



**VIEWING SKILL IN 7<sup>th</sup> GRADE *ENGLISH FOR NUSANTARA*  
STUDENT'S BOOK: AN ANALYSIS OF STRATEGY**

Project Proposal

Submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

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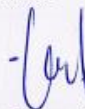
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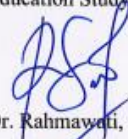
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## **MOTTO**

“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan , mungkin tidak akan selalu berjalan lancar. Tapi, gelombang-gelombang itu yang nanti bisa kau ceritakan “. – Boy Candra

## **DEDICATION**

I dedicate this Final Project to :

1. My beloved Mother (Jazuli Winarni), thanks for your prayer, love, advice, and spirit.
2. My best brother (Gindhi Indra Perdana) & My sister (Ayun Nurul Azizah) who always support and give me motivation.
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## ABSTRACT

**Pratiwi, Nabila Yuditya.** 2023. *Viewing Skill in 7<sup>th</sup> Grade English for Nusantara Student's Book: An Analysis of Strategy*. Final Project, English Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor I: Dr. Dyah Nugrahani, S.Pd., M.Hum. Advisor II: Faiza Hawa, S.Pd., M.Hum.

Nowadays Kurikulum Merdeka is the most recent curriculum to be used in Indonesia, which in accordance with the decision of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022, emphasizes literacy skills. This study aims on two objectives, there are to find the types of viewing skills and to find the viewing skills process in 7<sup>th</sup> grade English for Nusantara student's book. The design of the study uses descriptive qualitative research design, which the researcher implements documentation method to collect the data with variables in the 7<sup>th</sup> grade English for Nusantara student's book. The researcher analyzes that 7<sup>th</sup> grade English for Nusantara student's book is contained with two types of viewing skill, namely visual literacy and critical viewing. This study also found that there are three stages of viewing skill process namely pre-viewing, during viewing, and post-viewing. This study is expected to add knowledge in implementation of viewing skill for teacher and students during teaching and learning process, and the next researchers who will conduct a research of viewing skill in wider point of view.

**Keywords:** *viewing skill, Kurikulum Merdeka, Literacy*

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This research is submitted in partial fulfillment of the requirement for the degree of *Sarjana Pendidikan* English Education, Faculty of Language and Arts Education, Universitas PGRI Semarang.

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Semarang, 05 Juni 2024

Nabila Yudit Pratiwi

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## CHAPTER I

### INTRODUCTION

This chapter presents an introduction consisting of background of the study, statement of the problem, objectives of the study, limitation of the study, significances of the study, definition of the key terms, and outline of the study.

#### A. Background of The Study

The era of globalization has made the world easier; one of the impacts of globalization is the emergence of social media which has become part of people's lives in the world, especially the world of education (Mialiawati, 2020.). The use of social media in Indonesia continues to increase due to current digital developments and innovations, even the Minister of Education, Mr. Nadem Makarim, issued a new curriculum named *Kurikulum Merdeka* to improve education by keeping up with the times.

Initially *Kurikulum Merdeka* aims to address learning loss because of COVID 19 and the learning outcomes in literacy and numeracy (Randall et al., 2023). However, nowadays *Kurikulum Merdeka* is the most recent curriculum to be used in Indonesia (Wang et al., 2023). *Kurikulum Merdeka*, in accordance with the decision of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022, emphasizes literacy skills.

Literacy skills are prioritized in the *Kurikulum Merdeka* in compliance with the directive of the Ministry of Education, Culture, Research and Technology's

Head of the Educational Standards, Curriculum and Assessment Agency, Number 008/H/Kr/2022. In the worlds of employment and education, literacy is crucial. Thus, the goal of studying Indonesian is to help students become more literate so they can interact with others in the social and cultural setting of Indonesia (Lestari & Purnanto, 2023). In order to improve this literacy skill, student must learn how to write, speak, listen, read, watch, write, and present information for a variety of purposes relating to language use in daily life in line with technology advancements (Minister of Education, Culture, 2022).

One way to become literate is through viewing skills or Indonesian language it is named *kemampuan memirsa*. Teachers find the concept of viewing skills unfamiliar and novel in the International Baccalaureate (IB) curriculum (International Baccalaureate Organization, 2012), where it is referred to as "viewing skills." The most recent curriculum has added viewing skill to the list of reading skills. Since this skill is brand-new to the curriculum, not much study has been done on it. According to research findings, viewing skills are included in language abilities in addition to reading abilities (F. Victor. Lim et al., 2020). When learning, students thought that using multimodal texts was engaging and enjoyable. By rearranging the range of educational resources and media that are tailored to real-world learning environments, attempts are being made to enhance viewing capacity in its indicators, which include watching, listening, and observing (Nisa, 2016).

Moreover, viewing skill is a new skill adopted from technological developments that makes it easier for people to adapt to education (Zyam & Umam, 2022). Viewing skill is in addition to other macro language skills, such as listening,

reading, speaking and writing skills (Mulyadi & Wikanengsih, 2022a). In addition to this, in the Canadian Common Curriculum Framework, viewing is defined as an engaged approach to viewing and understanding visual media, including pictures from advertisements, movies, TV shows, schematics, symbols, pictures, videos, plays, drawings, sculptures, and paintings.

Nowadays, the younger generation predominantly encounters and creates multimodal texts—short messages conveying meaning through various channels such as YouTube channel, Instagram, TikTok, Twitter and more. They deliver their ideas including written text, audio, images, moving images, spatial arrangement, and more through it (Mills, 2011). Digital multimodal texts encompass videos, slideshows, and web pages, while live multimodal texts encompass theater, narratives, and dance (Guikema & Williams, 2014). The prevalence of multimodal communication today has reshaped the development of communicative competence, significantly impacting the realm of education.

The importance of visual media in the twenty-first century is undeniable (Noro, 2009). Since lifelong learning is at the center of the educational revolution, it is the responsibility of all educators to help students acquire 21st century skills, such as digital literacy—specifically, viewing skills—that will allow them to engage in the global community. Indeed, in an increasingly digital and connected world, these are the skills that students need to learn to succeed in school and in life (O’Neil, 2011).

To accommodate all these needs, the government has compiled learning books for all school subjects including viewing skills in them. English book named *English for Nusantara* is one of them. There are two types of books namely

teacher's and student's book. Teacher's book is a guidebook for teachers to conduct teaching and learning activity in the classroom. In contrast, a student's book contains learning material, competencies, and exercises. Meanwhile according to the buku.kemdikbud.go.id , are only available at certain levels of education. For Junior High School level, English books are only available for grades 7th and 7th. Then, English books for Senior High School level are in all levels. For the 10<sup>th</sup> grade, the book is entitled "*Bahasa Inggris: Work in Progress*". For the 11<sup>th</sup> grade, the book's title is "*Bahasa Inggris: English for Change*". For the 12<sup>th</sup> grade, it's entitled "*Bahasa Inggris Tingkat Lanjut: Train of Thoughts*".

Both English for Junior High School and Senior High School books explore about student's listening, speaking, reading, viewing, and representing skills. Viewing skills become one of the main focuses of the book. The implementation of viewing skills in this book is illustrated into several pictures, graphs, and multimodal texts.

Some parts of *Kurikulum Merdeka* English book are like comics. It makes hard things easy to understand by breaking them into small parts. The pictures and simple conversations help the students learn English in a fun way, making them more creative and imaginative. Types and strategy of viewing skills in this book help the students to learn since today the technology supports to develop multimodal character of a text through producing and utilizing visual texts (F. Victor. Lim et al., 2020). Those types and strategies also can accommodate the different students' learning profile. Therefore, the researcher is interested conducting a research which

is focused on those part with the title “*Viewing Skill in 7<sup>th</sup> grade English for Nusantara Student’s Book: An Analysis of Strategy*”.

## **B. Reasons for Choosing Topic**

The acquisition and development of viewing skills among seventh-grade students in English language education is a topic of critical importance in today's educational landscape. With the increasing integration of multimedia and visual texts in language learning materials, understanding how students engage with and comprehend these resources is essential. Here are some reasons for choosing this topic:

1. The educational goals of promoting comprehensive language skills are in line with the study of viewing skills in seventh-grade English. Considering that the Nusantara Student's Book is probably meant to serve Indonesian students, knowing how viewing skills are applied and integrated might be a big help when developing curricula.
2. At the 7<sup>th</sup> grade level, students are at a crucial stage of cognitive development. Investigating viewing skills can shed light on how students at this age engage with visual materials, thereby informing educators about effective pedagogical strategies to enhance cognitive processing and critical thinking.
3. Digital literacy and visual literacy are becoming more and more crucial in today's digital world. Examining viewing skills within the context of 7th grade English learning may provide important information about how well students navigate and



interpret digital and visual texts, which can help shape educational initiatives related to digital literacy.

4. Assessing and evaluating students' viewing skills can help improve language education assessment and evaluation processes. Researchers can determine criteria for evaluating students' viewing comprehension skills and create useful assessment instruments that measure learning results by analyzing the strategies used in the Nusantara Student's Book.

### **C. Statements of The Problem**

Based on background of the study, statements of the problem can be formulated as follows:

1. What are types of viewing skills found in 7<sup>th</sup> grade *English for Nusantara* student's book?
2. How is viewing skill process found in 7<sup>th</sup> grade *English for Nusantara* student's book?

### **D. Objectives of the Study**

According to statements of the problem, the objectives of the study are as follows:

1. To find out types of viewing skills in 7<sup>th</sup> grade *English for Nusantara* student's book;
2. To find out viewing skill process in 7<sup>th</sup> grade *English for Nusantara* student's book.

## **E. Significances of the Study**

This research is expected to give contributions in the form of benefits. This study offers two following contributions.

### **1. Theoretical Contribution**

The research is expected to contribute theoretically by providing insights into the specific cognitive processes and linguistic abilities required for effective comprehension of visual materials in language learning contexts.

### **2. Practical Contribution**

#### **1) For teachers**

By knowing the types of viewing skills in the 7th-grade English for Nusantara book, teachers can adjust what they teach, how they teach it to match those skills, and the suitable formative and summative assessment.

#### **2) For students**

This research result is expected to create a structured guide or checklist for students to assess their proficiency in different viewing skills such as scanning, skimming, critical viewing, inferential viewing, etc.

#### **3) For other researchers**

This research result can be used as an example of viewing skill research in subsequent readings and the readers can obtain more theories relate to the development of viewing skills in English class.

#### **4) For lecturers and faculty**

The result of this study can be a reference for creating teaching resources related to curriculum studies and teaching media lectures.

## **F. Definition of Key Terms**

This study has several definitions of key terms based on the research. The definition of key terms is stated as follow:

1. *Kurikulum Merdeka*

Kurikulum Merdeka is a learning program that emphasizes the growth of each student's unique abilities and interests. It provides students with the perfect amount of time to improve their skills and broaden their subject-matter understanding (Azmi et al., 2023).

2. Viewing Skill

With clear guidance, contextually scaffolded viewing skills can develop into active, autonomous abilities. These are the kinds of skills that need multiliteracy and language fluency, the use of digital tools, and interaction with multimedia platforms like social media and video (Zhang, 2016).

