

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It discusses the background of the study, research questions, research objectives, significance of the study, scope and limitations, and the definition of key terms. These sections provide the rationale and direction of the research on students' experiences in using YouTube vlogs in English class.

A. Background of the Study

English language teaching (ELT) should extend beyond traditional grammar-based instruction to meet the demands of today's educational environment and the diverse characteristics of learners. Traditional teaching methods are often considered insufficient to enhance students' motivation and authentic communicative competence. Therefore, innovative teaching approaches are required to create a more interactive, relevant, and student-centered learning process that supports students' active participation.

The rapid development of digital technology has transformed the way students learn English. Various digital platforms, particularly YouTube, provide authentic learning materials that expose students to real-life language use. Through YouTube vlogs, students are able to learn pronunciation, vocabulary, expressions, and cultural aspects in meaningful contexts. Therefore, integrating YouTube vlogs into English classrooms is expected to create a more engaging and authentic learning environment while increasing students' motivation and participation.

Student engagement plays an essential role in improving language acquisition and retention. The integration of audiovisual learning materials enables students to receive linguistic input through multiple sensory channels, including audio, visual images, gestures, facial expressions, and contextual situations. This multisensory learning process supports students in understanding vocabulary, pronunciation, and contextual meanings more effectively.

In the digital era, English language teaching (ELT) must not only focus on linguistic accuracy but also on developing learners' communicative competence,

digital literacy, and intercultural awareness. With the widespread use of digital media and online platforms, students are increasingly exposed to English in authentic contexts, which present both opportunities and challenges for educators.¹ As technology advances, digital media and online platforms such as YouTube, social media, and learning applications are increasingly being used by students. Though these media, students often encounter English used in real life situations, for example in videos, songs, movies, or educational content.

This allows students to become accustomed to seeing and hearing English in authentic contexts, rather than just from textbooks.² The use of authentic English provides students with a great opportunity to improve their language skills, especially in listening and speaking.³ Students can learn new vocabulary, correct pronunciation, and expressions commonly used by native speakers.⁴

The increasing use of digital media has changed the way students are exposed to English in their daily lives. Through platforms such as YouTube, social media, and educational applications, students can access authentic English used in real-life contexts. This exposure enables learners to improve their listening comprehension, pronunciation, vocabulary acquisition, and understanding of natural communication beyond textbook materials.

When integrated appropriately into classroom instruction, digital media not only enhances students' motivation but also supports the development of their English language skills in meaningful and contextual ways. Familiar digital platforms, such as YouTube, encourage learners to connect classroom activities with their everyday digital experiences, resulting in greater engagement and participation. Integrating familiar digital tools like YouTube, podcasts, and online discussion forums helps

¹ Yunus, MM, Ang, Ws, & Hashim, H. *Integrating ICT in Teaching English as a Foreign Language: Challenges and Strategies*. (2021).

² Fauziyah, Faridah, and Sri Sumarni. "Utilizing Authentic Materials to Improve Listening and Speaking Skills: A Narrative Inquiry." *Indonesian Journal of Foreign Language Studies* 2.1 (2025): 37-44.

³ State, Muhammad Husaein Jaya. "Improving English Listening Skills for Vocational Students Through Interactive ICT Tools." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 13.2 (2025): 5360-5377.

⁴ Kozub, LS "Digital Media In Lingustic Education: The Role and The Pragmatic Potential of YouTube Videos in English Language Learning for It Students." *Publishing House "Baltija Publishing"* (2025).

bridge formal learning with students' digital lives, leading to more meaningful engagement.⁵ YouTube Vlogs allow students to hear and see English being used directly in real life situations, such as conversations, or explanations of specific topics. Although numerous studies have examined the use of YouTube in English language learning, several important gaps remain. First, previous studies have predominantly focused on measuring the effectiveness of YouTube in improving students' language achievement, such as speaking ability, vocabulary acquisition, or overall learning outcomes. For example, Sadaf et al. (2024) investigated the role of YouTube lectures, vlogs, and educational videos in enhancing English as a Second Language (ESL) learning and found that YouTube positively contributed to students' language development.⁶ Similarly, Abdulhadi (2025) reported that YouTube significantly improved students' speaking proficiency through student-centered learning activities.⁷ However, these studies mainly emphasized learning outcomes rather than exploring students' personal learning experiences during the learning process.

