MULTIMODAL DISCOURSE ANALYSIS OF WEBCOMICS AND THEIR RELEVANCE TO INDONESIAN EFL VOCABULARY LEARNING

SKRIPSI

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or part of the work of other people, except cited in the quotations and the references.

Yogyakarta, 20 June 2023

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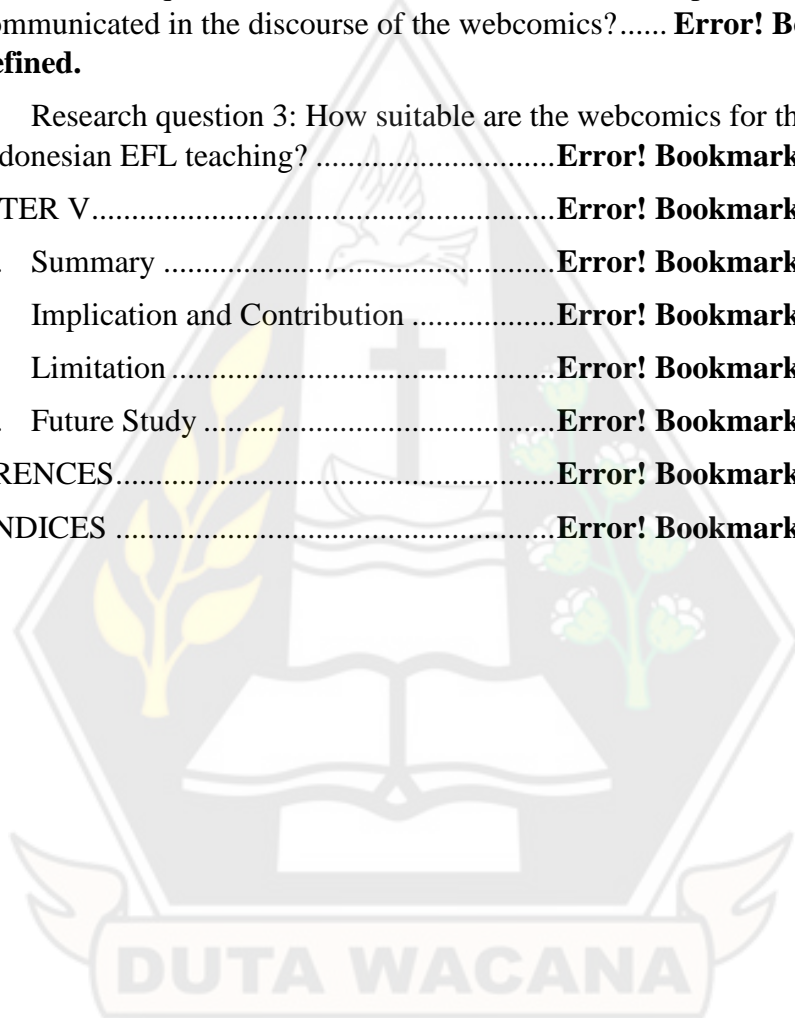
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ABSTRACT

This study aims to analyze the multimodality of the three webcomics from comicsenglish.com and their relevance to Indonesian EFL vocabulary learning. This study finds out how the visual and verbal elements in the discourse contribute to the meaning making, what contextual and cultural aspects are contained in the discourse, and the suitability of the discourse for teaching in the Indonesian context. Researcher uses multimodal discourse analysis by Kress and Van Leeuwen (2006) to analyze the multimodality of the three webcomics. This study found that background colors and characters' expressions emphasize meaning, facial expression and text represent the nature of characters, objects and text revealed characters' identity, font and punctuation emphasize meaning. This study found several cultural aspects contained in the webcomics such as Asian perspective towards local and imported brand, LGBT, etc. This study also assessed the webcomics content based on the values in *Pancasila* and *Merdeka* curriculum to evaluate its suitability for the Indonesian context. The content contained in webcomics has moral messages that are in accordance with the second and fourth precepts of Pancasila which say "*Kemanusiaan yang Adil dan Beradab"* and *"Persatuan Indonesia",* as well as the values in Merdeka curriculum which aim to build students' to be *"Berakhlak Mulia",* and message about the dangers of smoking and the dangers of driving while using a cell phone. However, a comic strip from Callous entitled "Let's Test Our Love" contains LGBT content and cannot be used for teaching in Indonesia because it is not in accordance with Pancasila and the values in Merdeka curriculum.

Keywords: Multimodal Discourse Analysis, Webcomics, Comic strips, Vocabulary, Culture, Merdeka Curruculum.