## **G. Outline of the Research**

This research consists of five chapters: an introduction, a review of related literature, a research methodology, findings, and discussion, also conclusions and suggestions.

The following is an outline of the research:

Chapter 1 is an introduction. It contains background of the research, statement of the problem, the objectives of the research, significance of the research, and definitions of key terms.

Chapter 2 is a review of related literature. It consists of review of related literature and previous studies.

Chapter 3 is research methodology. It consists of a research design, source of the data, method of data collection, method of data analysis.

Chapter 4 is the research findings and discussion. It consists of findings after conducting the research and discussion on the final findings.

Chapter 5 is the conclusion and suggestion. It consists of a conclusion and suggestions according to the research findings.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter the researcher discusses some previous studies and theories that are relevant to this research.

#### A. Previous Studies

There are several previous studies related to this study. They are by the researcher as a reference conducting this research.

Ortega-Dela Cruz (2017) was the first previous study. The title was “*Viewing Teaching Techniques in Enhancing Viewing Comprehension Skills of Undergraduate Students in Literature*”. The purpose of this study is to uncover the most effective viewing teaching techniques that will help develop the viewing comprehension of literature students in a tertiary level. This research employed a descriptive-correlational approach to uncover the optimal methods for teaching viewing that can enhance the comprehension abilities of literature students at the tertiary level. The study reveals the critical viewing strategies that educators might employ to provide a comprehensive approach in literary programs. Although the findings of the research emphasize several concerns related to the teaching-learning process at the college level, these viewing strategies can be used by educators at all levels to close the growing gap between traditional teaching methods and digital learning.

Furthermore, the next study is conducted by (Gabinete, 2017) with the title “*Teachers’ Beliefs And Practices in Assessing The Viewing Skill of Esl Learners*”.

This study investigated the views and methods used by English/Language Arts instructors in the Philippines' secondary education system to teach and evaluate their students' viewing skills. The researcher conducted surveys, interviews, and observations with three secondary educators at three government-run schools to learn more about their belief on visual literacy. The study found that an educator's early education had an impact on their beliefs. Furthermore, in addition to teacher preparation, access to technology, and the availability of instructional resources are all necessary for teachers to teach and evaluate viewing skills. In order to meet the needs of the 21<sup>st</sup> century, the study recommends strengthening government or school support for viewing comprehension in basic education.

The third previous research entitled “*Viewing Skills: Understanding the Word and the World*”.” was conducted by Corpuz (2017) Using the descriptive approach, this study assessed the viewing abilities of thirty English majors pursuing a second-year Bachelor of Education at a state university in the Philippines. The collected data were statistically analyzed at the 0.05 level of significance using frequency and percentage, mean, and F-test. The majority of respondents watch news, documentaries, and "teleserye" on their hour-long daily TV viewing sessions at home. They also have great viewing skills for organizing events and good viewing skills for understanding the primary idea, recognizing themes, and recognizing character qualities. Character trait identification differs significantly depending on whether multimedia resources are available at home. This educational effort led to the development of enrichment activities that improved viewing skills.

The fourth study was conducted by Mulyadi & Wikanengsih (2022) entitled “*Implementasi Keterampilan Berbahasa Memirsa Dalam Capaian Pembelajaran Kurikulum Prototipe Mata Pelajaran Bahasa Indonesia Kelas X pada Program Sekolah Penggerak*”. This study aimed to examine how the Sekolah Penggerak Program's teaching materials for Indonesian in senior and vocational high schools apply viewing skills, beginning with the type of viewing skills and ending with the learning step of viewing skills acquisition. The investigation employed a descriptive methodology. The Prototype Curriculum's instructional goals and the Indonesian teaching materials for senior and vocational schools under the Sekolah Penggerak Program were analyzed through document analysis as part of the data gathering technique. The study's findings demonstrated that the first stage of critical and visual literacy viewing was the use of viewing skills. By including different ways to rewrite the information in the form of an infographic or summary, the instructional process of seeing skills acquisition was integrated in the exploration phase of the visual literacy step. In contrast, in the critical viewing phase, viewing skills learning was on the more advanced level involved analyzing complex multimodal texts using a variety of methodologies, comprehending the connections between texts, and conducting in-depth analyses supported by logical and critical reasoning.

Moreover, the last previous study was entitled “*Analysis the “Memirsa” Skill Learning Model for Primary School Students*” conducted by Wahyuningsih & Purnanto (2023). The aim of this study is to determine the *memirsa* learning model

in class IV A of SDIT Muhammadiyah Bandongan. Qualitative research using in-depth observation is the research method employed (Natural Observation). Field notes, interviews, and observation were used as data collecting techniques during a month-long study visit. The findings demonstrated that a 40% implementation rate of the visual learning model had been achieved, incorporating elements of critical literacy at 40% and visual literacy at 60%. Flushing learning, which is part of the early stage of the visual literacy stage, is defined by learners' comprehension of or reaction to straightforward multimodal texts with a known and predictable pattern. Learning to view is in the exploration phase of the critical *memirsa* type, which is defined by integrating techniques in comprehending, identifying, and interpreting the form, content, and purpose of multimodal texts. The usage of media in the form of textbooks (61%), powerpoint (31%), and wall crafts (8%), supports the process of learning to see.

To sum up, all the research that came before this one discussed viewing skill. Some of them examined viewing skill teaching technique, learning model, and its implementation. None, however, analyze the viewing skill types and stages in learning activity.

In consideration of this, this research looks at various novelties. They are as follows: 1) the researcher used 7<sup>th</sup> grade *English for Nusantara student's* book as the source of the research data; 2) the researcher found out the viewing skills types in that book; and 3) the researcher found out the viewing skill process in learning activity in that book.



## B. Review of Related Theories

### 1. *Kurikulum Merdeka*

#### a. The definition of *Kurikulum Merdeka*

On February 11, 2022, Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology (Mendikbudristek), launched the *Kurikulum Merdeka* online. He claimed that in order to help restore learning that was disrupted by the Covid-19 pandemic, the *Kurikulum Merdeka* was created to be shorter, simpler to understand, and more flexible (ditpsd.kemendikbud.go.id, 2022).

According to Badan Standar Nasional Pendidikan (BSNP), *Kurikulum Merdeka* is a learning curriculum that focuses on developing individual talents and interests (Azmi et al., 2023). Moreover, (Khoirurrijal et al., 2022) stated that with its varied intracurricular learning, the *Kurikulum Merdeka* offers students an ideal amount of time to enhance their competencies and deepen their understanding of subjects. Moreover, as part of the learning reform program, *Kurikulum Merdeka* was created as a more flexible curriculum framework, emphasizing the critical material development of students' character and talents (Kemendikbud, 2022).

According to (Zainuri, 2023), *Kurikulum Merdeka* offers a diverse intracurricular learning experience, with ideal content to give students the opportunity to hone their conceptual understanding and build their competencies. Teachers can make decisions during the learning process; instruction can be modified to meet the requirements and interests of each student. This curriculum aims to enhance and empower students in meeting the Pancasila student profile.

This is created using specific themes that the government specifies. With relation to the New Paradigm, this program seeks to meet the intended achievement targets for specific learning. This program aims to achieve the desired achievement targets for certain learning, regarding the New Paradigm Curriculum

1. Prototype Curriculum

2. Driving School Curriculum

3. Curriculum 2022 / Independent Curriculum: Every elementary, middle, high school, vocational, special education, and equality program uses the Independent Curriculum. Education units that make decisions based on questionnaires and implementation: *Implementasi Kurikulum Merdeka (IKM)* assesses how prepared teachers, staff, and units of education are for developing curriculum. *Kurikulum Merdeka* is being implemented with growing effectiveness.

In addition to this, Minister of Education and Culture Nadiem Anwar Makarim introduced the Kurikulum Merdeka, a new policy initiative of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Nadiem made the policy of freedom of learning not without reason (Khoirurrijal et al., 2022). According to research from the 2019 Program for International Student Assessment (PISA), Indonesian students' assessment results were only sixth from the bottom. Out of 79 countries, Indonesia ranks 74th in terms of literacy and numeracy. Nadiem responded to this by developing novel methods for evaluating minimum competencies, such as literacy, numeracy, and character surveys (Sari, 2019).

b. The characteristics of *Kurikulum Merdeka*

Kurikulum Merdeka is a new program that is anticipated to improve upon the learning from the previous curriculum by providing three superior characteristics: learning on essential materials, project-based learning, and character development and soft skills in line with the Pancasila student profile (Jojor & Sihotang, 2022). Furthermore, it aims to achieve innovations that close the knowledge gap with other scientific domains. One further characteristic of the Kurikulum Merdeka is the integration of project-based learning, which motivates students to work together with their classmates to raise their critical thinking skills.

Additionally, Akhbar et al., (2023) clarified that students who adhere to the project-based learning model and those who follow the traditional learning model differ in their critical thinking abilities. Thus, it is important to maintain the sustainability of project-based learning models in student-centered teaching and learning activities. Kurikulum Merdeka offers an overview of project-based learning implementation with engaging themes that the education office has provided to help education units learn more broadly in accordance with the needs and developments that occur. As a result, a curriculum overview is required to support educators in its application.

According to the government, the following are the primary features of Kurikulum Merdeka: (1) Project-based Learning (PjBL) to build character and appropriate soft skills Pancasila Student Profile; (2) concentrating on key content to allow enough time for in-depth instruction of fundamental skills like reading and

numeracy; and (3) giving teachers the flexibility to implement differentiated instruction based on student capacities (Rohimajaya et al., 2022).

A crucial characteristic of *Kurikulum Merdeka*'s character development for students is the Pancasila Student Profile. The most essential aspect of "Pancasila Student Profile" is that a student is supposed to have a personality reflecting his country's character and survival in the globalization era. "Pancasila student profile" can serve as a guide and reflection for students to cultivate Pancasila's character. The "Pancasila student profile" consists of six elements: (1) global diversity, (2) mutual assistance, (3) creativity, (4) critical reasoning, (5) independence, (6) faith, fear of God, and noble manners.

As Aditya's explanation in Sulistyani & Mulyono, (2022), this independent curriculum contains three distinctive attributes, which are as follows:

1. Project-based learning, which aims to build character and soft skills in accordance with the *Pancasila* Student Profile required in Indonesian education.
2. Learning programs focus on content that is fundamental or that students need to comprehend and master to study in-depth for fundamental skills like literacy and numeracy.
3. Teachers possess the adaptability to implement diverse lesson plans based on students' aptitudes and preferences.

Due to benefits with curriculum simplification, the role of educators, the execution of planning, and the learning process, *Kurikulum Merdeka* offers benefits for learning at all educational levels (Daga, 2020). Because they discover the purpose of life through learning, teacher and students who enjoy learning freedom

can acquire human wellbeings rather than being bound and concentrating just on the learning process.

