MEASUREMENT MODEL FOR VIDEO USAGE AMONG TESL PRE-SERVICE TEACHERS IN INSTITUTE OF TEACHER EDUCATION MALAYSIA (ITEM): EXPLORATORY AND CONFIRMATORY ANALYSES

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Abstract: *Video provides learners with a truly authentic learning experience, a lot of videos which are shared online contain different cultural value, it brings real-life values as in customs, beliefs, sports, and food, these can build stronger context to the learners. However, the use of video would also restrict the potential of learning among the students, as they would rather search for the answer online. This study was conducted to investigate the use of Tiktok and students' perception of writing essay. Using a survey design, this study provides perceptions about: a) the use of video in Institute of Teacher Education Malaysia (ITEM) among TESL pre-service teachers in Malaysia.*

Keywords: *Video Usage, EFA, CFA*

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Introduction

The use of video in education has been widely debated due to its numerous advantages. Video provides creativity, motivation, and resources especially in introducing new things. Basically, video provides reliable resources for the lack of human expert resources and also the new trending in learning(Lim and Kessler, 2021). Sowmya and Hoblidar (2023) stated that video provides more interesting alternatives form of knowledge as short clips, songs, and even audiobooks, while the new trending in learning also incorporates authentic content from various multimedia sources. Generally, the use of video in learning is to bring the 'outside' or strange world to the learners so that they could learn one or two things from it (Mcglynn-Stewart et al., 2020). The videos have its own magic, it can influence the viewers by its interesting and unique features like music, storytelling, and even the language can be utilized to help the learners. The use of video among teenagers shows the tremendous increase as millions of teenagers aged 12 – 20 shared their short videos (Guo, 2022) , the videos are of many things; recipes, healthcare, and daily hacks.

These videos play a very important role for users especially generation Y. Most of the users use videos as their learning tool, they learn new things easily and in more creative way, the videos which are engaging in terms of music and presentation are most likely to be more popular and this can bring more benefits to the users. For instance, YouTube, due to the obvious site's popularity, a subset of content creators known as YouTubers has emerged. PewDiePie - a video game reviewer from Sweden with over 61 million subscribers and 16 billion views on his YouTube channel and he has the most subscribers on YouTube. Ray Du, a Taiwanese YouTuber with over 1.4 million followers, who is one of the world's most subscribed English-teaching professionals (Wang and Chen, 2020). These two YouTubers have shown the vital role of these sources as one independent search engine platform. Users can acquire digital knowledge by accessing digital content through various platforms such as YouTube, Facebook videos, and Web TV, which are easily accessible through their smartphones. In other words, users can also search for information independently, further expanding their knowledge for the purpose of education.

An example of this would be that individuals in Kuala Lumpur can access Gordon Ramsey's most recent recipe, which demonstrates a healthy and uncomplicated cooking method. They can watch instructional videos and try the recipe without having to travel to Paris for instruction. For users who are unable to travel to Korea to experience winter season in Seoul, they can just click and watch the video using their smart phones, to experience and see how people live during winter. Video climate (VC) enables many users to experience and learn the real-life event which happen in another continent in their own comfortable premises. The majority of VC users are students who utilize the app to browse and explore various sources of information related to their studies. VC is widely available on smartphones, making it easily accessible to students. Videos are particularly important for learning because they are readily available and can be accessed from almost anywhere. As most of learners are using their smart phones to search for any information, the learners can rely on themselves to explore the mobile materials available to them, enabling them to cultivate the habit of independent learning (Al Zieni, 2019). Videos offer L2 learners a comprehensive learning experience that stimulates multiple senses through the integration of visual and auditory elements. By witnessing and hearing the language in action, learners can significantly enhance their comprehension and retention abilities. Furthermore, videos provide valuable visual cues like facial expressions, gestures, and body language, which play a crucial role in deciphering meaning and interpreting linguistic nuances. By presenting language within meaningful contexts such as dialogues, narratives, or real-life

scenarios, videos facilitate contextualized learning, enabling L2 learners to grasp the significance and application of words and phrases with greater efficacy. This contextualized approach allows learners to establish connections between the language and specific situations, thereby fostering a more profound understanding and skillful application of the target language.

