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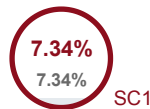
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Preferences for Short Videos in Vocabulary Learning: A Study on Multilingual Students in Yala, Thailand

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Abstract. Short Videos have become popular format in recent years, the ability to deliver information in concise way can become a good media to use in educational context, especially for vocabulary learning. However, there are limited research on how the students perceived the use of short video in educational context. This study aims to identify students' preferences for auditory and visual features to enhance engagement and effectiveness for vocabulary learning. A quantitative research design was used, the participants were 28 multilingual students from Yala, Thailand. There are three videos with distinct features as the study materials. The data was collected with 5-point Likert scale questionnaire and analyzed with descriptive statistics. The study found that the students do not have clear preferences and generally perceived short videos in a positive way.

Keywords - Short Videos; Vocabulary Learning; Multilingual Students;

Abstrak. Video pendek sudah menjadi format yang populer beberapa tahun kebelakang, kemampuan untuk menyajikan informasi dalam bentuk singkat menjadi medium populer dalam dunia pendidikan, khususnya dalam pembelajaran kosakata. Namun, masih sedikit riset yang membahas persepsi siswa dalam penggunaan video pendek dalam dunia pendidikan. Riset ini bertujuan untuk mengetahui preferensi auditori dan visual siswa dalam video pendek untuk meningkatkan partisipasi dan efektivitas pembelajaran kosa kata. Menggunakan desain kuantitatif dan 28 partisipan siswa multilingual dari Yala, Thailand. Ada tiga video dengan fitur yang berbeda-beda sebagai media pembelajaran. Data dikumpulkan menggunakan kuesioner skala Likert dengan 5-poin dan dianalisa menggunakan deskriptif statistik. Riset menemukan bahwa para siswa tidak memiliki preferensi tertentu dan secara umum menerima penggunaan video pendek secara positif.

Kata Kunci - Video Pendek; Pembelajaran Kosakata; Siswa Multilingual;

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1. I. Introduction

Vocabulary learning is important as the basic knowledge in language learning; it is the first step to learn new languages. Understanding some words will help students to understand the whole context of the words that being used [1]. Thus, finding an efficient way to teach vocabulary is required so the students can learn about other subjects such as reading, listening, speaking, and writing. Understanding basic vocabulary will make students able to grasp the meaning in a sentence even if they are not fully understanding the whole meaning of it.

The popularity of short video content on social media platforms such as TikTok, Instagram, and You Tube is undeniable. There are variety of subjects that can be covered in short video format, from entertainment, education, or people that share their daily routines online. Short video opens many ways to present information in short and straight to the point [2]. Short video can improve retention since the viewers can easily replay it to review any missed information in a short period of time. Vocabulary retention is an ability to recall the word or remember it after learning session [3]. This will make short video interesting format to be adapted in educational context such as Vocabulary Learning.

Short Video is a form of multimedia, consisting of sequences of images and audio with short duration. The content can be varied, but the emphasis is on the shorter duration which do not exceed 10 minutes [4]. Short Video will make vocabulary learning more engaging and enjoyable. As opposed to only use textbook and teachers' instructions, the students are receiving the words and how it pronounces through auditory and visual features. This was proven to be more engaging way to learn and make huge improvement for developing vocabulary mastery [5], [6]. These features can be customized,

based on the teachers needs or to be more suited to students' preferences. Teachers needs to be more creative when implementing multimedia so that the learning process can be more engaging [7].

Teachers can make simple short video, consisting of images that represent the word, and their own voice to give example how the word sounds. The words, can be taken from the students' book, and the videos can become a great addition when learning from students' book. Visual and auditory features can be crucial to make students remember the words that they are learning. Instead of relying on memorizing strategy which can become a problem when students have short-term memory [8]. The visual features can be made with the intention to make it more memorable with moving images, or cartoon characters. The audio can have same treatment as well, adding instrumental background music can help the students to feel relaxed during learning session. The combination of auditory and visual information will help students to make connection between form and meaning, leading to better retention [9].

In addition to moving images and instrumental background music, adding subtitles can help students make as well. The subtitles can contain their native word, and the English version to emphasize the word. It should be noted that the use of it needs to be treated carefully as to not make distractions. These visual and auditory features will help students to keep their attention during the learning session. As opposed to only use textbook and teachers' instructions, the students are receiving the words and how it pronounces through auditory and visual features. This was proven to be more engaging way to learn and make huge improvement for developing vocabulary mastery [5], [6]. Especially for younger students, that often cannot keep their attention to the teacher's instruction. Young learners can find stillness restrictive and uninviting [10]. The students tend to not paying attention during the learning session, especially if the teachers only implemented conventional way during the learning session.