Second, most previous studies have concentrated on productive language skills, particularly speaking, while relatively few have investigated students' experiences in learning listening through YouTube vlogs. Listening is a fundamental language skill because it provides learners with authentic language input, pronunciation, intonation, and natural expressions. Nevertheless, limited attention has been given to how students experience listening activities using YouTube vlogs, especially in Indonesian senior high school contexts. This indicates a need for further investigation into students' perspectives on using YouTube vlogs as listening learning media.

Third, previous research has generally highlighted the advantages of YouTube while providing limited discussion regarding the technical and environmental

⁵ Sari, FM, & Wahyudin, AY *Undergraduate students' perceptions toward blended learning through Instagram in English for business class* .(2019).

⁶ Sadaf, Hafiza, Bushra Rasheed, and Azhar Ahmad. "Exploring the role of YouTube lectures, vlogs, and videos in enhancing ESL learning." *Journal of Asian Development Studies* 13.2 (2024): 657-670.

⁷ Abdulhadi, Siham Belal Madhat. "Impact Of Using YouTube On Enhancing Speaking Skills Proficiency Though a Student-Centered Approach." *Faculty of Graduate Studies Impact Of Using YouTube On Enhancing Speaking* (2025).

challenges encountered by students during classroom implementation.⁸ Problems such as unstable internet connections, buffering, advertisements, classroom noise, and limited digital facilities may influence students' learning experiences and reduce the effectiveness of YouTube-based instruction. Since these challenges directly affect the learning process, they deserve further exploration from students' perspectives.

Fourth, only a small number of studies have examined students' cognitive accessibility when processing audiovisual materials presented in YouTube vlogs. Most studies have focused on motivation and achievement without considering how students process spoken language, subtitles, visual information, and contextual cues simultaneously. According to multimedia learning theory, students may experience different levels of cognitive load when receiving multiple sources of information at the same time.⁹ Therefore, understanding students' cognitive experiences becomes an important contribution to English language teaching research.

Finally, studies investigating students' experiences in using YouTube vlogs in Indonesian senior high schools, particularly at SMAN 1 Tanjunganom, remain very limited. Each educational institution has different learning environments, technological facilities, and student characteristics that may influence the implementation of digital learning media. Therefore, this study aims to fill these gaps by exploring students' experiences, identifying the technical and environmental challenges they encounter, and understanding how they process audiovisual information while learning English through YouTube vlogs at SMAN 1 Tanjunganom.

At SMAN 1 Tanjunganom, the integration of digital media that is familiar to students has contributed to increased participation and learning motivation. Teachers utilize various digital platforms, particularly YouTube, as learning resources that provide authentic English exposure and encourage students to become more actively involved in classroom activities. With this approach, students are not merely recipients of material, but are also more actively involved in the leaning process. The role of the teacher is very important in selecting and directing the use of digital media so that it

⁸ Daeli, Ritueli, and Santosa Santosa. "Effective practices in enhancing autonomous English language learning through YouTube." *English Learning Innovation* 6.1 (2025): 65-75.

⁹ Fadhil Abbas, Nawal, Zina Esam Awad, and Asmaa Khalaf Mohaisen. "YouTube as a learning tool among EFL learners: A systematic review." *Arab World English Journal (AWEJ)* Special Issue on CALL 11 (2025).

is in line with learning objectives and student abilities. If implemented appropriately, the integration of these digital tools can help students develop English language skills in a more contextual and relevant manner to their needs in the digital age.

A YouTube vlog is a form of digital video content in which creators share personal experiences, opinions, educational topics, or daily activities through audiovisual narration. As an authentic learning medium, YouTube vlogs combine visual, auditory, and textual elements that provide students with meaningful language exposure in real-life contexts. Vlog is a combination of visual, auditory, and textual elements, making it an effective tool for storytelling and self-expression.¹⁰ In education, YouTube vlogs allow teachers and students to create authentic, interactive, and real world language experiences. At SMAN 1 Tanjunganom, the use of YouTube vlogs as a learning medium has been implemented, and this has increased student engagement and creativity. Students are not only viewers, but they can also be involved in creating simple vlogs using English. This encourages students to practice speaking and express their ideas with more confidence.