Literature Review

In contemporary times, the incorporation of technology into education has become indispensable on a global scale due to its ability to simplify, reinforce, and bolster the overall educational framework. The impact of technology on education has been ground-breaking, and the drive for further advancements in this field is unstoppable. Technology offers a wide range of tools and resources that can enhance the teaching and learning process, providing new opportunities for both students and educators (Sultan Alshraideh, 2021). Besides, online video applications have evolved into a fundamental classroom tool that performs a real and significant role in improving learning. The objective of this research is to examine how English language learners and teachers who are not native speakers of English view the use of online videos in English language classes. Specifically, the two methods employed were a survey and a one-on-one discussion. The survey was analysed using Statistical Package for the Social Sciences (SPSS) and also qualitatively, six related questions were used for the one-on-one interview. The research group comprises of 120 Saudi female students who are studying English as a foreign language in the Unified Scientific Track program at Taibah University, ranging from 18 to 21 years of age, and possessing varying degrees of English proficiency. Additionally, there are six female teachers who instruct English as a foreign language, with two holding a PhD in TEFL and the others possessing an M.A. degree in different English fields. Their teaching experience also varies, with three having more than 15 years of experience, two with over six years of experience, and one who is a novice with one year of experience. According to the participants' feedback, incorporating online videos is a beneficial strategy that has a favourable impact on English as a foreign language class.

Farahsani et al. (2020) conducted a study on how videos can help children acquire their second language. Conducting qualitative descriptive research, the researchers engaged in interviews with 21 individuals who were parents of preschool-aged children. To bolster the primary data obtained through interviews, the researchers supplemented their findings with relevant secondary data sourced from library research. To address the research questions, the collected data underwent a systematic process of identification and classification. The findings indicate that video has the potential to serve as a platform for young children to acquire English language skills. Due to their inclination towards technology, toddlers are drawn to using video as a means of learning not just language but also other subjects. This study involved qualitative descriptive research and focused on toddlers or children aged 2-5 years old. The objective was to understand their habits regarding the use of YouTube as a medium for language learning. The researchers employed interview and library research as the data collection techniques. The interview involved 21 parents who had children within the specified age range. The questions aimed to gather information about the children's engagement with YouTube and its effectiveness as a language learning tool, particularly for English. The primary data collected from the interviews was supplemented by secondary data obtained through library research.

The widespread adoption of YouTube as a teaching tool in higher education institutions, such as universities and colleges, has prompted inquiries into the feasibility of leveraging YouTube's potential in secondary education settings. A study made by Razali and Halim (2021) in secondary school setting indicated that students are enthusiastic about utilising YouTube to learn Present Perfect Tense. Seven 15-year-old students participated in this qualitative research

study, which involved conducting semi-structured interviews and classroom observations with the students to collect data. The results indicated that students held a positive perception of using YouTube as a tool for learning the Present Perfect Tense. The study identified several combinations of stimuli that were effective in engaging students behaviourally, emotionally, and cognitively during the lesson. The findings also emphasized the importance of specific elements in YouTube videos, such as the presence of actions, subtitles, and narrators, which contributed to students' engagement. Although, despite the benefits, the students encountered challenges while using YouTube videos to learn the Present Perfect Tense. The researcher determined that a qualitative approach was suitable for this study, as the main aim was to explore students' perceptions of learning the Present Perfect Tense through the use of YouTube videos, with a focus on secondary students. In line with the study's context, seven students from Form 3 were selected to participate. The rationale for choosing Form 3 students is closely tied to the English Language Syllabus for Form 3, which emphasizes teaching the Present Perfect Tense as part of language awareness. The sources of data for this study included classroom observations, semi-structured interviews, and documents. Selected videos from the 'English with Sound and Light' channel on YouTube were used as research materials for this study.

