

ABSTRACT

Oktaviana, Sindi (2026). The Effectiveness of Creating Vlogs to Improve Students' Speaking Skills in Senior High School

This study aims to determine the impact of creating vlogs on improving the English speaking skills of eleventh-grade students at a public high school in Subang. The study is motivated by students' difficulties in speaking English, particularly in pronunciation, fluency, and grammar. Some students mispronounce English words, hesitate when expressing their ideas, and still make grammatical errors in their spoken English. Therefore, these three aspects are the primary focus of this study.

This study employs a quantitative approach with a quasi-experimental design involving two groups: an experimental group that received a treatment utilizing vlogs as a learning medium, and a control group that studied using the conventional methods typically employed by English teachers. The primary research instrument was a speaking proficiency test comprising a live presentation on a designated procedural text topic. Assessment was based on pronunciation, fluency, and grammar, utilizing a validated scoring rubric.

Data analysis using an independent-samples t-test revealed a statistically significant difference between the post-test scores of the experimental and control groups ($t = 4.046$, $df = 53$, $p < 0.05$). Therefore, H_0 was rejected and H_a was accepted, indicating a significant difference in students' speaking skills between the two groups. The experimental group achieved a higher mean post-test score (82.56) than the control group (71.38). Furthermore, the N-Gain analysis showed that the experimental group achieved a mean gain of 59.00%, categorized as quite effective, while the control group achieved 42.39%, categorized as less effective. These findings indicate that creating vlogs was more effective in improving the English speaking skills of eleventh-grade high school students than conventional learning methods.

Based on the findings of this study, it can be concluded that the use of vlogs as a learning medium has a positive and significant impact on improving the English speaking skills of eleventh-grade high school students. This medium not only enhances student engagement but also fosters a more active and creative learning environment, while encouraging students to reflect on and improve their speaking abilities. Therefore, it is recommended that English teachers—particularly at the high school level—consider integrating vlogs into speaking instruction to maximize student participation and autonomy. Future research should examine the long-term impact of vlogs as a teaching tool on speaking proficiency and explore the application of this medium to other language skills or within different educational contexts.

Keywords: *Vlog, speaking skills, English learning, Senior High School, demonstration.*