

The Impact of Vlogging on EFL Learner's Fluency and Self-Confidence in the Classroom

<u>INFO PENULIS</u>	<u>INFO ARTIKEL</u>
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Saran Penulisan referensi :

Prastowo , Z. S. (2026) The Impact of Vlogging on EFL Learner's Fluency and Self-Confidence in the Classroom. *Arus Jurnal Psikologi dan Pendidikan* 5(2)1274-1280.

Abstract

Speaking is one of the most important skills in English language learning; however, many English as a Foreign Language (EFL) learners in Indonesia experience difficulties in speaking fluently and confidently due to limited exposure to English, insufficient opportunities for practice, and high levels of speaking anxiety. To address these challenges, this study investigated the impact of vlogging on students' speaking fluency and self-confidence in an EFL classroom. The study employed a quantitative quasi-experimental design with pre-test and post-test measures involving eleventh-grade students at a vocational high school in Sidoarjo, East Java, Indonesia. The participants were divided into an experimental group, which engaged in vlogging activities, and a control group, which received regular speaking instruction. Data were collected through a speaking test to assess students' fluency and a Likert-scale questionnaire to measure their self-confidence. The collected data were analyzed using descriptive statistics and Analysis of Covariance (ANCOVA). The findings revealed that, after controlling for pre-test scores, the implementation of vlogging did not produce a statistically significant effect on students' speaking fluency. Nevertheless, students in the experimental group demonstrated improvement in their speaking performance and benefited from opportunities for repeated practice and self-reflection. In contrast, the results showed a statistically significant improvement in students' self-confidence, indicating that vlogging helped learners become more comfortable and confident in using English. These findings suggest that vlogging can serve as an effective instructional strategy for enhancing learners' self-confidence and promoting active participation in speaking activities. However, longer implementation periods and additional instructional support.

Key Words: vlogging, speaking fluency, self-confidence, efl learners, vocational high school students

A. Introduction

Speaking is one of the most important skills in English language learning because it enables learners to communicate ideas, information, and opinions effectively. However, speaking remains one of the most challenging skills for English as a Foreign Language (EFL) learners in Indonesia. For students in vocational high schools, particularly those majoring in hospitality, English instruction should not only focus on general language competence but also prepare learners for professional communication in workplace settings. The hospitality industry relies heavily on English communication, requiring employees to interact effectively with international guests, clients, and colleagues (Khalida & Refnaldi, 2020). Therefore, speaking fluency and self-confidence are essential competencies that hospitality students need to develop before entering the workforce.

Despite the importance of speaking skills, many Indonesian vocational high school students still experience difficulties in speaking English fluently and confidently. Learners often face challenges such as limited vocabulary, low motivation, confusion when expressing ideas, and anxiety during speaking activities (Khalida & Refnaldi, 2020). Traditional classroom practices frequently provide limited opportunities for authentic communication, preventing students from developing real-world speaking skills. These challenges are particularly relevant within the *Kurikulum Merdeka*, which emphasizes communicative competence, student-centered learning, and the development of 21st-century skills through the *Profil Pelajar Pancasila* framework (Ferdaus & Novita, 2023; Isadaud et al., 2022).

To address these challenges, teachers are encouraged to integrate technology-based learning media that extend speaking opportunities beyond the classroom. One promising approach is vlogging (video blogging), which allows learners to create video content through planning, recording, and reviewing their spoken performance. Vlogging provides a less stressful environment for language practice and encourages learners to engage in repeated speaking activities. Previous studies have shown that vlogging can enhance vocabulary development, speaking performance, learner autonomy, and self-confidence (Yusuf et al., 2023). Moreover, students can simulate authentic communication tasks through vlogging while minimizing the anxiety commonly associated with face-to-face speaking activities.

A growing body of research has reported the positive effects of vlogging on language learning. Studies conducted by Wulandari (2019), Mufidah and Roifah (2020), and Andiappan and Shing (2020) found that vlog-based activities improved learners' speaking proficiency, confidence, and motivation. Similarly, Fidriani et al. (2021) and Brilianti and Fithriyani (2020) demonstrated that vlogging could support speaking development in vocational and polytechnic contexts. However, most previous studies focused on university students or examined speaking performance in general. Limited research has specifically investigated the simultaneous impact of vlogging on speaking fluency and self-confidence among vocational high school students, particularly those in hospitality programs.