In this study, the researchers make three short videos with different auditory visual features. The researchers used vocabulary words from the students' book, these words then put in the video with an image above the text, the video also included the sounds of the words. These videos are made following the principles from Richard Mayer's Cognitive Theory Multimedia Learning [11]. There were five principles that the researchers were implemented:

Signaling principle, adding cues like bold text; Spatial contiguity principle, image and text were showed at the same time; Segmenting principle, the durations are short and the videos can play again after the videos ended giving sense of segments; Pretraining principle, using cartoon characters that are popular among children to give context to the word; Multimedia principle, these short videos were made to be an addition to materials in the students book. The videos were played with Television in front of the class, each of the three videos were played in separate learning session.

Despite the increasing use of short videos in educational settings, there are limited research about the use of short video in the educational context. Considering short video is a new video format that gain popularity in recent years, it remains unclear how these videos influence students' engagement and which specific auditory and visual features such as moving images, subtitles, sound effects, or other customizations students find most engaging and can helps them retain new words that they learned.

Previous study [12] used Tik Tok videos a media to expand ESL students' vocabulary. This research used selected and filtered short videos based on students' interest, needs, and characteristics. The researcher uses Tik Tok video in the introduction part of the vocabulary learning session, and the students were eventually need to use their new vocabulary in essay writing of presentation. This study concluded that Tik Tok videos can help ESL students to widens their vocabulary, this is because the use of subtitles and various content that makes students engaged with it. Furthermore, the researcher suggest that teacher must make their own video to match their syllabus and needs.

The implementation of audio-visual media can also be seen in [13] the researchers used video for vocabulary learning. Using YouTube videos, the researcher found that the use of YouTube videos increase students' engagement and participation during the learning session. The researcher also mentioned that students felt more motivated and the atmosphere in the classroom become fun.

This study was set in Yala, Southern Thailand. The place where this study was conducted will provided some insight on multilingual students, this is because of the majority of the Yala population can at least speaks in two languages. They can speak in Thai and Pattani Malay. More than one million people or 83% populations in four southern provinces of Thailand are Muslim and speak Pattani Malay [14]. Multilingual students often struggle with cognitive load when they are faced with many languages at the same time, it can reduce their learning pace and tends to overwhelms them [15]. Short video will help them reduce this problem, because it can present the information in manageable pieces [16]. This study will address these gaps by exploring students' perspectives on short videos as vocabulary learning media. This study aims to identify students' preferences for auditory and visual features to enhance engagement and effectiveness for vocabulary learning.

II. Method

1. This study used Quantitative research design, with questionnaires to collect the numerical data about students' perception of short video as media for vocabulary learning. The population of this study was primary (elementary) school students with multilingual environment in Yala, Thailand. These students can use three different languages, Thai, Malay, and English, some of these students are also required to learn Arabic and Chinese in the classroom based on pre-observation. From the population, researchers selected 28 students from sixth grade. The researchers applied convenience sampling due to target school regulations. Convenience sampling is the utilization of samples that the researchers can access and available, it also good for gathering data regarding perceptions [17].

2. The instruments used in this study was questionnaire with 5-points Likert Scale, the questionnaire is presented with 20 close-ended statements regarding short videos. These statements were designed to measure engagement, perceived usage, and preferences about short videos. The researchers were aware that the implementation of 5-points Likert Scale might resulting on Central Tendency Bias, a condition where participant tends to choose more neutral answers and avoid extreme answers [18] but the researchers opted to use it due to simplicity. The validity of the questionnaires was confirmed by two English lectures, and the reliability test were carried out using Cronbach Alpha ($r=0,63$) the result proven to be acceptable [19]. The students were asked to place a checkmark to the statement that matched their opinion, (1 = Strongly Agree to 5 = Strongly Disagree). The numerical data then analyzed with descriptive statistic method, this allowed the data to be interpret using tables with the help of statistical programs. Descriptive research allowed the study to be conducted in participants natural context, certifies high quality data with manageable format [20].

3. This study was conducted in one month. The preparation begins with observing the target classroom in the first week. The researchers then develop three videos to be used as media during learning session. The videos were made with vocabulary words that was included from the student's book. During the learning session, the researchers were invited by the English teacher to participate and showed the video before students completed their daily assignments. The videos were played in separate learning sessions in the last three weeks, and at the end of the third week students were asked to answer the questionnaire. This research was conducted with consent of the students, teachers, and school board members.

4.

5. III. Result and Discussion

6.

7. The numerical data from questionnaires were analyzed using SPSS 22 (Statistical Packages for Social Sciences) The statements on the questionnaire can be divided into three indicators, the mean score was interpreted with ordinal scale, to determine the result [21]

8.

