

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The first research question on students' cognitive processes, watching short educational English videos involves an active interaction between working memory and cognitive flexibility. Working memory operates selectively, where information supported by visual cues, repetition, clear contexts, and prior knowledge is retained more easily, whereas rapid delivery or multiple new terms overload temporary storage. Meanwhile, cognitive flexibility is demonstrated through students' adaptive shifting of attention across audio, subtitles, and visual elements. However, this flexibility varies among individuals; while higher-proficiency students seamlessly coordinate multimodal inputs, others manage the processing load by selecting a single primary source, such as relying strictly on subtitles or ignoring onscreen text to focus on visual gestures.

Regarding the second research question on cognitive strategies, students actively employ various self-regulatory strategies to comprehend and retain new vocabulary from the videos. The most prominent strategies include contextual guessing, leveraging visual cues (such as hand gestures and facial expressions), utilizing subtitles for textual confirmation, replaying difficult segments, pausing to control the information pace, taking physical notes, and connecting new expressions to prior knowledge from games, movies, or real-life contexts. Rather than attempting immediate full comprehension, students utilize these strategies progressively to construct meaning, manage memory capacity, and reinforce vocabulary retention.

The third research question on cognitive obstacles and solutions, students encounter several internal and external cognitive barriers while interacting with short educational videos. The primary obstacles consist of fast speech rates, unfamiliar idioms or abstract vocabulary, dense information presented within brief timeframes, divided attention from competing multimodal inputs, and cognitive fatigue after consecutive viewing sessions. To overcome these challenges, students

apply compensatory measures such as slowing down information processing through repeated replaying and strategic pausing, relying heavily on English subtitles, focusing on key content words, or prioritizing visual context over auditory input. Ultimately, these findings reveal that while short educational videos provide engaging and contextualized English input, learning success depends heavily on how effectively students regulate their attention and manage cognitive load.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are provided for English teachers, students, and future researchers.

1. Suggestions for English Teachers

English teachers are encouraged to use short educational English videos as supplementary learning materials. The findings show that videos can help students understand and remember vocabulary when the information is presented through meaningful contexts, visual examples, gestures, and appropriate repetition. Therefore, teachers can select videos that match the students' English level and provide clear and relevant information.

Teachers should also consider the cognitive demands of the videos. Videos that contain very fast speech, many unfamiliar words, or too much information may make students feel overwhelmed. Teachers can therefore divide longer explanations into smaller parts, allow students to replay difficult sections, and provide English subtitles when necessary. These practices can give students more time to process and retain new information.

Teachers can also encourage students to use different cognitive strategies while watching videos. For example, teachers can ask students to guess the meaning of unfamiliar words from context before giving the definition. Students can also be asked to identify important vocabulary, observe gestures, make short notes, or connect new expressions with situations they already know. Such activities can make students more active during the learning process.

2. Suggestions for Students

Students are encouraged to become more aware of how they process information while watching English learning videos. They can use strategies that match their individual needs. When they encounter unfamiliar vocabulary, they can first use the context, visual information, or gestures to guess the meaning. They can then check the subtitle or explanation if the meaning remains unclear.

Students can also replay or pause difficult parts of a video when necessary. However, they do not need to understand every word during the first viewing. They can focus first on the main idea and then return to unfamiliar vocabulary. Taking short notes and mentally repeating important words can also help students remember new information.

Students should also recognize their own attention limits. If several sources of information become difficult to process at the same time, students can focus on the most useful source, such as the audio, subtitle, or visual information. Understanding their own learning preferences may help them manage cognitive demands more effectively.

3. Suggestions for Future Researchers

Future researchers are encouraged to conduct similar studies with participants from different schools, educational levels, or English proficiency backgrounds. Since this study involved six participants in one school context, further research with different participants may provide a broader understanding of students' cognitive experiences with short educational English videos.

Future researchers can also investigate different types of short educational videos. For example, future studies could compare videos with and without subtitles, videos with different speech rates, or videos containing different amounts of visual information. Such research could provide further understanding of how specific video characteristics influence working memory and cognitive flexibility.

Finally, future researchers may combine phenomenological research with other research approaches. Quantitative or mixed-method studies could examine whether the cognitive experiences identified in this study are related to measurable changes in vocabulary learning, listening comprehension, speaking ability, or other aspects of English learning. Such studies could complement the findings of the present phenomenological study.

C. Closing Statement

This study shows that watching short educational English videos is more than simply watching and listening. Students actively use memory, attention, prior knowledge, and different learning strategies to understand the information presented to them. Although short educational English videos can make English input meaningful and engaging, students may still experience cognitive difficulties when information is too fast, unfamiliar, or presented through several sources at the same time. The findings therefore highlight the importance of considering students' cognitive experiences when using short educational English videos in English language learning.

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APPENDICES

Appendix 1: Interview Validation

PERNYATAAN VALIDATOR INSTRUMEN WAWANCARA

Dengan ini Saya:

Nama : Akhrif Yahsya, M. Hum

Instansi : STAIN MADINA

Sebagai Validator Instrumen yang dilakukan oleh:

Nama : Husin As'ari Lubis

NIM : 22130004

Prodi : Tadris Bahasa Inggris

Menyatakan bahwa instrumen wawancara penelitian dari aspek isi yang dilakukan oleh mahasiswa di atas, sudah dikonsultasikan dan layak digunakan untuk penelitian dalam rangka penyusunan skripsi yang berjudul "Senior High School Students' Cognitive Experiences In Watching Short Educational Videos: A Phenomenological Study On Working Memory And Cognitive Flexibility Processes".

Demikian Pernyataan ini saya buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Panyabungan, 21 September 2026

Validator Instrumen Wawancara


Akhrif Yahsya, M. Hum
NIP. 198412302019031005

LEMBAR VALIDASI INSTRUMEN PEDOMAN WAWANCARA PENELITIAN

A. Identitas

Judul Penelitian	:	Senior High School Students' Cognitive Experiences In Watching Short Educational Videos: A Phenomenological Study On Working Memory And Cognitive Flexibility Processes
Nama Penceliti	:	Husin As'ari Lubis
NIM	:	22130004
Program Studi	:	Tadris Bahasa Inggris
Nama Validator	:	Akhrif Yahsyia, M. Hum
NIP/NIDN	:	198412302019031005
Jabatan/Instansi	:	Ketua Prodi Biologi

B. Petunjuk Pengisian

1. Lembar ini digunakan untuk menilai kelayakan pedoman wawancara sebelum digunakan dalam pengumpulan data penelitian.
2. Bapak/Ibu dimohon memberikan penilaian dengan cara melingkari atau menuliskan angka pada kolom skala yang tersedia, dengan ketentuan sebagai berikut:
1 = Kurang Sesuai 2 = Cukup Sesuai 3 = Sesuai 4 = Sangat Sesuai
3. Apabila terdapat butir pertanyaan yang perlu diperbaiki, dihapus, atau ditambahkan, mohon dituliskan pada kolom catatan atau pada bagian saran perbaikan.
4. Kesimpulan akhir mohon diberikan pada bagian akhir lembar validasi ini.