INTISARI

Tirtajaya, S. W. (2023). *Multimodal discourse analysis of webcomics and their relevance to Indonesian EFL vocabulary learning* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk menganalisis multimodalitas dari ketiga webcomics dari comicsenglish.com dan relevansinya dengan pembelajaran kosakata Bahasa Indonesia EFL. Studi ini menemukan bagaimana unsur visual dan verbal dalam wacana berkontribusi dalam menghasilkan makna, aspek kontekstual dan budaya apa yang terkandung dalam wacana, dan kesesuaian wacana untuk pengajaran dalam konteks bahasa Indonesia. Peneliti menggunakan analisis wacana multimodal dari Gunther Kress dan Theo Van Leeuwen (2006) untuk menganalisis multimodalitas dari ketiga webcomics tersebut. Studi ini menemukan bahwa warna latar belakang dan ekspresi karakter menekankan makna, ekspresi wajah dan teks mewakili sifat karakter, objek dan teks mengungkapkan identitas karakter, font dan tanda baca menekankan makna. Studi ini menemukan beberapa aspek budaya yang terkandung dalam webcomics seperti prespektif Asia terhadap merek lokal dan impor, LGBT, dll. Studi ini membandingkan konten webcomics dengan nilai-nilai dalamPancasila DanMandiri kurikulum dari Kementerian Pendidikan dan Kebudayaan RI untuk dievaluasi kesesuaiannya. Konten yang terdapat dalam webcomics memiliki pesan moral yang sesuai dengan sila kedua dan keempat pancasila yang berbunyi "Kemanusiaan yang adil dan beradab","Persatuan Indonesia", nilai-nilai dalam kurikulum Merdeka yang bertujuan untuk membangun kepribadian siswa "Karakter Mulia",dan pesan tentang bahaya merokok dan bahaya mengemudi sambil menggunakan ponsel. Namun, komik strip Callous berjudul "Let's Test Our Love" mengandung konten LGBT yang tidak bisa digunakan untuk pengajaran di Indonesia karena tidak sesuai dengan Pancasila dan nilai-nilai dalam kurikulum Merdeka.

Kata Kunci: Analisa Multimodal Wacana, Webkomik, Komik Strip, Kosa Kata, Budaya, Kurikulum Merdeka.

CHAPTER 1
INTRODUCTION

This chapter consists of four parts. Those are research background, research questions, research objectives, and research benefits.

1. Research Background

In this modern era, there are many kinds of teaching methods and tools to help teaching. This allows students and teachers to simplify the learning and teaching process. An instructional media that will be discussed in this paper is webcomic in teaching English. Webcomic may help learners enhance their English skills by extending their vocabulary, strengthening their grammatical understanding, and raising their enthusiasm to learn English (Setialis et al., 2018). They added that this medium might be a useful starting point for teachers who want to incorporate technology into the way they teach English As a result, study on webcomics can be beneficial to academics, educators, creators, and viewers equally (Novanti & Suprayogi, 2021).

Webcomics are a unique type of digital media that blends visual art and storytelling for academic inquiry, and examining them can add to an academic knowledge of literature, art, and digital media (Setialis et al., 2018). Researching webcomics can provide insights into their artistic, societal, and social importance, as well as add to academic debate on the topic (Novanti & Suprayogi, 2021). Webcomics can be used as instructional tools in schools for language learning, literature, art, and media studies. For educational pedagogy, webcomics research can assist educators in better understanding how to integrate webcomics into their teaching techniques, create suitable curricula, and devise instructional tools to improve learning outcomes. Webcomic is a digital comic that is released on online platforms rather than in paper (Setialis et al., 2018). They also added that it comes in a variety of styles, genres, and material, and it can be produced by individuals or released by recognized publishers. They can be published in installments or as standalone tales. The primary advantage of webcomics is their ease and engagement, which allows readers to connect with authors and other readers via comments, likes, and interactions (Setialis et al., 2018). Webcomics often use comic strips as a format to tell stories. Comic strips are a collection of story series that are only in a few boxes that display the story (Ana, 2015). The webcomics used in this analysis are webcomic that