## **2. Viewing Skills**

### **a. The definition of viewing skills**

In a world where the education system is undergoing a revolution due to the abundance of digital teaching tools, English teachers must adapt to the shift from analog to digital teaching methods. The current teaching-learning processes and practices, which aim to maintain the characteristics of the educational perspectives, are finding it difficult to keep up with the advancements in educational technology (Santos & Paglinawan, 2023). This is especially true given the ongoing challenges that schools face in transitioning from an offline to an online learning environment. As a result, educators need to modify their educational approaches to fit the changing nature of the teaching-learning environment.

Furthermore, given that teachers' digital competency seems to be a prerequisite in today's digital learning (Smestad et al., 2023), a number of their methods, including the development of instructional materials, should be modified to take into account mobile learning and develop students' critical thinking abilities (Tarrayo & Anudin, 2023); assessment and design should include multimedia content to develop multimodal literacy (Lim & Tan-Chia, 2023); and language pedagogical objectives should incorporate opportunities for students to engage with and be exposed to diverse cultures as part of their language learning (e.g., intercultural communication) (Kim, 2020). For instance, when it comes to teaching

English as a second language (ESL), teachers struggle to make sure that students' language learning incorporates real-world experiences and emphasizes active learning (Mayer, 2017).

According to (Kelly et al., 2020) teaching in virtual environments requires English teachers to possess appropriate digital literacy skills. Kelly et al. (2020) echoes the consensus among educators about the necessity for English teachers to transition from using reading, writing, speaking, and listening skills to acquiring digital skills such as "viewing" and "representing." (Young et al., 2020) acknowledge the importance of "viewing" as the fifth language skill for communicative teaching in the digital era. More precisely, teachers and students alike are encouraged to develop their ability to view and represent while teaching language skills, such as the "fifth" macroskill—viewing skills (Faloye et al., 2021).

Viewing skills are perceived as 'receptive' or 'passive' skills (Surkamp & Yearwood, 2018) but are actually contextually scaffolding skills that can be considered independent and active or productive skills once directly taught. In addition, viewing is a processing skill where students make meaning based on viewed media. Since viewing skills use digital tools and activities and multimedia platforms (e.g., video, social media), it also requires "multiliteracy skills" and other language skills, such as reading and listening (Zhang, 2016). Moreover, according to Damayanti et al. (2022), viewing shows phenomena as pictures, charts, tables, infographics, and so forth. Students will be trained to comprehend how language, both spoken and visual, is formed into meaning.

To sum up, perceived at first as passive or receptive, viewing skills are contextually scaffolded abilities that, with explicit instruction, can become active and independent. These are the kinds of abilities that call for the use of digital tools, interaction with multimedia platforms like social media and video, and multiliteracy and language proficiency. Interpreting phenomena displayed in a variety of formats, such as images, tables, charts, and infographics, is included in the viewing process.

b. The importance of viewing skill

When students pay attention to the visual components of performances, videos, television shows, movies, and multimedia presentations—as well as nonverbal cues—viewing improves their listening skills (Karjo et al., 2022). Students can get more knowledge about the subject matter by learning to "read" the diagrams, tables, charts, maps, and photographs using viewing combined language and arts (Tremblay et al., 2012).

Nowadays, many materials require visuals in order to be accurately read. Viewing improves reading when students focus on the assumptions, viewpoints, and quality of various media (such as plays, movies, and images); certain textual strategies (such as layout, color, and symbols); and visuals that go along with print (such as charts, diagrams, and illustrations) (Shabiralyani et al., 2015).

In contrast, many language teachers argue that language and text-based approaches should take priority and that the image just distracts from the word. However, considering visual and multimodal texts with images make up most writings our students receive outside of the classroom, it makes sense that we should

provide our students with opportunities to "read"—that is, analyze and assess—these kinds of texts in the classroom (Cambridge, 2016). Moreover, most of these multimodal texts—YouTube videos, infographics, webpages, blogs, and social networking sites—combine print text with images, and the image complements the text rather than detracting from it.

Viewing is crucial because, in order for students to properly participate in society, they must be able to comprehend the mostly multimodal texts they are exposed to and develop into more proficient, engaged, and critical viewers. Students who view more are better able to analyze and assess multimodal texts that include images as well as visual texts themselves. Students who view also learn more and develop an appreciation for the ideas and experiences that others share visually (Tan et al., 2020).

### c. Types of viewing skill

According to Mulyadi & Wikanengsih (2022), there are two types of viewing skills namely visual literacy viewing and critical viewing.

#### 1) Visual literacy

Visual literacy (VL), a term coined in the late '60s by Jack Debes (Avgerinou & Ericson, 1997), broadly refers to learning, thinking, interpreting, utilizing, communicating through visuals (Avgerinou, 2001). Originally based on the intersection of the theoretical frameworks of art, philosophy, linguistics, and psychology, VL has expanded over the past 60 years to include a wide range of professional professions and subject areas with both practical and epistemological



appeal. Scholars and practitioners of VL have not been able to agree on a definition for the term because the fields that contribute to its theoretical foundation have different foci, and there have been few and difficult attempts to organize the field theoretically (Avgerinou & Pettersson, 2011).

Visual literacy refers to a group of vision-competences which may develop human being by seeing and simultaneously having and integrating other sensitive experiences. These proficiencies facilitate the ability of visually literate individuals to decipher visible actions, symbols, and objects encountered in their environment. Moreover, according to (Suryanto, 2014), visual literacy is a set of competences owned by a person to discriminate and interpret the visible actions, objects, and symbols, natural or man-made, that he encounters in his environment.

In addition to this, Bamford (2003) provides the following definition of the term, developing the collection of abilities required to analyze the social implications of visual pictures, analyze their content, and talk about ownership, purpose, and audience is known as visual literacy. It encompasses the capacity for mental visualization, visual communication, and the reading and interpretation of visual imagery. Making assessments of an image's veracity, accuracy, and value is another aspect of visual literacy.

Briefly put, Messaris & Moriarty (2005) outlined the two primary elements that make up visual literacy: "the ability to create or use images as a means of expression and communication" and "the ability to understand visual images." These definitions are based on a variety of sources. Put another way, the ability to generate

or utilize images for certain objectives, as well as to comprehend what they are, is a prerequisite for being visually literate.

An increased understanding of the function of the visual in English teaching practices has resulted from the increase in visual communication in daily life (Kulamikhina et al., 2021). Visual materials such as pictures, videos, and other images are no longer simply decorative components in language education; instead, they can be useful tools for communication, analysis, and interpretation in English classrooms (Goldstein, 2016). Students who want to be able to comprehend, produce, and analyze visual representations must have a set of specialized abilities known as visual literacy.

The visual literacy standards are the first of their kind to describe interdisciplinary visual literacy performance indicators and learning outcomes. These learning objectives offer teachers, librarians, and other academic professionals' direction in teaching and evaluating visual literacy as well as a framework for students to develop visual literacy. According to Hattwig et al. (2013), definitions of visual literacy have evolved over the last ten years to reflect technological advancements, the rise in the use of multidisciplinary images, and the significance of visual media in modern culture, especially as an instrument for communication. The vocabulary of individual participation in visual culture by visualizing or creating also appears frequently, as does the vocabulary of communication, messages, hints, or codes. "Visually literate individuals have an imaginative ability to see and understand the messages communicated with images,

as well as to create, modify, and use visual cues and images," according to (Johnson, 2006).

According to Susan (2008), visual literacy is "the capacity to both encode and compose meaningful visual communications as well as to decode and interpret (make meaning from) visual messages." It involves the capacity for mental visualization, visual communication, and the reading and interpretation of visual imagery. According to recent definitions, visual literacy is the capacity to both create and analyze visual resources. "The richest definitions (of visual literacy) include both an interpretive and a productive component," asserts Eva (2011). Put another way, they specify that, while important, the capacity to evaluate and interpret pictures and other visual content is not enough to achieve complete visual literacy on its own; it also requires some capacity to produce visual content.

Additionally, visual literacy has been linked to a wider range of literacies that are thought to be essential for modern learners. This innovative method of teaching and learning has been referred to by academics as 21st century literacy, multimodal literacy, transliteracy, and metaliteracy. Transliteracy, for instance, is the process of creating meaning by utilizing many literacies. Transliteracy, according to Tom (2012), "is about the interaction among all these literacies but not about learning text literacy, visual literacy, and digital literacy in isolation from one another." Metaliteracy prioritizes higher order thinking and collaborative knowledge production over skill development, highlighting the linkages and parallels between various literacies. Within a metaliteracy framework, visual literate is one of several interrelated literacies.

Research on VL has identified 11 core visual literacy abilities: visualization, critical viewing, visual reasoning, visual discrimination, visual thinking, visual association, visual reconstruction, constructing meaning, re-constructing meaning, knowledge of visual vocabulary and definitions, and knowledge of visual conventions (Avgerinou & Pettersson, 2011). Three different kinds of visual literacy skills are covered by Kędra & Žakevičiūtė (2019): visual reading, visual writing, and additional visual literacy skills (such applied image use, including ethical considerations, and visual thinking and learning skills).

## 2) Critical Viewing

Since children usually don't comprehend how television shows are made, worries about the impact of television on them led to the development of the concept of critical viewing (Saltrick et al., 2004). These days, the phrase is frequently used to describe movies and videos that are watched on mobile devices like tablets and smartphones. The ability of viewers to assess and regulate their own viewing habits, identify the workings of the behind-the-scenes media on television, movies, and the Internet, comprehend the concepts and information offered within the framework of their own sociocultural milieu, and ultimately identify the effects of such media on their own lives is known as critical viewing. This entry first addresses programs intended to teach critical viewing before going into detail about the skills that fall under this umbrella (Uzuegbunam, 2020) .

With providing from the American Broadcasting Companies, two academics and directors of Yale University's Family Television Research and Consultation

Center created the critical viewing program, which was first intended for Grades 3-5. The main focus of the curricula was on modules like teaching about television, television literacy, and critical television viewing (Okunna & Omenugha, 2013). But over time, the curricula evolved to incorporate instruction on how to create visual literacy as well as how to evaluate and apply new visual technology.

Critical viewing is important for all individuals, not just kids. Adults may also find it difficult to analyze and reconcile the ideas, messages, symbols, and images that come from the media and to realize that the representations of reality on screen are often constructs rather than true representations of reality. This means that when people watch media, they are using more than just their eyes to see; they are also using their emotions, memories, and value system. Uncritical media consumption—whether it be online, on television, or in movies—can lead to the idolization of public people, a preoccupation on celebrities, and the damaging effects of advertising on moral principles (Uzuegbunam, 2020).

Critical viewing, as proposed by Considine & Haley (1999), involves interpreting a program's content, interpreting its frame in terms of media form and style, identifying external forces and factors that shape the program (e.g., media management), examining how media representations correspond to reality (e.g., by comparing the frequency of violent incidents on television to their frequency in real life), and recognizing the potential effects of television form and content. The ability to comprehend, evaluate, and assess the accuracy and worth of media content, as well as the methods employed by content providers and the components of a specific message, is known as critical viewing skills.

