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THE EFFECTIVENESS OF TASK-BASED PRODUCT SELECTION ON THE EIGHT-GRADE STUDENTS' SPEAKING PERFORMANCE AT SMP PGRI 5 DENPASAR

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Abstract

This study examines the effectiveness of Task-Based Product Selection in improving speaking performance in English as a foreign language (EFL) learning at the junior high school level. Furthermore, this study compares the effectiveness of vlog production with poster production as learning products to improve students' speaking performance competence in procedural texts. In this study, a sample of 75 eighth-grade students from SMP PRGI 5 Denpasar was selected using a convenience sampling technique, and the students were divided into two groups: an experimental group producing vlog products and a control group producing poster products. Data collection techniques used speaking performance tests in the pre-test and post-test, assessed using Brown's speaking assessment rubric. Inferential statistical analysis using ANCOVA on speaking scores showed that the use of the Task-Based Learning method that produced a poster had a significant effect on students' speaking performance compared to vlog products. Furthermore, data analysis revealed several benefits of poster production, including fostering spontaneous speech performance, improving real-time linguistic accuracy, and allowing students to focus more on content depth without technical distractions. These findings demonstrate the superior effectiveness of integrating visual products, such as posters, in teaching second language speaking performance to students by promoting authentic and disciplined oral speaking.

Keywords: *Speaking Performance, Poster production, Vlog Production, Procedure text, Product selection.*

INTRODUCTION

Speaking performance is one of the important foundations in mastering English. Speaking is a person's way of communicating with others. (Nurjannah & Ruswiyani, 2022). Among the four language skills, speaking is the most important for communicating well around the world (Rao, 2019). According to Paneerselvam & Mohamad (2019), Speaking is a way to communicate around the world, and speaking performances are among the most important. Learning English as a foreign language can teach speaking, which is a productive Language skill (Bhandari, 2023). Technology is considered to help students improve their English speaking performance (Ali Alghamdi et al., 2019). According to Mahmood et al. (2023)Technology enables students to access Language learning materials at the speed they prefer. By using technology to support students' speaking performance at school, and

students' attitudes when using technology for foreign language learning (Nguyen & Pham, 2022).

Speaking performance assessments are often considered one of the most challenging forms of language assessment. Student learning is greatly influenced by assessment because it contributes significantly to the development of their speaking performance during the learning process. (Nurkhofifah et al., 2023). This is in line with Yul et al. (2022) who state that after determining the objectives and teaching students, assessment is one of the important processes in the education process. One category of speaking performance is the Extensive Speaking Task, which is based on Brown & Abeywcikrama (2018) who say that in-depth speaking tasks involve a lot of complex and rather long discourse. Pronunciation is one of the challenges in English-speaking performance for students who learn English (Phan & Dang, 2021). According to Paneerselvam & Mohamad (2019), Limited vocabulary knowledge, anxiety, lack of motivation, and confidence can hinder English speaking performance. There are many problems in teaching speaking performance, including shyness, anxiety, inexperienced teachers, lack of motivation, limited opportunities to practice speaking, inadequate pronunciation correction, cultural barriers, and time constraints (Sharma, 2024). According to Milania et al. (2022) Self-confidence, lack of vocabulary, and inability to produce appropriate words are challenges to speaking performance.

Task-Based Learning (TBL) is an approach to language learning where tasks are the units of planning and teaching. In recent decades, a modern educational approach known as task-based learning (TBL) has attracted much attention. (Sholeh et al., 2020). Task-Based Learning enhances critical thinking and linguistic competence, which are essential skills for building strong and persuasive arguments, through tasks that demonstrate student engagement (Pohan et al., 2025). According to Hsu (2016)Task-based learning, or TBL, is an English language teaching approach that focuses on completing significant tasks using the target language. To find out whether there are ESL students who experience speaking anxiety, to investigate the relationship between speaking anxiety and speaking performance, and to determine whether task-based methods can affect students' speaking anxiety (Ramamuruthy, 2019). The use of videos (such as blogs) transforms temporary class assignments into tangible digital products. Students can increase their confidence, expand their vocabulary, and speak more easily through Vlogs (Abdullah, 2021). Based on Valimbo & Hartati (2018) Vlogs provide students with more opportunities to speak and develop their ideas and imagination. In addition, teachers can use these vlogs to attract attention and focus on the learning material. This is in line with Mardhyanti et al. (2023), namely, Vlogs are video and web-based information and communication media that combine entertainment, ideas, and information in one work. Furthermore, Posters as a learning tool can significantly assist teachers in the classroom and help students see the real objects depicted on the poster. (Yen & Hang, 2021). According to Tarigan & Listyani (2021)Presentation posters are a tool for sharing or conveying information and research data verbally. Furthermore, posters create the pressure of public speaking and the difficulty of developing complex scientific presentation concepts. (Dillon et al., 2024). Align with Marlina et al. (2020)Using posters can improve students' independent learning of grammar and oral discourse, as well as tasks such as planning, searching, and selecting evidence to convey information.