contain elements of English teaching which contain language text and also images that help students understand the purpose of the lesson and make it easier for the teacher to convey the material. Lazarinis et al., (2015) stated that comics as a medium are a series of static images that show a story. They also mentioned that because the image is still, that's where the reader's mind plays a role as a filler for the action. Therefore, most of the work is done between panels by the mind of the reader, which can be an effective tool in the teaching and learning process (Lazarinis et al., 2015). Enteria and Casumpang (2019) defined that comic strips are suitable for students' level of development, contribute to the achievement of certain goals, are free from bias and prejudice, increase student creativity, motivation, collaboration, innovation, productivity, and students' responsibility. They also mentioned that the use of comic strips as a learning tool also supports writing class teaching because the use of comic strips as a visual media is considered more attractive to students because it stimulates and increases student interest. With proper supervision and guidance from the teacher, the use of comic strips for teaching will be much better because students need to understand correctly the intent and reading flow of the comic strips in order to avoid misunderstandings (Enteria & Casumpang, 2019). Lazarinis et al.,(2015) stated that the teacher's role as a learning facilitator is very crucial in determining what kind of comic story is suitable for their students, all of those needs to be analyzed also by looking at the background of the students, their age, things that are interesting or they like, and trends that are happening in the community. He also added that by fulfilling these considerations, the choice of topics will be more suitable for students so that it also has a positive effect on the process and their learning outcomes. When someone reads a comic, the reader is also indirectly studying the culture presented in the comic strip story. when the reader knows the context that occurs in the story, the reader will understand a cultural issue presented by the author in the picture. These cultural issues can be seen from the physical depiction of the characters, the way they dress, the actions, and what the characters talk about. The creator of the website that will be analyzed is an EFL teacher in US. He create the website to explains and provide comics for EFL/ESL students and teachers. This makes researcher interested in examining whether this webcomic website is suitable for use in teaching English in Indonesia.

Studies about the use of comics in language teaching and learning have been conducted in various contexts. First, Issa (2018) conducted a study at Michigan State University about the use of comics in teaching English. This study addresses guide for college teachers, foreign language teachers, teacher-trainers, designing textbooks and developer materials, addressing those drawbacks and that gap in two ways: By giving a theoretical grounding for why comics

are good tools for writing education and by presenting practical recommendations for lesson plans across several areas of English Studies. Another study about the effects of using comic strips on students' motivation in mastering vocabulary conducted by Juliana (2022) at Academy of Nursing Kesdam Iskandar Muda Banda Aceh, Indonesia. Her study indicated that utilizing comic strips to teach vocabulary might be a useful motivator for learners. Learners are motivated to increase their vocabulary by utilizing it. That boosted their spirits and kept them awake in class. The class might also be more active. As a result, comic strips may be utilized to teach kids English vocabulary. With all the advantages that come from applying comics as a learning medium, a study examines the challenges faced when teachers implement learning using comics. A study conducted by Wijaya et al., (2021) about the benefits and challenges of teaching using English using comics strips at Universitas Pendidikan Ganesha. Their study concluded that comic strips might be an effective medium for teaching language, teachers must also devise techniques for overcoming obstacles that may arise during implementation. Research on the use of comics for learning English in Indonesia is quite commonplace. These previous studies examine how the use of comics can improve English skills such as vocabulary, speaking, or writing. Meanwhile, this study examines the multimodality of webcomics and also the cultural aspects contained therein where cultural aspects and multimodality can also be teaching materials for teachers.

2. Research Questions

1. How do visual and verbal elements of the discourse contribute to the meaning expressed in the webcomics?

2. What contextual or cultural aspects are communicated in the discourse of the webcomics?

3. How suitable are the webcomics for the context of Indonesian EFL teaching?

3. Research Objectives

1. To find out how the visual and verbal elements of the discourse contribute to the meaning expressed in the webcomics.

2. To find out how contextual and cultural aspects are communicated in the discourse of the webcomics.

3. To find out how suitable the webcomics are for the context of Indonesian EFL teaching.

4. Research Benefits

Hopefully, this research study will help the students, teachers, and other researcher as the following points:

For teachers:

1. Teachers can understand multimodality in these 3 webcomics content which can be used as learning media.
2. Teachers can teach cultural aspects contained in these 3 webcomics as a learning material.

For English major students:

1. Students get information related to new vocabulary contained in web comics.
2. Students get new information regarding the cultural aspects contained in these 3 webcomics.

For researchers:

1. Provide researchers with a research framework for conducting multimodal discourse analysis and can become a research reference.

For English material evaluator:

1. Evaluators get information about how to evaluate learning media that use webcomics as the medium.
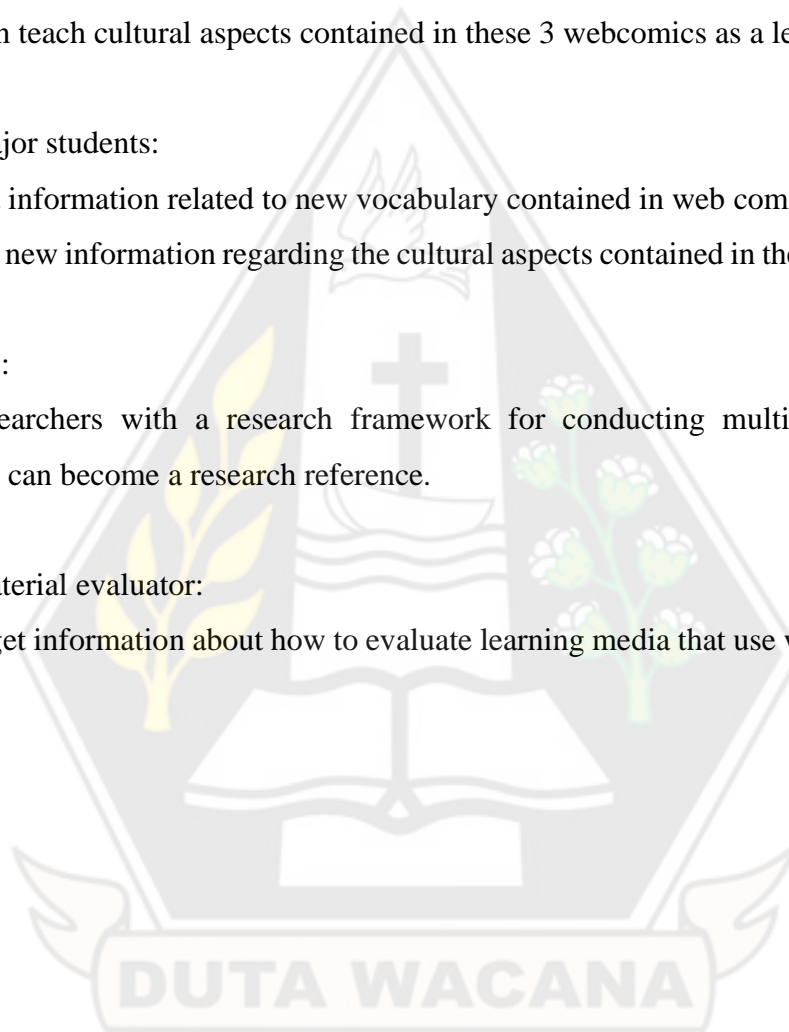
students because at this age, students are very vulnerable to the social influence of smoking. At this age also students have started to be able to bring vehicles on the road. This comic strip is very related to the lives of teenagers so that it can be an interesting learning material. However, this comic is perfect for being a teacher's reference to remind the students of the important things above.

CHAPTER V
CONCLUSION

A. Summary

This study was conducted to analyzed multimodality of three webcomics from comicsenglish.com and their relevance to Indonesian EFL learning vocabulary. This study using multimodal discourse analysis framework from (Kress and Van Leeuwen (2006) to analyze the multimodality of those three webcomics. The first research question aims to find out about how the visual and verbal elements of the discourse contribute to the meaning expressed in the webcomics. The first research question answered by using compositional meaning. This study found that background colors and characters' expression emphasize meaning, facial expression and text represent the nature of characters, objects and text revealed characters' identity, font and punctuation emphasize meaning. The second research question aims to find out about how contextual and cultural aspects are communicated in the discourse of the webcomics. The second research question answered by using representational meaning and interactive meaning by Kress and Van Leeuwen (2006). This study found that there are several cultural aspects contained in the webcomics such as Asian prespective towards local and imported brand, LGBT, stereotyping, poor people in US are afraid of medicall bills, normalizing violence in conflicted countries, copyright issues in US, media nowadays, and expensive medical bills in US. The third research question aims to find out how suitable the webcomics are for the context of Indonesian EFL teaching. This last research question answered by comparing the webcomics content with the values in *Pancasila* and *Merdeka* curriculum from Indonesian Ministry of Education and Culture. The last research question aimed to find out the suitability of the webcomics for teaching in Indonesian context. This study found that the content contained in Callous comics has a moral message that is in accordance with the second precepts of Pancasila which says *"Kemanusiaan yang Adil dan Beradab"* and the values in *Merdeka* curriculum which aimed to build students' to be *"Berakhlak Mulia".* So Callous comics can be used for teaching in Indonesia. the content of

Mimi and Eunice comics also has a moral message related to the second and fourth precept of Pancasila which says "*Kemanusiaan yang Adil dan Beradap*" and *"Persatuan Indonesia".* However, a comic strip from Callous entitled "Let's Test Our Love" contains LGBT content which cannot be used for teaching in Indonesia because it is not in accordance with *Pancasila* and the values in *Merdeka* curriculum. The WebDonuts webcomic contains a moral message about the dangers of smoking and the dangers of driving while using a cell phone. This is suitable as a warning material considering that there are so many school children in Indonesia who are smokers and many have started driving vehicles.

