Journal of Science and Social Research ISSN 2615 – 4307 (Print)
Oct 2026, IX (5): 9380 – 9386 ISSN 2615 – 3262 (Online)
Available online at http://jurnal.goretanpena.com/index.php/JSSR

COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR LEARNING EXPERIENCES IN READING ADVERTISEMENTS THROUGH YOUTUBE

Rini Waladri, Vivi Zurniati, Mirza A. Malik
Nahdlatul Ulama University of West Sumatra, Indonesia
e-mail: riniwaladri4424@gmail.com, zurniativivi@gmail.com, mirzamalik88@gmail.com

Abstract: *This study describes Grade Nine students' cognitive, affective, and psychomotor experiences when reading English advertisement texts through YouTube at SMPN 26 Padang. Using a qualitative descriptive design, the study involved nine students from Class IX.5, selected through voluntary convenience sampling from a class of 29 students. Data were collected through individual semi-structured interviews guided by 12 open-ended questions and analyzed through data condensation, data display, and conclusion drawing and verification. The findings showed varied experiences across the three domains. Visual and auditory cues helped some students infer vocabulary and recognize persuasive messages, whereas fast-moving text, small fonts, decorative typography, and complex visuals created difficulties. Students' affective responses ranged from interest and curiosity to anxiety, confusion, and greater comfort with printed texts that allowed self-paced reading. Reported strategies included pausing or replaying videos, taking notes or screenshots, and consulting digital dictionaries, although students differed in their independence and use of these strategies. Overall, YouTube advertisements offered both support and challenges, and students' reported experiences varied according to their characteristics, prior exposure, and interaction with digital media.*

Keywords: *learning experiences; cognitive domain; affective domain; psychomotor domain; YouTube*

Abstrak: Penelitian ini bertujuan mendeskripsikan pengalaman kognitif, afektif, dan psikomotor siswa kelas IX ketika membaca teks iklan berbahasa Inggris melalui YouTube di SMPN 26 Padang. Penelitian menggunakan pendekatan kualitatif dengan desain deskriptif. Informan terdiri atas sembilan siswa kelas IX.5 yang dipilih secara sukarela melalui convenience sampling dari kelas yang berjumlah 29 siswa. Data dikumpulkan melalui wawancara individual semi-terstruktur dengan 12 pertanyaan terbuka dan dianalisis melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil menunjukkan pengalaman yang beragam pada ketiga dimensi. Unsur visual dan audio membantu sebagian siswa menafsirkan kosakata dan mengenali pesan persuasif, sedangkan teks yang bergerak cepat, ukuran huruf kecil, tipografi dekoratif, dan visual yang kompleks menimbulkan kesulitan. Respons afektif siswa berkisar dari minat dan rasa ingin tahu hingga kecemasan, kebingungan, dan kenyamanan yang lebih besar terhadap teks cetak yang dapat dibaca sesuai kecepatan sendiri. Strategi yang dilaporkan meliputi menjeda atau memutar ulang video, mencatat, mengambil tangkapan layar, dan menggunakan kamus digital, meskipun tingkat kemandirian siswa berbeda-beda. Secara keseluruhan, iklan YouTube memberikan dukungan sekaligus tantangan, dan pengalaman yang dilaporkan siswa bervariasi sesuai karakteristik, pengalaman sebelumnya, dan interaksi mereka dengan media digital.

Kata kunci: pengalaman belajar; iklan YouTube; dimensi kognitif; dimensi afektif; dimensi psikomotor

INTRODUCTION

Reading is important in English as a foreign language (EFL) because it enables learners to access information and construct meaning from different text types. Advertisement texts require readers to identify not only literal information but also communicative purpose and persuasive messages (Hyland, 2004; Grabe & Stoller, 2013). When advertisements are presented through YouTube, students must process written text alongside moving images, colours, and audio. This multimodal presentation may provide contextual cues, but it can also make reading difficult when text appears briefly or competes with other visual information (Mayer, 2002).

Preliminary classroom observations during the researcher's field experience at SMPN 26 Padang from late October to early December 2025 suggested that students responded differently to YouTube-based advertisement lessons. Some appeared interested and asked the teacher to pause or replay sections, while others had difficulty reading the written information before it disappeared. These observations provided context for the study rather than serving as its primary evidence; the findings reported in this article are based principally on interviews with students.