Several studies consistently show that vlog project assignments, whether in groups or pairs, are more effective in improving speaking performance than traditional methods such as textbooks, teacher-led discussions, or simply passively watching instructional videos. (Putri & Sari, 2020; Sakina et al., 2024; Siregar et al., 2024). The integration of Task-Based Learning methods through individual vlog assignments has also been found to significantly improve students' speaking performance compared to teacher-centered learning. (Virdaus et al., 2024). However, contrasting findings suggest that poster products are sometimes more effective than video products in helping students grasp context and ideas quickly, as video production risks leading students to simply memorize content without an in-depth understanding. (Yavani & Anani, 2018).

1. Is there any difference in speaking performance between students who learn speaking through Task-Based Learning by producing a Vlog and those who learn through Task-Based Learning by producing posters?

METHOD

Research Design

This study used a quasi-experimental design to test the effectiveness of the Task-Based Learning (TBL) method in improving students' speaking performance through two different production media. This study involved two main variables: the dependent variable in the form of students' speaking performance, and the independent variable consisting of the use of Vlogs for the experimental group and the use of posters for the control group. This study used a Non-Equivalent Control Group Design. In this design, the participants of this study were not randomly selected into the experimental or control group; they also took a Pre-test and a post-test, respectively. (Gall et al., 1983). This is in line with Widodo (2021) Quasi-experiments are experiments that aim to collect data that can be obtained in a real experiment, in situations where it is impossible to control or change all relevant variables. The design of this research is visual.

This study used a quasi-experimental design involving two groups, namely the experimental group and the control group. In the initial stage, this study gave a Pre-test to both groups (O1) using identical question instruments to measure students' initial abilities. After the test, the experimental group was treated with Task-Based Learning using Vlog as the product (X1), while the control group was treated with the same method but with a different product, namely Poster (X2). After the entire series of treatments was completed, a Post-test was conducted on both groups with the same instrument to measure the extent of the effect of the treatment on students' speaking performance.

Participants

The population in this study consisted of eighth-grade students at SMP PGRI 5 Denpasar, comprising 255 students across seven classes. The classes selected were class Eight E with 36 students as the Experimental class and class Eight D with 38 students as the Control class. This study uses a convenience sampling technique in determining the research sample, where the selection of this sample is based on the choice of the English subject teacher for grade 8 at SMP PGRI 5 Denpasar, with the selection of two classes as research subjects. Then class 8E is determined as the experimental group that will receive treatment through the TBL method to produce a Vlog, while class 8D is determined as the

control group that uses the TBL method to produce a Poster to enhance their speaking performance.

Instrument

Speaking performance in this study focuses on students' ability to perform text procedures orally fluently and accurately. This is measured through five aspects of speaking, with a scoring rubric adapted from Brown & Abeywcikrama (2018), with a maximum score that students must achieve, namely 5 in each category: Fluency, Pronunciation, Vocabulary, Grammar, and Content. This score is obtained from student performance in the Pre-test, Treatment, and Post-test. This study used a speaking test as the primary instrument to measure students' oral competence. This instrument aims to objectively evaluate students' speaking abilities before and after treatment, in both the experimental and control classes. The material in this speaking test was adapted from the eighth-grade English syllabus to ensure that the assessment indicators remain relevant to the predetermined learning objectives. In practice, this instrument was used as a pre-test to map initial abilities and a post-test to measure improvements in students' speaking performance after the treatment period.

