

Chapter One

Introduction

This chapter provides an overview of the essential components of the research study. It begins with the background of the research, setting the context and rationale for the study. Following this, the identification of the problem outlines the key issues and challenges that the research aims to address. The delimitation of the problem specifies the scope and boundaries of the study, ensuring a clear focus. The research questions are then presented, guiding the direction and objectives of the investigation. This chapter also includes the objective of the research, detailing the specific aims and goals of the study. The significance of the research highlights the potential contributions and implications of the findings. Finally, the organization of the research provides a brief outline of the structure and contents of the subsequent chapters.

Background of the Research

The rapid development of technology today means that it is very necessary to combine technology with the education sector. The application of technology in education is a significant innovation (Raja & Nagasubramani, 2018). It offers various platforms that enhance the learning process's effectiveness by allowing autonomous, self-paced interactions and providing a secure environment for error correction and

feedback (Parveen, 2016). This is particularly beneficial for English language learning, as technology supports language acquisition (Mandasari & Aminatun, 2019). Teachers are now expected to integrate technology into their methods to effectively deliver lessons and achieve learning outcomes (Mufidah & Roifah, 2020a). Proficiency in speaking is crucial for acquiring a second language, with communication being a vital aspect. Effective communication skills motivate foreign language learners to increase their motivation in learning English through daily conversations, learning activities, and technology. Vlogging, or video blogging, is an effective method for English language learning by providing a dynamic platform for practice, self-reflection, and feedback, thereby increasing students' fluency and confidence.

In the current era, people often use vlogs in their daily lives. Kuncoro argued that Google notes that 60% of people around the world upload their activities via video blogs (vlogs) and publish them on YouTube (Anrasiyana et al., 2022). This is a phenomenon that explains that all groups are using vlogs in their daily lives. Therefore, through this trend, vlogs are included as learning tools and media. There are several media or tools used in the learning process, one of which is vlog. It is believed that the use of vlogs in the learning process, especially in learning English speaking skills. According to Mandasari and Aminatun (2019b) stated, Videoblogs, or vlogs, were created with the intention of giving students a tool to make learning

English easier, particularly with regard to speaking. It supports the idea that a video blog (vlog) is a tool that can greatly help the learning process.

Based on various studies, using vlogs as a tool for teaching English has shown positive impacts on students' language skills. Saiful (2019) found that vlogs helped students improve their vocabulary and genre-based text understanding, with two EFL teachers in Yogyakarta successfully using YouTube Vlogs to teach elementary and high school students. Ikhlasa and Suryadi (2022) demonstrated that vlog content on YouTube significantly enhances students' English language proficiency. Similarly, Nurviyani and Rahayu (2018) observed that vlogs effectively improve speaking skills, as seen in their study with tenth-grade students at SMK Al-Fathonah Cianjur. These findings suggest that integrating vlogs into English teaching can be beneficial for language development.

Even though there is some research on using vlog for English learning, most of the previous research has not focused on the process of creating vlogs influencing students' motivation in learning English and students' self-reflection on their language learning development through vlogs. Previous research, according to Saiful (2019) only focused on teachers' cognition in the use of YouTube vlog in English Language Teaching. The second is according to Ikhlasa and Suryadi (2022) The study focuses on the type of vlog content that influences English language skills, and makes several content creators figures who provide English language education. The next research Nurviyani and Rahayu (2018) focused only on English speaking skills

through vlogs, this study is delivered to upper middle class tenth grade students, who examine the advantages and disadvantages of learning through speaking vlogs. In addition, this study examines the influence of vlogs on students' motivation to learn English and their reflection on their English language development, which was researched with student participants from one of the universities in Yogyakarta.

This research is highly relevant in the context of modern language education, focusing on the integration of digital tools like vlogging to enhance English language learning. By offering a creative and interactive platform, vlogging significantly boosts students' motivation, encouraging consistent engagement and personal investment in their language development (Rahmatullah & Rahman, 2019). Additionally, it provides practical benefits such as reducing anxiety, improving pronunciation, and fostering self-reflection, all of which are essential for building speaking confidence and sustaining long-term language acquisition (Ayar, 2022). These advantages highlight the importance of incorporating innovative approaches like vlogging into English language learning, underscoring the research's valuable contribution to the field.