9. Fig. 1 Statements Indicator

Fig. 2 Ordinal Scale

Description Mean Range

Strongly Disagree 1.00 - 1.79

Disagree 1.80 - 2.59

Neutral Agree Strongly Agree 2.60 - 3.39 3.40 - 4.19 4.20 - 5.00

Indicators Statements Numbers

Engagement 4,6,9,14,15

Perceived Usage 1,2,3,5,7,8,20

Preferences 10,11,12,13,16,17,18,19

10.

11.

12.

13.

14.

15.

16.

17.

18. A. Engagement (Students Enjoyment in Vocabulary Learning using Short Video)

19.

20. Enjoyment during the learning process can make the students feel comfortable and follow the teacher's instruction willingly, as a multimedia format short video offers engagement and creative way to make instruction. From the statements that were align with engagement indicators, the researchers choose three statements to analyzed:

21.

22. Fig. 3 Engagement

23.

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

24.

25. Based on the result above, the students are mostly having neutral perception that leaned towards agreement from the use of short videos as a media during learning session. From the statement "Learning English vocabulary through Short Video is fun." (mean = 3.54, standard deviation= .838) indicates slightly positive perception with consistent answer from most students, Students found that the Short Videos were enjoyable to watch and can support their learning process. The statements "Short Video is more interesting than books." (mean= 3.14, standard deviation= 1.458) implied that if the teachers used Short Videos during the class students were perceived neutrally, although the high standard deviation indicates that the answers were varied and the students have different opinions. The statements "I feel excited to learn more words because of the videos." (mean= 3.14, standard deviation= 1.177) indicates that the students neither excited to learn or less excited but the teacher's role are still important to guide the learning process and make it interesting, the high standard deviation also indicates varied answers among the students.

26.

27. B. Perceived Usage (Short Videos as a Vocabulary Learning Media)

28.

29. As the media during the learning session, ideally short video should help the students understand the material better. The convenience and ease of use were generally needed to support the learning session. The result from the statements is listed below:

30.

31. Fig.4 Perceived Usage

32.

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

33.

34. The result, based on the data, were the same as the previous indicator. The students had neutral opinion that slightly leaned towards agreement. Based on the statements "I can watch Short Video anywhere and anytime to learn vocabulary." (mean= 3.43, standard deviation= .836) it is implied that the students were generally agree that Short Video can be used both inside and outside the class, because the teachers can just send the video and the students can watch it later, with most students had the same opinion. The statement "I can memorize the words used in Short Video" (mean=3.54, standard deviation=1.036) indicates that Short Videos are able to help the students memorize the words, although the high standard deviation indicates that students have different answer and opinions. The following statement "I can understand the words in Short Video." (mean= 3.57, standard deviation=1.260) the students were agreeing that the use of Auditory and Visual features can help them to understand the meaning of the words, but as

the high standard deviation indicates, the answers are varied with different opinion. The statements "I try to say the words just like in the video." (mean= 3.11, standard deviation=1.100) indicates that students were neither agree or disagree to the statements, during the study, the researchers can find some students that try to mimic the narrator as the video is playing, the high standard deviation implied that students have different opinions for it. Retention is important in Vocabulary Learning, and the statement "I want to rewatch the video, if I do not understand it." (mean= 3.50, standard deviation=1.106) Implied that the students were agree that Short Video can be rewatched and it also help that the duration is also not too long, the videos are straightforward and can be repeated easily, but students have different opinions just like the high standard deviation indicates.

35.

36. C. Preferences (Auditory and Visual Features Favored by Students)

37.

38. There are many audio and visual features that can be added in the short videos, the teachers that wanted to implemented this media in the class should choose the features carefully. The statements below can give insight about features that favored by the students:

39.

40. Fig.5 Auditory and Visual features

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

41.

42. The trend of neutral answers that leaned towards agreement continued in this indicator as well. The statements "I like simple video because it is not distracting." (mean= 3.79, standard deviation=1.315) implied that students were agreed that simple videos are easier to understand, generally the visual features are enough to keep them engaged but not to the point where they can be distracted, although the high standard deviation indicates varied answers from the students. For the auditory aspect, the following statement "I like video with music" (mean=3.39, standard deviation=1.286) indicates that the students' have neutral perception if the videos were using music as a background sounds, although the standard deviation indicates that the answers were varied. The following statements "I like it more if the videos show a person" (mean= 3.29, standard deviation= 1.243) indicates that students were neither agree or disagree if the video shows a person, considering the real situation in the class with the real teachers give them instruction, but it should be noted that the high standard deviation indicates that students have varied answers. Compared with the previous statements however the statement "I like it more if the videos shows a cartoon character." (mean= 3.75, standard deviation= 1.351) received slightly higher mean score, this indicates that the students were slightly preferred cartoon character than a person. Although the differences are not too significant, this can be added into consideration, it should be noted that the answers were varied based on the standard deviation indicates that whether the video shows person or cartoon character the students were not to bothered by it.