Data Collection procedure

Pre-test: A pre-test was conducted at the first meeting to measure students' basic speaking performance before treatment was administered. This pre-test was conducted on both the experimental and control groups. In this session, students are asked to take an individual speaking test on a topic chosen by the teacher, namely, a food recipe topic such as "How to make fried rice." Each student is given 3 minutes to explain the purpose, ingredients, and procedural steps orally. The purpose of this test is to obtain an initial score to determine each student's speaking components, including fluency, pronunciation, vocabulary, and grammar, before being given the treatment of task-based learning using Vlogs or Posters.

Treatment: At this stage, both groups were given treatment with different approaches over three meetings. The experimental group received learning using the TBL method used in making Vlogs, while the control group received learning using the same method, TBL, but with the difference in making Posters. In this session, students were asked to form a group of 3-4 people. Students were asked to make a Vlog with a maximum duration of 5 minutes for the experimental class, while students in the control class were asked to make a poster using cardboard and manila paper according to the topic assigned. For Treatment 1 or the first week, both classes received the topic Manual Operate, which focused on instructions for using an item in the school environment, such as the example "How to operate the computer". For Treatment 2 or the second week, both classes received the topic Recipe, which focused on how we maintain health or cleanliness in the school environment, such as the example "How to wash hands". And for Treatment 3 or the third week, they received the topic of Handicraft, which focused on making a product, and this was to strengthen students' skills before taking the Post-test.

Post-test: This post-test aims to evaluate the final achievement of students' speaking performance after the treatment period ends. Students are asked to deliver a complete oral presentation on procedural text. In this session, students were asked to give group presentations on procedural texts about food and drink recipes. Each group, consisting of 3-4 students, provided a demonstration, explaining the purpose, ingredients, and steps learned

by each student. The results of this test will be analyzed to determine the extent to which the use of Vlogs and Posters within the TBL framework can improve students' speaking performance. Based on the Brown & Abeywickrama (2018) rubric, the evaluation was conducted using the same five criteria as the post-test: fluency, pronunciation, vocabulary, grammar, and content. The relative efficacy of Vlogs and Posters within the TBL framework was then ascertained by analyzing the scores.

RESULTS AND DISCUSSION

Findings

The primary objective of this study was to empirically evaluate and compare the effectiveness of two distinct learning products, vlog production for the experimental group and poster production for the control group, within the Task-Based Learning framework to enhance the speaking performance of eighth-grade students at SMP PGRI 5 Denpasar. To provide a structured and rigorous answer to the research question, the collected data were systematically processed and analysed using IBM SPSS 26. The statistical analysis was conducted in several progressive stages: descriptive statistical analysis, parametric assumption testing (normality and homogeneity of variance), non-parametric analysis for baseline data (Mann-Whitney U Test), and finally, inferential statistical analysis using Analysis of Covariance (ANCOVA) to determine the ultimate treatment effects while strictly controlling for the students' initial speaking abilities.

Descriptive statistical analysis was conducted to map, summarize, and compare the distribution of speaking performance scores obtained from both the experimental group (class eight E) and the control group (class eight D) during the pre-test and post-test phases. The comprehensive distribution metrics, including the total number of participants (N), minimum values, maximum values, mean scores, and standard deviations, are clearly illustrated in Table 1 below:

Table 1. Descriptive Statistics of Speaking Performance Score in Both Groups

Variable	Group	N	Minimum	Maximum	Means	Standard Deviation
Pre-Test	Experiment	37	40	68	53.95	10.268
	Control	38	32	72	44.67	10.431
Post-Test	Experiment	37	76	88	81.95	3.844
	Control	38	76	88	82.49	4.556

A meticulous examination of the descriptive data in Table 1 reveals several critical insights regarding students' achievements. In the pre-test phase, the experimental group started with a minimum score of 40 and a maximum score of 68, resulting in a mean score of 53.95. Conversely, the control group exhibited a lower baseline, with a minimum score of 32 and a maximum score of 72, culminating in a lower mean score of 44.67. This initial descriptive discrepancy indicates that before any pedagogical treatment was implemented, the students assigned to the experimental class (vlog) already possessed a higher descriptive

average in their basic English speaking performance compared to their peers in the control class (poster).