Students' experiences in this activity can be considered through cognitive, affective, and psychomotor dimensions. The cognitive dimension concerns how learners understand and process information (Anderson & Krathwohl, 2001); the affective dimension includes feelings, interests, attitudes, and emotional responses (Krathwohl et al., 1964); and the psychomotor dimension concerns actions performed during learning (Simpson, 1972). These dimensions help describe why the same video may support one student's understanding while creating time pressure, uncertainty, or a need for different reading strategies for another student.

Research on YouTube in English learning has discussed its use as a learning resource and students' experiences with digital instruction, while a systematic review has mapped its role in EFL learning (Maziriri et al., 2020; Novawan et al., 2021; Tahmina, 2023; Abbas et al., 2025). However, the present study focuses specifically on students' reported experiences when reading advertisement texts and considers cognitive, affective, and psychomotor dimensions together. This focus is relevant because students' interest in a video does not necessarily mean that they can read all on-screen information comfortably, and their reported strategies may differ according to their preferences and learning conditions.

Accordingly, this study aims to describe the cognitive, affective, and psychomotor experiences of Grade Nine students while reading English advertisement texts through YouTube at SMPN 26 Padang.

METHOD

This study used a qualitative descriptive design to present students' reported experiences in their classroom context. Qualitative description is suitable for providing a clear account of participants' experiences in accessible terms (Sandelowski, 2000). The study took place at SMPN 26 Padang in Class IX.5, which consisted of 29 students and followed the Merdeka Curriculum. YouTube advertisement lessons were conducted during the researcher's field experience from late October to early December 2025. Nine students who were willing and available to participate were selected through convenience sampling (Etikan et al., 2016).

Data were collected through individual face-to-face semi-structured interviews conducted on 12 May 2026. The interview guide contained 12 open-ended questions: Questions 1–4 addressed cognitive experiences, Questions 5–8 addressed affective experiences, and Questions 9–12 addressed reported

psychomotor behaviours. Before data collection, the guide was reviewed by an experienced English teacher at the school to ensure that the questions were suitable and understandable for Grade Nine students. Interviews were audio-recorded and transcribed verbatim. The researcher checked participants' intended meanings during and immediately after interviews and gave them opportunities to clarify their responses (member checking). Brief classroom field notes from the earlier teaching period were used only as contextual support, not as an independent source of findings.

The interview transcripts were organized and coded according to the three learning dimensions. Data were analyzed using the Miles, Huberman, and Saldaña (2019) model, which involves data condensation, data display, and conclusion drawing and verification. Representative accounts were compared across the nine participants (P1–P9), and interpretations were checked against the transcripts. The cognitive, affective, and psychomotor domains provided the organizing framework for interpreting the reported experiences (Anderson & Krathwohl, 2001; Krathwohl et al., 1964; Simpson, 1972).

RESULTS AND DISCUSSION

The interviews showed that students experienced reading YouTube advertisements in different ways across the cognitive, affective, and psychomotor domains. Their accounts described both support from multimodal information and difficulties caused by the pace and presentation of on-screen text. The results below distinguish participants' reported experiences from broader interpretations of those accounts.

Cognitive Learning Experiences

The cognitive dimension concerns students' experiences in understanding and processing English advertisement texts presented through YouTube.

Visual Influence on Vocabulary Comprehension

P2 also explained that the images helped her infer the meaning of unfamiliar vocabulary. For example, when an advertisement showed a person feeling hot and then drinking soda, she could infer the meaning of the vocabulary from the situation presented in the video.

P9 explained that the combination of visual and auditory information helped him infer the meaning of unfamiliar vocabulary. He gave the example of an advertisement showing fried chicken being bitten accompanied by a crispy sound, which helped him understand the meaning of crispy.

Difficulty with the Speed of Advertisement Text

P2 stated that she usually had enough time to read the large product name but could not read the smaller details at the bottom of the screen.

P5 reported that the text was somewhat difficult to follow, but she attempted to overcome the problem by reading quickly and focusing on important keywords such as the product name.

P7 also explained that the position of the text influenced her ability to read it. She could still read text placed in the middle of the screen, but rapidly moving text at the bottom of the screen was more difficult to follow.

Identification of the Social Function without Audio

P2 explained that she could recognize parts of the advertisement when the layout was clearly organized. For example, she could identify the title because it was usually placed at the top of the screen in large letters.