Bruhl et al. (2008) stated that challenges persist in keeping up with technological advancements in education, particularly with regards to student preferences. Nowadays, students are increasingly taking a more active role in seeking out their desired content on the internet, rather than relying on passive reception. This shift is evident in the growing popularity of on-demand internet viewing platforms like YouTube and Netflix, and the declining influence of traditional television networks. However, the education sector has yet to fully adopt this trend, and still primarily relies on a "push" approach. Modern students crave greater autonomy in how they access information both in their academic and personal lives. This research paper presents a successful initiative to develop a resource that complements traditional classroom instruction and can be accessed by students at their own convenience. By creating brief, straightforward videos using user-friendly technology, educators discovered that students not only appreciated having the resource available, but also demonstrated improved academic performance as a result of its use. Students in the civil engineering program at the United States Military Academy who utilized these videos while preparing for mid-term exams achieved better results compared to those who chose not to use the resource. Furthermore, feedback from students was overwhelmingly positive, highlighting the benefits of this approach. These videos have unique qualities when compared to other online learning materials. Firstly, they are created using straightforward and uncomplicated technology, and therefore, the department does not require external help. Secondly, the content covered in these videos is distinct from what is taught in the course or in traditional classroom activities. Instead, they supplement the course material and offer an extra resource for students to reference when tackling assigned problems. Thirdly, the videos are brief and concentrated on a specific topic. Thus, they do not require much time for students to derive benefits from them. The researchers are of the view that this learning resource combines conventional teaching methods with contemporary technology in an exceptional manner, which is undeniably advantageous and does not necessitate a considerable amount of time or technical expertise on the instructor's part. The purpose of this document is to provide a brief account of the early stages of their endeavour to introduce brief tutorial videos made by the instructor into their introductory engineering class, Fundamentals of Engineering Mechanics and Design. Furthermore, it offers statistical evidence to support the assertion that incorporating these videos has a positive effect on academic performance and the attitude of students. Additionally, the paper explains the process of creating these videos employing affordable and user-friendly tools, discusses the valuable lessons we learned, and culminates

with a discourse on the most effective techniques. To foster and promote students' ability to work ahead on problem sets, it is advisable to upload videos at the earliest feasible opportunity during the semester. As long as the videos do not cover the same problems that are tackled in the class, there is no significant educational justification to abstain from posting all the videos at the outset of the semester. This approach permits students to view all the available resources, gives them a glimpse of what is yet to come, and may satisfy the inclination of global learners to obtain an overview of the material sooner.

While Putri et al. (2020) reported that students have a favourable view towards YouTube to self-regulate their study. They reported that using YouTube may help them control their English learning and provide them with joy, pleasure, and excitement while they were studying. The purpose of this study is to ascertain the views of English as a Foreign Language (EFL) students and to identify the advantages and drawbacks of self-regulated learning via YouTube. This research employed a qualitative approach with a descriptive case study design. The case study provided a highly focused and detailed description by thoroughly and extensively examining a specific sample. The analysis was based on the articulation of a descriptive theory. The study purposively chose four undergraduate students majoring in English education at a university in Indonesia as participants. The selection was based on the rationale that these four individuals were already familiar with using YouTube and had been utilizing it to supplement their English language learning outside the classroom. The research employed interviews as the research instrument, which consisted of a series of questions pertaining to the research problem. The interview questions were developed based on the three perception components as defined by Walgito & Ahmadi (2013). Then, a comprehensive interview was conducted and recorded, followed by the transcription of the recorded interview. The study findings revealed that EFL students have a positive attitude towards self-regulated learning with YouTube. According to the participants, YouTube facilitated their English learning by providing a source of joy, pleasure, and excitement during the process. Additionally, the research identified several strengths of self-regulated learning with YouTube, including access to a variety of learning materials, the convenience of using YouTube, and the flexibility to study at any time and any place.

Apart from YouTube, Tiktok has also gained massive popularity worldwide, Yang (2020) investigated on secondary school students' expectations about using TikTok for English learning outside the classroom, despite the advanced features and functionality of language learning apps, a significant percentage of learners struggle and may even discontinue usage over time. Research indicates that a lack of motivation among unsuccessful learners is a major obstacle to their self-regulated learning. This study aims to analyze a critical aspect of learners' motivation, specifically their self-efficacy (with a particular focus on computer self-efficacy), and explore potential solutions to address these issues. The study involved an online survey with a qualitative approach, which was completed by 187 Chinese high school students who voluntarily participated in the research. The questionnaire consisted of 9 multiple-choice questions and 1 short-answer question. The findings of the study suggest that the majority of the participants had positive attitudes towards using TikTok to learn English, both inside and outside of the EFL classroom. Specifically, they expressed a desire to use English-teaching short videos on TikTok to improve their listening, vocabulary, and speaking skills. Authenticity-centered videos were found to be the most preferred among the three types of English teaching videos on TikTok. When it comes to the advantages and disadvantages of using TikTok for English learning, most participants believed that the main benefit was

cultivating and enhancing their interest in learning English, while the main drawback was the fragmented knowledge framework that came with using TikTok.

