tasks. Fauziah et al. (2025) similarly report that integrating vlog-based learning in Indonesian EFL classrooms enhanced students' speaking confidence and oral communication performance across different groups of learners, which supports the argument that the English Vlog Project can be adapted across various educational settings in Indonesia, including vocational schools.

Previous studies have consistently reported that Project-Based Learning (PjBL), digital storytelling, and vlog-based activities can improve EFL students' speaking performance by increasing motivation, confidence, and opportunities for authentic language use (Nugroho & Anugerahwati, 2019; Sirisrimangkorn, 2021; Yusuf et al., 2023). However, most of these studies

have focused on university students or general senior high school learners, while relatively little attention has been given to vocational high school students, whose learning needs are closely related to practical communication skills and workplace readiness. Furthermore, many previous studies have examined digital media or project-based learning separately, rather than investigating the integration of an English Vlog Project as a Project-Based Learning activity that promotes continuous speaking practice through planning, recording, editing, reflection, and presentation. Consequently, empirical evidence regarding the effectiveness of English vlog projects in improving the speaking ability of Indonesian vocational EFL learners remains limited. Addressing this gap, the present study investigates the effectiveness of the English Vlog Project in enhancing the speaking ability of tenth-grade vocational high school students at SMKN 6 Mataram, thereby contributing context-specific evidence to the growing body of research on technology-enhanced Project-Based Learning in EFL speaking instruction.

Table 1. Previous Related Studies

Researcher(s)	Title & Year	Data Collection Method	Similarities	Difference
Nugroho Anugerahwati	Project-Based & Enhancing EFL Speaking Skill through Vlog (2019)	Classroom Learning: Research, one cycle, project covering rubric fluency, pronunciation, vocabulary, content	Both use project as medium to improve speaking ability	This study uses a vlog pretest-posttest design with a more representative EFL sample, not limited to one action research cycle
Sirisrimangkorn	Improving Undergraduate Speaking Skills through Project-Based Learning Using Presentation (2021)	EFL Learners' Project-based instruction with pre and post speaking performance	Both apply project-based learning to develop speaking skill in an EFL setting	This study targets high school students and uses statistical hypothesis testing (Paired Sample t-Test)

The novelty of this study lies in three aspects. First, it focuses on vocational high school students, a context that has received less empirical attention than university level research on vlog-based learning. Second, the English Vlog Project here is explicitly structured as a project-based treatment with clear planning, recording, and reflection stages, distinguishing it from vlog activities used only as supplementary assignments. Third, the assessment uses a five-component rubric applied to three contextual topics relevant to students' daily lives, which supports a more holistic measurement of speaking ability. Based on this theoretical foundation, this study proposes the following hypotheses. H0: there is no significant effect of the English Vlog Project on students' speaking ability. Ha: there is a significant effect of the English Vlog Project on students' speaking ability of tenth grade students at SMKN 6 Mataram.

METHOD

Research Design

This study used a pre-experimental one group pretest-posttest design. This design was chosen because SMKN 6 Mataram operates with fixed class groupings, which makes random assignment into separate experimental and control groups logistically difficult. Creswell & Creswell (2018) argue that pre-experimental designs are justifiable in exploratory educational research where natural classroom conditions must be preserved and the main goal is to detect directional change rather than to establish strong causal inference. This design does carry an important limitation, namely the absence of a control group, which makes it difficult to rule out alternative explanations such as maturation or history effects. To reduce this risk, the treatment was limited to two sessions, parallel topics of equal difficulty were used in the pretest and posttest, and scoring consistency was maintained through inter-rater agreement using Cohen's Kappa.

Respondents



The population of this study was all tenth grade students of SMKN 6 Mataram, consisting of six majors, namely TKR, TKP, TPL, TBO, DPIB, and TSM. The sample was determined through random sampling by drawing lots among the six majors, and the DPIB class was selected, consisting of 19 students. This procedure was intended to minimize researcher subjectivity in sample selection.

