

Viewing Skill in an English Textbook for 8th Grade

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DOI: <https://doi.org/10.15294/elslt.v1i1.284>

QRCBN 62-6861-2530-756

ABSTRACT

This study investigates the types and stages of viewing skills presented in the English for Nusantara textbook for 8th-grade junior high school students taught under Indonesia's Emancipated Curriculum (Kurikulum Merdeka). The curriculum emphasizes flexible, student-centered learning and expands language competencies beyond the traditional four skills (listening, speaking, reading, and writing). As viewing visual objects is considered the core language skill, this research aims to identify how visual literacy and critical viewing are implemented and supported through textbook activities. Using a descriptive qualitative method, the researcher analyzed each chapter of the textbook content, focusing on the presence of viewing activities and their alignment with the viewing stages: pre-viewing, during viewing, and post-viewing. The findings reveal that visual literacy, as well as critical viewing, are consistently incorporated, not only in designated viewing sections, but also across various language activities throughout the five chapters. The textbook includes the pre-viewing activities such as prediction and questioning, during-viewing activities such as interpretation and analysis, and post-viewing activities involving reflection and creation. This study highlights the significance of the textbook in bringing about multimodal literacy and facilitating visual engagement in language learning. Based on these findings, the researcher suggests that teachers should guide students to develop both

viewing types and take advantage of all viewing stages to enhance comprehension and critical thinking.

Keywords: *Emancipated Curriculum, Viewing Skills, Visual Literacy, Critical Viewing, English Language Textbooks.*

INTRODUCTION

Curriculum is an interrelated system in which objectives, materials, methods, and evaluation work together to achieve educational goals. According to Nasbi (2017), curriculum is a system that has components that are closely related and support each other. The components of the curriculum consist of objectives, learning materials, methods, and evaluations. In this system form, the curriculum will progress towards an educational goal with mutual cooperation between all its subsystems. Emancipated Curriculum encourages flexible, student-centered learning, empowering teachers to adapt content and methods to individual needs and interests so that students have enough time to explore concepts and strengthen competencies. The Emancipated Curriculum allows teachers to create quality learning that is appropriate to the needs and learning environment of students (Kemdikbud & Pusat Kurikulum dan Pembelajaran, 2024). The Emancipated Curriculum itself has several educational goals. According to Inayati (2022), the Emancipated Curriculum aims to optimize the spread of education in Indonesia with diverse intracurricular learning that integrates literacy skills, knowledge, competency, and attitudes in the use of technology. Meanwhile, according to Pratyca et al. (2023), the Emancipated Curriculum has several goals: Creating enjoyable education, catching up on learning gaps, and developing students' potential.

To achieve those educational objectives, mastering essential language skills is the most important. These skills, such as listening, speaking, reading, and writing, play a crucial role in nurturing students' potential and ensuring a comprehensive learning experience. According to Amaniarsih & Arsita (2023), all languages in the world consist of 4 main basic skills: reading, writing, speaking, and listening. Anyone

who wants to be proficient in any language, including English, must adopt these four skills. The previous Indonesian education curriculum only contained material for four language skills, as mentioned earlier. However, in the current Emancipated Curriculum, these language skills have been expanded to include six language skills, with two new additions: viewing and presentation skills. Viewing is an active process of understanding visual media about accompanying spoken or written words. Huri et al. (2021) stated that viewing is an active process of paying attention to and understanding visual media such as television, advertising images, films, diagrams, symbols, photos, videos, dramas, drawings, statues, and paintings, which aims to understand visual media by connecting it with accompanying spoken or written words. Presenting is a skill that allows students to demonstrate understanding and engage with peers for deeper insights. Presenting is the ability to express ideas fluently, accurately, and clearly through various media (visual, digital, and audiovisual) so that the listener can understand them (Kemendikbud, 2022). Even though these two language skills have only been implemented in the current curriculum, these two skills are very important to master. This is due to the rapid development of technology in today's digital era, where information and communication are faster and easier to access. The ability to understand (view) information well is the key to interacting effectively with others. Mulyadi & Wikanengsih (2022) stated that students are starting to use computers and gadgets to achieve various skills that are in accordance with social needs, with various videos and multimedia materials as references in learning, supported by the habits of students in this generation who spend a lot of time on the internet.