P9 stated that the persuasive purpose could also be recognized from the way the text was written because it encouraged viewers to buy the product.

P1 stated that he became uncertain about the purpose of the advertisement when the sound was turned off. He could recognize that the advertisement was

related to food, but he was less certain whether the advertisement was offering a discount or introducing a new menu.

Understanding of the Generic Structure

P2 explained that she could distinguish the product name from the call to action at the end of the advertisement. P5 stated that she could explain the structure because advertisement texts on YouTube generally followed a similar pattern. P9 also reported that advertisements usually presented the product name prominently at the beginning, which helped him recognize the organization of the text.

Taken together, the cognitive accounts suggest that students used visual, written, and auditory cues in different ways. Images and sound sometimes helped participants infer vocabulary or recognize persuasive intent, but they did not remove the difficulty of reading small or rapidly changing text. This pattern is consistent with the view that multimedia information can support meaning-making while also requiring learners to coordinate information presented in different forms (Mayer, 2002). The interviews describe students' perceptions and do not establish that any single cue consistently improved comprehension for all learners.

Affective Learning Experiences
Media Preference and Confidence

P9 enjoyed learning through YouTube because the combination of music and video made the activity more interesting. However, he also explained that he felt more confident using printed textbooks when answering examination questions. This indicates that enjoyment of YouTube and confidence in formal academic reading were not necessarily the same experience. In contrast, P1 preferred printed books because bright YouTube screens made his eyes uncomfortable. P4 also felt safer and more comfortable with printed textbooks because the text appeared clearer and did not move. P7 similarly preferred printed books because she felt rushed when reading text on YouTube.

Emotional Responses to Rapidly Disappearing Text

P4 reported feeling very anxious because she felt pressured when the video continued playing while she had only read a few words. P9 similarly explained that he immediately felt panicked because he was afraid of missing important information. P5 reported feeling slightly worried because she was concerned that she might misunderstand the main point of the advertisement. P7 experienced anxiety mainly when an individual task followed the viewing activity. When the video was watched only for general understanding, she remained relatively relaxed. P1 did not describe his response as anxiety but rather as annoyance because he felt that he could have understood the sentence if the text had remained on the screen longer.

Interest in Advertisement Messages

P2 stated that she was very interested because the modern presentation of the video made her curious about the message and discount offered. P5 was also interested in digital advertisements because they made her curious about currently popular products. P6 explained that she became very interested when the advertisement design was attractive, although crowded text could reduce her willingness to read. P7 described her interest as dependent on the product. She was highly interested in advertisements for products that she personally liked, such as games or shoes. P9 also reported strong interest because modern and attractive advertisements made him curious about their messages.

Response to Authentic Vocabulary and Internet Slang

P2 stated that unfamiliar internet slang made her curious and encouraged her to search for its meaning. She considered the expressions challenging in a positive way because they helped her become familiar with less formal English.

P3 reported that internet slang did not discourage her because she had already encountered similar expressions online. P5 also explained that although unfamiliar expressions initially confused her, she viewed them as an opportunity to gain new knowledge. P9 similarly regarded the informal vocabulary used in YouTube advertisements as interesting because it was less rigid than the language found in printed textbooks.

These accounts show that interest and confidence were not interchangeable. Attractive or familiar advertisements could stimulate curiosity, while moving text, unfamiliar expressions, or screen discomfort could produce anxiety or make printed texts feel easier to manage. The findings therefore suggest that students' emotional responses depended on the specific task and presentation, rather than on a uniform positive or negative attitude toward YouTube.

Psychomotor Learning Experiences

Use of Pause, Rewind, and Playback Controls

P5 also reported pausing the video when important information appeared, particularly large discounts or contact information that she needed to remember. P6 stated that she used the pause button but was not aware that the playback speed could also be reduced. P9 explained that when studying independently, he was always prepared to stop the video when necessary. P7 reported that she initially used the pause function frequently but eventually became tired of repeatedly pressing the screen and allowed the video to continue. This indicates that although she used a control feature, she did not always maintain the strategy throughout the activity.

