CHAPTER I
INTRODUCTION

This chapter outlines the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous study.

A. Research Background

In English language learning in the digital age, language skills are no longer limited to the four main skills of listening, speaking, reading, and writing, but also include viewing as a fifth skill that needs to be developed. Visual media has become an integral part of daily life in the modern world, where students constantly interact with visual content both in educational contexts and in their daily lives, requiring them to be able to critically analyze and interpret visual information (Pratiwi et al., 2024). According to NECS (2020, as cited in Li, 2024), in the new media era, language learning must include five skills: listening, speaking, reading, writing, and viewing. In line with this, Donaghy (2020) recognizes viewing as an important fifth language skill in communicative learning in digital learning models. Films and visual media combine images, sound, and language to help students understand language use in real-life situations. Through viewing activities, students not only learn the language but also gain an understanding of the expressions, culture, and messages conveyed through visuals, which are essential for effective communication.

Viewing skill refers to the ability to observe, understand, and interpret the meaning of various forms of visual media, such as advertisements, symbols, images, films, and videos (Feng & Webb, 2020). In addition, viewing skills include the ability to understand meaning through tables, animations, symbols, and videos in multimodal discourse(Zhong, 2024). With the increasing exposure to visual and multimodal texts, viewing skill is becoming increasingly important in the field of education. Therefore, Corpuz (2017) emphasizes that English teachers need to

shift from a traditional approach that focuses only on listening, speaking, reading, and writing to the development of digital skills, namely seeing and representing. Therefore, viewing skill is an important competency that students must possess to understand and interpret visual information in English language learning.

Based on preliminary observations conducted during *Praktek Pengalaman Lapangan (PPL)* or teaching practicum in class 8B at Karya Budi Junior High School, the researcher observed that students' viewing skills are still limited, resulting in them not being fully developed in viewing skills. Interactive media were rarely used, as reflected in the lesson plans. This is in line with the findings of Lim & Tan-Chia (2022), who noted that viewing skills are often considered unimportant and merely "intuitive." This situation is exacerbated by the perception that other skills, such as listening or reading, can be acquired automatically through daily exposure without direct instruction (Schmitt & Celce-Murcia, 2020).

To address this issue, appropriate learning media are needed to support the development of students' viewing skills. Viewing skills involve the ability to understand and interpret audiovisual information, thus requiring media that integrate visual and audio elements (Kemendikbudristek, 2021). Video is a form of multimedia that combines audio and visual technologies to create a dynamic and engaging appearance (Setiawan et al., 2022). Therefore, video-based media is considered suitable for supporting students' viewing skills.

In line with this, it is important to select a platform that can effectively provide and support the use of video-based learning media. Among various video-based digital platforms, YouTube has evolved into an important learning tool in language education (Muer et al., 2026). Many videos on YouTube can be used to help students understand learning materials (Rahmatika et al., 2021). Furthermore, as one of the most widely used platforms, YouTube also helps students become familiar with foreign languages through diverse audiovisual content (Efruan et al., 2023).

Among the various learning materials available, animated videos offer benefits by presenting rich visual and audio content through a combination of

moving images, sound, and narration (Ahmad & Afrizal, 2023) Furthermore, animated videos can help students understand learning materials more easily (Zebua et al., 2025). Therefore, the use of animated videos from YouTube is considered an effective strategy for improving students' viewing skills.

Several previous studies have demonstrated the effectiveness of using animated videos in improving students' viewing and listening skills. Atmadja et al. (2024) found that students who learned using animated videos achieved significantly better results compared to those taught through traditional storytelling methods. Similarly, Rahman (2025) reported that video-based viewing activities can improve students' comprehension and engagement, although difficulties in higher-order analysis remain. Furthermore, Li (2024) emphasized the importance of multimodal learning, stating that visual elements play a crucial role in developing students' viewing skills.

However, most previous studies have focused on the four main English language skills (listening, speaking, reading, and writing), so viewing skills have received less attention. Furthermore, the use of YouTube-based animated videos to improve students' viewing skills is still very limited. Furthermore, this study employs a mixed-methods approach, which provides a more comprehensive understanding compared to previous studies that typically rely on a single method. Therefore, this study addresses this gap by examining the use of animated videos on YouTube to enhance students' viewing skills through a mixed-methods approach.

B. Research Questions

Based on the background of the study and the identified research gap, the research questions were formulated as follows:

1. What are the viewing skills of students before using the English animated video on YouTube?
2. How is the implementation of the English animated videos on YouTube for improving students' viewing skills?