Based on the previous points, it can be seen that education users, including students and teachers, are now using computers and gadgets to fulfil the required capabilities, with videos and multimedia materials as the main sources, so that the multimodality approach that combines text, images, and audio makes the learning process more interactive and interesting for the current generation who are used to spending time on the internet. This change in learning methods is in line with the concept of multimodality explained by The

New London Group 1996a cited in (Mulyani et al., 2023), where language learning involves various communication modes, such as linguistic, visual, audio, gestural, and spatial, which are now increasingly relevant to the use of technology in the educational process. According to Kayati & Madura (2022), multimodality becomes especially important in text-based learning because text-based learning requires appropriate strategies and media, such as child-friendly reading materials, to increase literacy. This combined mode helps create more engaging reading material, as multimodal texts can increase interest and improve comprehension by appealing to multiple senses and learning styles. The benefits of using several modes in this reading material align with the definition of multimodality according to Dewi et al. (2024) who stated that multimodality is the use of multiple modes or media to create a work. In line with the increasing use of multimodality in learning, viewing and presentation skills also play an important role in developing students' language skills, where both viewing and presenting skills must be considered important in the English language learning curriculum, complement each other, and need to be taught in an integrated manner. (Senowarsito et al., 2023). Therefore, to ensure optimal development of these skills, viewing and presenting, which are still relatively new in English language learning, must be strengthened with activities involving visual interaction and presentation practice.

English textbooks at school generally contain material for the four basic skills. However, today's English textbooks that follow the new curriculum, known as the Emancipated Curriculum, not only contain the four skills mentioned earlier, but also include two new skills, namely viewing and presenting. Therefore, this study aims to determine whether the activities in the English textbook "English for Nusantara" in the Emancipated Curriculum can strengthen students' viewing skills. Viewing is an important language skill as time goes by. (Yang, 2023), revealed that viewing as a language skill is as important as other language skills, viewing is in line with the progression of time, technological advancement, and the need to train quality generations in the future. Classroom teaching today is no longer dominated by language and text. Still, it is

gradually shifting to a multimodal education mode in which images, words, sounds, and other media play a role together. Viewing is also the most intuitive way for us to understand the world. Yang (2023) also stated that in the context of the new curriculum standards, it is important to explore how to develop viewing skills more deeply. Viewing skills improve student focus, facilitate teacher assessment, and strengthen understanding of the material. Sari et al. (2022) revealed that students' level of seriousness and focus increased when using viewing skills to view media in the form of videos. Students also respond & remember the story's contents in the video, and make it easier for teachers to evaluate in terms of student responses and understanding of the contents of the video. Therefore, using these viewing skills not only increases student engagement but also helps them be more critical in analyzing information presented visually. This proves that viewing skills can strengthen students' understanding of learning materials more interactively and deeply. As the role of viewing skills in learning increases, visual literacy and critical viewing skills become important aspects that need to be developed to strengthen students' understanding of visual materials. According to Widiatmojo (2020), John L. Debes introduced visual literacy in 1966. In 1969, Debes defined visual literacy as the ability to understand and interpret objects, symbols, actions, or anything in the environment through sight, supported by using other senses to communicate.

Viewing skills are important in improving students' understanding and analysis, supporting maximum language development. (Lestari & Purnanto, 2023) stated in their study that viewing skills are of critical urgency because of their significant role in improving reading skills, including comprehension, interpretation, and analysis of texts. By enhancing viewing skills since early education, students will become more careful in observing and paying attention to details and understand information better. This provides an advantage for them in facing the challenges of the world of education and life, which is increasingly complex and rapidly changing. Therefore, teachers, parents, the government, and the surrounding environment must provide an effective strategy and sufficient support so that students' language

development can develop to its fullest potential. Learning with viewing activities increases students' enthusiasm for learning, understanding of the material, and critical thinking skills. (Pangesti & Purnanto, 2023) revealed that learning with viewing activity increases students' enthusiasm in learning because of the variations in the delivery of the material. This can be seen from how students catch on to the material delivered faster than teachers who only teach using the lecture-based instruction. With viewing activities, students are also indirectly required to think critically where they not only see (view) but also read, analyze, and interpret the meaning of the images. This certainly impacts the growth of students' way of thinking. Using videos effectively improves students' understanding, analysis, and viewing skills in learning. (Irmiah et al., 2023) revealed in their study that using video as a module for viewing activities, it was found that both in terms of the content of the material in the learning video and all aspects were very effective and classified as very good. So, the use of video in the context of viewing skills not only improves students' understanding of the material, but also enhances their ability to analyze and draw conclusions. Therefore, viewing skills are an essential aspect that needs to be trained to support a more profound understanding of learning.