Following the implementation of the three-week Task-Based Learning treatment, both groups demonstrated a substantial and visible descriptive increase in their post-test speaking score. The experimental group's mean score rose from 53.95 in the pre-test to 81.95 in the post-test, showcasing an absolute mean difference increase of 28.00 points. Interestingly, the control group experienced an even more dramatic descriptive surge; its mean score leaped from a low baseline of 44.67 in the pre-test to an impressive 82.49 in the post-test, yielding an absolute mean difference increase of 37.82 points.

Furthermore, the post-test metrics show that both groups achieve identical minimum scores of 76 and maximum scores of 88. However, despite starting from a much lower baseline, the control group (poster) achieved a slightly higher final post-test mean score of 82.49. that the experimental group 81.95. The standard deviation also narrowed drastically in the post-test for both the experimental group of 3.844 and the control group of 4.556. which demonstrated that the speaking abilities within both classes became significantly more homogeneous and evenly distributed after receiving the TBL Treatment.

Table 2. Normality Testing Shapiro-Wilk

	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Pre-Test Score	Experimental	.846	37	.001
	Control	.727	38	.001
Post-Test Score	Experimental	.824	37	.001
	Control	.808	38	.001

The skewness and kurtosis values of the speaking performance score were thoroughly examined across both groups. To verify the distribution objectively, the Shapiro-Wilk Test was applied, given that the sample size for each group was under 50 participants. The statistical output from the Shapiro-Wilk test indicated that the speaking performance data were not normally distributed. This non-normal distribution was consistent across both the pre-test and post-test scores for both the experimental and control groups, yielding a significance value of $p<0.05$ (specifically, $p = 0.001$). Because the significance value fell below the standard 0,05 threshold, the assumption of normal distribution required for the standard parametric independent t-test was officially violated. Consequently, alternative statistical pathways such as non-parametric testing for baseline data and robust Analysis of Covariance (ANCOVA) had to be utilized to ensure mathematical validity.

In addition to normality, it was statistically imperative to execute a homogeneity of variance test to ensure that the experimental and control groups possessed equal variance

before and after the treatments were administered. Table 3 presents the Levene's test result for the pre-test data:

Table 3. Homogeneity Pre-Test Result

		Levene Statistic	df1	df2	Sig.
Speaking Score	Based on the mean	2.786	1	73	.099

As detailed in Table 3, Levene's statistic for the pre-test speaking performance score based on the mean was 2.786, with a corresponding significance value of 0.099. Because the significance value is explicitly greater than the alpha level, $p>0.05$, the null hypothesis asserting unequal variance was rejected. It was confidently concluded that the variance of speaking performance score between the experimental and control groups at the pre-test was completely homogeneous, satisfying the variance criteria for group comparison.

Next, a separate homogeneity of variance test was performed on the post-test data, which serves as a foundational mathematical requirement for running a parametric ANCOVA analysis. The result of this post-test homogeneity evaluation is presented in Table 4:

Table 4. Homogeneity Testing Post-Test Using ANCOVA

Levene Statistic	df1	df2	Sig.
1.237	1	73	.270

As shown in Table 4, the post-test data yielded a Levene statistic value of 1.237 with a significance value of 0.270. Since the significance of the post-test is comfortably greater than $p>0.05$, the variance of the post-test score across both groups is confirmed to be homogeneous. Therefore, even though the data violated the strict normality assumption, the post-test data met the crucial homogeneity assumption required to perform a valid, robust parametric ANCOVA.

Because the pre-test score violated the normal distribution assumption, a standard parametric independent sample t-test could not be utilized to evaluate initial group differences. Instead, the non-parametric Mann-Whitney U test was applied to compare the pre-test speaking performance scores between the experimental and control classes. The output of this non-parametric analysis is structured in Table 5 below:

Table 5. Mann-Whitney U test result of Pre-Test

	Nilai Speaking
Mann-Whitney U	414.000
Wilcoxon W	1155.000
Z	-3.223
Asymp. Sig. (2-tailed)	.001

The data presented in Table 5 reveal a Mann-Whitney U value of 414.000, a Wilcoxon W of 1155.000, and a Z score of -3.223. Crucially, the Asymptotic significance (2-tailed) value obtained was 0.001. Because the significance value is substantially smaller than the standard significance alpha threshold of $p<0.05$, it indicates a statistically significant difference. This mathematical outcome proves that there was a significant difference between the class and the control class before any TBL treatments were implemented. The experimental groups started with a baseline proficiency that was statistically superior to that of the control groups. This severe baseline imbalance necessitated the use of an ANCOVA analysis to statistically partial out the influence of the pre-test score on final post-test achievements.