In a study conducted by Qadha and Alward (2020), they wanted to investigate how videos affect students' understanding of the present progressive tense from a semiotics perspective. The purpose of this research was to investigate how semiotics can assist in teaching grammar lessons, specifically by utilizing videos to enhance and improve students' comprehension of the present progressive tense. Additionally, the study aimed to explore the students' perceptions of using semiotics to learn grammar. To achieve these objectives, an experimental study was conducted with 30 EFL students from the University of Bisha in Saudi Arabia, who received video-based grammar instruction over the course of two 50-minute classes. The study utilized a pre-test, post-test, and questionnaire to compare the results of two groups and determine if there were any significant differences in their achievements. The study's findings provide insight into the effectiveness of utilizing semiotics and videos in teaching grammar, as well as the students' perceptions of this teaching approach. The participants believed that utilizing semiotics to teach the present progressive tense was effective when using videos. They found videos to be beneficial in enhancing their understanding of the present progressive tense. Furthermore, the use of videos captured their attention, thus making them more autonomous learners. The participants also stated that videos assisted them in correcting their mistakes and utilizing the present progressive tense correctly. Lastly, the participants thought that using videos was preferable to using images for learning the present progressive tense.

Baharudin et al. (2019) reported on how to assess the extent to which the YouTube application is used to instruct Arabic listening skills and the respondents' opinions of the various YouTube content categories chosen and gathered. A survey methodology was employed, utilizing a questionnaire to measure the level of YouTube application usage and to gather student feedback on the selected materials. The research sample consisted of 70 students from a public university in Malaysia who were selected randomly. Data was collected using a questionnaire that covered various aspects of using the YouTube application in teaching and learning Arabic language skills. A week before the instructional sessions began, the participants completed a grammar pre-test using pen and paper. The purpose of the test was to assess their prior understanding of the present progressive tense. They were required to select the appropriate answers for 20 sentences. Each correct response was awarded one point, resulting in a maximum score of 20. At the conclusion of the fourth session, the participants were given a post-test that covered the same content as the pre-test. The research took place within the regular classrooms of the Department of English Language over a period of four weeks. Before commencing the experiment, the participants underwent a pre-test. They were then randomly divided into two groups: an experimental group and a control group. The data for analysis were collected through a grammar test developed by the researchers, consisting of 20 sentences where the students had to select the correct answer. Following the pre-test, both groups received instruction on the present progressive tense, albeit in different ways. The control group received traditional instruction, while the experimental group was presented with a video clip by one of the researchers, utilizing semiotics. The experiment was conducted over a two-week duration for all the groups. Upon completion of the treatment, all participants in both groups were immediately given a post-test. The video used in the study had a duration of 7 minutes. In the final phase of the research, an online questionnaire was employed to gather data on the students' perceptions and attitudes regarding the grammar lesson delivered through the video. A total of 15 participants who received instruction utilizing semiotics completed the questionnaire. The findings show that students are more drawn to materials with exciting shapes, images, audio,

and visuals and reasonable time constraints. The results of the study also show that they are in agreement with a previous investigation of using YouTube as a teaching material in the History subject. This approach has been successful in motivating respondents to engage in teaching and learning sessions, and the majority of participants have expressed their support for the use of YouTube videos in the educational process.

Definition of Terms

Videos are called "multimodal texts" because they deliver information through both sound and visuals. They are effective for learning, offering an engaging and dynamic way to explore various topics. By using videos, learners can broaden and deepen their understanding through these interactive and visually stimulating formats (Mayer, 2005). Then, Hadijah (2016) stated that videos are an excellent resource for learning new skills, from cooking to coding. The internet offers numerous tutorials that visually demonstrate how to perform various tasks, helping learners acquire new abilities effectively.

Besides, YouTube's intuitive interface improves the visual presentation and accessibility of content. Learners benefit from a platform that facilitates the efficient discovery, viewing, and interaction with video material through its visually user-friendly design (Eisenlauer, 2020). In addition, Gawain (2002) stated that videos are a valuable resource for second language learners as they provide both visual and auditory elements, which help in understanding new words and phrases. This combination of visuals and sounds makes language learning more engaging and effective.