Based on the results of previous studies, the implementation of learning viewing skills needs to be studied in detail. Previous studies by Irmiah et al. (2023), Lestari & Purnanto (2023) and Yang (2023) focused on the importance of viewing skills in the context of education, discussing its significance, the urgency of its development, and its impact on reading and comprehension skills. In their study, they stated that the importance of viewing skills as part of language education improves students' understanding and becomes the basis for developing more complex reading skills, such as analysis and interpretation. Therefore, textbooks that integrate viewing activities can help students understand the content more deeply, in line with their research, which shows that this skill plays an important role in improving learning effectiveness. Meanwhile, previous study research from Pangesti & Purnanto (2023) and Sari et al. (2022) focused on the impact of viewing skills on student engagement and

learning outcomes, showing how viewing activities affect students' behavior, understanding, and critical thinking in the classroom. Their study stated that viewing activities in English textbooks also contributes to increasing student engagement. Textbooks can encourage students to participate more actively in the learning process by providing interesting visual materials and analysis activities. This is in accordance with the findings of their study, which showed that students who engage in viewing activities tend to be more serious and focused, thus increasing their ability to respond and understand information better. However, although there is a lot of evidence showing the positive potential of viewing skills, there is still a gap in research regarding the effectiveness of these skills in the context of the viewing activities in the English textbook "English for Nusantara" in the Emancipated Curriculum. Therefore, this study aims to determine whether viewing activities in the English textbook "English for Nusantara" for grade 8 junior high school in the independent curriculum can strengthen students' viewing skills, as well as the types and stages of viewing skills in "English for Nusantara".

METHODS

This study uses a descriptive qualitative research design, with data taken from the 8th grade English for Nusantara students' book, specifically on the viewing skills section. The data collection process is carried out through three stages. First, the researcher read the book thoroughly to understand its content and context. Second, the researcher identified the types of viewing skills in the book, including how these skills were applied in the learning process. Third, the researcher examined the stages of viewing skills used in the learning activities listed in the book. In analyzing the data, researchers started by narrowing down the data from the book to find patterns and information related to the types and stages of viewing skills. Next, the identified data is arranged in a table to show the parts of the book that reflect various types of viewing skills. After that, the researcher draws conclusions based on the findings and verifies to ensure that all research questions have been answered correctly. With this approach, researchers can present a comprehensive picture of how viewing skills are

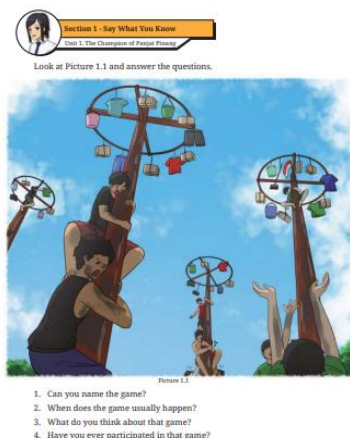
taught in the book.

RESULTS AND DISCUSSION

This research aims to discover the types of viewing skills and the process of viewing skills in the 8th-grade *English for Nusantara* students' book. To better analyze data, it is necessary to understand the types of viewing skills. Visual literacy is interpreting and understanding visual information to "read" images by understanding explicit content and underlying messages. Visual literacy also uses visuals that aim to convey meaning. Just like spoken and written language, visual communication has receptive aspects (interpreting visuals) and expressive (using visuals to express ideas) (Watts, 2023). Critical viewing is an analytical approach to viewing media that involves evaluating not only the content but also the context, purpose, and techniques used by media to convey the message. Critical viewing encourages students to question and understand the intention and implication of what they see/view, consequently helping students increase their media literacy. In other words, it is about questioning what we see, considering its context, and uncovering hidden messages. (StudySmarter, n.d.) After analyzing the data, the researcher found both types of viewing skills. The 8th grade *English for Nusantara* students' book consists of five chapters; each chapter has three units with different learning materials complemented by multimodal texts and activities.

Chapter 1 is titled *Celebrating Independence Day*. This chapter has three units: *The Champion of Panjat Pinang*, *Going to a Parade*, and *Independence Day at SMP Merdeka*. Each unit is related to multimodal and viewing activities. Visual literacy viewing skill type in Unit 1 "*The Champion of Panjat Pinang*" is already found at the beginning of the unit, in a part "Section 1: Say What You Know". Section 1 starts with a picture of people playing a game, and below it are questions that are still relevant to the previous picture, such as what the game is called and when the game is usually played. When carrying out activities in Section 1, students can use English or not. "Section 2: Listening", at the beginning of this section, also includes a viewing activity by using pictures to observe. The pictures

provided are of various games usually played on Independence Day. Students are asked to match the pictures with the names of the games that have been provided. Apart from the previous section, the viewing skills activity is also available in Section 3 and 6. At this visual literacy stage, exploratory viewing is developed based on this practice. Below are some examples of



multimodal texts that relate to viewing skills from Unit 1.