Note-Taking of New Vocabulary and Phrases

P2 reported taking notes of unique words and expressions that frequently appeared in YouTube advertisements. She explained that she wanted to understand how English speakers created advertising slogans. P5 also reported writing down interesting phrases because she could use them later when completing writing assignments related to advertisement texts. P7 described a selective note-taking strategy. Rather than recording everything, she only wrote down vocabulary that she considered genuinely new and important. P9 reported regularly writing new vocabulary and advertisement slogans in his notebook so that he would not forget their meanings.

Taking Screenshots of Advertisement Texts

The students reported limited and varied use of screenshots as a strategy for dealing with fast-moving advertisement texts. Some students used screenshots to preserve difficult information for later review, while others preferred replaying the video or using written notes. P2 reported that screenshots were practical because she could save the advertisement text and read it again at home. P6 also used screenshots and explained that she cropped the image to keep only the English text so that it would be easier to review later. P9 stated that he frequently took screenshots of difficult advertisement texts so that he could read them more slowly later.

Use of Digital Dictionary Applications

P2 reported that she directly typed difficult words into a dictionary application while studying independently. P9 used a split-screen function, with YouTube playing on one part of the screen and Google Translate on the other, allowing him to check difficult vocabulary immediately. P1 and P5 preferred to use digital dictionaries after the video had finished. P1 explained that he did this so that using the dictionary would not disturb his concentration while watching. P5 similarly opened Google Translate after watching the video rather than interrupting the viewing process. P7 reported using a digital dictionary only when a task required her to translate the advertisement. Thus, dictionary use for her depended on the requirements of the learning activity.

The psychomotor accounts show variation in students' independence and choice of strategy. Some reported using playback controls, notes, screenshots, or digital dictionaries to manage the pace of reading; others relied on teacher-controlled playback, consulted a dictionary after viewing, or used contextual clues. These actions can be understood as different ways of managing learning activity, but the interview data do not show that one strategy was more effective than another or that a particular action directly improved comprehension (Zimmerman, 2002).

CONCLUSION

This study describes varied cognitive, affective, and psychomotor experiences among nine Grade IX.5 students at SMPN 26 Padang when reading English advertisement texts through YouTube. Cognitively, visual and auditory cues helped some students infer vocabulary and recognize persuasive messages, while rapidly changing text, small fonts, decorative typography, and complex visuals created difficulties in processing information and identifying advertisement features.

Affectively, students reported interest and curiosity as well as anxiety, confusion, and greater comfort with printed texts that allowed self-paced reading. Psychomotor experiences also differed: some students reported pausing or replaying videos, taking notes or screenshots, and consulting digital dictionaries, whereas others relied on teacher-controlled playback or contextual clues. Overall, YouTube advertisements offered both resources and constraints rather than a uniform learning experience. The study contributes a context-specific description of how students' reported cognitive, emotional, and action-based experiences intersect during multimodal reading; the findings should be interpreted as accounts from these nine participants, not as evidence of the effectiveness of particular strategies or as generalizable results for all students.

REFERENCES

Abbas, N. F., Awad, Z. E., & Mohaisen, A. K. (2025). YouTube as a learning tool among EFL learners: A systematic review. Arab World English Journal (AWEJ) Special Issue on CALL, (11), 96–110.

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. American Journal of Theoretical and Applied Statistics, 5(1), 1–4. https://doi.org/10.11648/j.ajtas.20160501.11

Grabe, W., & Stoller, F. L. (2013). Teaching and researching reading (2nd ed.). Routledge.

Hyland, K. (2004). Genre and second language writing. University of Michigan Press.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives, Handbook II: Affective domain. David McKay Company.

Mayer, R. E. (2002). Multimedia learning. Cambridge University Press.

Maziriri, E. T., Gapa, P., & Chuchu, T. (2020). Student perceptions towards the use of YouTube as an educational tool for learning and tutorials. International Journal of Instruction, 13(2), 119–138.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.

Novawan, A., Wijayadi, S., & Miqawati, A. H. (2021). The utilization of YouTube in EFL classrooms: Potential and challenges. Journal of

English Language Teaching and Linguistics, 6(1), 45–58.

Sandelowski, M. (2000). Whatever happened to qualitative descriptive research? Research in Nursing & Health, 23(4), 334–340.

Simpson, E. J. (1972). The classification of educational objectives in the psychomotor domain. Gryphon House.

Tahmina, T. (2023). Students' perception of the use of YouTube in English language learning. JOLLT Journal of Languages and Language Teaching, 11(1), 151–159.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory Into Practice, 41(2), 64–70.