C. Penilaian Butir Pertanyaan Wawancara

No.	Fokus	Butir Pertanyaan	Skala 1 2 3 4	Catatan / Saran Perbaikan
1	RQ1	What do you usually think about when you watch a short English educational video?	4	
2	RQ1	Can you describe what happens in your mind while the video is playing?	4	
3	RQ1	How do you manage when the video shows subtitles, images, and speech at the same time?	4	
4	RQ1	Did you look at the subtitle when you did not understand the spoken language?	4	
5	RQ1	Did you change your attention between the speaker, subtitle, and visual information?	4	
6	RQ1	What information from the video were you able to remember immediately?	4	
7	RQ1	After watching the videos, which parts of the content are easiest for you to remember, and why?	4	
8	RQ1	How do you feel after watching 3-4 short videos in a row?	4	
9	RQ2	Do you try to remember new words from the video? How do you do that?	3	

No.	Fokus	Butir Pertanyaan	Skala 1 2 3 4	Catatan / Saran Perbaikan
10	RQ2	What did you do when the speaker said a word you didn't know?	3	
11	RQ2	Did you use the picture or situation in the video to understand the word?	4	
12	RQ2	Did you connect the new word or information with something you already knew? Can you give an example?	3	
13	RQ2	Can you give an example of a new word you remember from a video? How did you remember it?	4	
14	RQ2	When you watch a short English video, how do you remember new words or phrases that you hear?	4	
15	RQ2	Do you think short videos help you learn English better than textbooks? Why or why not?	3	
16	RQ3	What did you think when you heard the unfamiliar word?	4	
17	RQ3	What happened when the speaker talked too quickly?	4	
18	RQ3	What do you do when the speaker talks too fast?	4	
19	RQ3	Did you need to replay any part of the video? Why?	3	
20	RQ3	Do you pause, replay, or take notes? Why or why not?	4	
21	RQ3	What makes it easy for you to understand a short educational video?	3	
22	RQ3	What makes it difficult?	4	
23	RQ3	What would help you learn more effectively from short English videos?	3	

D. Penilaian Aspek Umum Pedoman Wawancara

No.	Aspek yang Dinilai	Skala 1 2 3 4	Catatan
1	Kesesuaian pertanyaan wawancara dengan rumusan masalah (RQ1, RQ2, RQ3) dan tujuan penelitian	4	
2	Kejelasan dan ketepatan penggunaan bahasa (kalimat mudah dipahami oleh informan siswa)	3	
3	Kesesuaian bahasa dan konteks pertanyaan dengan karakteristik informan (usia dan latar belakang siswa)	4	
4	Sistematika pedoman wawancara (pembukaan, isi, dan penutup tersusun logis)	4	
5	Kualitas pertanyaan probing dalam membantu memperdalam jawaban informan	3	
6	Kejelasan petunjuk pelaksanaan wawancara bagi peneliti	3	
7	Kesesuaian jumlah dan cakupan pertanyaan dengan waktu wawancara yang tersedia	4	

Appendix 2: Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
MANDAILING NATAL
PUSAT PENELITIAN DAN PENGABDIAN MASYARAKAT
 Jalan Prof. Dr. Andi Hakim Nasution, Panyabungan 22978
 Website: www.stain-madina.ac.id
 Email : stainmandailingnatal@yahoo.com

Nomor : B- 1052 /Sti.21/F.1/TL.00/08/2026 26 Agustus 2026
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Kepada Yth.
 Bapak/Ibu Kepala SMAN 3 Panyabungan
 di-

Tempat

Dengan hormat, bersama surat ini kami sampaikan kepada Bapak/Ibu bahwa :

Nama : Husin As'ari Lubis
 NIM : 22130004
 Semester : IX (Sembilan)
 Program Studi : Tadris Bahasa Inggris (TBI)
 Instansi : Sekolah Tinggi Agama Islam Negeri Mandailing Natal

Mahasiswa yang bersangkutan akan melakukan Penelitian guna untuk memperoleh data/informasi awal dalam penyusunan Skripsi dengan data-data sebagai berikut:

Judul : Senior High School Students Cognitive Experiences In Watching Short Educational Videos: A phenomenological Study On Working Memory And Cognitive Flexibility Processes
 Tempat : SMAN 3 Panyabungan
 Waktu : Agustus s/d September 2026

Demikian permohonan ini disampaikan, atas kerjasama Bapak/Ibu diucapkan terimakasih.

a.n. Ketua

Ketua Pusat Penelitian dan
 Pengabdian Masyarakat (P3M)

 Dr. Armingsyah, M.H.I

Terbacaan:
 1. Ketua STAIN MADINA
 2. Ketua Prodi Tadris Bahasa Inggris
 3. Arsip

APPENDIX 3: Think-Aloud Observation Sheet

1. Observation Protocol

Video	Time Stamp	Participant's Verbalization	Observed Strategy	Cognitive Load Indicator
Video 1 (VOA - Gesture)	00:00:01	"Huh? <i>Gesture...</i> Body movement, right?"	Guessing Meaning	Pauses briefly, eyes directed at the bottom text (<i>GESTURE</i>)
Video 1	00:00:09	"Ohh thumbs up, means approval... thumb up means agreeing."	Connecting to Visual Cue	Nods, shows an expression of understanding upon seeing the thumbs-up gesture
Video 2 (BBC - Linkers)	00:00:06	" <i>Actually...</i> the text says 'explaining something surprising'. She talks really fast."	Uses Subtitle	Furrows brow, eyes rapidly reading the subtitle
Video 2	00:00:30	"Wait, <i>By the way...</i> she wants to talk about a party. The written text is different from what is spoken."	Shifting Attention	Confused while dividing focus between the speaker's face and the text
Video 3 (Lucy - Expressions)	00:00:27	" <i>Piece of cake...</i> a slice of cake? Oh	Guessing & Re-evaluating	Chuckles lightly, realizing the

Video	Time Stamp	Participant's Verbalization	Observed Strategy	Cognitive Load Indicator
		no, it means very easy."		figurative meaning
Video 3	00:00:53	"Break a leg... breaking a leg? I thought it was a curse, turns out it means good luck."	Uses Subtitle & Prior Context	Pauses briefly, writes the phrase down in a notebook

2. Strategy and Vocabulary Checklist

Video 1 (VOA - Gesture):

1. Vocabulary: Gesture, Body movement, Approval, Praise
2. Guessing meaning: Guesses the meaning of *gesture* from the speaker's hand signal (thumbs up).
3. Repeats Video: No need for replay due to the extremely short duration (13 seconds).
4. Uses Subtitle: Reads the capitalized word *GESTURE* displayed at the bottom of the screen.