Picture 1. People doing Panjat Pinang on Independence Day

Still in Chapter 1, Unit 2 is entitled “Going to Parade”. In this unit, the visual literacy viewing skill type was also found at the beginning. In Section 1, students are asked to look at some pictures and identify things related to the picture. After that, students are asked to tell their experiences based on the questions below the previous pictures. In Section 2, here are pictures or comics shown to students while they listen to audio containing the conversation in the picture or comic. In Section 3, there are several images related to the parade, followed by the parade's name below, which will then be paired with an image that matches the name. In Section 4, students are given text and images related to a series of school parade activities. Students are instructed to read the text provided first, then they are asked to observe and identify images related to a series of school parade activities. Then, they are asked to match the images with the paragraphs in the previous text. In the same activity, after students are asked to identify each picture provided, such as who was in the picture, what they were

doing, where they were at the time of the event, and what objects were there. This activity is included in critical viewing because, in addition to matching paragraphs and pictures, students are asked to observe the pictures and identify what is happening in each picture, who is in the picture, and what



Section 1 - Say What You Know

Unit 2. Going to a Parade

Look at the following pictures.



Picture 1.2. Independence Day's events

1. Which events have you participated in?
2. Tell your friends about your participation in the events.

objects are in the picture.

Picture 2. Various games on Independence Day

In Unit 3, Section 1 contains some activities of critical viewing skills. At the beginning of this section, pictures are depicting various games common in a parade. Under these pictures, there are several questions related to the pictures. This is critical viewing because it combines what students observe with what they have experienced. These questions allow students to think about their previous knowledge on a larger scale, use their memory in the visual content presented. In this way, students are helped to analyze the image and provide responses by integrating it into real life. This helps develop remembering and thinking about what is seen as part of critical viewing skills. Section 4 contains activities that are included in visual literacy viewing skills. In this section, students are presented with images followed by several questions. These questions are used to elaborate on orientation ideas and help students develop their ideas based on what they

observe from the visuals. In the same section, there is also an activity where students are given several random images related to sack racing. Students are asked to arrange the images in the correct order. Through this activity, students are encouraged to actively interpret and organize visual elements meaningfully, thereby encouraging the development of visual

Let's talk about these pictures.



Picture 1.4. Independence Day Celebration

Answer the following questions based on the picture above.

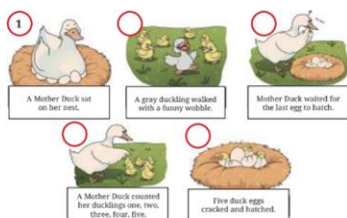
1. Have you ever participated in / watched the events in the picture?
2. Do you have any memorable moments/events in the Independence Day celebration?
3. Could you share the story of your memorable moment/event in the Independence Day celebration?

literacy.

Picture 3. Pictures of activities on Independence Day, along with questions

Chapter 2 is titled *Kindness Begins with Me*. Same as the previous chapter, this chapter also has three units. In Unit 1, in the first section of this unit, the students are requested to examine some storybook images from different countries, which is considered an exercise in visual literacy viewing skill. Students are provided with a variety of questions after they view the images. The questions are centered on assisting them in viewing the imagery more deeply and relating it to the unit. This lesson aims to promote visual literacy through pictures by actively responding and explaining what they have viewed. Section 2 contains viewing activities which fall under the

category of visual literacy viewing skill. Students are provided with five pictures representing "The Ugly Duckling" story, and then students are asked to identify the storyline using the pictures given as clues. Still in the same section, Students listen to the story's audio after making their predictions and check if their guessed sequence aligns with the actual sequence of events. In the next activity, a new set of pictures is presented along with a recorded narrative with short texts below each picture. This part of the activity reinforces the learning focus on using the past simple tense. Students must select the correct form of the verb depending on how the story is told. In Section 3, which is about visual literacy viewing skills, students are given several pictures related to the story "The Ugly Duckling" from the previous section. Based on these pictures, students are asked to predict the sequence of the story. After students make predictions, the audio story is played, and students' predictions are checked against the actual sequence of events. After this, another series of pictures with accompanying audio and text is provided. This activity is designed to review the past simple tense by asking students to choose the correct verb form based on the context. In Section 4, there is also a visual literacy viewing skill. Students are given a picture of "The Ugly Duckling" and asked to complete the sentences under the



Worksheet 2.1

c. Listen to Audio 2.2 on the story Part 1. Check your prediction.

d. Listen again to Audio 2.2 and read the story. Circle the correct underlined verbs Worksheet 2.1. See the **Word Box**.