To control for the significant initial difference discovered during the pre-test baseline analysis, a rigorous Analysis of Covariance (ANCOVA) was executed. By treating the pre-test score as a Covariate, ANCOVA mathematically isolates the true variance caused exclusively by the independent variables (the type of learning product: Vlog vs Poster). The statistical result for the treatment effect on post-test score is presented in Table 6:

Table 6. Analysis of Covariance for the Treatment Effect on Post-test Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Treatment	71.270	1	71.210	5.234	.025	.068

The data was presented in Table 6, the ANCOVA statistical test row for the treatments variable yielded an F-ratio of 5.234, with a corresponding significance level of 0.025. Because this significance level is explicitly smaller than the established alpha value of $p<0.05$, the null hypothesis (H_0), which states that there is no significant difference in speaking performance between students who learn to produce vlogs and those who learn to produce posters, is successfully rejected. Consequently, the alternative hypothesis (H_a) is accepted.

These findings statistically prove that the type of learning product integrated into the Task-Based Learning framework has a significant effect on improving students' speaking performance. More specifically, when initial baseline abilities are statistically controlled, the use of poster with in TBL framework has a significantly greater positive effect on improving students' speaking performance compared to the production of Vlogs. Furthermore, the analysis yielded a Partial Eta Squared value of 0.068. In educational statistics, a Partial Eta Squared of 0.068 indicates a moderate effect size, proving that the choice of learning product directly explains 6.8% of the variance in students' post-test speaking proficiency scores, making a highly meaningful practical contribution to their overall learning outcomes.

Discussion

This study was designed to investigate whether the integration of poster production within a Task-Based Learning framework exerts a statistically significant effect on the speaking performance of eighth-grade students at SMP PGRI 5 Denpasar, directly comparing its real-world outcomes against vlog production. The inferential statistical results obtained via ANCOVA conclusively confirmed that the alternative hypothesis was accepted, showing a statistically significant difference where the control group (poster) achieved an adjusted post-test mean of 82. 49, outperforming the experimental group's vlog mean of 81.92. This

outcome is profoundly intriguing because, descriptively, the control group started from a drastically lower pre-test baseline (44.67) than the experimental group (53.95). To comprehend why traditional, visual poster tools generated a superior performance compared to modern digital vlogs, a deep pedagogical, psychological, and theoretical analysis is required.

The core pedagogical divergence between vlog production and poster presentation lies within the nature of oral speech delivery during the syntactic stages of task-based learning. Vlog construction, as a digital medium, naturally provides students with an extensive safety net, specifically the capacity to pause, edit, erase, and re-record their utterance indefinitely until a flawless aesthetic version is achieved. While this digital flexibility has been noted to reduce immediate speaking anxiety in private spaces, the statistical findings of this study imply that it introduces a major pedagogical risk: it inadvertently conditions students to rely heavily on memorizing pre-written scripts. When students record a vlog, they frequently read directly from hidden scripts or memorize isolated sentences, recording them in brief, disconnected increments. This process completely bypasses the real-time cognitive processing required for authentic communication, leading to a superficial display of oral capability that falters when the digital cushion is removed.

In sharp contrast, a poster presentation eliminates the possibility of post-production modification or repeated takes. During the vital "Task-cycle" and "Reporting" stages of TBL, Students in the poster group were forced to stand directly in front of a live, physical audience and deliver a continuous, spontaneous flow of oral communications. This lack of repetition has fundamentally transformed how students prepare during the planning stage. Because the eighth-grade students in the poster group were fully aware that their speech performance would be assessed live in real-time, they engaged in significantly more intensive oral preparation and interactive practice before the actual presentation day. They had to repeatedly practice their articulation, voice projection, and phrase sequencing with their group members.

This real-time pressure aligns closely with Tarigan & Listyani (2021), who stated that students must practice extensively and prepare for poster presentations repeatedly. By engaging in this disciplined preparation, students developed genuine oral fluency and pronunciation skills that operated naturally in live communication settings. The superior post-test mean of the poster group (82.49) directly reflects this rigorous development. The pressure of a live presentation did not break their speaking capabilities: instead, it acted as a powerful pedagogical driver that built real speaking discipline and natural fluency.