Identification of the Problem

Vlogging has emerged as a valuable tool for language learning, particularly in promoting speaking skills. However, while its use is gaining popularity, there are still unresolved questions about how the process of creating vlogs supports students'

motivation to learn English and how they reflect on their language development. Some research has highlighted the benefits of using vlogs, but there is limited exploration of the specific ways in which vlogging influences student motivation and self-reflection. Moreover, technical challenges such as video production and access to resources remain, but these issues are secondary to understanding the impact of vlogging on students' engagement and self-assessment. According to Manan and Azizan (2022), many ESL learners experience anxiety when recording themselves speaking English, which can impact their confidence and performance. This highlights the need to delve deeper into how vlogging fosters or hinders students' motivation and ability to reflect on their progress. From an educational perspective, understanding how students perceive the learning process through vlogging, and how they use it to assess their development, remains underexplored. This research seeks to address these gaps by investigating students' experiences with vlogging, focusing on its impact on their motivation and self-reflection in English language learning.

Delimitation of the Problem

This study is delimited to exploring how the process of creating vlogs influences students' motivation in learning English and how they reflect on their overall English language development. The research focuses on students from a private university in Yogyakarta, particularly those in the 2021 cohort who have used vlogs in their learning. It specifically examines vlogging's impact on motivation and self-reflection in relation to English language learning as a whole, rather than limiting

the scope to speaking skills. Other aspects of language learning such as listening, reading, and writing, while relevant, are not the primary focus of this study.

Additionally, the study does not address the technical aspects of vlog creation, such as video editing or production, unless they directly relate to students' motivation or reflective practices. The research is based on qualitative data from interviews with six participants, and the findings are intended to provide insight into these specific students' experiences rather than being generalized to a broader population.

Research Question

Based on the background information, the researcher has developed two research questions. The following section details the creation of these questions:

1. How does the process of creating vlogs support students' motivation in English language learning?
2. How do students reflect on their own English language learning development through their vlogs?

Objectives of the Research

Based on questions from the researcher, the aims of this research are:

1. To investigate how the process of creating vlogs supports students' motivation in learning English.
2. To explore students' reflections on their English language development through vlogging.

The Significance of the Research

This Research aims to provide positive benefits for several parties, such as students, teachers, and other researchers.

For Students

This research provides insights into innovative methods that can help students overcome challenges in learning English. By exploring the use of vlogs as a medium for learning, this study demonstrates how the process of creating vlogs can support students' overall English language learning, not only in speaking but also in other areas such as vocabulary acquisition, pronunciation, and self-expression. Moreover, the study highlights how vlogging can enhance students' motivation to learn English by engaging them with technology and encouraging active participation in their learning process.

For Teachers

Teachers can gain valuable insights from this research on how to use vlog projects to improve student engagement and foster a more comprehensive learning experience in English. The findings offer practical suggestions for incorporating vlogs into teaching strategies to enhance various aspects of English language learning, including motivation, self-reflection, and linguistic development. By using

vlogs, teachers can create a more dynamic and interactive classroom environment, promoting greater collaboration and active learning among students.

For Other Researchers

This research can encourage other scholars to further explore the role of vlogs in English language learning. The findings contribute to a deeper understanding of how vlog projects can influence not only speaking skills but also broader aspects of language learning such as motivation, self-reflection, and personal growth. Future researchers may build upon this study to explore the integration of vlogs into the curriculum and how this innovative approach can be refined and expanded for language learners in different contexts.

The Organization of the Research

The research is organized into five chapters. The first chapter provides an introduction, which includes the research background, research questions, aims, objectives, and the study's significance and advantages. The second chapter is a literature review, which looks at existing studies and theories about the role of technology, vlogging, language learning, self-reflection, and student motivation. It also analyses the theoretical framework and summarizes previous research on vlogging in education. While chapter three describes the study methodology, which includes the research design, setting, participants, data collection techniques, procedures, data analysis, and reliability. Chapter four offers the research findings

and discussion, which are based on interviews with students on their experiences with vlogging for English speaking practice. Finally, chapter five presents conclusions and recommendations based on the research findings and conversations.