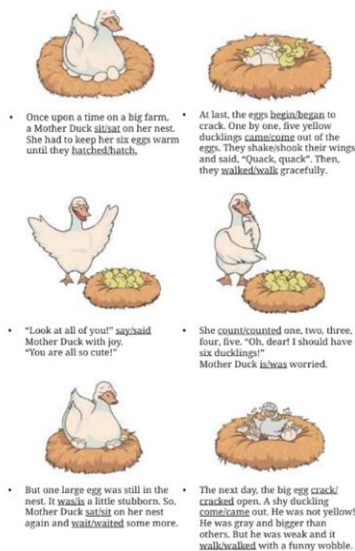
Word Box

begin (base form)/began (past form): mulai
 hatch (base form)/hatched (past form): menetas
 shake (base form)/shook (past form): menggoncangkan
 wait (base form)/waited (past form): menunggu
 wobble (base form)/wobbled (past form): berjaln goncang dan tidak stabil

wings: sayap
 shy: malu-malu
 warm: hangat

gracefully: dengan anggunnya

once upon a time: pada suatu hari
 at last: akhirnya



picture with the correct past tense.

Picture 4. Viewing skill activity to make predictions

In Unit 2, Section 2, the viewing activities belong to the visual literacy viewing skill. At the beginning of this section, students are presented with a comic that shows the characters' feelings in response to the story of The Ugly Duckling. The comic at the beginning helps students understand the characters' emotions through facial expressions and body language, which are fundamental to reading visual texts. Similarly, an activity in which students guess which animal might appear next based on a picture encourages predictions based on observation, rather than evaluation or criticism. Five illustrated facts about ducks also reinforce visual literacy. The illustrations help students understand and remember factual information more easily by connecting the images to the written content. These tasks require students to decipher, interpret, and respond to visuals, key visual literacy components. In section 6, viewing activities belong to the visual literacy viewing skill. In this section, students are presented with a comic that shows three characters (Pipit, Galang, and Monika) who want to create their ending for the story previously discussed. This activity is followed by an assignment where students are asked to decide and create their version of the story's ending.

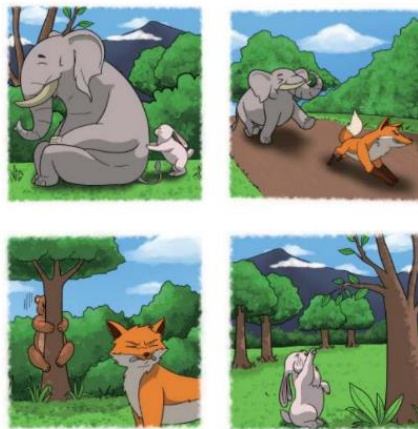
b. Circle other four animals that you will find in the story.



Picture 5. Viewing skill activity to make predictions

In Unit 3, Section 1, viewing activities are categorized as a visual literacy viewing skill. At the beginning of this section, students are asked to look at pictures of various animals. After observing the images, students are invited to talk about each animal and answer several questions related to the pictures shown previously. After that, still in the same section, pictures are provided. Students are asked to analyze the pictures and discuss whether the animals can do the actions shown in the pictures. This activity encourages students to observe, interpret, and respond to visuals while making simple judgments based on what they know about the animals. In Section 3, the viewing activity is also a visual literacy viewing skill. In this section, students are given several pictures of animals from the story *The Ugly Duckling*. Based on the visuals, students are asked to analyze the character traits of each animal.

b. Look at the animals again. Can the animals do these things? Why?

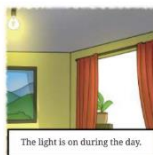


Picture 2.8. Animals and their activities

Picture 6. Viewing skill activity to analysing

Chapter 3 is titled *Love Our World*, and has three units. In Unit 1, Section 1, viewing activity is categorized as a visual literacy viewing skill. At the beginning of this section, students are shown several pictures, each representing a different daily activity. After observing the pictures, students are asked to mention when they usually do each activity in their daily lives.

What do you usually do in these situations?



b. Draw a line to match the pictures and the instructions.



Wash hands with running water

Turn off the faucet

Apply hand soap

Rub hands together

Dry hands with a towel



In Section 2, the viewing activity belongs to the visual literacy viewing skill. In this section, students are given a comic strip and an audio recording. Students are guided to observe the visuals while listening to the dialogue. In Section 3 of the same unit, another comic strip is provided. After reading the comic, students are given several pictures and asked to draw a line to match each picture with the correct instruction. In section 5, students are once again given a comic strip. After observing and reading the comic, they are asked to answer true or false questions based on the information in the images and dialogue.

- a. Work with a classmate. What can you tell about the characters' traits or behavior and feelings in the following pictures? Use past tense forms of 'to be' or 'feel'/'become' with an Adjective.



The two grown-up chickens were _____.
The Ugly Duckling felt _____.



The cow _____.
The Ugly Duckling _____.