Instruments

The main instrument of this study was an oral speaking test in which each student spoke spontaneously for three to five minutes on a chosen topic. Three topics of equal difficulty were provided for both the pretest and posttest, namely Daily Activity, Describing Your Idol, and Telling About Your School. Student performances were recorded on video and assessed independently using a speaking rubric adapted from Brown (2004), which covers five aspects: grammar, vocabulary, fluency, pronunciation, and comprehension. Each aspect was scored on a scale of 1 to 5, giving a maximum score of 25 per aspect and a total maximum score of 100.

Table 2. Speaking Assessment Rubric (Adapted from Brown, 2004)

Aspect	Score 5 (Excellent)	Score 3 (Fair)	Score 1 (Very Poor)
Grammar	Very accurate, rare errors that do not change meaning	Frequent basic errors that require the listener to concentrate	No correct sentence structure formed
Vocabulary	Precise, varied, and idiomatic word choice	Limited to common words, often repeats or looks for words	Does not master basic vocabulary
Fluency	Speaks smoothly, pauses occur naturally	Often hesitates due to language limitation	Speech stops completely or only one or two words produced
Pronunciation	Very clear, close to native-like intonation	Sometimes demands concentration	Unclear, listener completely incomprehensible
Comprehension	Understands the whole conversation without difficulty	Understands only at a slow pace or with repetition	Does not understand what is being discussed

The final score of each student was calculated using the following formula: Final score equals the total score of the five aspects divided by 25, multiplied by 100. Scores were then classified using the following category.

Table 3. Speaking Score Category

Score Range	Category
85 - 100	Excellent
70 - 84	Good
55 - 69	Fair
40 - 54	Poor
0 - 39	Very Poor

Validity and Reliability

The validity of the instrument was examined through content and construct validity. Content validity was obtained by asking two validators, a lecturer teaching Language Assessment and an experienced English teacher at the research site, to review the relevance and clarity of the rubric. Construct validity was ensured by referring to the well established speaking assessment framework of Brown (2004), which has been widely used in similar EFL research. Reliability was measured using Cohen's Kappa coefficient (Cohen, 1960) to determine the level of agreement between two independent raters, namely the researcher and an experienced English teacher. An instrument is considered reliable when the Kappa value is above 0.61, which falls into the substantial to almost perfect category (Landis & Koch, 1977).

Procedures

The treatment was conducted over six instructional meetings, each lasting approximately 90 minutes, following the principles of Project-Based Learning (PjBL). During the first meeting, students were introduced to the objectives of the English Vlog Project, project guidelines, and assessment criteria. In the second and third meetings, students worked collaboratively to select topics, prepare scripts, practice pronunciation, and receive teacher feedback. The fourth and fifth meetings focused on recording, editing, and refining their English vlogs, with continuous guidance from the teacher. In the final meeting, students presented their completed vlogs, participated in peer discussions and reflections, and received feedback on pronunciation, grammar, vocabulary, fluency, and comprehension. The vlog assignments required students to produce short English videos on familiar topics, encouraging authentic communication, creativity, collaboration, and repeated speaking practice throughout the project.

Data Analysis

The pretest and posttest scores were analyzed quantitatively. A Shapiro-Wilk test was first conducted to check whether the difference between pretest and posttest scores was normally distributed, since this test is considered more appropriate for a sample size below 50. If the data were normally distributed ($p > 0.05$), a Paired Sample t-Test was used to determine whether the mean difference between pretest and posttest scores was statistically significant, with the null hypothesis rejected when p is smaller than 0.05.

FINDINGS AND DISCUSSION

Normality Test Result

The normality test was carried out on the difference between pretest and posttest scores using the Shapiro-Wilk test, since the sample size of this study was 19 students. The result showed a significance value of 0.133, which is greater than the 0.05 significance level. This means the data were normally distributed, so the assumption of normality was met and the Paired Sample t-Test was appropriate to use for hypothesis testing.