3. What are the viewing skills of students after using the English animated videos on YouTube?
4. Is there any significant difference in students' viewing skills before and after using the English animated videos on YouTube?

C. Research Purposes

Based on the formulation of the problem that has been described, the objectives in this research are as follows:

1. To discover the students' viewing skills before using English animated videos on YouTube.
2. To reveal the implementation of English animated videos on YouTube to improve students' viewing skills.
3. To discover the students' viewing skills after using English animated videos on YouTube.
4. To find out whether there is a significant difference in students' viewing skills before and after using English animated videos on YouTube.

D. Research Significances

The study is expected to provide theoretical and practical significance.

1. Theoretical Significance

   This study is expected to provide readers with insights into the use of animated videos on YouTube as a learning medium to enhance students' viewing skills. Additionally, this study is expected to offer practical guidance for teachers in selecting and implementing appropriate digital media in the classroom learning process. The study also has the potential to serve as a reference for future researchers interested in technology-based learning, particularly in the audiovisual and multimodal domains. Furthermore, the development of innovative learning strategies to improve students' skills and understanding in language learning-specifically viewing skills, can be supported by this study.

2. Practical Significance

a. For Students: This study is expected to help junior high schools improve their viewing skills through the use of YouTube animated videos as a learning medium. By engaging with animated audiovisual content, students may find it easier to understand and interpret English visual materials and feel more motivated in learning.
b. For Teachers: This study is expected to provide insight and reference for teachers regarding the effectiveness of YouTube animated videos as a medium for teaching viewing skills. The findings of this study can help teachers design more interesting viewing activities and increase student motivation and understanding in English lessons.
c. For Future Researchers: This study is expected to serve as a reference for other researchers who are interested in conducting further studies on the use of YouTube animated videos or digital media in improving students' viewing.

E. Research Scope

This study focuses on investigating the implementation and effectiveness of YouTube animated videos in improving the viewing of junior high school students. This study is limited to eighth-grade students at the junior high school level and focuses on their viewing performance before and after the implementation of YouTube animated video-based instruction, as well as detailing the implementation process from meeting to meeting. The scope of this study is limited to identifying improvements in audio-visual information comprehension, interpretation of visual cues, and understanding of messages in videos. In line with this, indicators of viewing skills include the ability to understand information from visual or audiovisual sources, identify main ideas, recognize important details, and draw conclusions by connecting various pieces of information (Indrayani et al., 2024). This study does not involve comparisons with other teaching media or teaching methods, nor does it extend its scope to other language skills such as speaking, reading, or writing. The data to be collected in this study are limited to

students' viewing results and observations related to the learning process, so the findings of this study are specific to the participants and teaching context in this study.

F. Conceptual Framework

This study is based on Mayer's Multimedia Theory (2009), which emphasizes that learning is more effective when instructional materials are designed in accordance with how the human mind processes information. This theory is based on the dual-channel principle, which explains that learners process information through two channels—the visual and auditory channels—each of which has limited capacity and requires active cognitive engagement to achieve meaningful learning. In multimedia learning, learners engage in three main processes: selecting relevant information, organizing it into meaningful representations, and integrating it with prior knowledge.

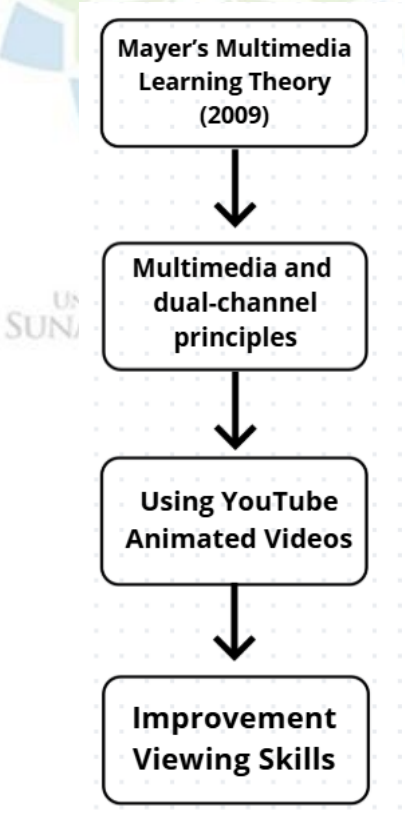

Figure 1.1 Conceptual Framework

Based on this theory, the principles of multimedia and the dual-channel theory emphasize that combining visual and auditory elements can enhance student understanding. Multimodal texts that combine images, videos, audio, and text create a more engaging learning environment and support active participation, critical thinking, and deeper understanding (Kusumaningrum et al., 2024). This indicates that the use of multimodal learning media is effective in supporting students' cognitive processes.