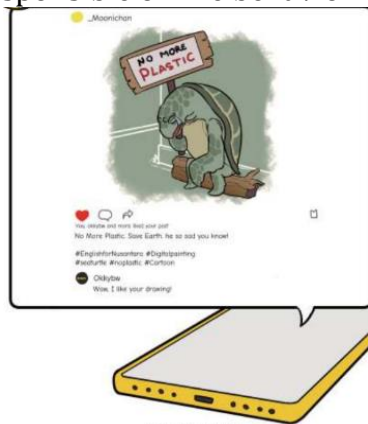
The Ugly Duckling _____.
The dog _____.



The Ugly Duckling _____.

Picture 7. Viewing skill activity to interpreting and analysing

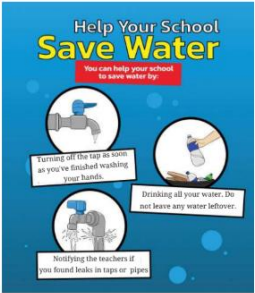
In Unit 2, Section 2, the viewing activity belongs to the visual literacy viewing skill. In this section, students are presented with a comic strip that tells the story of a character who sees a social media post about saving the Earth. The comic is supported by an audio recording that helps students follow the story more clearly. In Section 4 of the same unit, students are given a picture and a short text that explains how to think carefully before writing a comment on social media. The image and text guide responsible online behavior.



Picture 8. Viewing skill activity to anticipate a message

In Unit 3, Section 1, the viewing activity is categorized as critical viewing. In this section, students are presented with two posters: the first carries the message “Save the Water,” and the second promotes “Let’s Donate Old Books.”. Students are encouraged to think about the meaning behind the visual and how the message relates to their actions and values. This activity reinforces critical thinking skills because it requires students to observe further to evaluate visual messages, understand the meaning, and form personal opinions. In Section 2 of the same unit, the viewing activity is also a critical viewing. This activity encourages students to evaluate visual information critically, understand the importance of health messages, and consider how the messages relate in everyday life. The questions given are also part of analyzing the poster and encourage students to think critically. In Section 3, the viewing activity belongs to visual literacy. Students are given two posters, the first titled “Save the Water” and the second “Let’s Donate Old Books.” In this section, students are asked to identify the goals and the steps shown in each poster.

a. Read the poster from Picture 3.4.



b. Read the elements of the poster.
The poster above gives instructions to the audience. It pays attention to the goal and steps. Identify the goal and the steps in the poster.

Goal	
Steps	

Picture 9. Viewing skill activity to analysing (analysing goals and steps in posters)

Chapter 4 is titled *No Littering*, and has three units. In

Unit 1, Section 1, the viewing activity belongs to visual literacy. In this section, students are given a picture related to a flood. Based on the picture, they are asked to answer factual questions about floods. In Section 2, viewing activities are categorized as visual literacy. In this section, students are given several pictures showing various Sunday afternoon activities. Students are then asked to rank the pictures from 1 to 6, with number 1 being the activity they like the most. In Section 3, the viewing activity belongs to visual literacy. In this section, students are given several pictures and are asked to analyze them and select which pictures show the events that usually happen during a flood.

- a. What would you like doing on a Sunday afternoon? Rank the following pictures with number 6 as your least favorite activity and number 1 as your most favorite activity.



- a. Before listening to Audio 4.2, guess what happened during the flood by circling one of the pictures below. You can work with your classmate.



Some children played in the rain happily during the flood.



Firefighters and soldiers worked together to rescue the people.



The rescuers took all the trash out of the gutters.



Some houses were almost under water.



The rescuers put the elderly and young children on rubber boats.

Picture 10. Viewing skill activity to seeking understanding and analysing

In Unit 2, Section 1, the viewing activity is categorized as visual literacy. In this section, students are given pictures of sea animals and asked questions about the images. The task focuses on observing and understanding visual content by answering factual questions based on the pictures. In Section 2, the viewing activity belongs to critical viewing. Students are shown images of sea turtles injured by plastic waste. They are

asked to analyze and identify the types of plastic harming sea turtles. This activity requires students to evaluate visual information critically, understand the negative impacts of plastic waste, and relate it to real environmental problems. In Section 3, the viewing activity is categorized as critical viewing. Students are shown a picture of an injured sea turtle and then asked questions encouraging them to think critically about why the turtles look sad. This activity requires students to analyze the visual cues and emotions depicted in the picture and think about possible reasons why it seems that way. Students develop critical thinking skills by connecting visuals to deeper meanings and feelings. In section 5, the viewing activity is categorized as essential viewing. Students are given two posters about littering. They are then asked questions encouraging them to analyze the characters in the posters, examine the image in the second poster, and evaluate the message by expressing their opinions. This activity requires students to do more than just observe the visuals, because they must interpret the roles of the characters, analyze the visual elements, and critically reflect on the meaning and implications of the posters. In doing so, students develop critical viewing skills.

c. Can you tell the types of plastic items that troubled the sea turtles in the following pictures? You may use Indonesian.