Video 2 (BBC - Linking Words):

1. Vocabulary: Actually, To be honest, By the way, At the end of the day, Anyway
2. Guessing meaning: Tries to interpret at the end of the day literally before reading the contextual explanation.
3. Repeats Video: Requests to replay the segment containing at the end of the day due to the fast pace.
4. Uses Subtitle: Heavily relies on the white text displayed above the video.

Video 3 (Lucy - British Expressions):

1. Vocabulary: Piece of cake, Break a leg, Cost an arm and a leg, Pop one's clogs, Call it a day
2. Guessing meaning: Guesses that cost an arm and a leg means very expensive through body gestures and facial expressions.
3. Repeats Video: Replays twice during the idiom pop one's clogs.
4. Uses Subtitle: Reads YouTube's automatic subtitles.

APPENDIX 4: Sample Verbal Transcriptions

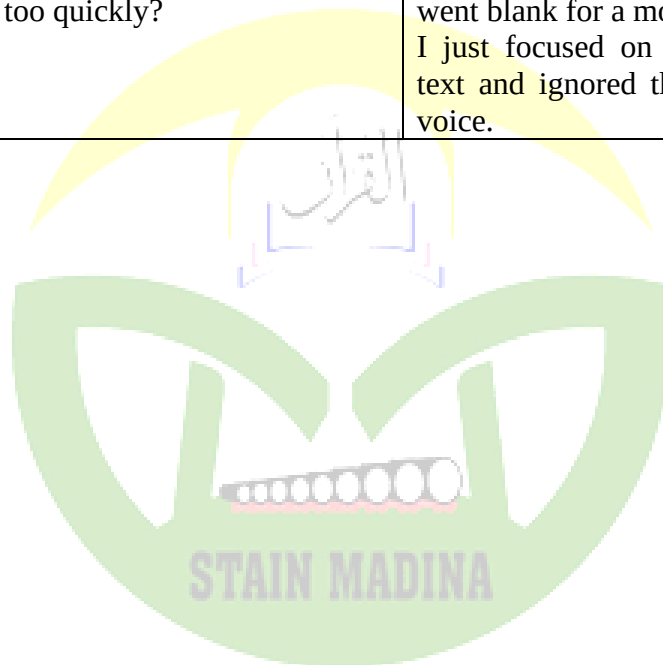
Participant: Student A (Grade XI-F6)

Date: August 27, 2026

Session: Interview after think-aloud

No	Researcher	Participant
1	What did you do when the speaker said a word you didn't know?	When I heard an unfamiliar word, like "clogs" in Video 3, I instinctively looked at the subtitle text at the bottom. Then, I forced myself to look at the example sentence to understand its meaning.
2	Did you remember that word later?	Short words like "gesture" in Video 1 were instantly remembered because of the thumbs-up visual. But longer idioms like "at the end of the day" were easily forgotten if I only watched them once
3	What did you think when you heard the unfamiliar word?	At first, I was confused, like with the phrase "break a leg". My mind immediately pictured someone breaking their leg, but it felt strange that it was used for good luck.
4	Did you use the picture or situation in the video	Absolutely. In Video 1, when she gave a thumbs-up, I immediately knew that "approval" meant agreeing or praising.
5	Did you look at the subtitle when you did not understand the spoken language?	Yes, I almost always looked at the subtitles, especially in Video 2 from the BBC. The speaker spoke quite fast with rising and falling intonation.
6	Did you need replay any part of the video? Why?	Yes, I replayed Video 2 during the explanation of "at the end of the day". The explanation was long and the text passed by very quickly.
7	What information from the video were you able to remember immediately?	"Piece of cake" means very easy, and "gesture" means body movement.

8	Did you connect the new word or information with something you already knew?	Yes, I often hear the word "actually" in video games, but I only realized in Video 2 that it functions to deliver surprising information.
9	Did you change your attention between the speaker, subtitle, and visual information?	Yes, my eyes felt dizzy moving back and forth from the teacher's face, reading the top text, and watching her actions. Sometimes my reading couldn't keep up with the audio.
10	What happened when the speaker talked too quickly?	When it was too fast, my brain went blank for a moment. Then I just focused on reading the text and ignored the speaker's voice.



Participant: Student B (Grade XI-F6)

Date: August 27, 2026

Session: Interview after think-aloud

No	Researcher	Participant
1	What did you do when the speaker said a word you didn't know?	I immediately paused the video. I wrote down the unfamiliar word on paper first, then looked at the subtitles to find out its meaning.
2	Did you remember that word later?	If I didn't write it down, I would usually forget it right away. But when taking notes on words like "linkers" in Video 2 or "pop one's clogs" in Video 3, it was easier to remember because I had a physical record of it.
3	What did you think when you heard the unfamiliar word?	I felt a bit confused and panicked, fearing I'd miss the upcoming material. So my mind got stuck on that misunderstood word for a moment.
4	Did you use the picture or situation in the video	It helped a lot. In Video 3, when Lucy talked about "cost an arm and a leg", her facial expression showed she was talking about something expensive, so I understood the meaning right away.
5	Did you look at the subtitle when you did not understand the spoken language?	My eyes were 90% glued to the subtitles. Without English subtitles, I would be completely lost and wouldn't know what they were saying at all.
6	Did you need replay any part of the video? Why?	Yes, I replayed Video 3 up to 3 times. Video 3 contained many idioms and was the longest, so my brain needed time to digest them one by one
7	What information from the video were you able to remember immediately?	"Break a leg" means good luck, and "actually" is used to explain something contrary to reality.
8	Did you connect the new word or information with something you already knew?	Yes, when hearing "at the end of the day", I remembered songs or movie dialogues commonly used

		by native speakers, and finally understood it means "ultimately".
9	What happened when the speaker talked too quickly?	Their voice just passed through my ears without catching the meaning. In the end, I relied entirely on reading the subtitles without listening to the audio anymore



