

**ANALYZING THE IMPACT OF YOUTUBE MICROLEARNING VIDEOS
ON STUDENTS' VOCABULARY DEVELOPMENT AND THEIR PERCEPTIONS
OF ITS USE: A MIXED-METHOD STUDY**

Aulia Rahmah¹, Siti Maysuroh², Astrid Dwimaulani³,
Ari Prasetyaningrum⁴

¹²³⁴Department of English Language Education, Faculty of Language,
Art, and Humanities, Hamzanwadi University

¹ auliarahmahaulia0@gmail.com, ² sitimaysuroh@hamzanwadi.ac.id,

³ astriddwimaulani@hamzanwadi.ac.id, ⁴ rheafanny1981@gmail.com

ABSTRACT

Vocabulary mastery is a fundamental element for English as a Foreign Language (EFL) learners to comprehend and communicate effectively. Recently, digital microlearning has emerged as a popular strategy to facilitate flexible, accessible, and highly focused language learning. Accordingly, this study aims to investigate the perceived impact of YouTube microlearning videos on students' vocabulary development and explore their perceptions of its use as an instructional medium. This research employed a mixed-methods design involving students from the English Language Education Program at Hamzanwadi University. Data were gathered through a 25-item Likert-scale questionnaire (N=15) and semi-structured interviews (N=10) via purposive sampling. The quantitative results revealed a high perceived impact on vocabulary development (construct mean = 3.84), with significant improvements in word recognition, meaning comprehension, and pronunciation. However, students' productive speaking confidence developed slower than their receptive skills. Furthermore, participants held a highly positive perception of the medium (construct mean = 3.73), valuing its flexibility, concise duration, and multimedia design, although infrastructural constraints like internet connectivity occasionally challenged its practical utility. In conclusion, YouTube microlearning is a highly effective supplementary tool for receptive vocabulary acquisition, but it requires active pedagogical integration with productive classroom tasks to fully bridge the gap between passive recognition and active usage.

Keywords: *YouTube Microlearning, Vocabulary Development, Students' Perceptions, Mobile-Assisted Language Learning (MALL)*

ABSTRAK

Penguasaan kosakata merupakan elemen mendasar bagi pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL) untuk dapat memahami dan berkomunikasi secara efektif. Saat ini, *digital microlearning* telah muncul sebagai strategi populer untuk memfasilitasi pembelajaran bahasa yang fleksibel, mudah diakses, dan sangat terfokus. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki dampak

yang dirasakan (*perceived impact*) dari video *microlearning* YouTube terhadap perkembangan kosakata mahasiswa dan mengeksplorasi persepsi mereka terhadap penggunaannya sebagai media pembelajaran. Penelitian ini menggunakan desain campuran (*mixed-methods*) yang melibatkan mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Hamzanwadi. Data dikumpulkan melalui kuesioner skala Likert berisi 25 butir pernyataan (N=15) dan wawancara semi-terstruktur (N=10) menggunakan teknik *purposive sampling*. Hasil kuantitatif menunjukkan dampak yang dirasakan tergolong tinggi terhadap perkembangan kosakata (rata-rata konstruk = 3,84), dengan peningkatan signifikan pada pengenalan kata, pemahaman makna, dan pelafalan. Namun, kepercayaan diri berbicara produktif mahasiswa berkembang lebih lambat dibandingkan keterampilan reseptif mereka. Selanjutnya, partisipan memiliki persepsi yang sangat positif terhadap media ini (rata-rata konstruk = 3,73), dengan menghargai fleksibilitas, durasi singkat, dan desain multimedianya, meskipun kendala infrastruktur seperti koneksi internet terkadang membatasi utilitas praktisnya. Kesimpulannya, video *microlearning* YouTube adalah alat tambahan yang sangat efektif untuk pemerolehan kosakata reseptif, namun membutuhkan integrasi pedagogis yang aktif melalui tugas-tugas produktif di kelas untuk menjembatani kesenjangan antara pengenalan pasif dan penggunaan bahasa secara aktif.

Kata Kunci: *Microlearning* YouTube, Perkembangan Kosakata, Persepsi Mahasiswa, *Mobile-Assisted Language Learning* (MALL)

A. INTRODUCTION

Vocabulary mastery is fundamental in English language learning, serving as the essential foundation for students to comprehend spoken and written texts and to convey ideas effectively in various communication contexts (Brooks et al., 2023; Ha, 2021). Recently, the integration of digital technology, particularly mobile-assisted vocabulary learning (MAVL), has shifted traditional instructional methods toward more flexible,

engaging, and independent learning environments (Duan & Suppasetsee, 2025; Teymouri, 2024). Within this digital shift, educational video platforms have become highly prominent, utilizing a combination of audiovisual elements, subtitles, and contextual language demonstrations to significantly enhance students' vocabulary acquisition and meaning comprehension (Lestari & Yosintha, 2022; Reynolds et al., 2022; Setiawan & Fediyanto, 2026).