. Look at Picture 4.10 and answer the questions. You may use Indonesian.



Picture 4.10 No more plastic

1. Why did both turtles look sad?
2. Why did one turtle bring a sign 'No More Plastic'?

Picture 11. Viewing activity to analysing, making connections, and checking understanding

In Unit 3, Section 2, the viewing activity belongs to visual literacy. Students are given a picture of a person picking up trash, followed by factual questions related to the picture. This activity focuses on observing and understanding visual content, encouraging students to interpret information clearly without requiring deeper analysis or evaluation.



Picture 4.14 The Danger of Plastic
Source: Muhammad FadliTivimedia.com

a. Look at Picture 4.14 and discuss the following questions with a friend. You may use Indonesian.

1. What did the people in the pictures decide to do?
2. Who mainly showed up to help collect the trash in the pictures?
3. What kind of trash did they mostly pick up?
4. Do you think many people realize the dangers of plastic to the environment?

11/11/2020 10:10:10

Picture 12. Viewing skill activity to check understanding.

Chapter 5 is titled *Embrace Yourself*, and also has three units. In Unit 1, Section 1, the viewing activity is categorized as visual literacy. Students are shown pictures of hygiene products and given factual questions, such as identifying the product in the picture. This activity helps students observe and recognize visual information presented directly in the picture. In Section 2, the viewing activity is categorized as critical viewing. In this section, students are given comic strips and audio recordings. After that, they are given questions that encourage them to interpret the comics, express personal opinions, and evaluate the social messages behind the comics. This activity requires students to understand the visual and audio materials and think critically about their meaning, reflect

on the character's behavior, and relate the messages to real-world social issues.

- a. Look at the pictures. Do you know all of the products in the pictures?



Picture 5.1 Daily products

- b. What are the products for?

- c. Do you use them every day?

Picture 13. Viewing skill activity to anticipate a message by asking questions

In Unit 2, Section 2, the viewing activity belongs to the visual literacy viewing skill. In this section, students are given comic strips along with audio. After watching and listening, they are given factual questions based on what's shown in the comic. This activity focuses on directly understanding and interpreting visual and auditory information without requiring deeper analysis or reflection.



Picture 14. Viewing skill activity to interpreting a message

In Unit 3, Section 1, the viewing activity is categorized as visual literacy. Students are shown a picture of Peter and a drum band team, then they're given questions about what Peter needs to prepare before joining the drum band team. In this activity,, students must observe visual details and draw simple conclusions based on the pictures.



Picture 15. Viewing skill activity to speculating and analysing.

The second objective of this study is to find out how the process of the viewing skill is implemented in the 8th grade *English for Nusantara* students' book. The Canadian Common Curriculum Framework states that there are three stages of the viewing skill process: pre-viewing (Donaghy, 2023) during viewing and post-viewing. After analyzing the viewing skill type data, the researcher found that the stages of the viewing skill process are also found in all chapters of 8th-grade English for Nusantara students' books.

Chapter 1

The viewing skills process in Chapter 1 starts from the beginning of the chapter. The first viewing skill process is pre-viewing. In Chapter 1, Unit 1, the researcher found previewing in Section 1 and Section 2, where in Section 1 students are required to predict & ask questions, and in Section 2 students make predictions. The second viewing skill process is during viewing. The researcher found it during viewing in Section 3

and 6. In those sections, students search for understanding, interpretation, and analysis. The following viewing skill process is post-viewing. The researcher found in section 6, where analysis and reflection were carried out. In Unit 2, the researcher found previewing in Section 1 and Section 2, where in Section 1, the activity is asking questions & students make predictions. In Section 2, the activity carried out aimed to set the purpose for viewing. The second viewing skill process is during viewing. The researcher found during viewing in Section 4. In that section, students requested an analysis and evaluation. The following viewing skill process is post-viewing. The researcher found it still in Section 4 and 6, where analysis and reflection were carried out in that section, and creation was carried out in section 6. In Unit 3, the researcher found previewing in Section 1, where in Section 1 the activity was asking questions & setting a purpose for viewing. The second viewing skill process is during viewing. The researcher found during viewing in Section 4. In that section, students did analysis, interpretation, and making connections. The following viewing skill process is post-viewing. The researcher found it still in Section 4, where creation was done in that section.

