

**IDEATIONAL MEANINGS FROM SELECTED COMIC STRIPS: AN
INTERSEMIOTIC COMPLEMENTARITY OF A JUNIOR HIGH
SCHOOL ENGLISH TEXTBOOK FOR 7th GRADE**

An Undergraduate Thesis

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Bachelor degree



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Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas
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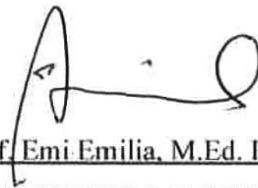
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STATEMENT OF AUTHORIZATION

I, Muhamad Roby Handika, hereby declared that this undergraduate thesis entitled “Ideational Meanings from Selected Comic Strips: An Intersemiotic Complementarity Analysis of a Junior High School English Textbook” is my own work. I am fully aware that to support this undergraduate thesis, I have cited numerous ideas and statements from other sources. Nonetheless, all cited ideas and statements from other works are properly acknowledged.

Bandung, 17th of October 2023



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ABSTRACT

Comic strip has become one of many multimodal texts used in school textbooks to teach students in various subjects. By employing a qualitative textual analysis with a multimodal approach, this study explores how meanings are made in the relations of verbal-visual texts of six selected comic strips. The data was gained from an EFL textbook titled *English for Nusantara* for seventh grade students. In analyzing the data, this study utilized the frameworks of the Transitivity system (Halliday & Matthiessen, 2014), the Visual Grammar (Kress & van Leeuwen, 2021), and the Ideational Intersemiotic Complementarity (Royce, 2007). The findings show that the comic strips present ideational meanings, dominantly *Collocation* and *Repetition* to represent experiences and happenings to the readers. These collocating and repeating meanings may be useful in learning new vocabulary for students and hence to some extent may accommodate the learning outcomes suggested in *Kurikulum Merdeka*. Interestingly, the choice of illustration may be appealing for most junior high school students. Based on the interview data, it is necessary to scaffold the arrangement of the comic strips in order to introduce the concept of multimodality to students. Despite the fact that the textbook tried to meet the expected learning outcomes, the potential problem lies in equipping the teachers of English in Indonesia with multimodal literacy.

Keywords: *English textbook, Indonesian junior high school verbal-visual meanings, ideational meanings, intersemiotic complementarity, comic strips, Kurikulum Merdeka*

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