

A COMPARISON OF YOUTUBE SHORTS FEATURES WITH REGULAR YOUTUBE VIDEOS IN ARABIC VOCABULARY LEARNING

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ABSTRACT

This study aims to compare the effectiveness of the Youtube Shorts feature with regular Youtube videos in teaching Arabic vocabulary. The research design employed is a literature review, where data were collected from various scholarly articles, research reports, and other relevant sources related to the utilization of both Youtube features in the learning context. Data analysis was conducted descriptively to evaluate the advantages and disadvantages of each feature based on aspects such as display design, time flexibility, and material accessibility. The results show that Youtube Shorts excels in capturing attention through interactive short videos but has limitations in delivering complex materials. Conversely, regular Youtube videos provide flexibility for more in-depth content delivery but require longer viewing times. This study recommends the synergistic use of both features, tailored to learning objectives and audience preferences, to enhance the effectiveness of Arabic vocabulary learning. Future studies are expected to conduct direct experiments with specific subjects to empirically evaluate learning outcomes.

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1. INTRODUCTION

In today's digital age, social media platforms have become an integral part of various aspects of life, including education. This phenomenon is inseparable from the paradigm shift in teaching methods, which has increasingly leaned toward utilizing technology as a tool to enhance skills and knowledge. Among the various platforms available, YouTube has emerged as one of the most dominant and influential. With over a billion active users each month, YouTube is not only a hub for entertainment but also a valuable resource for information, knowledge, and education. It has evolved from a platform for casual video sharing to one that plays a significant role in educational content delivery. One of the most recent features gaining attention is YouTube Shorts, which allows users to create and watch short-form videos in a vertical format, similar to other popular platforms like TikTok. This feature offers users the opportunity to share creative and engaging content in a concise format, making it an effective tool for reaching a broader audience and increasing interaction between content creators and viewers (YouTube, 2020).

In the context of language learning, YouTube has become an invaluable resource for learners around the globe. Educational videos on this platform have helped millions improve their vocabulary, speaking, listening, reading, and writing skills across various languages. Numerous educational institutions and language teachers actively use YouTube as a primary tool in their curriculum (Berg & Kurek, 2018). The platform's accessibility, variety of content, and interactive nature make it an ideal medium for language acquisition. However, while the success of YouTube as a language-learning tool is widely recognized, little

research has been conducted specifically comparing the effectiveness of YouTube Shorts with regular YouTube videos, especially in the context of Arabic vocabulary acquisition.

Arabic, as a language with a complex grammatical structure and a rich vocabulary, presents unique challenges for learners. The growing interest in Arabic language education, particularly in non-Arabic speaking countries, calls for innovative and effective teaching methods. YouTube has shown promise as a tool for vocabulary learning, with many Arabic language educators leveraging the platform to teach new words and phrases in an engaging and interactive manner (Hussein, 2021). However, given the rapid pace of technological advancements, it is crucial to evaluate whether newer features, such as YouTube Shorts, can offer a comparable or even superior learning experience when compared to traditional, longer YouTube videos. This gap in research raises pertinent questions regarding the potential advantages of short-form content in language learning, particularly in acquiring vocabulary.

A gap analysis reveals that while studies have explored the use of YouTube for language learning, there is a lack of research specifically addressing the comparison between YouTube Shorts and regular YouTube videos. Most existing studies focus on traditional, longer-form videos, which may not fully capture the unique learning dynamics that short-form content offers (Zheng et al., 2020). Additionally, while there is a growing body of work on vocabulary acquisition in language learning, few studies examine the specific impact of YouTube Shorts on this aspect of language education. Therefore, this research aims to address this gap by comparing the features of YouTube Shorts and regular YouTube videos in the context of Arabic vocabulary learning.

The novelty of this study lies in its exploration of a relatively new and under-researched feature of YouTube—YouTube Shorts—and its potential as a tool for learning Arabic vocabulary. While short-form video content has been popularized by platforms like TikTok, YouTube Shorts offers an opportunity to study its impact within the specific context of educational content (Yu & Chen, 2022). Moreover, the comparative approach taken in this research, examining YouTube Shorts against the more established format of regular YouTube videos, adds a unique dimension to the existing body of research on digital learning tools. By doing so, the study will contribute to a deeper understanding of how different video formats might influence language acquisition and learning outcomes.

