

SYSTEMATICS REVIEW OF VLOGS INTEGRATION IN ELT

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Abstract

The integration of vlogs in English Language Teaching (ELT) has gained significant attention due to their potential to increase student's motivation, engagement, and speaking proficiency. This systematic review synthesizes research findings on vlog-based learning and its impact on ELT. The research highlights the benefits of vlogging in fostering self-confidence, improving pronunciation, and creating an interactive learning environment. Despite these benefits, challenges such as technical limitations, speaking anxiety, and time constraints hinder effective implementation. Addressing these challenges through pedagogical strategies and institutional support is crucial to optimizing vlog-based learning. Future research should focus on innovative approaches to overcome these barriers and examine the long-term effects of vlogging on language learning outcomes.

Keywords: Vlog, English Teaching, Video.

INTRODUCTION

In the education aspect, technology plays an important role. It enables teachers and learners to carry out the learning process. English language learning in higher education has also dealt with technology. Many lecturers use some devices, such as mobile devices, as tools to support and facilitate teaching and learning environments. For example, the lecturer provides mobile and web-based applications to facilitate students with collaborative classroom activities as part of the teaching process. These mobile and web applications bring benefits for both lecturers and students. Instagram, a well-known mobile application, positively impacts students since it influences students' motivation, engagement, and attitudes. (Mandasari et al.2020)

The emergence of vlogs (video blogs) as an innovative teaching tool has revolutionized the integration of digital media in language education. Vlogs offer a multimodal platform for English Language Teaching (ELT), allowing students to interact with real-world situations and authentic spoken language. In contrast to conventional methods, vlogs provide a dynamic and engaging learning experience customized to students' needs. Interest in using vlogs in ELT continues to increase among researchers and educators, driven by the ease of access to digital devices and internet connectivity (Dennehy et al., 2024).

According to (Sevy-Biloon et al., 2020), who researched Ecuador, there are three main points in pedagogy-related factors in English language teaching. Communicative Language Teaching (CLT) is where the teachers must introduce interesting topics that make learners