YouTube vlogs function as both instructional and motivational media in English language learning. They expose students to authentic language use while improving listening comprehension, vocabulary development, pronunciation, and speaking confidence through meaningful audiovisual experiences. In addition, YouTube vlogs encourage students to participate actively in learning activities. Students are able to imitate pronunciation, respond to discussions, and even create their own video content, allowing them to practice English in authentic communicative situations while developing creativity and self-confidence.

Although English teachers at SMAN 1 Tanjunganom have incorporated digital media such as PowerPoint presentations and instructional YouTube videos into classroom activities, limited attention has been given to exploring students' experiences when using YouTube vlogs as authentic learning media. Previous classroom practices have primarily emphasized the use of digital media for content delivery rather than understanding how students perceive, experience, and respond to

¹⁰ Chavan, S. *The Use of Vlogs in Education: Enhancing Engagement through Multimedia Storytelling*. International Journal of Research Publications and Reviews, 4(6), 412–420 (2023).

such learning resources. Therefore, this study aims to explore students' experiences in using YouTube vlogs during English learning, including the benefits they perceive, the challenges they encounter, and how these experiences influence their learning process.

B. Research Questions

This research was motivated by several main questions:

1. What are students' experiences in using YouTube vlogs in English class at SMAN 1 Tanjunganom??
2. What technical and environmental challenges do the students encounter during the implementation of YouTube vlogs in the classroom?
3. How do students perceive the benefits of using YouTube vlogs in learning English?

C. Research Objective

This study aims to understand and identify factors that contribute to students' ability to use YouTube Vlogs. Specifically, this study has the following objectives:

1. To explore and describe students' experiences in using the YouTube vlog platform as English learning material at SMAN 1 Tanjunganom.
2. To identify and map the technical and environmental challenges encountered by students during the implementation of YouTube vlogs in the classroom.
3. To investigate how students manage their cognitive accessibility and brain performance when processing simultaneous audiovisual inputs from the vlogs.

D. Research Signification

This study is expected to contribute the findings of this research can contribute theoretically and practically to:

1. For Students: Provides a new perspective that YouTube is not just entertainment, but a learning tool that can stimulate brain performance and facilitate understanding of complex English concepts.
2. For Teachers: Provides inspiration and new strategies in selecting teaching materials that are relevant to the lifestyle of Generation Z students so that classes become more interactive and effective.

3. For Schools (SMAN 1 Tanjunganom): Serves as evaluation of materials and innovation in the development of a digital-based curriculum and the utilization of technological facilities in schools.
4. For Other Researchers: Serves as a basis or initial data for more in-depth research on the relationship between social media and neuroeducation (education based on how the brain works).

E. Scope and Limitations

This research focuses on exploring research experiences in learning English through YouTube vlogs as a digital learning medium. The scope of this research includes examining how exposure to authentic English content through YouTube vlogs supports students' listening and speaking skills, vocabulary development, pronunciation awareness, and confidence in using English. The study also explored students' perceptions of YouTube vlogs as an alternative learning resource compared to traditional instructional materials such as textbooks. The research was conducted with selected senior high school students from a particular educational institution, allowing for an in-depth examination of their learning experiences, perceptions, and responses toward the integration of YouTube vlogs in English language learning.

1. Scope

The research was conducted in the context of English language learning at the senior high school level, focusing on students who were exposed to YouTube vlogs as part of classroom or supplementary learning activities. The participants were drawn from one specific school, ensuring that the findings reflect a particular educational environment and learning context. This study employed a qualitative approach, with data collected through interviews, questionnaires, classroom observations, and documentation. These methods allowed the researcher to gain a detailed understanding of students' experiences and perceptions regarding the use of YouTube vlogs in improving their English listening and speaking skills.