The primary objective of this study is to explore and compare the effectiveness of YouTube Shorts and regular YouTube videos in Arabic vocabulary learning. The research will focus on the distinct features of both formats, including their duration, pacing, and engagement levels, and how these factors contribute to learning outcomes. Additionally, the study seeks to provide insights into which format may better serve learners in acquiring new vocabulary, depending on their individual learning preferences. Given the distinct characteristics of YouTube Shorts—namely its brevity and quick consumption time—it is crucial to understand whether this format can offer the same educational value as longer videos, which allow for more in-depth explanations and context. Furthermore, the study aims to assist learners in choosing the most appropriate medium for vocabulary acquisition, taking into consideration the strengths and weaknesses of each format. This will help learners make informed decisions about which tool to use based on their specific learning needs. Ultimately, the findings of this research are expected to make a valuable contribution to the development of innovative and effective language learning methods in the digital age. By providing evidence on the role of YouTube Shorts in Arabic vocabulary learning, the study will inform educators, content creators, and learners about the potential of this feature to enhance language acquisition in a concise, engaging, and efficient manner.

2. METHOD

The research adopts a qualitative approach, which is aimed at investigating social phenomena and human issues in order to gain a deeper understanding (Syahril, 2016). In this study, a literature review design is employed. A literature review, or desk research, involves a series of activities or methods that include data collection, reading and note-taking, and managing the research materials (Mestika Zed, 2008). The literature review approach allows researchers to gather information from various sources that are relevant to the research topic. Below is a more detailed explanation of the methodology:

a. Research Design

The research uses a qualitative design, which is appropriate for exploring and understanding complex phenomena through non-numerical data. This approach allows for an in-depth exploration of the differences between YouTube Shorts and regular YouTube videos in terms of their effectiveness for learning Arabic vocabulary. The study employs a comparative method, where features of both video formats are directly compared based on their content and effectiveness in language acquisition. The primary goal of this design is to investigate how these two formats can contribute to vocabulary learning and to uncover any unique advantages or challenges they present.

b. Database Collection

The main data sources in this study are the YouTube Shorts videos and regular YouTube videos related to Arabic vocabulary learning. The researcher will directly observe and compare the features of both video formats. The collection of data will involve selecting a sample of Arabic vocabulary learning videos from both YouTube Shorts and regular YouTube. These videos will be analyzed for their content, pacing, engagement level, length, and presentation style. In addition to the videos themselves, supporting data will be gathered from viewer comments and feedback found on both types of videos. This feedback will provide insight into how viewers perceive the effectiveness of these video formats in supporting their language learning efforts. The combination of direct content analysis and viewer feedback allows for a comprehensive understanding of the videos' educational value.

c. Excluded Model

In this study, any video content not related to Arabic vocabulary learning or content that does not meet the criteria of being either a YouTube Shorts or a regular YouTube video will be excluded from the analysis. This ensures that the research focuses solely on the comparison of the two video formats in terms of their potential for language acquisition. Additionally, videos that lack viewer interaction or those that do not provide substantial educational content will not be considered. Only videos that are explicitly designed for language learning purposes and that have adequate viewer feedback will be included in the study.

d. Data Analysis

The data analysis will be conducted using a comparative content analysis approach. The researcher will analyze the features of both YouTube Shorts and regular YouTube videos in terms of their structure, educational content, pacing, and engagement strategies. This analysis will also incorporate qualitative data from viewer comments, focusing on how learners describe their experiences with each type of video. The researcher will categorize and code the data to identify recurring themes and patterns, particularly in relation to the effectiveness of the two formats in teaching Arabic vocabulary. By comparing these two video formats, the analysis will reveal the strengths and weaknesses of each in terms of promoting vocabulary acquisition. The findings will be interpreted in relation to existing literature on language learning and digital media use in education..

3. RESULT AND DISCUSSION

3.1. Youtube dan Youtube Shorts

YouTube is a video-sharing platform founded by Chad Hurley, Steve Chen, and Jawed Karim. The platform has gained immense popularity and is used by millions of people for a variety of purposes, ranging from seeking current information to entertainment, such as watching movies, listening to music, or following tutorials. Initially, the use of the domain name www.Youtube.com led to a legal issue with a similar site, www.utube.com, owned by Universal Tube & Rollform Equipment. In November 2006, Universal Tube filed a lawsuit against YouTube. As a result, Universal Tube changed the domain of their site to www.utubeonline.com (Bambang Winarso, 2021).

