

Preferences of Short Videos for Vocabulary Learning: A Case of Multilingual Students in Yala, Thailand

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INTRODUCTION

- The popularity of Short Video format opens new way to teach vocabulary.
- Short Video have good retention, with auditory and visual features to keep students engage during the learning session.
- There are limited research about students' perception on Short Videos, in academic context.

INTRODUCTION

- The researchers made 3 short videos, following the 5 principles from Richard Mayer (**Cognitive Theory Multimedia Learning.**)
- Signaling principle, adding cues like bold text;
- Spatial contiguity principle, image and text were showed at the same time;
- Segmenting principle, the durations are short and the videos can play again after the videos ended giving sense of segments;
- Pretraining principle, using cartoon characters that are popular among children to give context to the word;
- Multimedia principle, these short videos were made to be an addition to materials in the students book.

INTRODUCTION

There are 3 Videos, ***each with its own unique features.***
The durations of these videos are about 60 seconds.



Cartoon Character, Moving
Images and Subtitles, Transitional
effect.



Real Images, English Subtitles, no
Transitional Effect.



Moving Images and Subtitles,
Music, without Thailand subtitles.

LITERATURE REVIEW

- **Bernard (2020)** used Tik Tok videos a media to expand ESL students' vocabulary. This research used selected and filtered short videos based on students' interest, needs, and characteristics. This study concluded that Tik Tok videos can help ESL students to widens their vocabulary, this is because the use of subtitles and various content that makes students engaged with it.
- **Hariyono (2020)** Using YouTube videos, the researcher found that the use of YouTube videos increase students' engagement and participation during the learning session. The researcher also mentioned that students felt more motivated and the atmosphere in the classroom become fun.

RESEARCH OBJECTIVES

- Examine how the students perceive the use of short video as media for vocabulary learning.
- Identify students' preferences for auditory and visual features to enhance engagement and effectiveness for vocabulary learning.

METHODOLOGY

- **Quantitative Method**
- The participants are 30 6th grade students from *Phatnawitya School, Thailand* (Convenience Sampling)
- 5-Points Likert Scale Questionnaire (**Descriptive Statistics**)
- Will be conducted in 1 month

RESULTS

The statements from questionnaire can be divided into three indicators:

Engagement

	N	Minimum	Maximum	Mean	Std. Deviation
Learning English vocabulary through Short Video is fun.	28	2	5	3.54	.838
Short Video is more interesting than books.	28	1	5	3.14	1.458
I feel excited to learn more words because of the videos.	28	1	5	3.14	1.177

RESULTS

Perceived Usage

	N	Minimum	Maximum	Mean	Std. Deviation
I can watch Short Video anywhere and anytime to learn vocabulary.	28	2	5	3.43	.836
I can memorize the words used in Short Video.	28	1	5	3.54	1.036
I can understand the words in Short Video.	28	1	5	3.57	1.260
I try to say the words, just like in the video.	28	1	5	3.11	1.100
I want to rewatch the video, if I do not understand it.	28	1	5	3.50	1.106

RESULTS

Preferences

	N	Minimum	Maximum	Mean	Std. Deviation
I like simple video because it is not distracting.	28	1	5	3.79	1.315
I like video with music.	28	1	5	3.39	1.286
I like it more if the video shows a person.	28	1	5	3.29	1.243
I like it more if the video shows a cartoon character.	28	1	5	3.75	1.351

DISCUSSION

- The students perceived short videos, positively. Although the mean score are not too high towards agreement. ($3 > \dots$) Due to Central Tendency Bias.
- Positive perception also can be found in various research with video/short video as learning media. (Levels, Background)
- There are no specific features that students preferred, students perceived all the videos positively with no clear favorites.
- It is implied that cartoon characters, and Background Music should be considered as features to include In the video.

CONCLUSION

It can be concluded that the students generally perceived short videos as vocabulary learning media in a positive way. The findings of this study implied that short videos can be good addition for vocabulary learning to compliment traditional learning media and teachers' instruction.