Participant: Student C (Grade XI-F6)

Date: August 27, 2026

Session: Interview after think-aloud

No	Researcher	Participant
1	What did you do when the speaker said a word you didn't know?	I didn't read the subtitles; honestly, it gave me a headache. I only paid attention to the teacher's hand gestures and facial expressions to understand what she was talking about.
2	Did you remember that word later?	I only remembered words associated with unique gestures. Like "gesture" in Video 1, I remembered it because she demonstrated a thumbs-up. But for words presented purely as text like in Video 2, I forgot them instantly.
3	What did you think when you heard the unfamiliar word?	Initially, I didn't care much and waited until an illustrative visual appeared. If there were no visuals, I tried to guess its connection to the video's context
4	Did you use the picture or situation in the video	Yes, that was my primary aid! In Video 3 with the phrase "call it a day", I saw the teacher waving goodbye at the end, so I understood it signified finishing up.
5	Did you look at the subtitle when you did not understand the spoken language?	Only occasionally when I was completely stuck. Mostly I skipped them because reading text prevented me from watching the video and listening to the audio simultaneously. My brain couldn't multitask
6	Did you need replay any part of the video? Why?	I never replayed it; I'm the type who watches things once through. If I didn't understand, I just moved on to the parts I could comprehend.

7	What information from the video were you able to remember immediately?	"Gesture" means body movement, and "call it a day" means ending an activity.
8	Did you connect the new word or information with something you already knew?	Yes, I connected "piece of cake" to a real cake that tastes delicious and is easy to eat, which is why it means "very easy".
9	What happened when the speaker talked too quickly?	I ignored the spoken words and simply waited for a summary or a unique visual element to appear on the screen



Participant: Student D (Grade XI-F6)

Date: August 27, 2026

Session: Interview after think-aloud

No	Researcher	Participant
1	What did you do when the speaker said a word you didn't know?	If there was a new word, I tried to deduce its meaning from grammatical context or sentence structure first. I only checked subtitles if my deduction felt off
2	Did you remember that word later?	Yes, I remembered almost all of them. Hearing a phrase like "at the end of the day" in Video 2, my brain instantly categorized it as a formal/informal transition word
3	What did you think when you heard the unfamiliar word?	I immediately looked for explanations in the following sentences. For instance, upon hearing "pop one's clogs" in Video 3, I waited for Lucy to provide supporting context clauses
4	Did you use the picture or situation in the video	I focused more on the conversational context than the visuals. Situations where Lucy discussed exams or funerals made the figurative expressions make complete sense
5	Did you look at the subtitle when you did not understand the spoken language?	Only occasionally, about 20% of the viewing time. I intentionally ignored subtitles to train my ears to grasp native accents
6	Did you need replay any part of the video? Why?	Only in Video 2 during the fast-paced conversation using linking words. I replayed it once not because I didn't know the meaning, but to examine intonation and emphasis
7	What information from the video were you able to remember immediately?	All five idioms in Video 3 (piece of cake, break a leg, cost an arm and a leg, pop one's clogs, call it a day), plus the function of "actually" in Video 2

8	Did you connect the new word or information with something you already knew?	Very frequently. The idiom "piece of cake" was directly compared to the phrase "easy peasy" that I had learned previously
9	What happened when the speaker talked too quickly?	It wasn't problematic for me; at most, I needed a brief cognitive pause to process the subtle nuances and connotations of the spoken phrase.



Participant: Student E (Grade XI-F6)

Date: August 27, 2026

Session: Interview after think-aloud

No	Researcher	Participant
1	What did you do when the speaker said a word you didn't know?	I panicked immediately and stopped listening to the audio. I focused entirely on staring at the subtitle text so I wouldn't miss the meaning.
2	Did you remember that word later?	It was hard to remember. I forgot most words as soon as the video changed, except for words that were repeated like "gesture" in Video 1.
3	What did you think when you heard the unfamiliar word?	My mind immediately thought, "This is too difficult, my English is really poor." So I constantly felt like replaying the video from the beginning.
4	Did you use the picture or situation in the video	I didn't pay much attention to the visuals because my eyes were already exhausted trying to keep up with the fast-moving subtitles.
5	Did you look at the subtitle when you did not understand the spoken language?	I was 100% dependent on subtitles. If speakers talked without onscreen text, I wouldn't understand anything at all.
6	Did you need replay any part of the video? Why?	Yes, I replayed Video 2 and Video 3 two to three times. The duration felt too fast and it took me a long time to read while figuring out the meaning
7	What information from the video were you able to remember immediately?	All five idioms in Video 3 (piece of cake, break a leg, cost an arm and a leg, pop one's clogs, call it a day), plus the function of "actually" in Video 2
8	Did you connect the new word or information with something you already knew?	Rarely. My brain was already drained from trying to translate word by word.
9	What happened when the speaker talked too quickly?	I felt dizzy and my mind went blank. The speaker's voice became background noise

		because I was purely reading the onscreen text.
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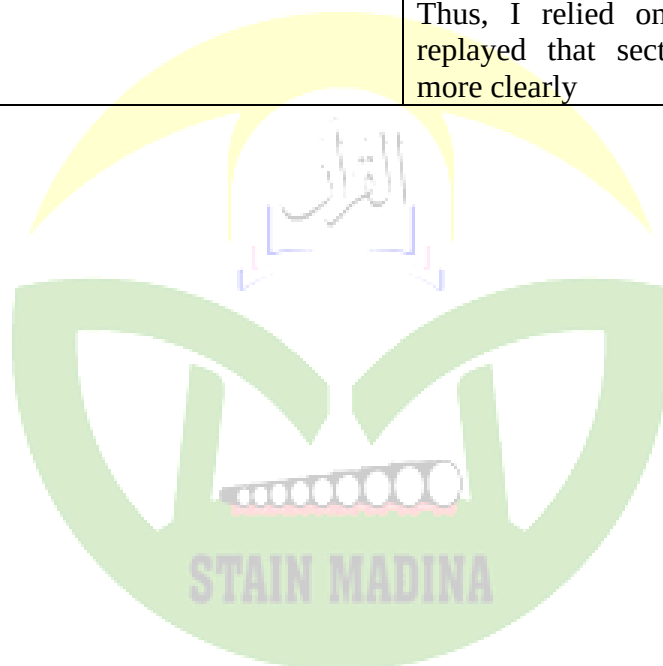
Participant: Participant F (Grade XI-F6)