A critical viewer should be aware of the effects of excessive screen time, be able to recognize how conflict is resolved in the shows she watches and understand how this relates to real-life conflict resolution, be able to identify stereotypes propagated by the media about particular groups, such as women, children, people of color, and people of certain religions, be able to discern what is being sold in addition to the product in commercials and advertisements, pay attention to the traits of the media figures he identifies with and refrain from idealize them, and be able to question the veracity of media sources (Uzuegbunam, 2020).

To sum up, Critical viewing is one of receptive skills where students have the ability to analyze text, identify the type of text, understand the symbols used, read images, and understand the meaning contained therein. Apart from that, students can also recognize certain images and carry out analysis and evaluation of existing assumptions, beliefs and practices (Zyam & Umam, 2022). Developing critical and reflective thinking about the media one uses, as well as the capacity to relate the information one receives to prior knowledge and experience, are all components of critical viewing (Lestari & Purnanto, 2023).

#### d. Viewing Skill Process

According to the Canadian Common Curriculum Framework, there are three viewing skill process namely pre-viewing, during viewing, and post-viewing.

##### 1) Pre-viewing

Dewi (2019) stated that pre-viewing as the same activity with pre-reading. When students preview a work by using its title, images, drawings, or subtitles as

clues, they can effectively activate top-down processing for reading comprehension by making educated inferences or predictions about what will be in the text.

By using this method, the teacher helps students switch from memorization of facts to engaging reading activities and starts the process of making connections between reading activities rather than having them memorize individual words. The goal of previewing is to establish what the reader will be reading before the reader actually reads. (Mikulecky, 2003) asserts that previewing before reading can significantly impact how well the reader understands what the reader read.

In addition to actively anticipating signals, making predictions, speculating, asking questions, and setting watching goals, students also actively prepare for viewing by drawing on their frame of mind—the background information they bring to the study of a topic or theme.

Pre-viewing activity is an important first step in understanding a multimodal text. This activity aims to prepare readers mentally and visually before they dive into the main content of the text. Through pre-viewing activities, readers are given the opportunity to activate their knowledge and experience first, so that they can be better prepared to understand the message that will be conveyed in the multimodal text. Pre-viewing activities aim to increase readers' engagement and understanding of the multimodal texts they will encounter, so that they are better prepared to explore the content with better understanding. Here are some examples of effective pre-viewing activities could include:

- a) Introductory discussion

In this activity, readers can participate in a short discussion session about the topic or theme that will be discussed in the text. This helps in activating prior knowledge and stimulates the reader's interest in the material to be studied.

b) Visual preview

In visual preview activity, shows images, diagrams, or other visual elements related to the text. Readers are asked to observe visually before reading the text, so that they have an initial idea of what they will encounter.

c) Brainstorming

Asking readers to express their ideas or associations about the topic to be discussed. This can help in generating interest and preparing the reader's mind to receive new information.

d) Forecast Activities

Ask questions related to the text to be read and ask readers to make estimates or predictions about what they might encounter in the text.

e) Paper-Paper Journal

Gives readers an opportunity to write down their thoughts, questions, or hopes before starting to read the text. This helps in building a personal connection and prepares the reader mentally.

2) During viewing (engaging in text)

As they comprehend the visual text, as active participants in the viewing experience, effective viewers deliberately create meaning. Students watch the visual text to comprehend the message by paying attention, looking for and



verifying understanding through connections, generating and validating hypotheses and conclusions, interpreting and summarizing, pausing, and reviewing, and analyzing and evaluating.

Through questioning, reflecting, and making connections to past knowledge and experience, students keep track of their understanding. Students at the middle level require encouragement to take notes or work from visual organizers, much like while they are listening.

Moreover, by looking for and verifying comprehension, drawing connections, generating, and validating assumptions and conclusions, interpreting and summarizing, pausing and reviewing, and analyzing and evaluating, students view the visual text to comprehend the message.

In addition, this process allows the reader to actively engage with the multimodal text. This creates opportunities for readers to understand and respond to various elements in the text, such as images, written text, audio, and visuals. During this phase, readers are encouraged to interpret and relate the information they obtain from various modalities to enrich their understanding of the text. These activities promote deep engagement with the content and assist readers in constructing more comprehensive and varied interpretations.

Students actively examine visual texts in order to understand them. They do this by actively searching for and verifying their understanding through the processes of making connections, creating, and verifying hypotheses and conclusions, interpreting and summarizing, pausing to review material, and carrying out analyses and evaluations. Students must also constantly monitor their comprehension by

developing a cognitive framework, asking questions, and reflecting on their own learning.

### 3) Post-viewing

After viewing, students should be given opportunities to respond personally, critically, and creatively to visuals. Students can recall, reflect, analyze, synthesize, evaluate, and create. They can also synthesize, evaluate, and create. They can also “review” what they have seen.

In this process, give students the chance to personally, critically, and creatively engage with visual texts. Encourage them to respond by reflecting, analyzing, evaluating, and creating.

Post-viewing activities in multimodality text refer to tasks or exercises conducted after the audience has engaged with a multimedia text, such as a video, infographic, or presentation. These activities are designed to enhance comprehension, critical thinking, and retention of the content presented. They often involve a combination of verbal, visual, and interactive elements to cater to diverse learning styles and maximize learning outcomes.

Post-viewing activities in multimodality text serve to reinforce learning by encouraging reflection and analysis after exposure to multimedia content. Through discussions, quizzes, or creative tasks, participants deepen their understanding and consolidate key concepts presented in the text.

These activities provide an opportunity for learners to interact with the material in a meaningful way, fostering active engagement and promoting deeper cognitive

processing. By prompting viewers to respond to questions or prompts, educators can assess comprehension and encourage critical thinking skills.

Multimodal texts often integrate various forms of media, such as images, audio, and text, to convey information effectively. Post-viewing activities capitalize on this diversity by offering tasks that leverage different modes of communication, allowing participants to express their understanding through multiple channels.

Furthermore, post-viewing activities can facilitate collaborative learning experiences, where participants share insights, perspectives, and interpretations of the text. Group discussions, debates, or collaborative projects encourage peer-to-peer interaction and enhance social learning dynamics.

These activities can also serve as formative assessments, providing valuable feedback to both learners and educators about the effectiveness of the instructional materials. By observing how participants respond to the tasks, instructors can identify areas of difficulty or misunderstanding and adjust their teaching strategies accordingly.

Overall, post-viewing activities in multimodality text play a crucial role in scaffolding learning experiences, promoting active engagement, and fostering deeper comprehension of multimedia content. Through a combination of interactive and reflective tasks, these activities empower learners to construct meaning, connect concepts, and apply their knowledge in diverse contexts.

### **3. 7<sup>th</sup> Grade *English for Nusantara Student's Book***

7<sup>th</sup> grade English for Nusantara student's book aims to provide opportunities for students at junior high school level, especially Class 7, to explore English at an early stage. This book presents various activities that students can do to explore the use of English in accordance with the contexts that teenage students usually encounter.

In this book, students are exposed to characters and illustrations that are closely related to the world of teenagers as well as the simple use of English in various contexts such as the home and school environment.

The English for Nusantara book for students was developed in accordance with the *Capaian Pembelajaran* contained in the Kurikulum Merdeka. The approach used in this book includes the characteristics of junior secondary students, the process of acquiring a first language which moves from oral skills to written skills, and the Genre-Based Approach.

Thus, topics, learning activities, language use, and illustrations are adapted to the characteristics of adolescent students, starting from spoken language to written language, and adapting the stages of learning to write from the Genre-Based Approach. The skills focused on in this book include listening, speaking, reading, viewing, writing, and presenting which are presented in an integrated manner in various types of text.

Apart from that, this book also adopts the Pancasila Student Profile and Sustainable Development Goals (SDG) from the United Nations (UN). The development of students' competence and character is the main focus in the Pancasila Student Profile.

This book provides an opportunity for students to explore their experiences related to themselves, culture through food, the home environment, and school. And, this book facilitates four of the 17 SDG issues, namely (1) the scope of environmental awareness; (2) the scope of digital security; (3) the scope of nutrition and wellness and; (4) the scope of financial literacy.

It is intended that the content, drawings, and characters in the Student Book would inspire kids to learn English in a fun and engaging way. Through this book, students are expected to have the opportunity to explore English so as to grow their confidence in using English in situations that are familiar to them. Apart from that, it is also hoped that this Student Book can realize the implementation of Learning Outcomes in the Independent Curriculum.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method in this study. It covers discussion about research design, source of the data, method of data collection, and data analysis.

#### **A. Research Design**

To analyze the data, the researcher employed a descriptive qualitative research design. The terms qualitative research and descriptive research are sometimes used interchangeably.

To characterize a phenomenon and its traits is the aim of descriptive study. In this study, what happened is more important than how or why it happened. Zohrabi (2013) defines that as a sort of social activity, qualitative research focuses on how people interpret and make sense of their experiences in order to comprehend the social reality of individuals. It uses open-ended questionnaires, interviews, diaries, journals, classroom immersions and observations, as well as visual and textual content analysis and oral history to collect, examine, and interpret the data. Furthermore, Nassaji (2015) stated that however, qualitative research is more comprehensive and frequently entails a broad gathering of data from several sources to better understand specific participants, including their thoughts, perspectives, and attitudes.

**B. Source of the Data**

The source data from this research was taken from 7th grade *English for Nusantara* book especially the viewing part. Documentation is a way of collecting data dealing with the variables or things which have been written or printed.

**C. Method of Data Collection**

The technique that used to collect the data in this research is based on some steps, they are:

1. The researcher read a book entitled 7<sup>th</sup> grade *English for Nusantara* student's book.
2. The researcher found out types of viewing skills in 7<sup>th</sup> grade *English for Nusantara* student's book.
3. The researcher found out the viewing skill stages in learning activity 7<sup>th</sup> grade *English for Nusantara* student's book.

**D. Method of Data Analysis**

Miles et al. (2014)'s theory will be applied in this research to analyze the data.

They divided data analysis into three stages, as follows:

1. Data reduction

The process of choosing, concentrating, streamlining, abstracting, and altering the data that appear in written-up field notes or transcriptions is known as data reduction. The data must be changed to make them comprehensible in terms of the problems being addressed. Data reduction often requires options on which

components of the gathered data should be highlighted, diminished, or altogether disregarded for the objectives of the current project.

In this first stage, the researcher found out types of viewing skills in 7<sup>th</sup> grade *English for Nusantara* book. Next, she analyzed the elements of fiction found in it. After that, she found out the viewing skill stages in learning activity 7<sup>th</sup> grade *English for Nusantara* book.

## 2. Data Display

Data display goes beyond data reduction to offer a structured, condensed collection of data that enables inference. A display can be a longer piece of text, a diagram, chart, or matrix that offers a fresh perspective on how to organize and think about the data that is more deeply textually entrenched. Whether in written or diagrammatic form, data displays enable the analyst to extrapolate from the data sufficiently to start identifying systematic patterns and linkages. Additionally, higher order categories or themes that go beyond those first found during the initial step of data reduction may be revealed from the data at the display stage.