Paired Sample t-Test Result

The Paired Sample t-Test was used to examine whether there was a significant difference in students' speaking ability before and after the implementation of the English Vlog Project. The analysis showed that the mean pretest score was 60.32, while the mean posttest score was 77.37, an increase of 17.05 points after the treatment. The 95 percent confidence interval of the mean difference ranged from -18.881 to -15.225, which shows that the increase occurred consistently across most respondents.

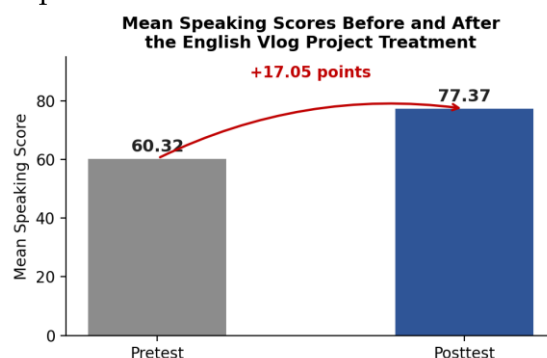


Figure 1. Mean Speaking Scores before and after the Treatment

Furthermore, the analysis produced a t value of 19.597 with 18 degrees of freedom and a significance value of 0.001 (2-tailed). Since this value is smaller than 0.05, it can be concluded that there is a statistically significant difference between the pretest and posttest scores. The complete statistical summary is presented below.

Table 4. Statistical Summary of the Paired Sample t-Test

Statistic	Value
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Shapiro-Wilk significance (normality test)	0.133
Mean pretest score	60.32
Mean posttest score	77.37
Mean difference	17.05
95% Confidence Interval of the difference	-18.881 to -15.225
t value	19.597
Degrees of freedom (df)	18
Sig. (2-tailed)	0.001

The statistical analysis began with the Shapiro-Wilk normality test to determine whether the data met the assumptions required for parametric analysis. The test produced a significance value of 0.133, which is higher than the significance level of 0.05. This result indicates that the distribution of the students' speaking scores was normal, allowing the use of the paired-samples *t*-test to compare students' speaking performance before and after the implementation of the English Vlog Project. Therefore, the data satisfied the prerequisite for conducting further inferential statistical analysis.

The descriptive statistics revealed a clear improvement in students' speaking ability after the treatment. The mean pretest score was 60.32, whereas the mean posttest score increased to 77.37, resulting in a mean gain of 17.05 points. In addition, the 95% confidence interval for the mean difference ranged from -18.881 to -15.225, indicating that the improvement was consistent and unlikely to have occurred by chance. These findings demonstrate that students achieved substantially better speaking performance after participating in the English Vlog Project.

Furthermore, the paired-samples *t*-test produced a *t* value of 19.597 with 18 degrees of freedom and a significance value of 0.001 (2-tailed). Since the significance value was lower than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding confirms that there was a statistically significant difference between students' pretest and posttest speaking scores. Consequently, the English Vlog Project can be considered an effective instructional strategy for improving the speaking ability of tenth-grade students at SMKN 6 Mataram.

The statistical results indicate that the improvement in students' speaking ability was not due to chance but was a direct result of the English Vlog Project implemented during the study. The normality test confirmed that the data met the assumptions for parametric analysis, making the paired-samples *t*-test appropriate. The substantial increase in the mean score from the pretest to the posttest, together with the large *t* value (19.597) and the significance value ($p = 0.001 < 0.05$), provides strong evidence that the treatment had a meaningful effect on students' speaking performance. In practical terms, these findings suggest that engaging students in planning, recording, revising, and presenting English vlogs created authentic opportunities to practice speaking, which helped improve their pronunciation, vocabulary, grammar, fluency, and comprehension. Therefore, the English Vlog Project can be considered an effective Project-Based Learning activity that promotes active participation, meaningful communication, and greater confidence in speaking English.