Date: August 27, 2026

Session: Interview after think-aloud

No	Researcher	Participant
1	What did you do when the speaker said a word you didn't know?	Usually, I look at the subtitles to check the spelling and meaning of the word. If I still don't understand, I try to deduce it from the sentence or situation in the video.
2	Did you remember that word later?	Yes, I remembered several words, especially expressions I found interesting and frequently used, such as "actually" and "anyway"
3	What did you think when you heard the unfamiliar word?	I was usually curious about its meaning. I tried guessing its meaning from the spoken sentence before checking the subtitles
4	Did you use the picture or situation in the video	Yes, I observed the speaker's situation and gestures. For example, in the first video, the thumbs-up gesture helped me understand that "gesture" indicates approval or praise
5	Did you look at the subtitle when you did not understand the spoken language?	Yes, I looked at subtitles to identify the spoken words easily. Subtitles also helped me comprehend pronunciation and the speaker's message
6	Did you need replay any part of the video? Why?	Yes, occasionally I replayed parts I didn't fully grasp, especially when the speaker spoke quickly or introduced unfamiliar vocabulary
7	What information from the video were you able to remember immediately?	I immediately recalled expressions like "a piece of cake" meaning very easy and "break a leg" used to wish good luck

8	Did you connect the new word or information with something you already knew?	Yes. I usually linked new words to previously heard meanings or real-life examples. For instance, I connected "a piece of cake" to something simple
9	What happened when the speaker talked too quickly?	Yes. I typically looked at the speaker first, then checked subtitles if I encountered unfamiliar words. I also paid attention to movements and context to aid comprehension
10	What happened when the speaker talked too quickly?	When the speaker talked too fast, I struggled to catch every word. Thus, I relied on subtitles or replayed that section to listen more clearly



APPENDIX 5: Semi-Structured Interview Guide

Participant: Student A (Grade XI-F6)

Date: August 27, 2026

No	Researcher	Participant
1	What do you usually think about when you watch a short English educational video?	I usually think about learning simple new things, like everyday vocabulary that often appears in Reels/Shorts.
2	Can you describe what happens in your mind while the video is playing?	My brain works hard translating word for word from audio to Indonesian, while my eyes spell out the subtitles.
3	Do you try to remember new words from the video? How do you do that?	Yes, I repeat those words mentally 2-3 times. For example, upon hearing 'break a leg', I whisper to myself 'break a leg = good luck'.
4	How do you manage when the video shows subtitles, images, and speech at the same time?	It's a bit overwhelming. My strategy is usually to focus on visuals/movements first, then check subtitles if the audio isn't clear.
5	What do you do when the speaker talks too fast?	I pause the video or replay it 1-2 times until I grasp the sentence's meaning.
6	Do you pause, replay, or take notes? Why or why not?	I rarely take notes while the video plays. I usually pause at the end, then write new words like 'pop one's clogs' in a small notebook
7	Can you give an example of a new word you remember from a video? How did you remember it?	The word 'gesture' from Video 1. I remembered it because the video was only 13 seconds and showed a thumbs-up gesture directly.
8	What makes it easy for you to understand a short educational video?	When the video has large text, concise explanations, and direct visual demonstrations.
9	What makes it difficult?	Strong speaker accents like the British accent in Video 3 and a fast speech rate without pauses
10	What happened when the speaker talked too quickly?	Yes, 'by the way' is often used by friends in short chats as 'btw', but I realized from Video 2 that it's used to change conversation topics.

11	How do you feel after watching 3–4 short videos in a row?	I feel like I gained many new words, but too much consecutive information makes my head dizzy, and initial words get mixed up or forgotten.
12	Do you think short videos help you learn English better than textbooks? Why or why not?	Yes, they help more with listening and pronunciation because of authentic audio and visuals, whereas textbooks are boring.
13	What would help you learn more effectively from short English videos?	Clear visual dividers, bullet points that aren't overly crowded, and speakers using a moderate tempo.
14	When you watch a short English video, how do you remember new words or phrases that you hear?	Clear visual dividers, bullet points that aren't overly crowded, and speakers using a moderate tempo.
15	After watching the videos, which parts of the content are easiest for you to remember, and why?	Case examples and funny idioms like 'piece of cake' and 'break a leg', because they are unique and visually supported.



Participant: Student B (Grade XI-F6)

Date: August 27, 2026

No	Researcher	Participant
1	What do you usually think about when you watch a short English educational video?	I think it's a short video, so the explanation should be simple and quick to understand without heavy thinking.
2	Can you describe what happens in your mind while the video is playing?	My mind is split: half focused on listening to the speaker's intonation, the other half busy translating onscreen text into Indonesian.
3	Do you try to remember new words from the video? How do you do that?	I try to remember by writing them in a small notebook. I write the English word and its Indonesian meaning side by side.
4	How do you manage when the video shows subtitles, images, and speech at the same time?	I ignore visuals initially and prioritize reading subtitles while listening. Watching visuals too causes surprise when the video ends abruptly.
5	What do you do when the speaker talks too fast?	I slow down the playback speed to 0.75x if possible, or pause every time the speaker finishes a sentence.
6	Do you pause, replay, or take notes? Why or why not?	I do all three. I pause to take notes, then replay that segment to ensure my pronunciation understanding is correct.
7	Can you give an example of a new word you remember from a video? How did you remember it?	The expression 'cost an arm and a leg'. I remembered it because it's so unique—paying for something with body parts implies it's extremely expensive.
8	What makes it easy for you to understand a short educational video?	Large subtitles, high contrast with the background, and bolded key vocabulary.
9	What makes it difficult?	Having too much material crammed into one short video. Like Video 2 having 5

