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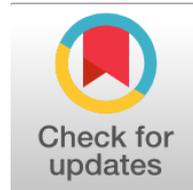
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Short Video Media and Vocabulary Development in Young EFL Learners: Video Pendek dan Pengembangan Kosakata pada Pelajar Bahasa Inggris sebagai Bahasa Asing yang Masih Muda

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Abstract

General Background: Vocabulary mastery is a fundamental component of English language learning, particularly for young learners in multilingual and technology-driven educational contexts. **Specific Background:** The integration of short video platforms in classroom instruction has become increasingly common, offering multimodal input aligned with cognitive multimedia learning principles. **Knowledge Gap:** Despite growing interest in digital video use, limited empirical evidence addresses students' perceptions and vocabulary development within structured short video-based instruction for young EFL learners. **Aims:** This study aims to examine students' perceptions of short video use in vocabulary learning and to analyze its contribution to vocabulary development in an English as a Foreign Language classroom. **Results:** The findings indicate positive student responses toward the use of short videos, highlighting improved vocabulary recognition, contextual understanding, and learning engagement supported by quantitative data analysis. **Novelty:** The study provides context-specific empirical evidence on short video-mediated vocabulary instruction within young learner settings, integrating perception analysis and structured quantitative measurement. **Implications:** These results contribute to technology-integrated language pedagogy and offer practical guidance for English teachers seeking to incorporate short video media into vocabulary instruction.

Keywords: Short Video Learning, Vocabulary Development, Young EFL Learners, Multimedia Instruction, Student Perception

Key Findings Highlights

Students demonstrated strong acceptance of video-based classroom activities.

Quantitative data showed measurable gains in lexical recognition and contextual usage.

Multimedia-supported instruction aligned with cognitive learning principles in classroom practice.

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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.

Method

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].

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].

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.

Result and Discussion

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]

Description	Mean Range
Strongly Disagree	1.00 - 1.79
Disagree	1.80 - 2.59
Neutral	2.60 - 3.39
Agree	3.40 - 4.19
Strongly Agree	4.20 - 5.00

Table 2. Fig. 1 Statements Indicator

Engagement	4,6,9,14,15
Perceived Usage	1,2,3,5,7,8,20
Preferences	10,11,12,13,16,17,18,19

Table 2. Fig. 2 Ordinal Scale

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

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: