
Perceptions of ADHD Students on the Use of Video in Learning English Vocabulary

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Abstract

Penelitian ini mengeksplorasi bagaimana siswa dengan Attention Deficit Hyperactivity Disorder (ADHD) mempersepsikan penggunaan media video dalam pembelajaran kosakata bahasa Inggris. Penelitian ini didorong oleh kebutuhan akan alat instruksional multisensori yang menarik untuk membantu siswa ADHD mengatasi hambatan perhatian dalam penguasaan bahasa. Menggunakan desain deskriptif kualitatif, data dikumpulkan melalui observasi dan wawancara semi-terstruktur di sebuah sekolah pendidikan khusus di Sidoarjo. Temuan penelitian mengungkapkan bahwa: (1) Secara kognitif, siswa mempersepsikan video sebagai alat bantu yang memperjelas makna kata melalui isyarat visual-auditori, sehingga kosakata lebih mudah diingat; (2) Secara afektif, siswa menunjukkan perasaan positif, menyatakan bahwa media video membuat pelajaran lebih menyenangkan dan secara signifikan mengurangi kecemasan belajar; dan (3) Secara konatif, siswa menunjukkan peningkatan kemauan untuk berpartisipasi dalam aktivitas kelas dan keinginan untuk menggunakan video dalam pelajaran selanjutnya. Namun, penelitian ini memiliki keterbatasan, terutama dikarenakan jumlah partisipan yang sedikit dan fokus khusus pada kosakata saja, sehingga mungkin tidak merepresentasikan persepsi siswa ADHD dalam keterampilan bahasa lain atau konteks yang lebih luas.

Kata Kunci: ADHD, Media Video, Kosakata Bahasa Inggris, Persepsi Siswa.

Abstract

This study explores how students with Attention Deficit Hyperactivity Disorder (ADHD) perceive the use of video media in learning English vocabulary. The research was prompted by the need for engaging and multisensory instructional tools to help ADHD students overcome attention barriers in language acquisition. Using a qualitative descriptive design, data were collected through observations and semi-structured interviews in a specialized education school in Sidoarjo. The findings revealed that: (1) Cognitively, students perceived video as a helpful tool that clarifies word meanings through visual-auditory cues, making vocabulary easier to remember; (2) Affectively, students expressed positive feelings, noting that video media makes lessons more enjoyable and significantly reduces learning anxiety; and (3) Conatively, students showed an increased willingness to participate in classroom activities and a desire for future video-based lessons. However, this study has limitations, primarily due to the small number of participants and the specific focus on vocabulary alone, which may not represent the perceptions of ADHD students in other language skills or broader contexts.

Keywords: ADHD, Video Media, English Vocabulary, Students' Perception.

INTRODUCTION

Vocabulary is one of the language components that students must master in language learning, as it serves as a basic skill in learning a language (Aini & Prasetyowati, 2019). Learning new words improve students' English speaking, listening, reading, and writing abilities. Still, in practice, many students often struggle to express their ideas and understand varied language inputs due to a lack of mastery of sufficient vocabulary. In this regard, one challenge teachers face is how to make newly taught vocabulary last in learners' long-term memory. Vocabulary learning often lacks consistent reinforcement, leaving students to forget much of what they have learned. This is partly because vocabulary instruction is still dominated by conventional approaches, such as asking students to read textbooks and helping them to understand the meanings of words (Aini & Prasetyowati, 2019), which tend to be monotonous and less engaging. On this account, creative and interactive media could be applied by teachers to surmount the problem since the use of such methods that brings a more meaningful and

enjoyable experience when learning vocabulary. Pulungan (2021), states that in the era of globalization, teachers from all subjects have to become able to apply, design, and even enhance learning media that suit finer with the specific needs of their students in the classroom. The combination of different media types like animation, sound, and text are interactive media. The incorporation assists to provide gainful communication and interaction from both teachers and students. Through the media of multisensory experiences that interactive media bring, it encourages the students to memorize newly acquired vocabulary better. The hurdles in teaching vocabulary becomes more sophisticated, especially for students with special needs, like those with Attention Deficit Hyperactivity Disorder (ADHD). To a greater extent, learning English vocabulary, the difficulties become more significant. Aini & Prasetyowati (2019) stated that teachers are required to make use of specific strategies, supporting the learning process because the ADHD students face difficulty to concentrate during the vocabulary learning. They said that vocabulary instruction for students with ADHD still use traditional methods like repetitive drills and it meets less effective, unsuccessful often to the students' needs. Since, the ADHD students have a need for a fascinating and interactive approach to remain concentrated during the learning process, the teachers must innovate ways out such as integrating digital technology into learning activities.

Supporting this, Elisa (2023) mention that modern, effective, and centred on student needs are manifestations of the digital learning tools. It allows the students involved actively more in learning and diminishes traditional paper-based activities. There are some studies that assist the significance of using interactive digital media for students who experience learning difficulties. Kusmawati et al. (2023) found that students with ADHD become more focused by means of gamification techniques in learning, although they did not investigate students' perceptions. Similarly, Putri et al. (2023) emphasized that assistive technology, as a part of interactive digital content, has a significant impact on enhancing students with ADHD learning experiences. The research corroborates that the accuracy and reaction time of students with ADHD amidst learning activities, are improved significantly through the application of gamification, voice-over, and visual interactivity. However, the study did not centralize vocabulary learning. Various prior research has identified audio-visual media as useful support for students with special needs. For example, Teng (2023) pointed out how such interactive media can provoke activity in cognitive engagement and thinking processes during language learning. This is again supported by Mancera et al. (2017), who found positive student interest and affective engagement as naturally elevated when video-based instructions are done. In the Indonesian context, Nadeak & Naibaho (2020) pointed out that digital media helps teachers significantly in addressing the problems of students with special needs to retain attention and make the learning process more structured. Most recently, Purwita et al. (2025) demonstrated that multisensory support with video is crucial for ADHD students to help them redirect their focus back to the materials. The research was conducted in a special school that exists in Sidoarjo and is geared towards meeting special educational needs of different students. This is a special school that operates under a segregated model and seeks to offer a special environment that allows learners to meet their special needs based on different teaching approaches. Among them, there are students who shows Attention Deficit Hyperactivity Disorder (ADHD) symptoms, characterized by difficulty in maintaining attention, short attention span, and impulsivity. The condition often influences their capability to focus, behave, and wholly engage in classroom activities. To overcome the challenges, the teachers employ multisensory approaches by means of merging visual and auditory stimuli to help the students remain concentrated and participate in learning. Within the specialized education environment in Sidoarjo, students with ADHD are offered English-based videos that help with their learning process. Although several studies underscore the interactive and adaptive potential media for special needs education, there remains a limited attention on how the students with ADHD perceive the usage of particular media in vocabulary learning. Understanding the students'

perception are very essential to make sure that the media applied is effective and aligns with the needs and motivations of them. However, few studies are available on the perceptions of ADHD students in a special need education school in Sidoarjo regarding the application of the video tool for the development of vocabularies. This study is purposely made for exploring the perception of the ADHD student in the special education class in Sidoarjo about the usage of video in the learning of English vocabulary. The research seeks to contribute comprehensive insight into whether the students perceive the medium fascinating, motivating, useful, and cushy to be used in their learning process.

RESEARCH METHODS

This study used the descriptive qualitative design to examine the perceptions of secondary students with special needs, particularly those with ADHD, when considering the use of video as the learning medium for the learning of English vocabulary. The subject for conducting the research was comprised of two students suffering from ADHD at a special education school located in East Java. The study employed purposive sampling since the student has actively participated in English vocabulary learning activities that use video in the process. The selection of these participants is based on their experience with video which allows for an in-depth exploration. The study applies a qualitative approach in data collection by means of making use of semi-structured comprehensive interviews and observation amidst the learning process in the classroom. Once the interview process was completed, transcription of audio recordings was carried out by the researcher. These data were first organized into cognitive, affective, and conative dimensions, after which the researcher presented the findings as a narrative description. After analysing the patterns that existed within the collected data, conclusions were drawn based on the students' perception of the use of video in teaching English vocabulary.