When evaluating speaking performance using Brown's assessment framework, which emphasizes fluency, pronunciation, vocabulary, grammar, and content, the interactive nature of poster presentations demonstrated a clear advantage in fostering linguistic accuracy over vlog assignments. In a vlog, grammar and vocabulary are locked into a static script during the pre-production phase. If an error occurs during recording, students simply edit or re-record the specific segment, which prevents them from actively practicing real-time error monitoring or spontaneous repair.

Conversely, delivering a live presentation using a visual poster creates an interactive learning environment where language must be constructed dynamically in response to the audience's real-time engagement and feedback. Because students could not hide behind video editing software, they were forced to internalize grammatical rules and sentence

patterns deeply during the "Language Focus" stage of TBL. To explain procedural text topics like "How to operate a computer" or "How to make fried rice" effectively, students had to instantly select appropriate verbs, transitional adverbs, and clear sentence structures on their feet.

The lack of repetition features on the poster encouraged students to engage in more intensive oral preparation during the planning stage before presenting in front of the class. Without the opportunity to retake or edit, as in vlog production, students in the control group subconsciously practiced their articulation skills so that their messages could be immediately understood by the audience. This created greater speaking discipline because students realized that their performance would be directly assessed during the reporting stage in Task-Based Learning syntax. In terms of linguistic accuracy, the use of posters requires students to demonstrate grammatical and vocabulary accuracy directly in line with the content of the class audience. Unlike vlogs, where language use is often based on rote scripts, the interactive nature of the task performance stage of the poster session challenges students to choose the right words instantly. This aligns with Yen & Hang (2021), who stated that vocabulary: students' use of synonyms or antonyms to demonstrate how their vocabulary relates to the topic they are presenting. This interaction catalyzes students to independently monitor their sentence structure to maintain accuracy when responding to a live audience.

The ability to spontaneously produce correct grammar is a crucial indicator of speaking performance. Through TBL syntax, particularly during the language focus stage, students using posters are forced to internalize language structures because they cannot correct errors through post-production editing. This encourages more active and functional vocabulary acquisition, as students must be able to explain the visual points on the posters with sentences constructed independently without the aid of video editing tools. This sharp linguistic accuracy reflects the final results of the study, which showed that the poster group's average score reached 82.49. This score was higher than the vlog group's average of 81.95. This difference proves that the demand to speak grammatically correct in front of an audience resulted in better overall student speaking performance compared to the private space provided by the vlog product.

The data from this study show that this demand for immediate accuracy resulted in a superior overall speaking performance, enabling the poster group to outpace the vlog group in linguistic precision. The private environment of a vlog allowed grammatical errors to be polished over without true cognitive integration, whereas the public setting of the poster presentation pushed students to achieve mature, independent command of English grammatical structures.

From a theoretical standpoint, the result of this research can be clearly explained by merging Vygotsky's sociocultural theory with modern cognitive load principles. Vygotsky's theory posits that an effective learning environment operates as a shared problem space where language acquisition is driven by active social interaction and collaborative negotiation of meaning. In this study, the visual poster served as a collaborative physical tool that brought students together in a shared communicative space. The poster did not contain an entire written text; instead, it featured visual illustrations and keywords that acted as a structural framework for its presentation. Consequently, students had to actively use these visual cues to guide their live presentation, transforming symbols into descriptive oral arguments for their audience.

Vygotsky's sociocultural theory argues that posters serve as visual aids that require students to communicate ideas directly to an audience. Meanwhile, vlogs serve as a more technical medium. Through vlogs, students don't have to stand up and speak in public; they can re-record their activities or correct any mistakes they make (Putri & Sari, 2020). This is because visual products don't have the opportunity to repeat or interrupt conversations like in video production. These two products differ in that students address their own mistakes and anxieties. The vlog product allows students to re-record their activities and correct them themselves before editing them into a complete video. This is in line with Faiza et al. (2022), who stated that students who vlog are encouraged to use new vocabulary to improve their vlogs. This significantly impacts the pronunciation and grammar aspects of the assessment because students have the opportunity to revise themselves repeatedly until they achieve the desired results.