In line with these principles, this study uses YouTube animated videos as a learning medium. YouTube is a digital media source that provides a wide variety of easily accessible and engaging videos (Bhusaery et al., 2024). In the context of English language learning, YouTube offers various types of content such as animations, interviews, and news that can capture students' attention (Ramadhani et al., 2025). Among these various types of content, animated videos are considered effective in supporting student learning. Animated videos can enhance students' understanding and support better learning outcomes (Hidayah et al., 2024). Additionally, animated videos present information in a more engaging and visual manner, which has a positive impact on students' knowledge development (Zebua et al., 2025).

Through the use of YouTube animated videos, it is hoped that students' viewing skills will improve. Viewing skills refer to the ability to actively interpret and understand various types of multimedia content, including video, audio, and graphics (Lestari & Purnanto, 2023). These skills include the ability to understand information from visual or audiovisual sources, identify main ideas, recognize important details, and draw conclusions by connecting various pieces of information (Indrayani et al., 2024). Thus, the application of multimedia principles through YouTube animated videos can effectively support the improvement of students' viewing skills.

G. Previous Studies

There are several previous studies related to viewing skills. One study was conducted by Rahman (2025), who examined the application of viewing skills in the Merdeka Curriculum at the high school level. The study found that the use of viewing skills proved effective and helped students better understand the learning material through visual media. The study also highlighted the importance of integrating viewing activities with critical thinking and other learning tasks, such as discussion and writing.

A related study titled How to Develop Students' Viewing Skill in High School English Teaching with the Multimodal Discourse by Li (2024) focuses on developing viewing skills in high school English classes by integrating multimodal discourse. This study shows that students' ability to decode and interpret visual information has become crucial in understanding and producing meaning in an increasingly digital world. This study emphasizes the importance of teaching students to engage critically with visual content as part of their language development.

Furthermore, Retno & Trisno (2024)explored the effectiveness of the "active viewing" technique, in which students watch videos interactively to improve their listening and speaking skills. The study showed that students in the experimental group performed better on the post-test, proving that active viewing is more effective than traditional methods in improving English skills.

Next, Zhong (2024) emphasized the importance of visual grammar theory in developing students' viewing skills, especially in the context of multimodal discourse. By understanding the visual functions of images and videos, students can interpret more complex messages more effectively. The application of visual grammar in language education allows students to engage more meaningfully with visual content.

Similarly, a study titled Language Teachers and Digital Literacy: Assessing Viewing and Representing as Language Skills byFaloye et al. (2021) Assesses the viewing and representing skills of English teachers in the context of digital

literacy, finding that their level of digital literacy is moderate and that there is a need for further training to integrate these skills into teaching.

In addition, (Suramto, 2019) examined the impact of using drama films to improve students' English listening skills. The results showed that students who used drama films as part of their learning process showed a significant improvement in listening comprehension compared to those who used traditional methods. This study suggests that the use of engaging visual media helps students to better understand the nuances of language.

Lastly, Ntombela & Yusuff (2016) examined the impact of video-viewing in a listening class. The results showed that although watching videos increased student engagement, it did not significantly help students with the note-taking skills required in listening classes. This study highlights the need for more specific task strategies to complement video viewing and increase its effectiveness in improving listening skills.

Based on several previous studies, it can be concluded that most studies still emphasize the use of animated videos to improve other skills, such as listening and speaking. Research that specifically discusses the improvement of students' viewing skills, especially at the junior high school level, is still limited. In addition, there has not been much research examining the effectiveness of YouTube animated videos as a learning medium for improving viewing skills. Therefore, this research is important to fill this gap by examining the effectiveness of YouTube animated videos in improving the viewing skills of junior high school students.

H. Hypothesis

Based on the research problem, this study proposes two hypotheses. The null hypothesis (H_0) states that there is no significant difference in students' viewing skills before and after the use of YouTube animated videos. Meanwhile, the alternative hypothesis (H_1) states that there is a significant difference in students' viewing skills after the use of YouTube animated videos.