In the context of this study, video is a dynamic and captivating visual medium that facilitates accessible content, the use of video (video usage) enhancing the prior knowledge and visualization essential for language learning.

Exploratory Factor Analysis (EFA) of Video Usage

The exploratory factor analysis in this study involved 169 samples. The KMO test showed that the video variables had a value of 0.788, indicating that the sample size used in the factor analysis was sufficient. However, thirteen items were removed because their communalities were less than 0.5, and from the anti-image correlation, the lowest correlation value was found for these items compared to other items. The suitability of the factor analysis was also shown by the significant Bartlett's Sphericity Test, Sig = 0.000 indicating that there was a correlation between the items in the video variable. The amount of variance contributed by the factors was 72.77% and was considered strong by Tabachnick and Fidell, 2007). An 'Orthogonal' rotation with the 'varimax' method produced two factors to explain the amount of variance where the Eigen values were greater than 1. The analysis results found that previous knowledge consisted of three (3) items with a variance percentage of 55.08% and visualization consisted of five (5) items with a variance percentage of 17.70%. The factor loadings for the construction of the video are shown in Table 1.

Table 1: Exploratory Factor Analysis (EFA) of Video Usage

Sub construct	New Item	Communalities	Eigen Value	% Variance	Component 1	Component 2
Visualization	V2	0.719	1.416	17.70%	0.812	
	V3	0.737			0.822	
	V4	0.798			0.872	
	V5	0.766			0.851	
	V6	0.628			0.779	
Previous Knowledge	Sc1	0.501	4.406	55.08%		0.651
	Sc2	0.831				0.904
	Sc3	0.841				0.891

Based on the factor loading values for items in Component 1, ranging from 0.628 to 0.798, and Component 2 in the range of 0.501 to 0.841. The factor loading values for items in Component 1 meet the value suggested by Hair et al. (2010) which is above 0.5 for each component. Based on the meaning of each item that builds each factor in the video usage.

Confirmatory Factor Analysis (CFA) of Video Usage

Table 2 shows that the internal validity for each variable with Cronbach's alpha value for visualization at 0.81 and prior knowledge at 0.80. These criteria meet the established requirement of values ≥ 0.70. Similarly, for Construct Validity (CR) visualization value is 0.82 and prior knowledge is 0.82, and also meets the requirement with a value ≥ 0.60, and for Average Variance Extracted (AVE), visualization value is 0.60 and prior knowledge is 0.62. This means that the criteria set, which is ≥ 0.50 (Awang, 2012b), are met overall for the confirmatory factor analysis (CFA) of video usage.

Table 2: Confirmatory Factor Analysis (CFA) of Video Usage

Factor	Item	Factor loading	Cronbach's Alpha	CR	AVE
Visualization	V1	0.69	0.81	0.82	0.60
	V4	0.86			
	V5	0.76			
Prior Knowledge	Sc1	0.51	0.80	0.82	0.62
	Sc2	0.85			
	Sc3	0.92			

Based on the calculated indices presented in Table 2, the video usage measurement model yielded $\chi2/df = 10.692$, RMSEA = 0.233, IFI = 0.821, TLI = 0.734, and CFI = 0.819. These goodness-of-fit indices did not meet the recommended criteria by (Awang, 2012b) for good model fit, which are $\chi2/df < 5.0$, RMSEA < 0.08, IFI > 0.90, TLI > 0.90, and CFI > 0.90. After removing some items with low and high factor loadings, the model fit indices met the recommended criteria, with values of $\chi2/df = 2.114$, RMSEA = 0.079, IFI = 0.980, TLI = 0.962, and CFI = 0.980.

