Proceedings of The Fourth National Seminar on English Language Teaching (NELT)
ISSN 3109-211X (Online – Elektronik)
Volume: 4, 2026
Publisher: English Education Department,
Faculty Tarbiyah and Teacher Training, UIN Alauddin Makassar, Indonesia

THE EFFECT OF ENGLISH DAILY VLOGS ON EFL STUDENTS' VOCABULARY DEVELOPMENT

Nurhikma[1*], Mayang Sari[1]
[1]*English Education Department, Tarbiyah and Teacher Training Faculty, Universitas Islam Negeri Alauddin Makassar, Indonesia*
*Email: hikma0595@gmail.com

Abstract

This study investigates the use of English daily vlog content as a learning medium to support vocabulary development among EFL students. In the context of rapid technological advancement, digital media has become increasingly relevant in language learning. This research aims to explore students' perceptions of using English daily vlogs and examine their impact on vocabulary acquisition. A qualitative descriptive approach was employed, involving four English Education students selected through purposive sampling. Data were collected through semi-structured interviews and analyzed descriptively to identify recurring themes. The findings reveal that students perceive vlog content as an engaging and effective tool for learning new vocabulary, as it provides contextualized language exposure, audiovisual support, and authentic pronunciation. Additionally, students reported increased motivation and enjoyment compared to traditional learning methods. These findings suggest that English daily vlogs can serve as a valuable supplementary medium in EFL learning, particularly in enhancing vocabulary development and learner engagement.

Keywords: *English Vlog; Vocabulary Learning; EFL Students; Digital Media; Learner Motivation*

INTRODUCTION

In the modern digital era, the integration of technology into education has become increasingly significant, particularly in the field of English language teaching (ELT). The rapid development of digital platforms has transformed the way students' access and engage with learning materials. Among various forms of digital media, video blogs (vlogs) have emerged as a popular and influential medium, especially among younger generations. Initially used for entertainment and personal expression, vlogs are now widely recognized for their potential in educational contexts, including language learning.

The use of vlogs in English learning offers a unique learning experience by presenting language in authentic and contextualized situations. Unlike traditional textbooks, which often provide limited and decontextualized examples, vlogs expose learners to real-life communication, including natural pronunciation, intonation, and commonly used expressions. This type of exposure is particularly important for EFL students, who often have limited opportunities to interact with native speakers in their daily lives (Richards & Rodgers, 2014).

Vocabulary plays a crucial role in language proficiency, as it directly influences students' ability to comprehend and produce language effectively. However, many students still rely on conventional learning methods that are often perceived as monotonous and less

engaging. As a result, students may experience low motivation and difficulty in retaining new vocabulary (Nation, 2022; Schmitt, 2000).

To address these challenges, educators are encouraged to explore innovative and engaging learning media that align with students' interests and learning preferences. In this regard, English daily vlog content has gained attention as a potential alternative learning tool. By combining visual and auditory elements, vlogs can enhance students' comprehension and retention of new vocabulary (Mayer, 2014; Teng & Zhang, 2024).

Several previous studies have highlighted the effectiveness of vlogs in language learning. Toha et al. (2023) found that students who frequently watched English vlogs showed increased motivation and vocabulary acquisition. Similarly, Mabrur (2023) reported that vlog-based learning could enhance students' speaking fluency and confidence. Furthermore, Fatimah et al. (2024) emphasized the role of audiovisual media in supporting pronunciation and contextual understanding.

METHOD

This study employed a qualitative descriptive approach to explore students' perceptions of using English daily vlog content in improving their vocabulary. A qualitative approach was considered appropriate as it allows for an in-depth understanding of participants' experiences and perspectives in a natural context (Creswell & Creswell, 2017).

The participants of this study were four students from the English Education Department at Universitas Islam Negeri Alauddin Makassar. They were selected through purposive sampling, as they had prior experience in watching English daily vlog content and were considered capable of providing relevant insights. Qualitative research typically involves a small number of participants, as the focus is on depth rather than generalization (Creswell & Creswell, 2017).