Therefore, this study aimed to investigate the impact of vlogging on speaking fluency and self-confidence among eleventh-grade hospitality students at a vocational high school in Sidoarjo, East Java, Indonesia. By examining both linguistic and affective outcomes, this study contributes to the growing literature on technology-enhanced language learning and provides practical implications for English teachers seeking innovative strategies to improve students' speaking competence.

B. Methodology

This study employed a quantitative approach using a quasi-experimental design to investigate the effect of vlogging on students' speaking fluency and self-confidence. The study was conducted in a vocational high school in Sidoarjo, East Java, Indonesia, during the 2025/2026 academic year. Data were collected through speaking tests and self-confidence questionnaires and analyzed using descriptive statistics and Analysis of Covariance (ANCOVA).

1. Research Design

This study used a quantitative approach with a quasi-experimental non-equivalent control group design. The design was selected because random assignment of participants was not possible in the educational setting. The independent variable was the use of vlogging in speaking activities, while the dependent variables were students' speaking fluency and self-confidence. Both the experimental and control groups completed pre-tests and post-tests to measure the effect of the treatment.

2. Participants (Population and Sample)

The participants were eleventh-grade hospitality students at a vocational high school in Sidoarjo. Purposive sampling was employed based on the English teacher's recommendation. The selection criteria included being eleventh-grade students and having access to digital devices and an internet connection. Two classes participated in the study, consisting of 35 students in the experimental group and 35 students in the control group, resulting in a total of 70 participants. The experimental group received vlog-based speaking instruction, whereas the control group received regular speaking instruction.

3. Technique of Data Collection

Data were collected through a speaking test and a self-confidence questionnaire administered before and after the treatment. During the pre-test, students completed an individual speaking task and a self-confidence questionnaire. The treatment was conducted over three instructional meetings. The experimental group participated in hospitality-based vlogging activities involving planning, video production, and feedback sessions, while the control group completed conventional classroom activities and presentations. At the end of the treatment, both groups completed the post-test and the same questionnaire.

4. Instruments

Two instruments were used in this study. The first instrument was a speaking test administered as a pre-test and post-test to measure students' speaking fluency. Students' performances were assessed using a speaking rubric adapted from Brown (2004), covering accuracy, speech rate, and coherence. The second instrument was a self-confidence questionnaire consisting of 12 items measured on a four-point Likert scale. The questionnaire was based on Bandura's (1997) self-efficacy theory and assessed students' willingness to speak, fear of making mistakes, and comfort level when speaking English.

5. Technique of Data Analysis

The collected data were analyzed using SPSS version 27. Descriptive statistics were used to calculate the mean and standard deviation of the pre-test and post-test scores. The Shapiro-Wilk test was conducted to examine data normality. To determine the effect of vlogging on students' speaking fluency and self-confidence while controlling for pre-test differences, ANCOVA was employed. All statistical analyses were conducted at a significance level of 0.05.

C. Results and Discussion

The Effect of Vlogging on Students' Speaking Fluency

Table 1. ANCOVA Result of Speaking Fluency

Source	df	F	p	Partial η^2
Pre-test	1, 66	314.324	< .001	.826
Group	1, 66	1.661	.202	.025

The ANCOVA result presented in Table 2 indicates that the pre-test scores significantly influenced the post-test scores, $F(1,66) = 314.324$, $p < .001$. This finding suggests that students' initial speaking ability contributed substantially to their final speaking performance. However, after controlling for the pre-test scores, there was no statistically significant difference between the experimental and control groups, $F(1,66) = 1.661$, $p = .202$, partial $\eta^2 = .025$. Therefore, the use of vlogging did not significantly affect students' speaking fluency. Although the statistical result was not significant, the descriptive statistics showed that students in the experimental group experienced improvement after participating in vlogging activities. This finding is consistent with Nation's (1989) theory, which emphasises that speaking fluency develops through repeated language practice. During the treatment, students repeatedly planned, recorded, reviewed, and revised their speaking performances. Such activities may have helped students become more familiar with the language and improve their fluency.

The findings also support De Jong's (2018) perspective that fluency involves automaticity in speech production with fewer pauses and hesitations. Through repeated recording and re-

recording, students were given opportunities to practice speaking beyond regular classroom activities. This process may have facilitated greater speaking automaticity and coherence. The result partially supports previous studies conducted by Wulandari (2019) and Fidriani et al. (2021), which reported positive effects of vlogging on students' speaking performance. Similar to those studies, students in the present research showed improvement after participating in vlog-based activities. However, unlike previous findings, the improvement was not statistically significant after controlling for the students' initial speaking ability.