While existing studies demonstrate that EFL students generally hold positive perceptions of using YouTube as an engaging and accessible medium for learning new vocabulary (Hapsari & Adi, 2023; Hasanah & Rizal, 2024; Madani et al., 2023; Tahmina, 2023), a specific gap remains in the current literature. Most previous research has focused broadly on general digital learning platforms or standard-length educational videos. Consequently, there is limited research specifically investigating the application of YouTube *microlearning* videos—which are characterized by their concise, highly focused content delivery—on vocabulary development and how students perceive this specialized format.

Addressing this gap is urgent from both scientific and practical perspectives. Scientifically, evaluating the efficacy of microlearning videos provides crucial insights into how fragmented, multimedia-based exposure influences language retention and bridges the gap between receptive word recognition and productive vocabulary use. Practically, understanding students' perceptions of this specific medium is essential for

educators; it ensures that the selected digital tools actively align with modern students' learning preferences, thereby genuinely facilitating effective and autonomous vocabulary mastery without overwhelming the learners.

Therefore, this study aims to investigate the specific role of YouTube microlearning videos within the vocabulary development process. Specifically, this research is driven by two primary objectives: first, to identify the students' perceived impact of YouTube microlearning videos on their vocabulary development; and second, to explore students' broader perceptions regarding the use of YouTube microlearning videos as an instructional medium in learning vocabulary.

The findings of this study are expected to make a substantial contribution to the advancement of English language education. Theoretically, this research enriches the existing literature on mobile-assisted language learning by providing empirical evidence on the intersection of microlearning methodology and digital vocabulary acquisition. Practically, it offers actionable insights and a validated reference for teachers and lecturers in

selecting and integrating appropriate digital instructional materials, while also equipping students with flexible learning strategies to improve their vocabulary through easily accessible platforms.

B. METHOD

This study employed a mixed-methods design, integrating both quantitative and qualitative approaches. This design was selected because exploring students' perceptions of digital learning media requires a comprehensive understanding that captures both general statistical trends and in-depth real-world experiences, avoiding the limitations of a single perspective (Azharinas, 2025; Ren & Zhou, 2024). The research was conducted within the English Language Education Program at Hamzanwadi University, a setting chosen due to its curriculum's active integration of digital learning media. The implementation period was aligned with the academic calendar and the instructors' availability, utilizing an online data collection format to maximize efficiency.

The participants consisted of 15 students for the quantitative survey,

with a sub-sample of 10 students participating in the in-depth qualitative interviews. Participants were selected using purposive sampling based on specific criteria: they must have prior, direct experience using YouTube microlearning videos for English vocabulary learning, and they must be willing to complete both the questionnaire and the interview phases. This technique ensures that the collected data accurately reflects relevant user experiences and yields valid, targeted insights (Azharinas, 2025; Ren & Zhou, 2024).

Data collection was executed through a dual-instrument approach. Quantitative data were gathered using a 25-item questionnaire measured on a 5-point Likert scale. The questionnaire was distributed via Google Forms, a platform selected for its flexibility, efficiency, and ease of access for respondents (Dewi et al., 2023). The instrument's validity was confirmed through Pearson product-moment correlation (ensuring the calculated r value exceeded the r table value), and its internal consistency reliability was established using Cronbach's Alpha. Concurrently, qualitative data were collected through semi-structured interviews containing

10 pre-prepared open-ended questions. These questions focused specifically on the students' cognitive engagement with the microlearning format, their perceived mechanisms of vocabulary retention, and any technical or infrastructural constraints they encountered, thereby allowing participants to elaborate deeply on their real-world learning experiences. Methodological triangulation was applied to verify the consistency between the questionnaire and interview responses, maintaining overall data validity.

Finally, the collected data were processed using two distinct analytical

techniques. The quantitative questionnaire data were analyzed using descriptive statistics—specifically focusing on means and percentages—to map the general trends and categories of students' perceptions. Meanwhile, the qualitative interview transcripts were evaluated using thematic analysis. This involved reading the participants' responses comprehensively, coding keywords, grouping data into common themes, and identifying the main experiential patterns to provide a deeper understanding of the descriptive statistical results.