In addition to serving as a video-sharing platform, YouTube has distinct advantages in terms of communication, primarily due to its lack of strict time limitations or duration constraints for videos (Kadri et al., 2023). This feature allows content creators, or YouTubers, to freely express their creativity and ideas, attracting audiences without having to worry about the length of their videos. This flexibility has contributed to YouTube's success as a powerful tool for both personal and professional content creation. YouTube Shorts is a feature within the YouTube platform that allows users to create, watch, and share short, vertical videos. It was initially tested in India and Southeast Asia on September 14, 2020, and has since become a significant addition to the platform (Rivaldo et al., 2022). Designed as a competitor to other short-video platforms like TikTok, YouTube Shorts enables users to create videos that are 60 seconds or less. These videos are typically more creative and concise, often incorporating music, visual effects, and appealing filters to capture viewers' attention.

One of the key features of YouTube Shorts is its ease of use. Users can quickly create videos using the YouTube app on their mobile devices. The platform provides various creative tools, such as basic video editing, music integration, and stickers, which enhance the video's appeal. Shorts videos are featured in a special Shorts feed within the YouTube app, and they can also be discovered through regular searches. Since its launch in 2020, YouTube Shorts has quickly become one of the most popular features on the platform. It has provided content creators with an avenue to express their creativity in a brief, engaging format that captures the attention of viewers quickly. By offering an easy-to-use video creation process and leveraging the success of short-form video content, YouTube Shorts has established itself as a powerful tool for both entertainment and education, contributing to the growing influence of digital media in various fields..

3.2. Arabic Vocabulary

According to the Kamus Besar Bahasa Indonesia (Indonesian Dictionary), vocabulary refers to the collection of words known by an individual or a group of people and is an essential part of a particular language. In Arabic, this concept is referred to as *mufradat*, which encompasses the words or vocabulary known by a person or a particular ethnic group, and is a vital component of the Arabic language itself (Munirah & Hardian, 2016). Vocabulary plays a significant role in language acquisition, particularly in Arabic, as it serves as the foundational element for learners before they delve into more complex aspects of the language, such as *nahwu* (syntax) and *shorf* (morphology). A strong vocabulary base is crucial for effective communication and comprehension of Arabic texts.

The mastery of Arabic vocabulary can substantially ease a learner's ability to understand written Arabic. The more vocabulary one possesses, the easier it becomes to interpret Arabic texts and engage in conversations. Furthermore, a person with a broader vocabulary in Arabic will be able to express themselves more fluently, facilitating smoother interactions in both written and spoken forms (Fajriah et al., 2015). Given this understanding, it is evident that acquiring a rich vocabulary is essential for anyone learning Arabic. Mastery of *mufradat* is the key to unlocking deeper comprehension and more effective communication in the language. Without a solid vocabulary foundation, learners may find it challenging to grasp more complex grammatical rules or to communicate confidently in Arabic. Therefore, the importance of learning and expanding one's Arabic vocabulary cannot be overstated. The ability to understand and use a wide range of words is directly linked to a learner's success in mastering the language..

3.3. Research Result

3.3.1. Display Design

Design is a phase of creation that blends human imagination with the goal of producing objects, systems, or other beneficial items for society (Anindita & Riyanti, 2016). YouTube Shorts is presented in a vertical format, which is ideal for short content viewed primarily on mobile devices. In contrast, regular YouTube videos are more flexible, typically displayed in horizontal format, though they can adapt to the user's screen orientation. YouTube Shorts allows content creators to use various effects and filters to enrich the visual presentation, often focusing on creativity and providing quick impressions. On the other hand, regular YouTube videos also support the use of effects and filters, but their application tends to focus more on the substantial content rather than dramatic visual elements.

Based on the comparisons mentioned, regular YouTube videos have an edge over YouTube Shorts in terms of display design when it comes to Arabic vocabulary learning. This is because YouTube Shorts presents several limitations that restrict content creators in producing engaging educational material. As a result, many content creators still prefer to create Arabic vocabulary learning videos through regular YouTube videos. Aside from being more beneficial to content creators, regular YouTube videos also provide a more "substantial" learning experience compared to YouTube Shorts. This is due to the flexibility that regular YouTube videos offer in adding supplementary materials such as images, diagrams, references, descriptions, or presentation slides, which all help support Arabic vocabulary learning. This allows for more visual teaching, enriching the learning experience for students.