The poster-making process encourages a stronger focus on verbal content and understanding of TBL syntax. Students should use the illustrations as a guide to outline the topic, not as a script to read. This minimizes the cognitive distractions often experienced by vlog groups, where students' attention is often divided between technical elements like video editing and cinematography, with the focus centered on the substance of the material during the pre-task stage through the report. Students in the poster group can channel all their mental resources into verbal explanations.

The use of visual media in posters serves as an effective memory aid to encourage students to develop more complex and sustained verbal content. This is in line with Marlina et al. (2020), who stated that poster products emphasize student-centered learning, where students practice grammar directly during oral presentations. Students learn to connect visual symbols with in-depth oral explanations, thus gaining a more comprehensive understanding of the research topic. This focus on content development without technical distractions is the main reason why the quality of the control group's speaking performance was superior and more mature.

The alternative hypothesis is accepted based on the result of the statistical analysis presented above. This hypothesis states that there is a significant difference in speaking performance between the two groups, with Task-Based Learning implemented through poster presentations yielding superior results for the eighth-grade students at SMP PGRI 5 Denpasar. The ANCOVA results, after adjusting for students' initial speaking performance, confirm a significant impact on speaking performance, where the control group's post-test mean of 82.49 clearly surpasses the experimental group's mean of 81.95. This indicates that the product poster provides greater improvement in students' speaking performance by fostering spontaneous production and real-time linguistic precision. Although this study focused on comparing vlogs and posters within a TBL framework, future researchers are encouraged to explore how students perceive non-digital media in an increasingly digital world and its impact on other language skills. In addition, providing more structured guidance during the live presentation phase is recommended to obtain even more optimal results in students' oral speaking performance.

CONCLUSION

This study investigated the effectiveness of Task-Based Learning through two different learning products, vlogs and posters, on the speaking performance of eighth-grade

students at SMP PGRI 5 Denpasar. The results demonstrate that the use of Task-Based Learning by producing posters proved to be more effective in improving students' speaking performance compared to the production of vlogs. This was validated by the result of the ANCOVA test with a significance value of 0,05 ($p < 0.05$), which indicates that the difference in outcome between the two media is statistically significant, with the poster product providing a superior contribution to students' oral proficiency.

The ANCOVA test result, which controlled for students' initial ability, consistently favored the control group. Descriptively, the control class achieved a post-test average of 82.49, surpassing the experimental class average of 81.95. This indicates that the poster product is more effective in fostering high-quality speaking performance. Therefore, vlogs, which allow for repeated editing, the poster presentation pressure during the TBL report stage effectively sharpens students' fluency and pronunciation in a natural communication setting, as they cannot rely on re-recording to hide linguistic errors.

Furthermore, posters encourage students to focus more deeply on verbal content and comprehension. While vlog production often distracts students with technical aesthetics and cinematography, poster production allows students to channel their full cognitive resources into explaining complex information orally. This results in more structured and spontaneous sentence complexity, as students must use the visual aids to guide their narrative rather than simply reciting a pre-prepared script. Additionally, the Partial Eta Squared value of 0.068 confirms that the treatment significantly contributes to the improvement of speaking performance, with the poster product demonstrating a more robust impact on the students' speaking performance, ideas clearly and accurately in a public setting.

These findings have important implications for English teaching practices at SMP PGRI 5 Denpasar. First, the integration of Poster-based products into the Task-Based Learning method has been shown to provide a more disciplined and authentic learning environment, requiring eighth-grade students to produce language spontaneously without the safety net of digital editing. Second, the use of this traditional yet effective product implies a need to shift the focus from repetitive digital recording to a process of real-time speaking, which strengthens students' performance to think on their feet and maintain linguistic accuracy under the pressure of a live audience.

Based on these research findings, it is recommended that English teachers begin routinely integrating poster production into procedural text or other materials, focusing on the students' ability to transform visual cues into complex verbal explanations. Teachers should emphasize the importance of the reporting stage in TBL to maximize students' potential for natural fluency and pronunciation. Students are expected to actively utilize posters as a structural guide to build confidence and practice English speaking performance more interactively and authentically. Finally, future researchers are encouraged to explore other supporting variables that may contribute more significantly to speaking performance, such as speaking anxiety in live presentations, or to test the effectiveness of poster products on other language skills.

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