One possible explanation is that the experimental group already demonstrated higher speaking ability at the beginning of the study. Consequently, the pre-test scores became a strong predictor of post-test performance. In addition, students in both groups participated in planning activities before completing speaking tasks. This preparation stage may have helped students organise ideas and vocabulary before speaking, contributing to improvement in both groups. Overall, although vlogging did not produce a statistically significant effect on speaking fluency, it showed potential as an alternative learning medium that encourages repeated speaking practice, self-reflection, and learner engagement in EFL classrooms.

The Effect of Vlogging on Students' Self-Confidence

Table 2. ANCOVA Result of Self-Confidence

Source	df	F	p	Partial η^2
Pre-test	1, 66	315.224	< .001	—
Group	1, 66	4.769	.033	.067

As presented in Table 2, the ANCOVA result revealed a statistically significant effect of group on students' self-confidence after controlling for pre-test scores, $F(1,66) = 4.769$, $p = .033$. The partial eta squared value of .067 indicates a medium effect size. Therefore, the findings suggest that vlogging significantly improved students' self-confidence. This finding can be explained through Bandura's (1997) self-efficacy theory, which highlights the importance of mastery experiences in developing confidence. During the vlogging activities, students repeatedly practiced, recorded, reviewed, and revised their speaking performances. These experiences may have strengthened their belief in their own speaking abilities. The finding is also consistent with Dörnyei's (2005) perspective that confidence develops through supportive learning experiences.

In the present study, vlogging provided students with opportunities to practice repeatedly, review their performances, and re-record their speaking tasks before submission. These activities likely helped students become more familiar with speaking English and feel more prepared when completing speaking tasks. Similarly, Faqih (2023) argued that repeated practice, adequate preparation, and a supportive learning environment can reduce learners' speaking anxiety. As anxiety decreases, students are more likely to participate actively in speaking activities and develop greater confidence in their communicative abilities. Therefore, the flexible and reflective nature of vlogging appears to contribute to the improvement of students' self-confidence in speaking English. This interpretation is consistent with previous studies conducted by Wulandari (2019), Yusuf et al. (2023), and Mufidah and Roifah (2020), which found that vlog-based activities positively influence students' confidence and motivation to speak English. In line with these findings, students in the present study demonstrated greater confidence after engaging in vlog production activities, suggesting that vlogging can be an effective medium for fostering self-confidence in EFL speaking classrooms.

An important finding of this study is that both groups began with relatively similar levels of self-confidence before the treatment. Therefore, the significant difference observed in the post-test scores was more likely attributable to the treatment rather than initial differences between groups. The flexibility of vlogging activities may have created a safer and less stressful environment for speaking practice, contributing to the improvement of students' confidence. Overall, the findings indicate that vlogging is an effective instructional medium for enhancing students' self-confidence in speaking English. Through repeated practice, self-reflection, and reduced performance pressure, students may become more willing and confident to communicate in English.

D. Conclusion

This study investigated the effect of vlogging on students' speaking fluency and self-confidence in EFL classrooms. Using a quasi-experimental design, the study compared students who participated in vlog-based learning activities with those who received conventional instruction.

The findings revealed that vlogging did not have a statistically significant effect on students' speaking fluency after controlling for pre-test scores. This suggests that students' initial speaking ability played a greater role in determining their post-test fluency performance than the treatment itself. However, the findings showed that vlogging had a statistically significant effect on students' self-confidence. Students who engaged in vlog-based learning demonstrated higher levels of self-confidence than those in the control group. These findings indicate that while vlogging may not directly improve speaking fluency within a limited treatment period, it can provide valuable learning experiences that support the development of students' confidence in speaking English. The opportunity to practice repeatedly, monitor performance, and re-record speaking tasks may help students feel more comfortable and confident when using English.

Based on these findings, English teachers are encouraged to incorporate vlogging activities as an alternative learning medium to promote students' self-confidence and engagement in speaking activities. Future researchers are also recommended to conduct studies with a longer treatment duration, larger sample sizes, or different speaking aspects to further investigate the potential of vlogging in EFL learning contexts

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