2. Delimitations

Despite its focused approach, this study has several delimitations. First, the research was conducted in a single educational institution, which may limit

the generalisability of the findings to other schools with different student characteristics or learning environments. As Creswell (2013) states, *"qualitative research is often limited by the specific nature of its context, making it difficult to generalize findings to broader populations"* (p. 36).¹¹ Second, this study concentrates solely on YouTube and does not examine other digital learning platforms such as podcasts, online games, or learning management systems. Third, the research focuses on students' perceptions and learning experiences beyond measuring learning outcomes qualitatively through test scores. In addition, the study is limited to the development of listening and speaking skills, while other language skills such as reading and writing are beyond the scope of this research. Time constraints and limited research resources may also affect the depth of data collection and analysis.

F. Defining Key Terms

1. YouTube vlog

YouTube Vlog platform is a very popular video service among students and the general public. The content consists of video blogs (vlogs), ie, video recordings that show the personal activities, experiences, opinions, or creative ideas of the creators (vloggers). Vlogs are often characterized by natural, expressive, and communicative language, which makes them an authentic and relevant learning resource for students. Through vlogs, students can learn new vocabulary, intonation, and pronunciation of the English language in a more interesting, context-based way that corresponds to the real-life situations encountered by native speakers. In line with this, Saed et al. (2021) found that utilizing YouTube as a learning tool significantly enhances students' speaking performance by providing them with rich, engaging, and real-world linguistic input.¹²

¹¹ John W. Creswell and John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 2nd ed (Thousand Oaks: Sage Publications, 2007).

¹² Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7).

2. English Class

English Class is a formal English language teaching and learning process at SMAN 1 Tanjunganom. According to (Mandarsari, 2023), the implementation of this strategy is based on the effectiveness of authentic online materials in creating a more contextual and dynamic learning experience for English learners.¹³ In this class, students are trained to master the four main skills in English, namely listening, speaking, reading, and writing. Through this research, English class becomes a place for the application of digital-based learning using YouTube vlogs, which is expected to create a more interactive, creative, and enjoyable learning atmosphere for students.

3. Students' Experiences

Assessment of learning experiences is not only related to academic or test results, but also includes several other aspects that can influence the overall development of students. Some of these aspects include:

- A. Emotional and Social Engagement : The degree to which students feel connected to the material and their learning environment. Emotional and social involvement in the learning process can increase motivation and learning outcomes.
- B. Learning Methods : The use of varied methods (such as discussion, group work, project based learning) can influence the way students absorb and process information.
- C. Learning Environment : A supportive environment, whether physical or psychological, has a significant impact on students' learning experiences.
- D. Independent Learning : Students' ability to learn independently, manage time, and explore material actively are important indicators in assessing the learning experience.¹⁴

¹³ Mandarsari, P. (2023). Online authentic materials in teaching English for EFL students. *International Journal of Research on English Teaching and Applied Linguistics*, 4(1), 65-78.

¹⁴ Sitepu, M. S., Rahmadhani, A., & Daulay, N. K. (2025). Learning Experiences and Their Impact on Students Development, *Proceeding Internasional seminar on Islamic Studies*, 6 (1), 2386-2390.

4. Benefits Of YouTube For Students

According to research by Abbas et al., (2025); Yassin, (2024), YouTube plays an important role as a source of authentic English input because it provides exposure to English used naturally by both native and non-native speakers in various real-life communication contexts. YouTube content, such as vlogs, interviews, speeches, discussions, and educational videos, displays language use that is not engineered for learning purposes alone, but rather reflects everyday communication practices.¹⁵ This allows learners to obtain rich language input in terms of vocabulary, pronunciation, intonation, and language structure in meaningful contexts. According to research by (Daeli & Santosa, 2025), YouTube also provides repeated access to authentic materials so learners can adapt the learning process to their ability level and needs.¹⁶ In the context of learning English as a foreign language (EFL), the presence of *authentic input* through YouTube has been shown to support the improvement of listening and speaking skills, as well as pragmatic and cultural awareness, thus making the learning process more contextual and relevant to real-world language use.

¹⁵ Abbas, NF, Awad, ZE, & Mohaisen, AK (2025). YouTube as a Learning Tool Among EFL Learners: A Systematic Review. *Arab World English Journal*, 96-110.

¹⁶ Daeli, R., & Santosa, S. (2025). Effective practices in enhancing autonomous English language learning through YouTube. *English Learning Innovation (englie)*, 6 (1), 65-75.