C. Result and Discussion

Demographic Profile of Participants

Table 1. Profile of the Respondents (N = 15)

Characteristic	Category	Frequency	Percentage
Gender	Female	10	66.7%
	Male	5	33.3%
Semester	Semester 8	14	93.3%
	Semester 4	1	6.7%
Study program	English Language Education	14	93.3%
	Indonesian Language Education	1	6.7%
Prior use of the videos	Yes	15	100%

The demographic distribution indicates a highly homogenous sample, dominated by final-year

(eighth-semester) female students majoring in English Language Education. This concentration implies that the respondents are advanced

EFL learners rather than beginners. Consequently, their unanimous prior engagement with YouTube microlearning videos (100%) suggests that this medium is strategically utilized by advanced learners for specific lexical refinement and autonomous enrichment, rather than merely for foundational language acquisition.

Perceived Impact on Vocabulary Development

Table 2. Descriptive Statistics of Perceived Impact (N = 15)

No	Statement	Mean	SD	Min	Max	Category
1	Videos help me learn new vocabulary	4.20	0.68	3	5	High
2	I understand meanings of new words more easily	4.07	0.70	3	5	High
3	Videos help me remember vocabulary longer	3.80	0.77	3	5	High
4	I can increase my number of English words	3.93	0.59	3	5	High
5	I understand how to use words in sentences	3.93	0.59	3	5	High
6	Videos help me understand pronunciation better	4.13	0.64	3	5	High
7	I am more confident using the vocabulary	3.53	0.92	2	5	High
8	Videos help me understand words in various contexts	3.87	0.74	3	5	High
9	I can recall vocabulary in English assignments	3.93	0.59	3	5	High
10	Videos improve my vocabulary ability	3.87	0.74	3	5	High
11	I understand words faster than with other methods	3.40	0.74	2	5	Moderate
12	Videos help me learn vocabulary more effectively	3.80	0.68	3	5	High
13	I can learn many words in a short time	3.73	0.80	3	5	High
14	I feel my vocabulary ability improved	3.73	0.59	3	5	High
15	Videos give a positive impact on my vocabulary	3.73	0.70	3	5	High
-	Construct Mean	3.84	-	-	-	High

Table 2 reveals a pronounced asymmetry between the development of receptive and productive vocabulary skills. The prominently high scores in acquiring new words (Item 1) and comprehending pronunciation (Item 6) confirm that microlearning excels as a receptive input mechanism, effectively lowering cognitive barriers for decoding linguistic information. Conversely, the

lower scores regarding confidence in active usage (Item 7) and learning speed comparative to traditional methods (Item 11) expose the medium's unidirectional limitation. While it efficiently inputs knowledge, the absence of an interactive feedback loop means students still struggle to translate passive word recognition into spontaneous, confident productive output.

Perception of Using the Videos

Table 3. Descriptive Statistics of Perception of Use (N = 15)

No	Statement	Mean	SD	Min	Max	Category
16	The videos are easy to use as a medium	3.93	0.80	3	5	High
17	The short duration draws my interest	3.60	0.63	3	5	High
18	The display and content make learning interesting	3.80	0.68	3	5	High
19	I feel more motivated to learn vocabulary	3.40	0.51	3	4	Moderate
20	I can learn anytime and anywhere	4.07	0.59	3	5	High
21	The videos make learning more enjoyable	3.93	0.70	3	5	High
22	I prefer the videos over other media	3.60	0.99	2	5	High
23	I feel comfortable using the videos	3.67	0.72	3	5	High
24	I will keep using the videos in the future	3.60	0.83	3	5	High
25	I will recommend the videos to other students	3.73	0.70	3	5	High
-	Construct Mean	3.73	-	-	-	High

Table 3 highlights a student preference that is heavily anchored in

pragmatic utility rather than intrinsic psychological transformation. The

peak score for spatial-temporal flexibility (Item 20) demonstrates that the primary value of YouTube microlearning lies in its convenience. However, the lowest score for generated motivation (Item 19), coupled with a wide standard deviation regarding media preference

(Item 22), indicates a critical nuance: the medium accommodates diverse learning lifestyles but does not inherently create the drive to learn. It serves as a highly accessible convenience tool whose effectiveness relies heavily on the learner's pre-existing autonomy.

Qualitative Insights from Thematic Analysis

Table 4. Themes from the Thematic Analysis (10 participants)

Theme	Type	Participants	Representative meaning
Vocabulary gain	Benefit	10	Students gain and store more words
Motivation to keep learning	Benefit	9	The videos sustain the drive to learn
Short duration is helpful	Benefit	7	Brief videos hold attention and avoid boredom
Retention through repetition	Benefit	5	Replay supports memory and fluency
Preferred over other media	Benefit	5	Students choose videos over books alone
Engaging visuals and music	Benefit	4	Animation and songs aid recall
Clearer pronunciation	Benefit	4	Students hear and copy correct sounds
Easy and flexible access	Benefit	3	Learning fits any time and place
Confidence to speak	Benefit	2	Students feel braver in speaking
Connectivity and data limits	Constraint	3	Weak signal and quota block access
Trouble catching speech	Constraint	1	Fast speech is hard to follow