B. Implication and Contribution

Referring to the results of this study, there are several implications for teachers and English material evaluators. Even though the story in this webcomic is very simple and seems easy to understand, the teacher still needs to review or understand the learning outcomes in the independent curriculum that have been determined by the Ministry of Education and Culture and its compatibility with students' level of English ability. Although it looks easy, the context and purpose of these story are rather difficult for students to understand in phases lower phases than phases E and F. There are also many unfamiliar vocabularies in each comic strip. Even so, there is a vocabulary section where teachers can use it as material for explaining new vocab to students. Second, this study tries to contribute to evaluating the suitability of these three webcomics as English language teaching materials in Indonesia. referring to this study, comics that seem to have depictions of characters that seem "child-friendly" have a meaning that deviates from the moral values, norms, and culture that exist in Indonesia. This research helps point out to the material evaluators that there is a need for a further review of the material to be used in the Indonesian context. The material used needs to be in accordance with the context of moral values, norms, and culture in Indonesia so that this does not only have a good effect on students' English skills but is also able to shape students' character.

C. Limitation

In conducting this research, the researcher encountered limitation. The researcher has limitation regarding target audience information from webcomics published by comicsenglish.com. on

the website, there is no detailed information about the target audience for using webcomics. The researcher determines the suitability of the audience by doing a comparison with the curriculum used in Indonesia.

D. Future Study

There are several recommendations for the future study based on the finding and limitations. Firstly, further research needs to examine the effectiveness and what English language skills can be improved by using webcomics to teach English in the Indonesian context. Secondly, further research needs to involve experts to evaluate the suitability of using webcomics in the Indonesian context so that the evaluation can be more in-depth with the perspective of experts in the field. Lastly, Future research can examine students' perspectives on the use of comics in English classes. This can also help teachers to find out whether students are happy with using webcomics in English class. If students are interested in the use of webcomics in lessons, it is likely that it will have an impact on their motivation in learning English.
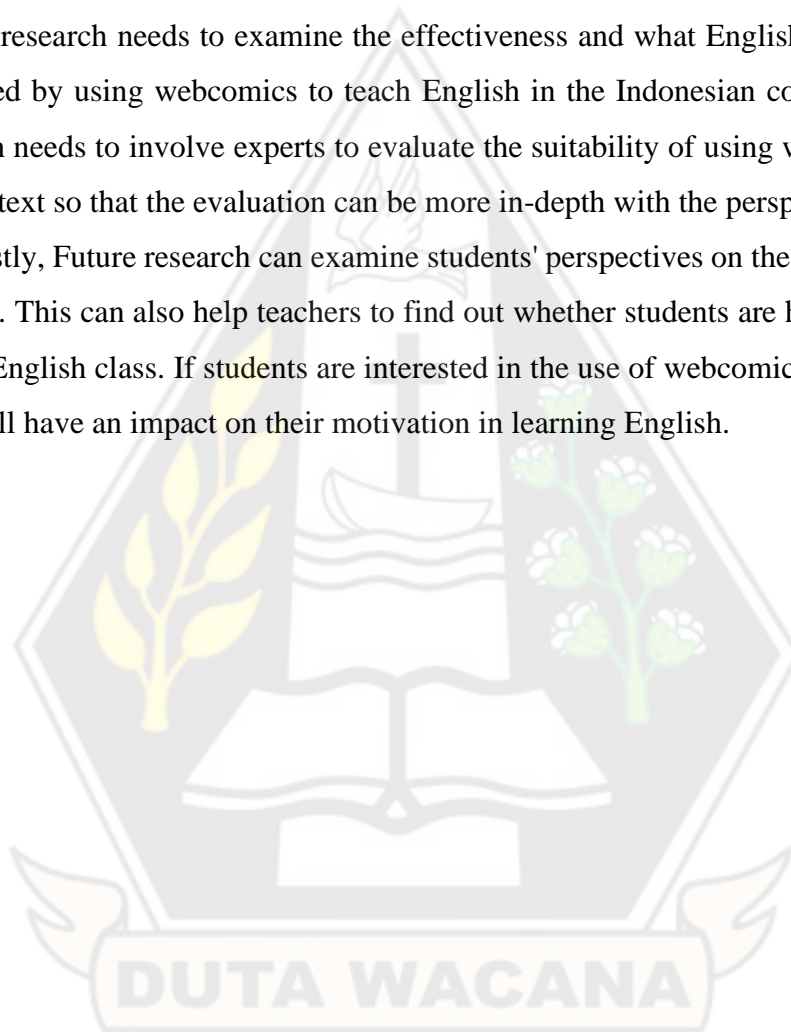
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