43.

44. The objective of this study is to "identify students' preferences for auditory and visual features to enhance engagement and effectiveness for vocabulary learning." and based on the result that presented in the table above, the students perceived the use of short videos in vocabulary learning positively. Although the positive perception was not too significant based on the mean score, it can give insight on how the students might perceived the short videos if it were used during vocabulary learning. The positive perception can also be found on [22], [23] where YouTube videos was used as a vocabulary learning media, although the participant of the research was seventh semester students from English Education major and eighth grade high school students, the finding implied that the trend of positive perception towards the use of video as a vocabulary learning media can be found in many levels of education and different background. Although the YouTube videos that mentioned before are not necessarily short videos, the positive perception that specifically aligned with short videos can be found in [24], [25] where videos from Tik Tok was used, short videos were common format in Tik Tok and the participant of the studies were perceived the use of it positively. However, unlike the previous researches, in this study the researchers made the videos as opposed to use videos that was already uploaded on YouTube or Tik Tok, it is implied that whether the short videos are made specifically by teachers or using short videos that are available in the Internet the students were perceived the videos positively.

45.

46. The researchers make three short videos, each with different auditory and visual features. There are two features that needs to be utilize. The first one is the auditory features, and based on the result in this study, students were perceived the use of background music in a slightly positive way. It should be noted however, that utilizing instrumental background music is highly encouraged based on [26] which stated that background music can help students to stimulates memory recall, or decreased anxiety. The second features, is visual features. The videos that showed a person are perceived positively. This results is also emphasize by [27] which stated that if the videos were featured a real person or illustration of real people, there are no clear positive or negative impact towards learning outcomes or engagement. The visual features that should put into consideration however, is cartoon characters or animation videos, because it received very positive response from the students. This also aligned with various research, [28], [29], [30] where animations and cartoon characters are used, these research suggest that the implementation of those features were generally favored especially from younger students in this study, which can increase their engagement and effectiveness. All the findings suggest that the students have varied preference and not solely focus on one specific feature or one of those three videos, all the videos perceived positively.

47.

48. From multilingual perspective, the implementation of short videos in vocabulary class can be helpful to bridge the gap between languages. Students in multilingual classroom or environment are often engaging in many languages at once. In this study, the students can speak with Thai and Malay while also needs to learn English, Arabic and Chinese in school, this might cause different level, in regards to vocabulary understanding [34]. Based on the result above, short videos can make it easier for them to understand new words that are presented to them, with the help of images and audio that comes with short videos, it will also enable them to remember and associate the image with the word [11]. The students are also needs to choose which languages that they need to be focused on and prioritize. English language is often considered to be 'prestige' [35] because it can be use globally, based on the case in this study the school also implemented a specific subject to support English learning such as 'Math English' and 'Science English' the difference is that in these subject the books and instruction will use English language exclusively, vocabulary learning with short videos in this case is good for addition to basic instruction and make students engage with the learning session.

49.

50. It is implied that teachers who wanted to utilize short videos in vocabulary learning, should consider varied features in the videos that they wanted to

use. This is also supported with statement from [31] which said that teachers should structure the video to achieve intended vocabulary gains. While generally short videos have many audio and visual features that can be added in, it should be noted that the students were generally favored simple videos based on mean score. The videos should be straightforward with engaging auditory and visual features, while keeping the distraction at minimum. Generally, the strategy of utilizing different media other than traditional method to support vocabulary learning have been widely regarded as a good addition to make learning process more interesting and enjoyable [32], [33]. Short videos can be one of the additions, to supports engaging and effective vocabulary learning.

51.

52.

53. IV. Conclusion

54.

55. It can be concluded that the students generally perceived short videos as vocabulary learning media in a positive way. It should be noted however, that the students were generally did not have clear preferences based on the result, the three videos that showed were perceived with positive perception or neutrally. There are many aspects that can be supported with short videos, such as engagement, ease of use, and creative use of auditory and visual features. The duration is enough to make students engage and not make them differs their attention. The features that were presented was received in a positive way, based on the result the simple videos with cartoon character received slightly better score. The findings of this study implied that short videos can be good addition for vocabulary learning to compliment traditional learning media and teachers' instruction. This also can be a good addition to support multilingual students, resulting in more enjoyable way to learn new vocabulary, especially for the students in this study that must learn many languages. However, due to Central Tendency Bias, the students tend to avoid extreme answers. Further studies should expand the grade level of participant, implement different instrument to received optimal answers, and further explore long-term vocabulary retention with video-based learning.

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