In this step, the researcher showed which part of the book is included into types of viewing skill in the elements of fiction, what stages of viewing skill in learning activity from 7<sup>th</sup> grade *English for Nusantara* book. The researcher displayed it into a table to make it easy to verify in the next step.



### 3. Conclusion Drawing and Verification

Drawing conclusions requires taking a step back to explore what the studied data represent and to evaluate their implications for the problems under consideration.

Verification, which is closely related to developing conclusions, requires going back to the data as many times as necessary to cross-check or verify these findings that have emerged from the analysis.

In this step the researcher included the result of the research based on the research problems.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

The objectives of the research were aimed to find out types of viewing skills and viewing skill process in 7<sup>th</sup> grade *English for Nusantara* student's book. The research finding explained in detail below:

#### 1. Types of viewing skill found in 7<sup>th</sup> grade *English for Nusantara* student's book

To collect the data regarding types of viewing skill found in 7<sup>th</sup> grade *English for Nusantara* student's book, the researcher analyzed the book. For analyzing the data, the researcher found two types of viewing skill namely visual viewing and critical viewing.

This book consists of six chapters. Each chapter has three units with different lesson material which is completed with multimodal text and activities. Those are related to viewing skill. Here are the detail findings of viewing skill types in each chapter of the book.

##### a. Chapter 1

The title of this chapter is *About Me*. It has three units namely *Galang from Kalimantan, I Love Fishing, My Friends and I*. Multimodal text and viewing skill activities wrap up each unit.

Viewing skills in unit 1 "*Galang from Kalimantan*" are found in the beginning of the unit. There is a part named "Section 1: Say What You Know". This section begins with an image and completes with a worksheet that could be customized by

adding name, age, and other details. Students are asked to fill in the worksheet when introducing oneself. They are not required to use English when filling out the chart; they can use any language.

Moreover, using the illustrations in the text to understand the content of the text, Section 2 carries out the viewing activity. In this activity, cartoons are used to go along with brief dialogues that are provided as a listening part and its transcripts. After listening and viewing the dialogue, the students are asked to finish the following worksheet. Besides Section 2, the viewing skill activities are also found in Section 4, Section 6, and Section 7. The visual literacy stage includes the viewing skill type based on this practice. Below is the example of multimodal text which is related to viewing skill activity.



Picture 1. Comic Strip 1

Still in the chapter 1, the second unit is entitled “*I Love Fishing*”. In this chapter, the viewing skill was found in the beginning of the unit as well. In the “Section 1 – Say What You Know”, there are three activities. The first activity is students are asked to look at the picture, then they are asked to say everything that they know about the people’s activities in the park as in the following picture.



Picture 2. People's activities in the park

Moreover, the second activity is still related to the picture. Students are asked to point the relevant activities based on the picture. They need to see the wordbox.

- b. Read the words in the bubbles. Point the relevant activities in [Picture 1.1](#). See the **Wordbox**.



Picture 3 Activity 2

The last activity is to use the wordbox to finish the sentences. Since all of the viewing skill activities involve pictures, all of those activities are included in the visual literacy type. In addition to this, the visual literacy activity is also found in Section 3 and Section 4 in the third worksheet.

The last unit of this chapter is entitled “*My Friends and I*”. The viewing skill activity can be found in the “Section 1 – Say What You Know”. This part begins with an image of three students and continues with some questions such as “Point the pictures and say their names.” and “What are their physical traits?”

### Section 1 – Say What You Know



Picture 1.2 Galang and his friends

In **Picture 1.2**, you can see Galang and his friends. Can you identify each of them?

- Point the pictures and say their names.
- What are their physical traits?

### Picture 4 Viewing Skill Activity

A viewing skill activity can also be found in "Section 3 - Reading and Viewing," in addition to Section 1. Students are instructed to write down the physical characteristics of each person in the picture in this section. They can characterize each person using the words found in the box. This activity is included to critical

viewing since they are asked to observe the physical traits and make some description of each of person in the picture. For describing, they have to be able to guess, use the proper words, make some paragraphs, and so on.

### Section 3 – Reading and Viewing



- a. Look at **Picture 1.3**. Observe the physical traits of each person in the picture. You can use the words in the box to describe each person. See the **Wordbox**.



Picture 5 Viewing skill activity describing physical traits



b. Chapter 2

This chapter is entitled *Culinary and Me*. It has three units namely *My Favorite Food*, *My Favorite Snack*, and *Secret Recipe*. All units are related to reading skill which focuses on descriptive and procedure texts.

Viewing skill is also covered at the beginning of the chapter in Unit 1. This section of the book is illustrated throughout. It's a multimodal text that requires certain viewing skills. This activity includes visual literacy since the students are asked about the kind of foods and drinks that they have ever eaten or drunk. Then, they are instructed to write food and drinks based on the appropriate categories.



Picture 2.1 Monita's favorite food

Section 1 – Say What You Know

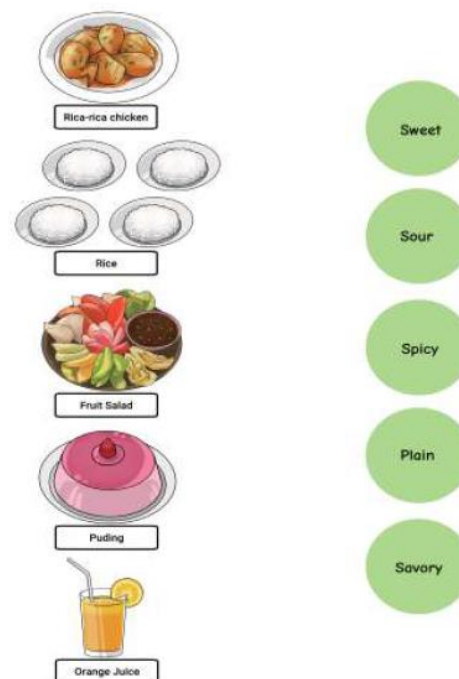
- a. Are you familiar with these kinds of food and drinks? Tick the kinds of food and drinks that you have ever eaten and drunk. See the **Wordbox**.



Picture 6 Viewing skill activity describing favorite food

In addition to Section 1, Section 3 - Your Turn: Listening also has the visual literacy viewing skill type. There are four worksheets in this section. The worksheet for viewing skills is the fourth one. Here, students are asked to guess the taste of the food based only on the picture. They are asked to draw a line from each taste to the food.

d. Draw a line from each taste to the food.



Picture 7 Viewing skill activity guessing the food taste

Unit 2 – My Favorite Snack, it is found three viewing skill activities in Section 2 – Reading, Section 3 – Reading, and Section 4 – Your Turn: Reading. Students are instructed to look at the image of the banana fritter in Section 2-Reading. They are then asked to explain the decoration, color, texture, and taste. Since the students are required to describe what they view in addition to just observing, this practice



involves critical viewing. Making a description of something requires a more complex process than making a simple one.

### Section 2 – Reading



- a. Look at the picture of banana fritters. What do you think of their texture, taste, color, and decoration?



Picture 8 Viewing skill activity describing the food texture, taste, decoration, color

In Section 3 – Reading. Students are asked to work in a team. They get a shopping list. Then, they have to guess what kind of cake will be made. This activity needs more than just looking, they need to think and make a guess based on the picture given. This activity is included in visual literacy viewing skill activity.

### Section 3 – Reading

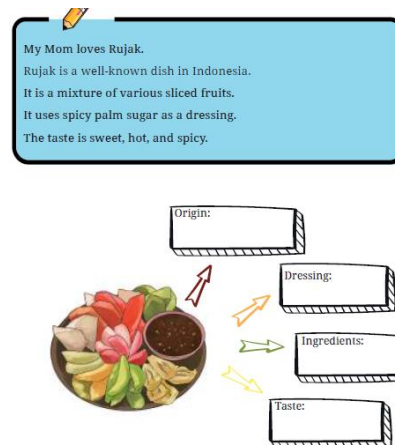


- a. Discuss with a friend. Read the shopping list. Guess what kind of cake Monita is making.



Picture 9 Viewing skill activity guessing what kind of cake

Additionally, in Section 4 – Your Turn: Reading, it is shown a simple description of a traditional food followed by the mind mapping of its food description. Then, in the next worksheet the students are asked to mind map another food based on the description. This activity is visual literacy since it is based on the picture.



Picture 10 Viewing skill activity mind map the food

Unit 3 – *A Secret Recipe*. In this unit, it is only found a viewing skill activity in the beginning of the unit: Section 1 – Say What You Know. Students are asked if they have ever helped their mother in the kitchen in this part. They are then asked to identify the ingredients and cooking utensils in the kitchen. Since students finish the worksheet by using the given picture, this activity falls into the category of visual literacy.

### Unit 3. A Secret Recipe

#### Section 1 – Say What You Know



Picture 2.7 Cooking

- Do you help your parents in the kitchen?
- Name three cooking utensils you can find in the kitchen.
- Name three cooking ingredients you can find in the kitchen

#### Picture 11 Viewing skill activity

#### c. Chapter 3

*Home Sweet Home* is the title of Chapter 3. Like the previous chapter, it also has three units with the title *Galang's House*, *My House Chores*, and *Let's Clean Up*. This chapter talks about rooms in a house, things in the rooms, and house chores. The researcher found viewing skill types only on the first and third units.

In Unit 1 – Galang's House, the researcher found viewing skill activity in the beginning of the unit, particularly in Section 1 – Say What You Know. Here, students are tasked to name the rooms according to what they know after correctly identifying the provided picture. Given that the students work is dependent upon the picture, this practice is called visual literacy.

### Section 1 – Say What You Know

- a. Look at **Picture 3.2**. Say the rooms of the house.



Picture 12 Viewing skill activity guess name of the room

Moreover, the viewing skill activity also found in Section 2 – Listening in the second worksheet. Students are instructed to read the sentence, then they complete the missing word based on the picture. They have to guess what the correct word to complete the sentence.

- b. Read the sentences on **Worksheet 3.2**. Say the words for each picture in the sentences. You can use the words from Section 1b to fill in the blank space.



Galang's mother plants flowers in the \_\_\_\_\_



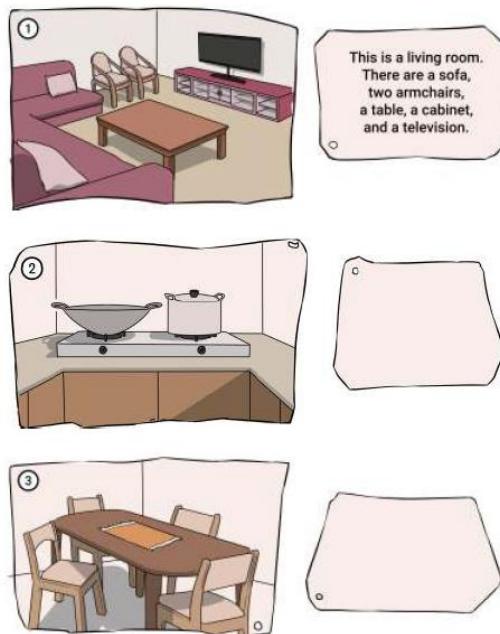
There's no \_\_\_\_\_ in front of Galang's house.