Data were collected through semi-structured interviews. This method enabled the researcher to guide the conversation while still allowing participants to express their ideas freely (Cohen et al., 2002). The interview consisted of ten open-ended questions focusing on students' experiences, vocabulary learning strategies, and perceptions of vlog effectiveness.

The data were analyzed using descriptive qualitative analysis. The researcher transcribed the interview results, categorized the data into themes, and interpreted the findings to identify patterns related to vocabulary development. This process is commonly used in qualitative research to generate meaningful insights from participants' responses (Miles et al., 2014).

RESULTS AND DISCUSSION

This section presents the findings of the study based on the data collected through semi-structured interviews with four participants. The results are organized into several key themes, including students' engagement with vlog content, vocabulary acquisition, learning strategies, and learning motivation. These findings are then discussed in relation to relevant theories and previous studies.

Students' Engagement with English Daily Vlogs

The findings show that students had different levels of initial engagement with English daily vlog content. One participant reported that watching English vlogs had become part of

their daily routine, while others initially watched vlogs occasionally but gradually developed interest over time. This indicates that vlog content has the potential to attract students' attention and increase their engagement in language learning.

The informal and entertaining nature of vlogs plays a significant role in this engagement. Unlike traditional classroom materials, which are often perceived as rigid and monotonous, vlogs provide a more relaxed and enjoyable learning experience. This supports the idea that teaching methods should be adapted to students' preferences and learning styles (Richards & Rodgers, 2014).

Vocabulary Acquisition through Contextual Learning

All participants agreed that watching English daily vlogs helped them improve their vocabulary. They reported that the vocabulary used in vlogs is generally related to daily life, making it easier to understand and remember. In addition, the presence of visual context, such as actions, expressions, and settings, helps learners interpret the meaning of unfamiliar words.

This finding suggests that vocabulary acquisition is more effective when learners are exposed to words in meaningful contexts. According to Nation (2022), vocabulary learning is enhanced when learners encounter words repeatedly in authentic situations. Similarly, Schmitt (2000) emphasizes the importance of contextualized learning in improving vocabulary retention.

Furthermore, the audiovisual nature of vlog content contributes to better comprehension. Learners process information through both visual and auditory channels, which enhances understanding and memory. This is in line with Mayer's (2014) multimedia learning theory and Paivio's (1990) Dual Coding Theory, both of which highlight the effectiveness of combining visual and verbal information in learning.

Learning Strategies and Comprehension Support

The findings also reveal that students used various strategies to understand vlog content. Most participants relied on subtitles to follow the content, especially when the speakers spoke quickly. Some preferred English subtitles, while others used translation tools or automatic subtitles provided by digital platforms.

In addition, students reported using online dictionaries or translation applications when encountering unfamiliar vocabulary. These strategies indicate that students actively engage in the learning process and take initiative to overcome difficulties. This reflects the concept of learner autonomy, where learners take responsibility for managing their own learning (Benson, 2013).

The use of these strategies also demonstrates how technology supports language learning by providing immediate access to meaning and pronunciation. This allows learners to learn independently and at their own pace.

Motivation and Affective Factors in Learning

Another important finding is that students felt more motivated when learning through English daily vlogs. All participants described the experience as enjoyable, interesting, and less stressful compared to traditional learning methods. They mentioned that watching vlogs does not feel like studying, yet it still helps them learn new vocabulary.

This finding highlights the role of affective factors in language learning. Motivation is a key element that influences learners' engagement and success. When students enjoy the learning process, they are more likely to continue learning and practice the language.

This result supports Krashen's (1985) Input Hypothesis, which suggests that language acquisition occurs when learners are exposed to comprehensible input in a low-anxiety environment. Vlogs provide such an environment, as they present language in a natural and entertaining way.

Furthermore, this finding is consistent with previous studies. Toha et al. (2023) found that vlog-based learning increases students' motivation and interest in learning English. Similarly, Mabrur (2023) reported that students who watch English vlogs show greater confidence in using the language.

Implications for English Language Teaching

Based on the findings, it can be argued that English daily vlog content has strong potential as a supplementary learning medium in ELT. Vlogs provide authentic language input, visual support, and flexible access, making them suitable for modern learners.