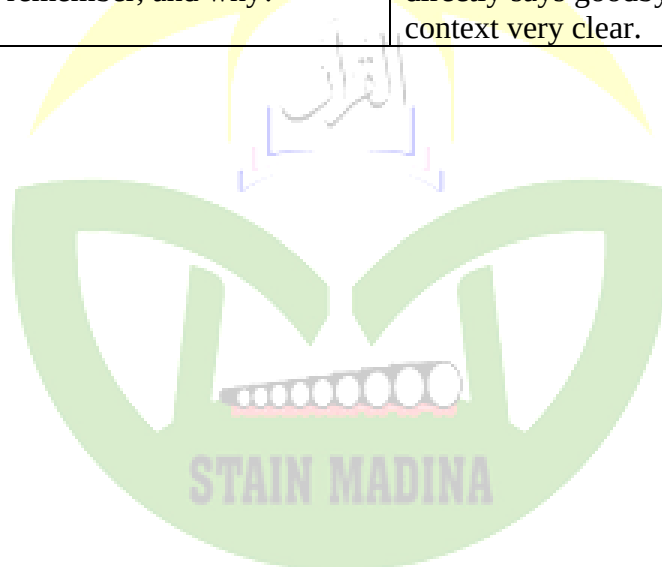
		conjunctions at once overloads memory.
10	What happened when the speaker talked too quickly?	Yes, the phrase 'call it a day' in Video 3 is often heard in foreign YouTube vlogs when ending a video, which I learned means 'stopping an activity'
11	How do you feel after watching 3–4 short videos in a row?	Honestly, my focus drops over time. The first video feels engaging, but by the third video, reading subtitles becomes tedious.
12	Do you think short videos help you learn English better than textbooks? Why or why not?	Yes, they are more helpful for discovering slang or everyday idioms rarely found in school textbooks.
13	What would help you learn more effectively from short English videos?	Having a 2-3 second silent pause between points to give the brain time to digest and write notes.
14	When you watch a short English video, how do you remember new words or phrases that you hear?	By imagining situations where I could type that word while making status updates or messaging friends.
15	After watching the videos, which parts of the content are easiest for you to remember, and why?	Video introductions and funny/unusual expressions because they capture attention right from the start.

Participant: Student C (Grade XI-F6)

Date: August 27, 2026

No	Researcher	Participant
1	What do you usually think about when you watch a short English educational video?	I just want to watch engaging visuals or entertainment without forcing myself to memorize every rule/language structure.
2	Can you describe what happens in your mind while the video is playing?	My brain focuses on capturing images and physical demonstrations. Dense and fast text clutter instantly distracts my mind.
3	Do you try to remember new words from the video? How do you do that?	I mimic the physical gestures. For instance, when hearing 'gesture', my hand replicates the thumbs-up sign to solidify memory.
4	How do you manage when the video shows subtitles, images, and speech at the same time?	Honestly, it's very overwhelming. I choose to ignore subtitles completely and focus 100% on observing speaker facial expressions
5	What do you do when the speaker talks too fast?	I let the video play out; as long as I get the general picture or core topic, I don't need word-for-word translation.
6	Do you pause, replay, or take notes? Why or why not?	Not at all. Pausing or taking notes ruins the fun of watching the video.
7	Can you give an example of a new word you remember from a video? How did you remember it?	'Gesture'. Remembered because Video 1 was super short, direct, and straightforward.
8	What makes it easy for you to understand a short educational video?	Expressive acting speakers, clear visual demonstrations, and video durations under 30 seconds.
9	What makes it difficult?	Screens cluttered with text (subtitle clutter) and speakers standing statically while talking fast without demonstrations.
10	What happened when the speaker talked too quickly?	Yes, 'break a leg' in Video 3 reminded me of foreign movie scenes where actors prepare to go on stage.

11	How do you feel after watching 3–4 short videos in a row?	My eyes feel tired and my attention drifts, making me want to scroll to other entertainment videos.
12	Do you think short videos help you learn English better than textbooks? Why or why not?	Extremely helpful! I easily get bored reading text-dense books. Videos offer motion and sound..
13	What would help you learn more effectively from short English videos?	Reduce onscreen text and increase animations or live demonstrations of the explained words.
14	When you watch a short English video, how do you remember new words or phrases that you hear?	By recalling funny scenes or clips where the word was uttered by the speaker.
15	After watching the videos, which parts of the content are easiest for you to remember, and why?	Closing parts like 'call it a day' in Video 3 because the speaker directly says goodbye, making the context very clear.



Participant: Student D (Grade XI-F6)

Date: August 27, 2026

No	Researcher	Participant
1	What do you usually think about when you watch a short English educational video?	I focus on analyzing how the speaker utilizes words in natural sentence contexts rather than just knowing isolated definitions
2	Can you describe what happens in your mind while the video is playing?	My brain maps out sentence structures, comparing native speaker pronunciation with my own existing phonetic habits.
3	Do you try to remember new words from the video? How do you do that?	I use chunking methods, categorizing vocabulary into functional groups like 'idioms' or 'conjunctions'.
4	How do you manage when the video shows subtitles, images, and speech at the same time?	I prioritize main audio input. Text and visuals serve as secondary confirmations if vocal clarity drops.
5	What do you do when the speaker talks too fast?	I continue listening without pausing, directing my auditory focus toward key content words in the sentence.
6	Do you pause, replay, or take notes? Why or why not?	I don't need to pause during playback. I construct mental summaries or brief notes right after the video ends.
7	Can you give an example of a new word you remember from a video? How did you remember it?	The phrase 'pop one's clogs'. I remembered it because the speaker explained its affectionate context as a gentle euphemism for death.
8	What makes it easy for you to understand a short educational video?	Systematic delivery structures, like Video 3 sequentially listing items 1 through 5 with usage examples.
9	What makes it difficult?	Shallow content or overly brief durations (like Video 1) that fail

		to provide adequate contextual usage sentences.
10	What happened when the speaker talked too quickly?	Yes, using 'actually' in Video 2 was immediately correlated with contrastive discourse markers in formal grammar.
11	How do you feel after watching 3–4 short videos in a row?	Fine and focused; short durations keep cognitive effort well within manageable bounds.
12	Do you think short videos help you learn English better than textbooks? Why or why not?	They complement each other. Short videos excel in listening and real-life expressions, while textbooks excel in deep grammar understanding.
13	What would help you learn more effectively from short English videos?	Content creators providing comparative examples between formal and informal contexts for vocabulary usage.
14	When you watch a short English video, how do you remember new words or phrases that you hear?	By mentally reconstructing new original sentences using those phrases immediately.
15	After watching the videos, which parts of the content are easiest for you to remember, and why?	Sentence application examples and background explanations of idioms because they carry complete semantic structures.