Picture 13 Viewing skill activity complete the sentence

In addition, the researcher also found viewing skill activity type – critical viewing in Section 4 – Speaking, particularly the third worksheet. Here, students are asked to make a simple description of a room based on the picture. Making a description needs more complex process since describing a room involves understanding its layout, including the placement of furniture, decor, and other

objects. This requires sense of awareness and the ability to visualize how different elements interact.

- c. Look at each picture. Describe each room. Number one has been done for you.



Picture 14 Viewing skill activity making a simple description

Unit 3. Let's Clean Up, in this unit, viewing skill type found is visual literacy and critical viewing. The first viewing type found is critical viewing. It is in Section 1 – Say What You Know. Here, the students are instructed to answer some questions in the worksheet.

The first question is “What can you see in the picture?”. This kind of question is the type of viewing skill question since the goal is to develop student’s critical thinking. Their answer may be diverse since every student has different opinions. The process of finding the answer is included in the critical viewing skill type.

### Unit 3. Let's Clean Up!

#### Section 1 – Say What You Know



Picture 3.9 Trash bin full of rubbish

- What can you see in the picture?
- What is in the organic bin?
- What is in the non-organic bin?
- Do you separate rubbish at home?

#### Picture 15 Viewing skill activity

Moreover, viewing skill type is also found in Section 4 – Language Focus, the fourth worksheet. Here, students are tasked to write some imperative sentences according to the following situations in the picture. This activity includes critical viewing. By incorporating imperative sentence construction into a critical viewing activity, students not only enhance their language skills but also develop their ability to analyze visual information critically and communicate effectively. This integrated approach engages students in meaningful learning experiences that promote both language proficiency and critical thinking.

d. Now write some imperative about the following situation



Picture 3.10 School canteen

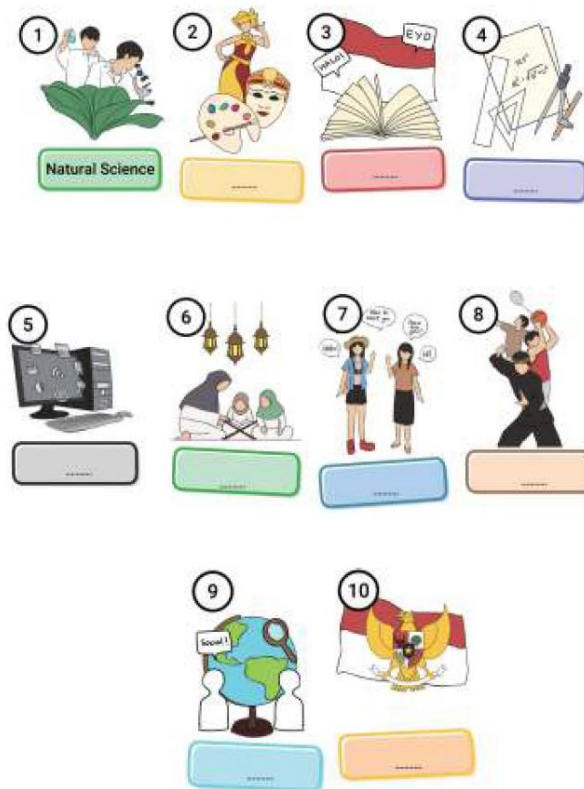
1. ....
2. ....
3. ....
4. ....
5. ....

Picture 16 Viewing skill activity making imperative sentences

#### d. Chapter 4

The title of chapter 4 is *My School Activities*. It has three units as well. Those are *My Class Schedule*, *My Online Class*, and *My schedule Habits*. Each unit consists of five language skills namely listening, speaking, viewing, reading, and writing.

In Unit 1 – *My Class Schedule* talks about class schedule and school subject. Visual literacy is the type of viewing skill that exists here. It is only found in the beginning of the unit, specifically in "Section 1 – Say What You Know". A picture of a bedroom displaying a study table and a school timetable hanging on the wall is shown in this section. The viewing skill is found in the fourth worksheets. Based on the provided picture, the students are to guess the name of the school subject.



Picture 17 Viewing skill activity guess school subject name

Moreover, in Unit 2 – *My Online School*, the type of viewing skill found in this unit is critical viewing. It is shown in Section 1 – Say What You Know. Here, it presents some students who have online class. Then, the students are tasked to answer some questions based on pictures. For instance, the first question is “What are they doing?”. Since the goal is to foster students' critical thinking, this type of question is a viewing skill question. Every student has diverse opinions, their responses could vary. The process of finding the answer is included in the critical viewing skill type.

Furthermore, Unit 3 – *My Study Habit*, "Section 2 – Reading" contains viewing skill practice as well. The fact that the students complete the task using the given photos indicates that it involves the visual literacy viewing skill type. Students are



instructed to look at the pictures and write a relevant activity. Besides Section 2, the researcher also found viewing skill activities in Section 5 – Fun Time: Board Game. In this section, the students are asked to complete the sentence with the appropriate activity based on the pictures given.

- b. Look at each picture and write a relevant activity under each picture. Number one has been done for you.



Picture 18 Viewing skill activity write relevant activity

e. Chapter 5

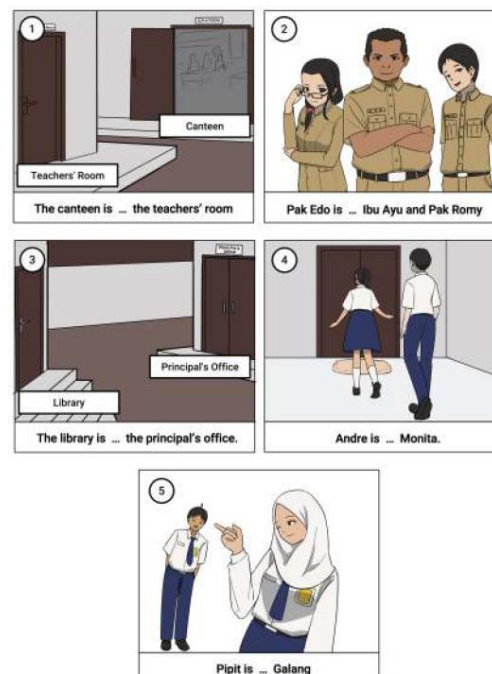
*This is My School* is the title of chapter 5. It contains three units namely *School Building*, *Extracurricular Activity*, and *A School Festival*. There are five language skills in each unit: speaking, listening, reading, writing, and viewing.

Unit 1 – School Building, viewing skill type found in this unit is visual literacy. It is placed on Section 4 – Language Focus particularly the second worksheet.

Students are tasked to complete the sentence using preposition of place. When students complete a worksheet based on a picture, they are engaging with visual elements to comprehend the content presented. This activity may involve tasks such as describing what they see in the image, analyzing the elements within it, making inferences based on visual cues, or interpreting the message conveyed by the picture.

By actively participating in this activity, students develop their visual literacy skills, which are essential in today's visually oriented world. These skills not only help them understand and communicate information effectively but also enable them to critically evaluate and create visual media.

- a. Now, complete the sentence using **beside**, **between**, **behind**, **in front of**, or **across from**.



Picture 19 Viewing skill activity completing the missing words

Furthermore, the viewing skill type is also found in Section 6 – Your Turn Speaking. Here, it is presented a school map. Students are tasked with their classmates to ask and give directions to the school buildings. This activity is

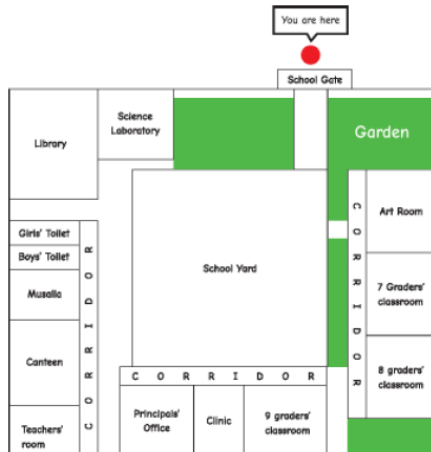
included in critical viewing since analyzing visual information within the context of giving directions enhances students' understanding of real-world scenarios. It helps them grasp the practical applications of the language they are learning and reinforces the connection between language and everyday tasks.

Integrating critical viewing activities adds variety and depth to the worksheet, making it more engaging for students. It encourages active participation and stimulates curiosity, as students explore the details of the school building and consider different ways to provide directions.

**Section 6 – Your Turn: Speaking** 

**Asking for and Giving Directions**

a. Look at a school map at [Picture 5.6](#).



b. Work with a classmate. Use the school map to ask and give directions of the school buildings. Your position is at the school gate. Number one has been done for you.

1. The library	
Can you show me the way to the library?	Turn right. Go straight forward. The library is beside the science laboratory.
2. The clinic	
3. The boys' toilet	

Picture 20 Viewing skill activity asking and giving directions

Unit 2 – Extracurricular Activities, this unit covers critical viewing as a viewing skill. "Section 1 – Say What You Know" is where it is presented. This unit covers critical viewing as a viewing skill. "Section 1 – Say What You Know" is where it is presented. Some of the students who are dancing are shown here. After that, students have to respond to a few questions based on pictures. For example, "What are they doing?" is the first question. This kind of question is classified as a viewing skill question since the objective is to encourage students' critical thinking. Each learner is unique, and as such, their answers may differ. The critical viewing skill type includes the process of determining the solution.

## Unit 2. Extracurricular Activities

### Section 1 – Say What You Know



Picture 5.7 Andre and friends dancing

- a. What are they doing?
- b. Mention after school activities in your school.
- c. Discuss what students do in extracurricular activities?

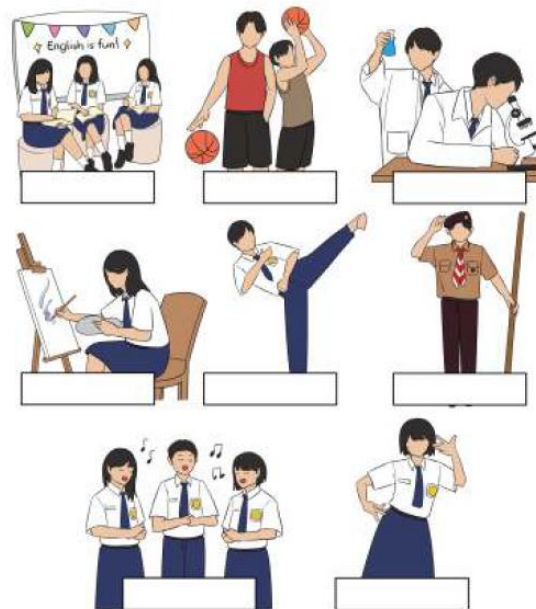
Picture 21 Viewing skill activity describing extracurricular activities

Besides Section 1, the viewing skill activity is also found in Section 2 Viewing and Speaking. This activity is visual literacy viewing skill type. Students are instructed to look at the pictures and write a relevant activity, then say it.

Students must interpret the image to understand its connection to the activity. This involves analyzing visual elements such as shapes, objects, and activity which enhances their ability to derive meaning from visual information.