The qualitative themes substantiate the quantitative descriptive statistics by explaining the *mechanisms* of perceived impact. The unanimous report of vocabulary gain is directly attributed by students to the pedagogical architecture of microlearning: the short duration mitigates cognitive fatigue, while the affordance of repetition solidifies memory retention. Furthermore, the integration of engaging audiovisuals functions as an effective mnemonic device. Crucially, the emergence of connectivity and data limits as a prominent constraint grounds the study in infrastructural reality, revealing a paradox where a medium

Discussion

The phenomenon of vocabulary acquisition through YouTube microlearning observed in this study confirms and extends the established literature on multimedia language learning. The capacity of these short videos to seamlessly facilitate meaning comprehension and word recognition provides robust empirical backing for Clark and Mayer's (2023) Cognitive Theory of Multimedia Learning. By engaging both visual and auditory channels

celebrated for absolute flexibility is practically bounded by the digital divide.

In summary, the data establishes YouTube microlearning as a highly effective, receptive supplementary tool that accelerates vocabulary acquisition and pronunciation through concise, engaging, and flexible formats. However, its unidirectional nature limits its ability to foster productive speaking confidence, and its practical utility is constrained by the learners' intrinsic motivation levels and real-world internet accessibility.

simultaneously, the microlearning format successfully mitigates cognitive overload. This dual-channel mechanism explains why the learners in this context, much like those in the broader research by Julianti and Rahmawati (2026) and Lestari and Yosintha (2022), experienced substantial improvements in their receptive vocabulary mastery.

However, a critical analytical distinction must be made regarding the depth of this language acquisition.

While Hug's (2021) principles of microlearning accurately predict that content brevity prevents cognitive fatigue and sustains attention, this study reveals an inherent pedagogical trade-off: a pronounced developmental gap between receptive knowledge and productive confidence. The videos function as a highly efficient unidirectional input stream, yet they completely lack the interactive affordances necessary for active communicative output. This finding directly echoes the theoretical boundaries delineated by Nation (2022) and Yilmaz and Kavanoz (2025), emphasizing that passive decoding does not automatically translate into spontaneous productive usage. Therefore, YouTube microlearning cannot be viewed as a standalone educational solution, but rather as a highly specialized input mechanism.

Furthermore, the students' high appreciation for the spatial and temporal flexibility of the medium aligns closely with the recognized advantages of Mobile-Assisted Language Learning (MALL) highlighted by Sabani (2025) and Tahmina (2023). Yet, juxtaposing this

idealized digital autonomy against field realities exposes a persistent infrastructural paradox. The constraints encountered by the learners in this study directly mirror Nugroho's (2021) observations regarding the digital divide in Indonesian EFL contexts. Consequently, the assumption that YouTube microlearning offers universal educational equity is challenged; its pedagogical efficacy remains strictly bounded by the socio-economic and infrastructural realities of the learners' environment.

D. CONCLUSION

This study concludes that YouTube microlearning videos function as a highly effective supplementary medium for enhancing students' receptive vocabulary and pronunciation. The concise format and dual-channel multimedia design successfully prevent cognitive overload and sustain learner engagement. However, a significant developmental gap remains between receptive word recognition and productive speaking confidence. Furthermore, the practical utility of this digital autonomy is critically bounded

by infrastructural constraints, most notably internet connectivity and data limitations.

The implications of these findings intersect both theory and practice. Theoretically, the study reinforces the Cognitive Theory of Multimedia Learning within digital micro-environments, demonstrating that brevity optimizes linguistic input. Practically, the findings establish a clear mandate for instructional design: educators cannot rely on microlearning as a standalone solution. Instead, these videos must be systematically paired with in-class productive output tasks—such as speaking and writing exercises—to bridge the confidence gap, alongside the provision of offline materials to circumvent connectivity barriers.

In terms of scientific contribution, this research advances the Mobile-Assisted Language Learning (MALL) literature by explicitly isolating *microlearning* as a distinct pedagogical variable, moving beyond broad evaluations of general educational videos. It provides empirical evidence on how fragmented, targeted multimedia exposure specifically influences the

trajectory of vocabulary acquisition among advanced EFL learners.

Acknowledging its methodological constraints—namely a localized purposive sample and a reliance on self-reported perceptions—this study identifies crucial areas for future exploration. Subsequent research must employ experimental or quasi-experimental designs equipped with standardized pre- and post-tests to objectively quantify actual linguistic gains. Additionally, expanding the investigatory scope to measure the direct impact of microlearning on specific productive skills, such as oral fluency and grammatical accuracy, will further elucidate its comprehensive pedagogical potential.

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