3.3.2. Video Duration

Learning videos should meet certain criteria to be considered effective. A video can be deemed effective if it serves a particular purpose that supports the learning experience, aligns with the learning objectives, and has a positive learning impact on the viewer (Woolfitt, 2015). One important criterion for video effectiveness is its duration. Regular YouTube videos generally have longer durations, allowing content creators to provide more comprehensive explanations in Arabic vocabulary lessons. This extended duration helps viewers better understand the context of the vocabulary presented in the videos. In contrast, YouTube Shorts tends to have very brief durations, often under a minute. This feature is advantageous for viewers who want to quickly learn Arabic vocabulary in a practical and efficient manner, but it limits the depth of explanation. Consequently, YouTube Shorts videos often feature only a few vocabulary words accompanied by background music, with no further elaboration.

From the comparison, it can be concluded that regular YouTube videos are more suitable for detailed Arabic vocabulary learning, especially when a deeper explanation is required. Although YouTube Shorts' shorter duration presents certain limitations, it is more suitable for quick, practical learning, allowing viewers to repeat the video as many times as needed, making it efficient for memorization.

3.3.3. Interaction Between Content Creators and Viewers

Interaction, according to Gillin and Gillin in Soekanto (2012), refers to active social relationships involving exchanges between individuals, groups of people, or between individuals and groups. In another

definition, interaction is seen as a social connection between individuals where each individual influences one another through these relationships (Chaplin, 2011). Thus, interaction can be understood as an exchange between individuals or groups, often involving social contact and communication (Yuswatiningsih & Rahmawati, 2020).

In educational videos, interaction between the content creator and the viewers is crucial, typically taking place in the comment section. In the context of Arabic vocabulary learning videos, regular YouTube videos often facilitate deeper interactions between content creators and viewers through longer comments and more detailed discussions. This interaction allows viewers to ask questions, share opinions, and engage in further discussions related to the vocabulary covered in the video. On the other hand, although YouTube Shorts also has a comment section, interactions are much less frequent. This could be due to the fact that content creators typically present basic learning material that does not require in-depth explanations, leading to fewer discussions between creators and viewers. YouTube Shorts creators often present simplified material to ensure ease of understanding, and this type of content, which does not require detailed explanations, aligns well with the format's limited duration.

This comparative analysis shows that regular YouTube videos offer a more conducive environment for interactive and in-depth engagement with the audience. On the other hand, YouTube Shorts tends to provide a more straightforward learning experience that caters to viewers seeking quick, bite-sized lessons, with minimal need for further interaction or discussion.

4. CONCLUSION

This study compares YouTube Shorts and regular YouTube videos for Arabic vocabulary learning, revealing that each format has its unique strengths based on learner preferences and goals. YouTube Shorts emphasize speed, creativity, and quick interactions, making it suitable for learners who prefer brief, fast-paced content. However, its time constraints limit detailed explanations. In contrast, regular YouTube videos offer more depth, thorough explanations, and substantial interaction, which are beneficial for learners seeking comprehensive learning experiences. For Arabic vocabulary learning, regular YouTube videos are likely preferred because they allow for more detailed presentations, deeper interactions, and the inclusion of supplementary materials that aid in understanding. YouTube Shorts, though limited in duration, are useful for quick vocabulary reinforcement and repeated review. Both platforms can be strategically used depending on the learning objectives. The study highlights the impact of video duration and interactivity on learning. Regular YouTube videos encourage deeper engagement through comments and discussions, fostering a more collaborative learning environment. On the other hand, the brief nature of YouTube Shorts limits opportunities for extensive interaction, which may affect long-term retention and comprehension.

Future research should investigate how different video formats impact other aspects of language learning, such as pronunciation and grammar. Longitudinal studies could explore the long-term effects of YouTube Shorts and regular videos on vocabulary retention. Additionally, research on blended learning, combining both formats, could provide insights into optimizing learning experiences. Understanding audience engagement, particularly in comments, and how different learner demographics respond to these formats would further enhance instructional design in digital education..

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