### Section 2 – Viewing and Speaking

- a. Look at the following pictures. Label the pictures with the correct names of the activities. See the **Wordbox**.

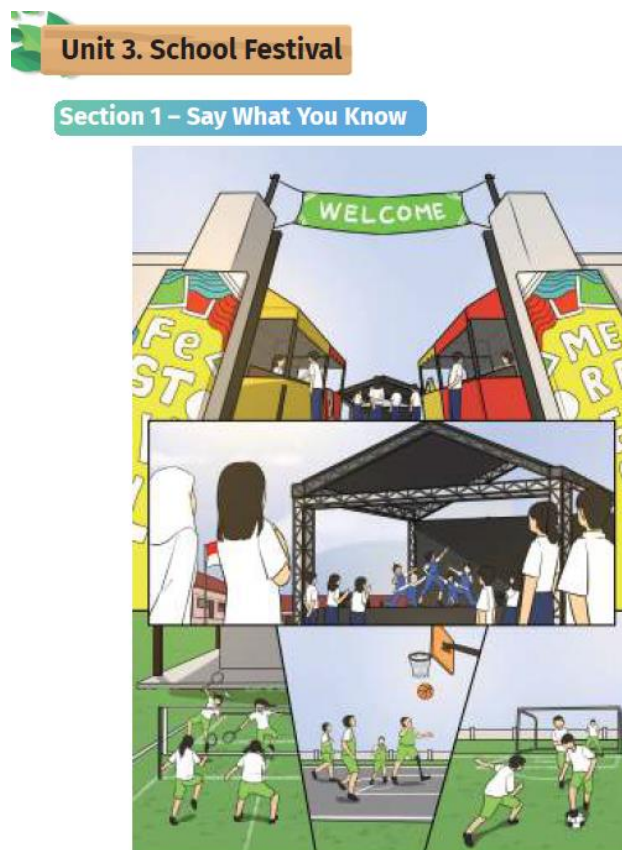


Picture 21 Viewing skill activity labelling the picture with the correct names of the activities

Unit 3 – *School Festival*, the researcher found critical viewing skill type in the beginning of the unit. Here, it is presented a picture of the school festival. Students are asked to answer some questions based on the picture by stating their own opinions.

All the questions will have unique answers since every student may have a different opinion. For example, the question “What event do you see in the picture?”, this kind of question includes to viewing skill question since it is based on the picture.

Connecting the image to the activity requires students to contextualize the visual information within the framework of the activity's purpose or theme. This fosters critical thinking skills as they consider how visual cues relate to broader concepts.



Picture 5.10 School festival

- a. What event do you see in the picture?
- b. What are people doing in the event?
- c. Do you have a similar event in your school?

Picture 22 Viewing skill activity

Additionally, Section 4 - Viewing and Writing - contains critical viewing activities. A picture of the school exhibition is shown in this section. The students are asked to observe it then complete the following chart, and write a descriptive text based on the provided picture.

Describing the exhibition requires students to interpret the scene depicted in the picture. They may need to infer the purpose of certain displays, the emotions of the people depicted, or the overall atmosphere of the event. Through the process of describing the exhibition, students reflect on their own experiences and perceptions. They may consider how the exhibition relates to their understanding of school events, art, culture, or other relevant topics.

#### Section 4 - Viewing and Writing

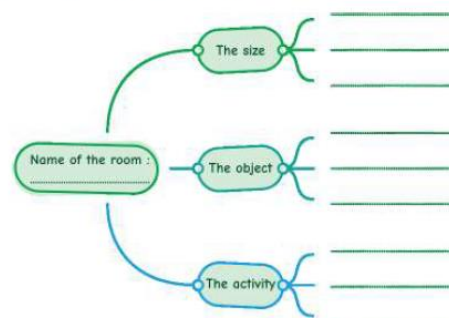


a. Look at the **Picture 5.12**



Picture 5.12 School exhibition

b. Complete the chart based on the picture



Picture 23 Viewing and Writing

- c. Write the details about the room in [Worksheet 5.19](#).

Structure	Text
<b>Identification:</b> The name of the room	
<b>Description:</b> Feature 1: The size	
Feature 2: The object	
Feature 3: The activity	

Picture 23 Writing Descriptive Text

## 2. Viewing skill process in 7<sup>th</sup> grade *English for Nusantara* student's book

The viewing skill process consists of three stages namely pre-viewing, during viewing, and post viewing. In pre-viewing stage, students prepare to view by activating the prior knowledge they bring to the study of a topic or theme) as well as anticipating a message, making predictions, speculating, asking questions, and establishing a purpose for viewing.

During viewing stage, students use the visual text to comprehend the content by looking for and verifying understanding, drawing connections, forming and verifying assumptions and conclusions, summarizing and interpreting, stopping and going over, and analyzing and assessing. Furthermore, in the post viewing stage, students should have the chance to react critically, creatively, and individually to visual texts. In response, students consider, analyze, assess, and create.



In 7<sup>th</sup> grade *English for Nusantara Student's Book*, all the stages are found in every chapter of this book.

a. Chapter 1

Viewing skill process in Chapter 1 is started from the beginning of the chapter. The first viewing skill process is pre-viewing. It can be spotted in Section 1 – Say What You Know. In this section, students are asked to write everything that they know about the material which they are going to learn. Besides the writing section, in this section also ask students to listen the audio, then say what they know before, they also are asked to look at the picture.

In Unit 1 of Chapter 1, Section 1 – Say What You Know, students are tasked to write what they usually say when introducing themselves. They can use their prior knowledge regarding this. There is no wrong answer since it's based on their own experience.

Furthermore, in Unit 2 of Chapter 1, Section 1 – Say What You Know, here students are instructed to look at the picture, then say what they know about the people's activities in the park. This is pre-viewing activity which aims to start the viewing skill activity.

In addition to this, the researcher also spotted pre-viewing activity in Unit 3, with the same Section 1. Here, students identify each student from the pictures to describe their physical traits. For making a description, they will use their prior knowledge in pre-viewing reading activities. Additionally, acknowledging and building upon students' prior knowledge validates their existing understanding, empowering them as active participants in their own learning journey.

The second viewing skill process is during viewing. This process has been included in the main reading section since viewing is part of receptive skill (reading). Since Unit 1 focuses on listening skills and Unit 3 focuses on writing skills, there is no specific reading skills section. During reading viewing skill process is found only in Unit 2. Students are required to read in Section 4: Reading about people's hobbies before responding to the following questions. The comic format in which the text is delivered has the potential to attract students' interest as well as motivate them to learn. Additionally, it was discovered by the researcher in Section 5: Language Focus. Here, pictures are used to accompany the text as well. The activity is the same as the previous one.

The last viewing skill process is post viewing. This process is spotted in the last part of each chapter. A form for learning reflection is available. It is intended for post-viewing tasks as well as for reflection on the entire learning process during the chapter. Students have to fill out all of the forms here. Reflection gives students an opportunity to think critically about the material they've encountered. They can analyze key points, connect them to prior knowledge, and identify areas where they might need further clarification.

b. Chapter 2

The pre-viewing process is found in Section 1 – Say What You Know of Unit 1 in Chapter 2. In this section, students are required to use their personal experience to tick the kind of foods and drinks that they have ever eaten and drunk before. All kinds of foods and drinks here are displayed in the colored pictures which are so

interesting. After that, they are tasked with finishing the following worksheet regards to classifying main meal, snack, and drink.

In unit 2, Section 1 – Say What You Know, students are asked their favorite food and snacks. Then they are tasked to state their opinion about the texture, taste, color, and decoration of banana fritters. They express their opinions here by drawing on their past knowledge regarding banana fritters.

Students are asked to name the cooking tools and ingredients they can find in the kitchen in Unit 3, Section 1 - Say What You Know. Similar to the last one, in order to name them, they must draw on past knowledge to make connections to the current situation. Since each activity in Units 1, 2, and 3 of Section 1 requires students to draw on prior knowledge, they are all referred to as pre-viewing activities. Activating prior knowledge in pre-viewing reading activities serves as a crucial foundation for comprehension and engagement.

During viewing process is spotted in reading section. Section 2 of Unit 1 includes reading as part of the viewing process. Students are asked to read and listen to the conversations about favorite foods and beverages in this section. After that, they have to finish the exercise using the comic strip that is on display. In Unit 2, during viewing process is found in Section 3: Reading. A multimodal text regarding Monita's dessert is displayed. Students are required to read it, then use the picture to fill in the blanks in the mind map and respond to some questions. In Unit 3, during viewing process is found in Section 4: Reading. Students are asked to observe a recipe for traditional fried rice then answer the following questions.

Post-viewing is the final viewing skill process. The final section of every chapter gives an outline of this process. There is a form available for learning reflection. It is meant to be used for post-viewing assignments and for thinking back on the chapter's overall learning process. It is required of students to complete all of these forms. Students might exercise critical thought about the material they have encountered through reflection. They are able to evaluate important ideas, relate them to earlier information, and identify any areas that would require more explanation.

c. Chapter 3

Like the two previous chapters, the pre-viewing process also found in Section 1 – Say What You Know. In Unit 1, the students are instructed to look at the provided picture, then say the rooms of the house. In Unit 2, the students are tasked to look at the given picture, then they are instructed to state their opinion about the room. In Unit 3, it is presented two pictures of organic and non-organic bin. Students are required to define what is in the organic and non-organic bin. All those activities are needed to activate their prior knowledge since Learners can comprehend and remember content more effectively when they make connections between new information and previous concepts. Integrating pre-viewing activities that activate prior knowledge not only enhances comprehension but also cultivates a more meaningful and enriching learning experience.

During viewing process is found in reading skill section as well. Units 2 and 3 contain the reading section; Unit 1 doesn't have it. Section 2 – Reading Unit 2, it is

presented a picture of people doing their house chores. The assignment for the students is to look at the picture and respond to the following questions. Moreover, the researcher also discovered during viewing process in Section 4 – Your Turn: Reading. Here is presented a multimodal text. Students are instructed to read it, then answering the following questions by giving a check mark. Unit 3, Section 2 – Reading. Students are tasked with reading the text about tips to separate rubbish. Then, they are asked to separate the rubbish based on its categories. It is also found in Enrichment: Infographic of Recycling. Students are instructed to read the text about tips to separate recycling items. Then, they are tasked with completing the infographic with the correct tips for separating recycling items from the text.

The last process in developing viewing skills is post-viewing. A summary of this process is provided in the last section of each chapter. A form for reflecting on learning is available. It is intended to be utilized for post-viewing tasks and for reflecting on the overall experience of the chapter. All of these forms must be filled out by students. Through reflection, students can practice critical thinking about the topics they have experienced. They are able to assess key concepts, connect them to previously learned material, and identify any details that need more discussion.

d. Chapter 4

Pre-viewing process is only discovered in Unit 1 and 2. Similar to the previous chapters, Section 1 – Say What You Know outlines the pre-viewing process. Say What You Know, Section 1, is in the beginning of Unit 1. A picture of a bedroom with a study table and a wall-hung school timetable is seen here. Students respond

to questions in this section on whether they have a class schedule that is hung on the wall of their bedroom. Say What You Know, Section 1, Unit 2 is presented a picture of students taking an online class with their teacher. They are asked to respond to a few questions regarding their individual experiences taking classes online in the past.