RESULTS AND DISCUSSION

The findings reveal that students with ADHD have a positive cognitive perception of using video in learning vocabulary. Students' view of videos as a help tool results in the development of the categories high retention and reinforced retention. This comes as a result of multisensory learning theory, as students can learn in a way where different senses interact simultaneously, and students grasp concepts in improved ways by using their senses simultaneously. According to Cuturi et al., (2022), it is automatically because our brains naturally learn through more than one sense, and by combining our senses of sight, sound, and touch to enhance our understanding and memory. In this study, high retention was observed in Student 1, who perceived the combination of seeing illustrations and hearing pronunciations as a shortcut to understanding. Because the cognitive process of Student 1 can link those two elements, it could retain information faster with minimal distraction. Based on the interview, the student 1 said it was easier to remember the new English words if the learning process uses both image and sounds as a media. The findings of the researcher on Student 1 are in line with Teng (2023) study, which states that videos play a role in stimulating students' thinking processes. Student 1 considers the text on the screen as a guide so that the student doesn't mishear. When asked to confirm, Student 1 agreed that seeing the written words on the screen help understand both the spelling and the pronunciation of the vocabulary clearly. This was confirmed by teacher, who noted that video media is effective because it provides clear pronunciation guides. For Student 2, the perception of cognitive benefit is closely connected with the belief in the necessity of repetition and strong visual cues to be able to learn something. Instead of finding repetitions boring, Student 2 perceived it as a crucial strategy that helped them stabilize their memory of new words. In the interview, Student 2 several times mentioned that repetition was the main strategy for

memorizing new English words. While the observation notes indicates that Student 2 briefly looked away, it was also noted that if compared to books, the student is more focused with the video. According to Bannert (2002), human working memory has a very limited capacity. For an ADHD student, the instructional format often causes an overload that hinders learning. By perceiving video as a repetitive tool, Student 2 can manage mental effort more effectively. This repetition allows the student to process difficult vocabulary step by step, feeling that the information is not just heard briefly but is deeply processed and stored in memory.

From the affective aspect perception is related to learners' feelings, emotions, and attitudes toward the learning experience (Chowdhury & Salam, 2015). The results of the interviews show that students' affective perception of using videos is very positive. Student 1 represents the high enthusiasm category. The student consistently described feeling "senang," "ceria," and "tidak bosan" when learning with video, explicitly stating that learning with video was not boring. Guay (2022) stated that, all human beings are born with natural tendencies toward growing, mastering challenges, and integrating new experiences.

However, these tendencies require a supportive environment to operate effectively. Student 1 perceived the video's vibrant colours and sounds as a supportive and fun learning environment. The observation recorded visible happy facial expressions and smile from Student 1 whenever the video was playing. This physical evidence proves that the joy that mentioned by Student 1 is a genuine emotional state triggered by the multisensory of the media. From the student's point of view, the video produced an effective learning environment that was full of happiness because Student 1 found it to be much more interesting compared to the traditional textbooks that they normally use. On the other hand, the perception of Student 2 is characterized by active engagement through emotional stimulation. During the interview, Student 2 perceived the use of video as a source of energy, explicitly stating that it made more enthusiastic and prevented from feeling sleepy. For Student 2, the perception of joy was not just a side effect, but was viewed as the primary factor that allowed to stay alert and focused despite the ADHD symptoms. The researcher's observation noted that whenever the animation in the video became interesting, Student 2 regained focus. Student 2 felt that the visual appeal of the video made the learning process more stimulating, which the student viewed as the reason for staying engaged with the lesson. Moreover, the observation of happy facial expressions suggests that Student 2 perceived the activity as an enjoyable experience. To sum up, from the perspective of Student 2, the affective impact of video media was not merely about feeling happy, but was perceived as a necessary stimulant to maintain alertness and interest. Based on the interview, the student confirmed the perception that the video was the primary factor in reducing boredom and disengagement, allowing this student to remain emotionally connected to the lesson. The feelings of happiness and enthusiasm experienced by Student 2 are supported by the findings of Mancera et al. (2017), which note a very strong positive interest of students in video media. This confirms that for children with ADHD, emotionally engaging media is key to keeping them involved in learning without feeling stressed. Furthermore, this positive perception directly addresses challenges normally faced by students with ADHD, such as low motivation to learn and easily getting bored with the same mundane activities (Theotoratou, 2024). Ultimately, this positive affective experience contributed to the student's own sense of improvement in understanding and remembering new vocabulary (Nadeak & Naibaho, 2020).

The conative aspect suggest that the use of video would affect not only the way the student thinks and feels but also the behavioral intention towards learning English vocabulary. Student 1 showed proactive intention by practicing the vocabulary during the lesson in observation and interview. This is the most important finding, since it proved this student's willingness to use the language in a social context. Student 1 confirmed the perception that confidence in speaking English increased significantly after watching the video. Consequently, Student 1 represents the Independent Initiative category, where the student perceived the video as a trigger to take action without needing constant prompts. In the interview, Student 2 showed

a positive intention to continue learning with video and mentioned a unique habit of writing in a notebook at home to help remember the words better. Student 2 was observed as waiting for the teacher's instructions before imitating the pronunciation. This highlights that for Student 2, the video acts as the source of information, but the teacher remains the necessary facilitator to initiate the student's action. Student 2 perceived that the video provided the necessary vocabulary and pronunciation cues to interaction. This behavioral tendency aligns with the teacher's interview, which noted that the use of video makes a student with special needs feel more capable of being active in the learning process. Student 2's need for teacher assistance and animated videos to regain focus is very relevant to the findings of Purwita et al. (2025) on multisensory support. Videos not only provide information, but their multisensory support helps redirect the attention of students with ADHD, who are often distracted by factors outside the lesson material. This finding aligns with the conative component in perception, which emphasizes that attitudes can influence actual behavior (Roziqoh Khusnul, 2024). These results indicate that positive cognitive and affective perceptions towards the video directly encouraged the student to be more active, specifically in vocabulary practices and applying new words in interactions. This particular aspect is important for an individual with ADHD because it signifies that the video is seen as learning media that can inspire perseverance in learning that can be developed further outside the classroom setting. Based upon the findings in the fields of the cognitive, affective, and conative dimensions, it can be concluded that video media caused a change in the students' perceptions of their learning experience in a multi-sensory way. Further, it can also be confirmed through triangulation of findings that the students felt video to be a medium which assisted in enhanced understanding, maximum motivation, and utmost efforts in learning vocabulary.

CONCLUSION

This study was intended to describe the students' perceptions on the use of video in learning vocabulary. Based on research findings and the discussion carried out among students in a specialized education setting, a conclusion can be drawn that the perception of using video in learning vocabulary among these students is highly positive. Students think that learning with video helps them in memorizing new English vocabulary. Video makes students feel happy in class since the video provide images movement and sounds. Thus, this study can conclude that students have a good understanding of the application of video in learning vocabulary. From a cognitive perspective, it simplifies the process of memorizing; from an affective perspective, it enhances motivation and happiness; and from a conative point of view, it fosters self-learning behaviors. The multimedia aspect of video handles the brain challenges faced by students with ADHD, especially retaining their attention.

Based on the findings of this research, the researcher would like to give suggestions to students, English teachers, and recommendation for future researcher. First, students are Students are suggested to always pay attention when watching video so that they become familiar to hearing English vocabulary. The vocabulary learned from video must then be applied in daily activities by students. So that vocabulary that students learn from the video is never forgotten. Second, English teachers are advised to Using video to teach vocabulary helps students boost their English vocabulary. This is one use of technology, in the form of videos, that plays an essential function in students' understanding and memorization. Third, future researchers are advised to conduct further quantitative research on this topic.

The conclusion should be the answer to the research question, and expressed not in statistical sentences.

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