Additionally, the CFA model presented in Figure 2 is the final measurement model for the pilot study that represents the structure of video usage.
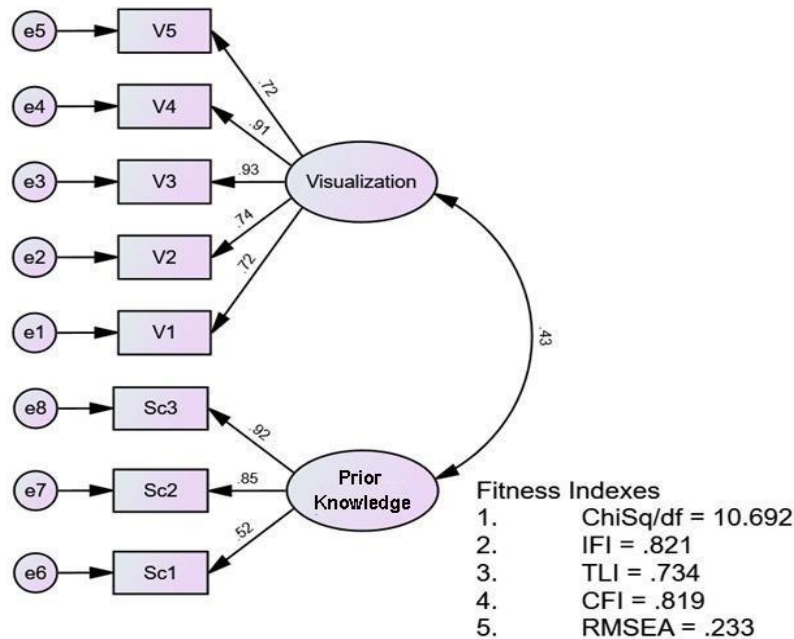
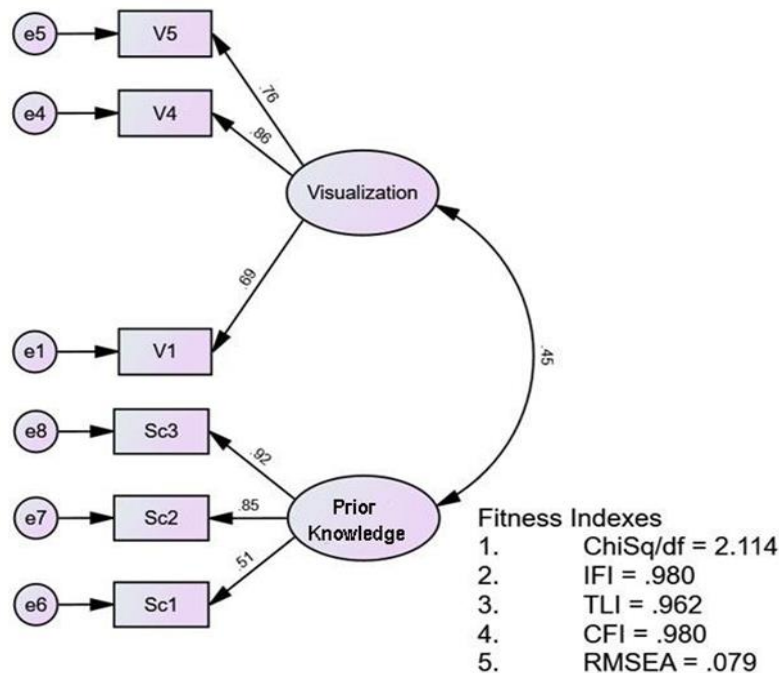**Figure 1: First Measurement Model of Video Usage**

Figure 2: Final Measurement Model of Video Usage

Conclusion

The exploratory factor analysis, conducted on a sample of 169 participants, successfully identified a two-factor structure underlying the video variables, explaining a substantial 72.77% of the total variance. This structure, achieved after removing thirteen items with low communalities (<0.5) and confirming sampling adequacy (KMO = 0.788) and inter-item correlation (Bartlett's Test, $p < 0.001$), provides a robust representation of the data. The resulting factors, "Previous Knowledge" (three items, 55.08% variance) and "Visualization"

(five items, 17.70% variance), offer a clear and interpretable framework for understanding the key dimensions measured by the video variables. These findings contribute valuable insights into the underlying structure of the studied constructs and can inform future research and practice. Then, the initial measurement model for video usage, based on the indices in Table 2, demonstrated a poor fit to the data ($\chi2/df = 10.692$, RMSEA = 0.233, IFI = 0.821, TLI = 0.734, CFI = 0.819). This indicated that the model, as initially specified, did not adequately represent the relationships between the observed variables and the underlying construct of video usage. However, after carefully removing items with low and high factor loadings, the revised model achieved a good fit to the data ($\chi2/df = 2.114$, RMSEA = 0.079, IFI = 0.980, TLI = 0.962, CFI = 0.980), meeting the recommended criteria by Awang (2012b). This suggests that the refined model, with its adjusted set of indicators, provides a significantly improved representation of the video usage construct and its measurement.

Acknowledgements

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