Discussion

The findings of this study show that the English Vlog Project had a positive and statistically significant effect on students' speaking ability. This result is consistent with Jin (2024), who found that vlogging activities reduced speaking anxiety and improved speaking fluency among EFL learners, since giving students control over the recording process appears to lower the pressure that usually comes with speaking in front of a class. The increase found in this study also supports Muzammil et al. (2024), who reported that vlog-based activities significantly enhanced students' speaking ability by giving them more opportunities to practice and refine their oral communication outside a formal testing situation.

The result also aligns with Fauziah et al. (2025), who found that vlog-based learning improved students' speaking confidence and oral performance across different groups of Indonesian EFL learners. This suggests that the effectiveness of vlog projects is not limited to a specific educational level, and that vocational high school students such as those at SMKN 6

Mataram can benefit from the same instructional principle. From a theoretical perspective, this improvement can be explained through Project-Based Learning, in which meaningful learning occurs when students are actively involved in planning, producing, and reflecting on a real project rather than completing isolated grammar or vocabulary drills (Krajcik & Blumenfeld, 2006). Because students had to speak for a real audience rather than only for the teacher, they were pushed to prepare their speech more seriously, which is likely to have contributed to the fluency and confidence gains observed in the posttest scores.

At the same time, this improvement should be interpreted with some caution. Since this study used a one group design without a control group, the increase in scores cannot be fully separated from other possible influences such as maturation or additional English exposure outside the classroom. Nevertheless, the consistency of the increase across almost all respondents, together with the statistically significant t-test result, provides reasonably strong evidence that the English Vlog Project, rather than other external factors, was the main contributor to the improvement in students' speaking ability.

The findings of this study are consistent with previous research demonstrating the positive impact of Project-Based Learning (PjBL) and digital video projects on EFL students' speaking development. Previous studies have shown that engaging students in vlog production provides meaningful opportunities for authentic language use, resulting in improvements in speaking fluency, pronunciation, vocabulary, and self-confidence (Muzammil et al., 2024; Nugroho & Anugerahwati, 2019). Likewise, Project-Based Learning has been found to promote learner autonomy, increase motivation, and encourage collaboration through authentic and meaningful learning tasks (Krajcik & Blumenfeld, 2006; Thomas, 2000). However, unlike most previous studies, which primarily involved university students or general senior high school learners, the present study focused on vocational high school students, whose learning emphasizes practical communication skills relevant to future workplaces. Furthermore, while earlier research often examined digital storytelling or video-based learning in general, this study specifically investigated the integration of an English Vlog Project within a Project-Based Learning framework. These findings therefore extend the existing literature by providing empirical evidence that English vlog projects can effectively support speaking development in vocational EFL contexts while fostering creativity, collaboration, and authentic communication.

CONCLUSIONS

Based on the findings, it can be concluded that the English Vlog Project was effective in improving the speaking ability of tenth-grade students at SMKN 6 Mataram. The paired-samples *t*-test revealed a statistically significant improvement in students' speaking performance after the implementation of the project, indicating that authentic, project-based speaking activities through vlog creation positively influenced students' pronunciation, grammar, vocabulary, fluency, and comprehension. These findings suggest that integrating digital technology with Project-Based Learning provides meaningful opportunities for students to practice English in authentic communicative contexts while fostering confidence, creativity, collaboration, and active participation. Therefore, English teachers are encouraged to incorporate vlog projects into speaking instruction as a student-centered strategy that promotes both language development and digital literacy. Despite these positive outcomes, this study has several limitations, including its pre-experimental design, relatively small sample size, and short implementation period, which may limit the generalizability of the findings. Future studies should employ more rigorous experimental designs with larger and more diverse samples, longer intervention periods, and additional variables such as speaking anxiety, motivation, and digital literacy to provide more comprehensive evidence of the effectiveness of English vlog projects in EFL classrooms.

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