Participant: Student E (Grade XI-F6)

Date: August 27, 2026

No	Researcher	Participant
1	What do you usually think about when you watch a short English educational video?	I feel hesitant and fearful that I won't comprehend what the speaker says.
2	Can you describe what happens in your mind while the video is playing?	My brain feels extremely slow. By the time I process the first word, the video has already progressed to the fifth word.
3	Do you try to remember new words from the video? How do you do that?	I must pause the video first, then type words into Google Translate or smartphone notes to avoid forgetting.
4	How do you manage when the video shows subtitles, images, and speech at the same time?	It's dizzying and confusing. Unable to split focus, I'm forced to read subtitles purely.
5	What do you do when the speaker talks too fast?	I pause every few seconds to read the text comfortably.
6	Do you pause, replay, or take notes? Why or why not?	Yes, I frequently pause and replay. Otherwise, material slips away without entering my memory.
7	Can you give an example of a new word you remember from a video? How did you remember it?	The word 'gesture' from Video 1. Remembered because the video was extremely short (13s), preventing fatigue.
8	What makes it easy for you to understand a short educational video?	Slow speech pacing, Indonesian subtitles, and concise video lengths.
9	What makes it difficult?	Overly fast speech rates, strange idioms, and rapidly disappearing subtitles.
10	What happened when the speaker talked too quickly?	Almost never, as my energy is spent translating word for word.
11	How do you feel after watching 3–4 short videos in a row?	Eyes feel strained and head aches, making me unable to continue watching subsequent videos.

12	Do you think short videos help you learn English better than textbooks? Why or why not?	Textbooks feel easier for basic learners like me because I can read at a relaxed pace without time pressure.
13	What would help you learn more effectively from short English videos?	Automatic slow-motion features and Indonesian translations beneath English subtitles.
14	When you watch a short English video, how do you remember new words or phrases that you hear?	By replaying segments repeatedly until words stick in memory.
15	After watching the videos, which parts of the content are easiest for you to remember, and why?	Briefest videos with simple sentences, as they don't overload my working memory.

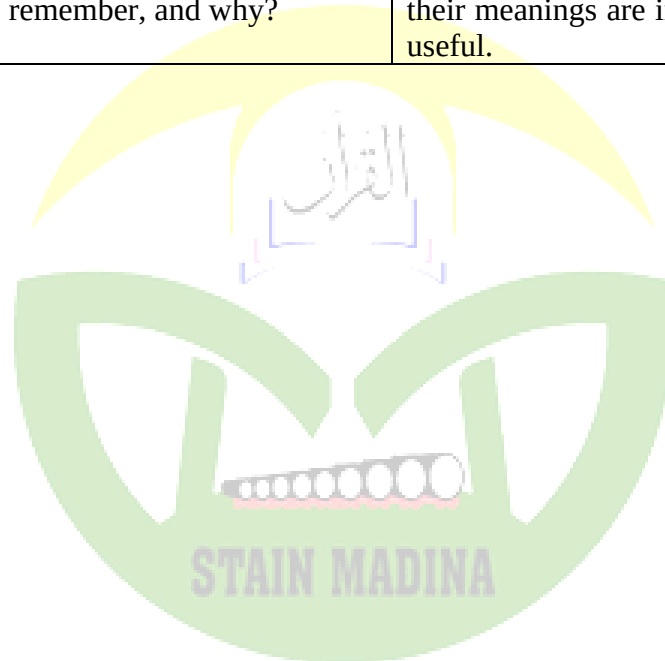


Participant: Student F (Grade XI-F6)

Date: August 27, 2026

No	Researcher	Participant
1	What do you usually think about when you watch a short English educational video?	I think about finding interesting new expressions or vocabulary frequently used in daily conversations.
2	Can you describe what happens in your mind while the video is playing?	I try guessing new word meanings from sentences first, then cross-check with subtitles and onscreen gestures.
3	Do you try to remember new words from the video? How do you do that?	Yes, I remember interesting words like 'actually' or 'a piece of cake' by associating them with simple daily life scenarios.
4	How do you manage when the video shows subtitles, images, and speech at the same time?	I divide focus flexibly: watch speaker first, check subtitles if confused, and observe gestures for clarity.
5	What do you do when the speaker talks too fast?	I focus on subtitles or replay that segment to hear the audio more clearly.
6	Do you pause, replay, or take notes? Why or why not?	I choose to replay fast sections or unfamiliar words to understand better.
7	Can you give an example of a new word you remember from a video? How did you remember it?	The word 'gesture' from Video 1, aided by the thumbs-up sign indicating approval or praise.
8	What makes it easy for you to understand a short educational video?	A combination of expressive speaker explanations, appropriate gestures, and subtitle support.
9	What makes it difficult?	When speakers talk too fast and present numerous unfamiliar words sequentially.
10	What happened when the speaker talked too quickly?	Yes, connecting 'a piece of cake' to eating cake, which is easy and enjoyable.
11	How do you feel after watching 3–4 short videos in a row?	Pleased to gain practical vocabulary, but still needing a

		brief moment to process all meanings.
12	Do you think short videos help you learn English better than textbooks? Why or why not?	Yes, because visuals, body language, and direct pronunciation make speaker intent clearer.
13	What would help you learn more effectively from short English videos?	Moderate speech speed and clear, properly synchronized subtitles.
14	When you watch a short English video, how do you remember new words or phrases that you hear?	By recalling the speaker's situation/gestures when uttering the word.
15	After watching the videos, which parts of the content are easiest for you to remember, and why?	Unique expressions like 'break a leg' and 'a piece of cake', because their meanings are interesting and useful.



APPENDIX 6: Coding Framework (Initial Codes & Themes)

Initial Code	Description	Potential Theme
SUB_READ	Students reading onscreen subtitles while audio plays	Attentional Shifting / Cognitive Flexibility
VIS_CUE	Utilizing body gestures/visuals (like thumbs-up in Video 1) to understand words	Multimedia Processing Strategies
SPEED_OVLD	Difficulty processing due to the speaker's fast speech rate	Extraneous Cognitive Load
REP_ACT	Replaying videos to clarify understanding	Compensatory Cognitive Strategies
ASS_KNOW	Connecting new words ("By the way") to prior knowledge (abbreviation "BTW")	Schema Integration / Retention
MEM_SHORT	Remembering words more easily from short-duration videos (Video 1: 13 seconds)	Working Memory Capacity Limits
IDIOM_CONF	Confusion when translating idioms (<i>break a leg, pop clogs</i>) literally	Intrinsic Cognitive Load
TEXT_FOC	Ignoring audio and focusing solely on written text when feeling overloaded	Attentional Selection Strategy

APPENDIX 7: Research Documentations



Figure 1 Think-Aloud Activity



Figure 2 Semi-Structured Interview

APPENDIX 8: Research Response Letter



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 3 PANYABUNGAN

Jalan Prof. Andi Hakim Nasution (Komplek STAIN Madina), Desa Pidoli Lombang, Kode Pos 22919
 Telepon : 0812-6950-5181 Pos-El : smantignanyabungan@gmail.com, Laman : smantignanyabungan.sch.id