The next viewing skill process is during viewing. The reading section is included in Units 2 and 3, but not in Unit 1. Section 2: Reading and Viewing in Unit 2. This section's first task is to match the appropriate activities with the photographs. Responding to the questions using the online class guidelines includes the second task. Students are required to read online chat as part of Section 3: Reading and Viewing. They must then respond to the following question. This activity is also discovered in Section 6 – Your Turn: Reading and Viewing. Students must respond to the questions as they are presented with two distinct learning tips.

In Unit 3, during viewing process is discovered in Section 2 – Reading. Here, the researcher found some pictures completed with texts. Students are instructed to look at the picture, then they are tasked to write down words for the things they can see from the pictures. They are tasked to write a relevant activity based on the pictures as well. During viewing process is also found in Section 3 – Reading. Here, students are required to read the text about one's study habit then they change the verb in the brackets with the correct one.

Post-viewing is the final step in the development of viewing skills. At the end of every chapter, there is a summary of the process. There is a form accessible for learning reflection. It is meant to be used for post-viewing assignments and for

reflection on the chapter. Students are required to fill out each of these forms. Students can practice critical thinking about the subjects they have studied by reflecting on their experiences. They can evaluate important ideas, relate them to content they have already studied.

e. Chapter 5

The pre-viewing process is found in Section 1 – Say What You Know of Unit 1, 2, and 3 in Chapter 5. In this section, students are required to answer some questions about the picture given. They also need to activate their previous knowledge to respond to questions.

A key component of understanding and engagement in pre-viewing reading exercises is activating existing knowledge. Learners can comprehend and remember content more effectively when they make connections between new information and preexisting mental models. Giving the brain pertinent background information before processing anything improves understanding and encourages deeper connections and insights.

The second viewing skill process is during viewing. This process can be found in the reading section of each unit. However, in this chapter the reading section only found in Unit 2 and 3. In Unit 2, Section 5 and 6 – Reading, students are tasked with read a text about one of Junior High School Basketball Club. Then, they are required to answer the following questions. In Unit 3, Section 2 has the similar activity like the previous one.

The last process in the development of viewing skills is post-viewing. There is a process overview at the end of each chapter. A form for learning reflection is available. It is intended to be utilized for chapter reflection and post-viewing assignments. Each of these forms must be completed by the students. Students can reflect on their experiences to develop critical thinking skills related to the subjects they have studied. They are able to evaluate important ideas and connect them to previously studied material.

## **B. Discussions**

### **1. Types of viewing skill found in 7<sup>th</sup> grade *English for Nusantara* student's book**

Based on the data analysis, it showed that there were two types of viewing skill found in 7<sup>th</sup> grade *English for Nusantara* student's book namely visual literacy and critical viewing. Students that possess visual literacy are able to properly evaluate and interpret visual data. They can develop a deeper understanding of the world around them by assessing the reliability, bias, and intended message of pictures, ads, infographics, and other visual media. Furthermore, visual literacy often enhances comprehension and memory retention by providing additional context, clarifying complex concepts, and appealing to different learning styles. Students who are visually literate can effectively integrate visual information with textual content to deepen their understanding of academic subjects.

However, critical viewing encourages students to engage in deeper analysis of visual content. They learn to question what they see, consider different perspectives, and evaluate the credibility and reliability of the information presented. This



analytical approach fosters a more nuanced understanding of complex issues and promotes independent thought. Students who engage in critical viewing also become skilled at producing original visual content. Students can use their understanding of good storytelling, visual communication, and design concepts to their own creative pursuits by examining the approaches utilized in professional media productions.

It is supported by Mulyadi & Wikanengsih (2022). The results of the research showed that the first stage of critical and visual literacy viewing was the use of viewing skills. By using different techniques to rewrite the material, either in the form of a summary or infographic, the instructional process of seeing learning skills was integrated in the exploration phase of the visual literacy step. In contrast, developing enhanced viewing skill during the critical viewing phase involved analyzing complex multimodal texts using a variety of methodologies, comprehending the connections between texts, and conducting in-depth analyses supported by logical and critical reasoning.

## **2. Viewing skill process in 7th grade English for Nusantara student's book**

After the data analysis, the researcher found three stages of viewing skill process. They were pre-viewing, during viewing, and post viewing. Pre-viewing activity can be spotted in the beginning of the unit of each chapter. During viewing can be found in the reading section. Post-viewing can be seen in the last part of the book as the learning reflection.

Pre-viewing activities help students connect new information to their existing knowledge, making it easier to comprehend and retain what they read. Moreover,

by previewing the text, students can set goals for their reading, anticipate what they will learn, and develop questions to guide their comprehension.

On the other hand, during-viewing activities keep students actively engaged with the text as they read, preventing passivity and encouraging deeper comprehension. Through monitoring their comprehension, checking for understanding, clearing up any confusion, and modifying their reading skills as necessary, students can apply during-viewing activities.

Post-viewing activities challenge students to synthesize information, draw conclusions, and apply what they have learned to new contexts or real-world situations. All things considered, incorporating pre-, during-, and post-viewing reading exercises into the curriculum helps in the development of a variety of reading abilities in the students, such as metacognition, critical thinking, and comprehension. These activities assist students in becoming skilled and independent readers by structuring the reading process and offering chances for active interaction and reflection.

It is supported by a research (Lowella et al., 2023). The research result showed that implies improving students' capacity to critically evaluate and comprehend visual information can be accomplished by the inclusion of such tactics in educational programs .

## CHAPTER V

### CONCLUSION AND SUGGESTION

This final chapter embraced the important points from the entire discussion in this study. Some recommendations for the readers and for educational purposes as well as further research were additionally suggested.

#### A. Conclusion

From the study above, several conclusions can be formulated, as follows:

1. Based on the data analysis, there were two types of viewing skill found in 7<sup>th</sup> grade *English for Nusantara* student's book namely visual literacy and critical viewing.
2. The researcher found three stages of viewing skill process namely pre-viewing, during viewing, and post-viewing.

#### B. Suggestions

Some recommendations in this section are aimed at the readers, especially the researcher who conducts the same research. This research can be one of the previous research that talked about the story facts of a novel.

1. For teacher

The teacher should know the types of viewing skills in the 7<sup>th</sup> grade English for Nusantara book, teachers can adjust what they teach, how they teach it to match those skills, and the suitable formative and summative assessment.

2. For students

The students should create a structured guide or checklist for students to assess their proficiency in different viewing skills such as scanning, skimming, critical viewing, inferential viewing, etc.

3. For other researchers

Other researcher can use this research as an example of viewing skill research in subsequent readings and the readers can obtain more theories relate to the development of viewing skills in English class.

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# APPENDIXES

## Appendix 1. Berita Acara Ujian



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG**  
**FAKULTAS PENDIDIKAN BAHASA DAN SENI**  
**UNIVERSITAS PGRI SEMARANG**  
 Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377  
 Faks. (024)8448217 Website: www.upgris.ac.id

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**BERITA ACARA UJIAN SKRIPSI**

Pada hari ini Kamis 13 Juni 2024, berdasarkan susunan tim penguji skripsi :

1. Nama : Siti Musarokah, S.Pd., M.Hum.  
Jabatan : Ketua
2. Nama : Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd.  
Jabatan : Sekretaris
3. Nama : Dr. Dyah Nugrahani, S.Pd., M.Hum.  
Jabatan : Anggota (Penguji I)
4. Nama : Faiza Hawa, S.Pd, M.Hum  
Jabatan : Anggota (Penguji II)
5. Nama : Fitri Yulianti, S.Pd., M.Pd.  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.





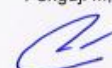
Nama	: Nabila Yuditya Pratiwi	Fakultas	: FPBS
N.P.M	: 19420104	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul skripsi :

VIEWING SKILL IN 7TH GRADE ENGLISH FOR NUSANTARA STUDENT'S BOOK: AN ANALYSIS OF STRATEGY


Nilai :

Demikian berita Acara Ujian skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

<p>Ketua,</p>  <p>Siti Musarokah, S.Pd., M.Hum.</p>	<p>Sekretaris,</p>  <p>Dr. Rahmawati Sukmaningrum, S.Pd., M.</p>	<p>Penguji I,</p>  <p>Dr. Dyah Nugrahani, S.Pd., M.Hum.</p>
<p>Penguji II,</p>  <p>Faiza Hawa, S.Pd, M.Hum</p>	<p>Penguji III,</p>  <p>Fitri Yulianti, S.Pd., M.Pd.</p>	

Mengetahui,

Dekan,



Siti Musarokah, S.Pd., M.Hum.  
NPP/NIP 107801314

## Appendix 2. Kartu Bimbingan Skripsi

### Lampiran 4



### KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Nabila Xuditya Pratiwi  
 NPM : 19420104  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Dyah Nugrahani, S.Pd., M.Hum  
 DOSEN PEMBIMBING II : Faiza Hana, S.Pd., M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	15 Sept 2023	Topic		
2.	15 Sept 2023	gma		
3.	19 Sept 2023	propose - revisi		
4.	09 Oct 2023	Tersebut		
5.	09 Oct 2023	Bibliography		
6.	12 Maret 2024	New Topic		
7.	12 Maret 2024	Proposal - Revisi		
8.	17 April 2024	BAB 4-5		

## Lampiran 4


**KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Nabila Yudhita Praniwi  
 NPM : 19420104.  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Dyah Nugrahani, S.Pd., M. Hum  
 DOSEN PEMBIMBING II : Farza Hana, S.Pd., M. Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	19/4 2024.	Layout.		
2.	19/4 2024.	Charter Pakai number		
3.	19/4 2024	penggunaan label seperti Related Party		
4.	22/4 2024	Siap diujikan		
5.				
6.				
7.				
8.				

## Lampiran 4



**KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Nabila Yuditya Pratiwi  
 NPM : 19420104  
 FAK/PROGDI : FPBS / PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Dyah Nugrahani, S.Pd., M. Hum  
 DOSEN PEMBIMBING II : Fara Hana, S.Pd., M. Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	12 Juni 2023	Judul Acc		
2.	10 Juli 2023	Revisi proposal		
3.	26 Juli 2023	Revisi proposal		
4.	3 Agustus 2023	Revisi proposal		
5.	16 Oktober 2023	Acc proposal		
6.	25 Oktober 2023	Revisi 1-3		
7.	7 November 2023	Revisi 1-3		
8.	13 November 2023	Acc 1-3		
9.	9 Desember 2023	Revisi 4-5		
10.	4 Januari 2024	Acc 4-5		
11.	10 Januari 2024	Acc 1-3		
12.	19 Januari 2024	Revisi Artikel		
13.	3 Februari 2024	Acc Artikel		
14.				



Appendix 3. 7<sup>th</sup> Grade *English for Nusantara* Students' Book

