

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The rapid advancement of technology enables people to use technology in their daily activities. Currently, the ICT (Information and Communication Technology) users use laptops, personal computers (PC), tablets, and smartphones to communicate (Humanante-Ramos, García-Peñalvo, & Conde-González, 2017). Through all those devices, users can access a wide range of information on the web every day (Alvarez-Jimenez et al., 2014).

Nowadays, learners of English have various tools to learn English. For instance, they can use social media. A previous study suggested that social media allows students, even those who find language learning challenging, to get exposed to English language (Hamid, Waycott, Kurnia, & Chang, 2015). Among the currently available social media, YouTube is the most popular social media platform to help learn English (Benson, 2015). Students can get a lot of materials to learn English by accessing YouTube and watching the videos provided by the YouTubers. The YouTubers create and upload their videos to their subscribers. Those videos are usually called 'vlogs' or video blogs.

Students can also use vlogs to learn English. Vlog itself is a new alternative of Blog. Vlog is a regularly updated website that uses embedded videos instead of text to communicate with visitors. Video blogging is the new trend in blogging. A video blog or popularly called as "*vlog*" is an interesting way to communicate online. Vlog is a clipping from *video blogging* (Gustafsson, n.d.). Many people

believe that vlogs are a natural extension of the video diaries that gained popularity in the 1980s when video cameras first became widely available. Today, however, cell phones with cameras allow bloggers to post their content almost instantaneously. This makes video blogging a popular choice for people who want to cover topics related to current events. Since vlogs are very popular in society, vlogs are also used in education. Young people today learn digital modes of expression from one another outside of school, and they engage with digital technologies in ways that are often more varied and more sophisticated than those they encounter in school.

In using vlogs to learn English, YouTube is one of the most popular platforms for individuals to share their videos as well as space for the audience to watch the contents. According to its creators, YouTube has over a billion users across the world, and hundreds of millions of hours of videos are viewed each day (Hartley, n.d.). Many people spent their time to watch videos through YouTube, because YouTube can be accessed every time and everywhere. On YouTube, we can stream or download any content that we want from many content creators. YouTube starts to have a significant role in the education field, as seen through many educational videos found on YouTube. Internet users can watch any educational videos on YouTube, including the English learners. English learners can find many videos about learning English on YouTube, starting from the basic until the difficult one. The educators or *vloggers* teach pronunciation, vocabulary, grammar and other skills (Sahara, Irwansyah, Darmalaksana, & Ramdhani, 2018). Vlogging is an innovative method for teachers to teach their students using YouTube. Many foreign educators have started applying this technology to

classroom activities and language learning (Campbell, 2003; Johnson, 2004; Lankshear & Knobel, 2003; Richardson, 2004, as cited in Mutmainna, 2016).

Learners' acceptance towards the use of vlogs to learn English can be determined by several factors. They are perceived ease of use, perceived usefulness, attitude toward usage, intention to use, and actual usage. This interdependent relationship is known as the Technology Acceptance Model. This model was proposed by Fred Davis. The models have been extensively used to explain the phenomenon of technology acceptance in many studies in language learning (Lai, 2017). The model posits that students are more likely to use technology if they find it easy to use and if it is useful. The findings of several studies showed that there is a positive relationship between perceived usefulness and intention to use whereas perceived ease of use was positively related to perceived usefulness (Van De Bogart & Wichadee, 2015). Recent studies on technology acceptance showed that user's behavioral intentions are highly correlated with mobile device's compatibility and perceived ease of use respectively (Chung, Chen, & Kuo, 2015). Perceived ease of use has an important influence on perceived usefulness (Hsu, 2017).

In this study, the writer will focus on students' acceptance towards the use of vlogs in learning English. The writer would like to examine what factors affect students' acceptance to use vlogs.

## **1.2 Field of the Study**

This study discusses students' acceptance towards vlogs to learn English as a foreign language. It is related to the field of language learning.

### **1.3 Scope of the Study**

This study will focus on the analysis of students' acceptance towards vlogs as a tool to learn English. In this study, the writer will focus on the vlogs which are related to language and can be accessed through YouTube. The writer will conduct this study in the Faculty of Language and Arts in Unika Soegijapranata Semarang.

### **1.4 Problem Formulation**

In this study, the writer will formulate three research questions related to the use of Vlogs to learn English, these are:

1. How do students perceive the use of vlogs?
2. Does students' perceived ease of use positively affect their intention to use vlog?
3. Does students' perceived usefulness positively affect students' attitudes towards vlogs?

### **1.5 Objectives of the Study**

Regarding to the research questions above, the writer aims to resolve the following concern, these are:

1. To examine students' technology acceptance towards vlogs.
2. To find out whether ease of use positively affects their intentions to use Vlogs.
3. To figure out whether student's perceived usefulness positively affects students' attitudes towards vlogs.

## 1.6 Significance of the Study

This study aims to examine students' acceptance towards video blogging in learning English. The result of this study will make a significant contribution to the understanding of student's acceptance towards vlogs in learning English. Therefore, the writer hopes that it can encourage students to be more active as a millennial student and maximize the use of technology. The writer also hopes that the teacher will take part in the teaching-learning process using technology, especially for language learning.

## 1.7 Definition of Terms

### 1. Technology Acceptance Model (TAM)

The technology acceptance model (TAM) developed by Fred Davis (1989), states that the success of a system can be determined by user acceptance of the system. Technology Acceptance Model (TAM) is a theoretical framework to investigate users' acceptance towards certain technologies in this model, Davis (1989) proposed that users' intention to use technology is determined by several factors. They are perceived usefulness, perceived ease of use, attitude toward usage, intention to use, actual usage.

## 2. Students' Attitude

Attitude is defined as the way people think and feel about something which explains patterns within an individual's behavior (Abrar et al., 2018).

## 3. Video blogging (vlogs)

Video Blogging or also known as Vlogs are the online environment using a video format. Vlogs are also a media that can provide and facilitate the viewers (students/learners) reflective thinking and student's understanding (R. F. DeMara and S. Muttineni, DeMara, & S. Muttineni, 2016).