Nomor : 400.3.10.1/202/SMAN.03/IX/2026

Lampiran : -

Perihal : **Telah mengadakan Penelitian**

Kepada Yth,
 Kepala Pusat Penelitian dan Pengabdian Masyarakat (P3M)
 di -
Tempat

Dengan Hormat,

Berdasarkan Surat Kepala Pusat Penelitian dan Pengabdian Masyarakat (P3M) Sekolah Tinggi Agama Islam Negeri (STAIN) Mandailing Natal, Nomor : B-1052/Sti.21/F.1/TL.00/08/2026, tanggal 26 Agustus 2026, Melalui surat ini, kami dari SMA Negeri 3 Panyabungan menyatakan bahwa :

Nama	: HUSIN AS'ARI LUBIS
NIM	: 22130004
Jurusan/Fakultas	: Tadris Bahasa Inggris (TBI)
Judul Penelitian	: <i>"Senior High School Students Cognitive Experiences In Watching Short Educational Videos: A phenomenological Study On Working Memory And Cognitive Flexibility Processes"</i> .

mahasiswa tersebut di atas, telah mengadakan penelitian di Sekolah kami mulai Agustus s/d September 2026.

Demikian surat pemberitahuan ini kami sampaikan dan atas perhatiannya kami ucapkan terimakasih.



Kepala Sekolah,
W. H. MUHAMMAD, S.Pd
 NIP. 19830713 200904 1 001

APPENDIX 9: Research Response Letter

Summary of Member Checking Verification

Participant Code	Core Synthesis of Findings / Interpretation	Verification Status	Participant Signature	Date Verified
Student A	Retains short visually supported words easily; feels dizzy moving focus between audio, visuals, and subtitles; pauses/replays fast sections.	[✓] Verified		27 August, 2026
Student B	Relies 90% on subtitles; forgets words unless physically recorded; pauses and replays videos up to 3 times to digest dense information.	[✓] Verified		27 August, 2026
Student C	Memory tied directly to visual gestures/actions; completely bypasses subtitles due to multitasking overload; never pauses/takes notes.	[✓] Verified		27 August, 2026
Student D	Prioritizes listening (80% focus); deduces unfamiliar vocabulary from grammatical context; reconstructs practice sentences mentally.	[✓] Verified		27 August, 2026

Student E	100% dependent on subtitles; suffers fast working memory decay; frequently pauses to type words into translation/notes apps.	☒ Verified		27 August, 2026
Participant P	Smoothly shifts attention between speaker, subtitles, and gestures; guesses meaning before checking text; replays fast sections.	☒ Verified		27 August, 2026

Researcher Confirmation

I certify that the member checking procedure above was conducted transparently and all participants agreed with the finalized qualitative interpretations.

Panyabungan,, 27 August 2026
Researcher,



Husin As'ari Lubis
SRN. 22130004



KEPUTUSAN KETUA PROGRAM STUDI
TADRIS BAHASA INGGRIS
SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL
NOMOR :B- 71 /Sti.21/C.2a/PP.00.9/06/2025
TENTANG
PENETAPAN PEMBIMBING SKRIPSI
PROGRAM STUDI TADRIS BAHASA INGGRIS
SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL
TAHUN AKADEMIK 2024/2025

DENGAN RAHMAT TUHAN YANG MAHA ESA

KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL

- Menimbang :
- a. bahwa untuk meningkatkan pelaksanaan akademik bagi mahasiswa Sekolah Tinggi Agama Islam Negeri Mandailing Natal di pandang perlu untuk mengangkat dan menetapkan Pembimbing Skripsi Tahun Akademik 2024/2025;
 - b. bahwa nama-nama yang tercantum dalam keputusan ini dipandang mampu dan cakap untuk melaksanakan tugas dimaksud;
 - c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dengan huruf a dan b tersebut dipandang perlu untuk menerbitkan Surat Keputusan Ketua Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal tentang Penetapan Pembimbing Skripsi Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal tahun akademik 2024/2025.
- Mengingat :
- 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
 - 2. Undang-Undang 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
 - 3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
 - 4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);

6. Peraturan Menteri Agama Nomor 5 Tahun 2018 tentang Organisasi dan Tata Kerja Sekolah Tinggi Agama Islam Negeri Mandailing Natal (Berita Negara Republik Indonesia Tahun 2018 Nomor 165);
7. Peraturan Menteri Agama Nomor 27 Tahun 2019 tentang Statuta Sekolah Tinggi Agama Islam Negeri Mandailing Natal (Berita Negara Republik Indonesia Tahun 2019 No mor 1218);
8. Keputusan Ketua Sekolah Tinggi Agama Islam Negeri Mandailing Natal Nomor 92 Tahun 2024 Tentang Pembimbing Skripsi Di Lingkungan Sekolah Tinggi Agama Islam Negeri Mandailing Natal;

MEMUTUSKAN :

Menetapkan : KEPUTUSAN KETUA PROGRAM STUDI TADRIS BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL TENTANG PENETAPAN PEMBIMBING SKRIPSI PROGRAM STUDI TADRIS BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL TAHUN AKADEMIK 2024/2025.

KESATU : Mengangkat Saudara:

1. M.Ari Saputra.,M.Pd Dosen Program Studi Tadris Bahasa Inggris sebagai Pembimbing I
2. Ayu Meita Puteri Sregar.,M.Pd Dosen Program Studi Tadris Bahasa Inggris sebagai Pembimbing II

KEDUA : Menugaskan Saudara yang namanya tersebut di atas untuk membimbing skripsi mahasiswa nama Husin As'ari Lubis NIM: 22130004 Prodi Tadris Bahasa Inggris dengan judul skripsi "The Influence of Watching English Educational videos on the cognitve Development of Senior High School" yang dilaksanakan sesuai jadwal yang ditentukan.

KETIGA : Dosen pembimbing berkewajiban untuk melaksanakan tugas dengan sebaik-baiknya dan penuh dengan rasa tanggung jawab.

KEEMPAT : Biaya yang timbul akibat keputusan ini dibebankan kepada dana DIPA STAIN Madina tahun 2025.

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila terdapat kekeliruan didalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di Panyabungan
Pada tanggal 23 Juni 2025
Ketua Prodi Tadris Bahasa Inggris
Resnilla Pratiwi, M.Hum



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