However, vlog-based learning should not replace traditional teaching methods entirely. Instead, it should be integrated into classroom activities to enhance learning outcomes. Teachers can use vlog content as a source of authentic material, discussion topics, or project-based learning activities.

For instance, students can be asked to identify new vocabulary from a vlog, summarize the content, or create their own vlog as a learning project. Such activities can promote active learning and increase students' engagement.

CONCLUSION

This study aimed to explore students' perceptions of using English daily vlog content in improving vocabulary among EFL learners. The findings indicate that vlog content provides meaningful and contextualized language exposure, which supports vocabulary development. Through authentic audiovisual input, students are able to understand and retain new vocabulary more effectively, particularly words that are commonly used in daily communication.

In addition, the study reveals that students actively employ various learning strategies, such as using subtitles and translation tools, to support their comprehension. This suggests that vlog-based learning not only enhances vocabulary acquisition but also encourages learner autonomy. Furthermore, the findings show that students experience higher levels of motivation and enjoyment when learning through vlog content, which contributes positively to their overall learning experience.

Based on these findings, it can be concluded that English daily vlogs can serve as an effective supplementary learning medium in English language teaching. Therefore, it is recommended that educators integrate digital media, particularly vlog content, into their teaching practices to create more engaging and relevant learning environments. Future research is suggested to involve a larger number of participants and apply different research designs in order to gain more comprehensive insights into the effectiveness of vlog-based learning.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to her supervisor for the valuable guidance, support, and constructive feedback throughout the process of completing this study. Appreciation is also extended to the participants who willingly shared their experiences and insights, which were essential for this research. In addition, the author would like to thank the English Education Department of Universitas Islam Negeri Alauddin Makassar for providing academic support and a conducive learning environment during the completion of this study.

REFERENCES

Benson, P. (2013). Teaching and researching: Autonomy in language learning. *Teaching and Researching Autonomy, Second Edition*, 1–283. https://doi.org/10.4324/9781315833767

Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Fatimah, A. S., Fitria, I. N., Saputra, Y., Auliya, A. G., & Demir, K. (2024). Autonomous learning of English pronunciation through vlogs: Evidence from two Indonesian EFL students. *Jees.Umsida.Ac.IdAS Fatimah, IN Fitria, Y Saputra, AG Auliya, K DemirJEES (Journal of English Educators Society), 2024•jees.Umsida.Ac.Id*. https://doi.org/10.21070/jees.v9i2.1824

Krashen, S. D. (1985). The input hypothesis: Issues and implications. *(No Title)*.

Mabrur, K. (2023). Students' Perception on The Impact of Watching English Video Blog (VLOG) on Speaking Skills. In *Universitas Islam Negeri Ar-raniry*.

Mayer, R. E. (2014). Incorporating motivation into multimedia learning. *Learning and Instruction*, *29*, 171–173. https://doi.org/10.1016/J.LEARNINSTRUC.2013.04.003

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis*. sage.

Nation, I. S. P. (2022). *Learning vocabulary in another language*. Cambridge university press.

Paivio, A. (1990). *Mental representations: A dual coding approach*. Oxford university press.

Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching*. https://www.google.com/books?hl=id&lr=&id=HrhkAwAAQBAJ&oi=fnd&pg=PR1&dq=Richards,+J.+C.,+%26+Rodgers,+T.+S.+(2001).+Approaches+and+methods+in+language+teaching+(2nd+ed.).+Cambridge+University+Press.&ots=_NhGsu5fnb&sig=hBdPdz7it1iFw4JeXTM-5bjGGD8

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.

Teng, M. F., & Zhang, D. (2024). Vocabulary learning in a foreign language: multimedia input, sentence-writing task, and their combination. *Applied Linguistics Review*, *15*(5), 2123–2148. https://doi.org/10.1515/applirev-2022-0160

Toha, M., Fikri, D., Journal, M. Y.-A. I., & 2023, undefined. (2023). Exploring students' perceptions toward vlogging as a tool for enhancing English vocabulary acquisition. *Pdfs.Semanticscholar.OrgM Toha, D Fikri, M YusrohAbjadia: International Journal of Education, 2023•pdfs.Semanticscholar.Org*, *08*(02), 168–179. https://doi.org/10.18860/abj.v8i2.22867