Chapter 2

In chapter 2, Unit 1, the researcher found that previewing in Section 1, where in Section 1, anticipating a message by asking questions is done. The second viewing skill process is during viewing. The researcher found during viewing in sections 2 and 3. In those sections, students interpret and make predictions. The following viewing skill process is post-viewing. The researcher found it still in Section 4, where the analysis is done in that section. In Unit 2, the researcher found that previewing was done in Section 1, where in Section 1, asking questions about how students felt and their feelings about the story of the ugly ducklings. The second viewing skill process is during viewing. The researcher found during viewing in Section 2. In that section, students interpreted, made predictions, and sought understanding. The following viewing skill process is post-viewing. The researcher found it still in section 6, where, interpreting and creating were done in that section. In Unit 3, the researcher found that previewing was

done in Section 1, where questions were done in Section 1. The second viewing skill process is during viewing. The researcher found that during viewing, it was still in Section 1. In that section, students checked their understanding, analyzed, and interpreted. The following viewing skill process is post-viewing. The researcher found that it was still in Section 3, where in that section they responded critically to the visual text by analyzing it.

Chapter 3

In chapter 3, Unit 1, the researcher found that previewing was done in Section 1 and 2, where in Section 1, anticipating a message by asking questions was done, and in Section 2, setting a purpose for viewing was done. The second viewing skill process is during viewing. The researcher found during viewing in Section 3. In that section, students interpret, analyze, and check understanding. The following viewing skill process is post-viewing. The researcher found in section 5, where in that section, the fact (true and false statements) was analyzed. In Unit 2, the researcher found previewing in Section 1, where in Section 1, anticipating a message and asking questions were done. The second viewing skill process is during viewing. The researcher found during viewing in Section 2. In that section, students interpret and analyze by asking questions. The following viewing skill process is post-viewing. The researcher found in Section 4 that tips for giving comments on social media were created. In Unit 3, the researcher found previewing in Section 1, where in Section 1, anticipating a message and setting the purpose for viewing were carried out. The second viewing skill process is during viewing. The researcher found during viewing in Section 2. In that section, students did analysis, evaluation, and making connections. The following viewing skill process is post-viewing. The researcher found in Section 3, where in that section, analysis was carried out, analyzing the goals and steps in posters.

Chapter 4

In chapter 4, Unit 1, the researcher found that previewing is done in Section 1, where a message is done in Section 1. The second viewing skill process is during viewing. The researcher

found during viewing in Section 2. In that section, seeking understanding, making connections, and analyzing the comic are done. The following viewing skill process is post-viewing. The researcher found in Section 3, where the analysis is done in that section. In Unit 2, the researcher found that previewing was done in Section 1, where in Section 1, anticipating a message by asking questions was done. The researcher found during viewing in Section 2, 3, and 5. In Section 2, checking understanding, making connections, and analyzing were done. In Section 3, interpreting and checking understanding were done, and in section 5, making connections and analyzing were done. The following viewing skill process is post-viewing. The researcher found in Section 3, where the analysis was done. In Unit 3, the researcher found that previewing was done in Section 1, where in Section 1, anticipating a message by asking questions was done. The researcher found during viewing in Section 2. In Section 2, checking understanding and interpreting were done. The following viewing skill process is post-viewing. The researcher found in section 5, where in that section, analysis and creation were done.

Chapter 5

In chapter 5, Unit 1, the researcher found previewing in Section 1, where in Section 1, anticipating a message and asking questions were done. The researcher found during viewing in Section 2. In Section 2, analyzing, checking understanding, and interpreting were done. The following viewing skill process is post-viewing. The researcher found in Section 4 that creating expressions was done in that section. In Unit 2, the researcher found previewing in Section 1, where in Section 1, anticipating a message and asking questions were done. The researcher found during viewing in Section 2. In Section 2, interpreting the messages was done. The following viewing skill process is post-viewing. The researcher found it still in Section 2, where the analysis was done. In Unit 3, the researcher found previewing in Section 1, where speculating was done in Section 1. The researcher found during viewing the still in Section 1. The analysis was done in this section. The following viewing skill process is post-viewing. The researcher found in Section 2, where the analysis was done.

CONCLUSION

This study concludes that the viewing skills contained in the 8th grade *English for Nusantara* students' book are visual literacy and critical viewing, where both viewing skills can be found in any section and are not always in the viewing section. There are three stages of the viewing skills process, namely, previewing, during viewing, and post-viewing.

The researcher suggests that teachers embed visual literacy instruction across classroom activities, even when not explicitly labeled as “viewing activities” in textbooks, guiding students to interpret and critique visual texts. Additionally, future studies should investigate students’ responses to these activities in real classroom settings, revealing links to comprehension, critical thinking, and language development.

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