

**MULTIMODAL REPRESENTATION OF SOCIAL EMOTIONAL
LEARNING VALUES IN THE 'EMBRACE YOURSELF' CHAPTER OF THE
ENGLISH FOR NUSANTARA GRADE VIII TEXTBOOK**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana
Pendidikan* in English Education**



by

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2026

SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL

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Assalamu 'alaikum Wr.Wb.

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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“There will always be someone better, but there will always be one you. So, you have to know what you are really chasing and why you're chasing it”

-Alvi Syahrin

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ABSTRAK

Widyasari, Anin. (2026). "Multimodal Representation of Social Emotional Learning Values in the 'Embrace Yourself' Chapter of The English for Nusantara Grade VIII Textbook". Skripsi. Program Studi Tadris Bahasa Inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Dr. Dewi Puspitasari, M.Pd.

Kata kunci: kerangka kerja CASEL, representasi multimodal, Pembelajaran Sosial dan Emosional, Linguistik Fungsional Sistemik, Tata Bahasa Visual

Buku teks memainkan peran penting dalam mengajarkan tidak hanya keterampilan bahasa, tetapi juga nilai-nilai yang mendukung perkembangan sosial dan emosional siswa. Namun, sedikit perhatian diberikan pada bagaimana nilai-nilai ini dikomunikasikan melalui kombinasi elemen visual dan verbal dalam buku teks bahasa Inggris yang digunakan di Indonesia. Penelitian ini bertujuan untuk menganalisis bagaimana nilai-nilai Pembelajaran Sosial dan Emosional (SEL) dikonstruksi secara multimodal melalui unsur visual dan verbal dari bab "Embrace Yourself" dari buku teks English for Nusantara Grade VIII, dan bagaimana makna tersebut sesuai dengan lima kompetensi SEL dalam kerangka CASEL. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan analisis dokumen. Data terdiri dari enam gambar dan teks verbal yang menyertainya, dianalisis menggunakan teori Tata Bahasa Visual dari Kress dan van Leeuwen (2006), Linguistik Fungsional Sistemik (sistem transitivitas) dari Halliday and Matthiessen (2014), dan CASEL (2020) kerangka kerja. Temuan ini mengungkapkan bahwa elemen visual seperti ekspresi wajah, gerak tubuh, dan komposisi, menetapkan konteks emosional dan sosial, sedangkan elemen verbal, termasuk proses relasional dan mental memperkuat dan menentukan makna SEL. Enam pola multimodal (A-F) diidentifikasi, menunjukkan bagaimana setiap kombinasi mode visual dan verbal membangun kompetensi SEL tertentu. Kesadaran diri adalah kompetensi yang paling sering diwakili (31%), diikuti oleh manajemen diri (25%), keterampilan hubungan (19%), dan kemudian kesadaran sosial dan pengambilan keputusan yang bertanggung jawab pada frekuensi yang sama dengan masing-masing 13%. Studi ini menyimpulkan bahwa bab "Embrace Yourself" menanamkan nilai-nilai SEL secara implisit melalui interaksi elemen visual dan verbal, memberikan guru kesempatan praktis untuk membuat nilai-nilai ini eksplisit di kelas bahasa Inggris.

ABSTRACT

Widyasari, Anin. (2026). “Multimodal Representation of Social Emotional Learning Values in the ‘Embrace Yourself’ Chapter of The English for Nusantara Grade VIII Textbook”. Thesis. English Education Study Program. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Supervisor: Dr. Dewi Puspitasari, M.Pd.

Keywords: CASEL framework, multimodal representation, Social and Emotional Learning, Systemic Functional Linguistics, Visual Grammar

Textbooks play an important role in teaching not only language skills, but also values that support students’ social and emotional development. However, little attention has been given to how these values are communicated through the combination of visual and verbal elements in English textbooks used in Indonesia. This research aims to analyze how Social and Emotional Learning (SEL) values are multimodally constructed through visual and verbal elements of the “Embrace Yourself” chapter of the English for Nusantara Grade VIII textbook, and how these meanings correspond to the five SEL competencies in the CASEL framework. This research used a descriptive qualitative approach with document analysis. The data consisted of six images and their accompanying verbal texts, analyzed using Kress and van Leeuwen’s (2006) Visual Grammar, Halliday and Matthiessen’s (2014) Systemic Functional Linguistics (transitivity system), and CASEL (2020) framework. The findings reveal that visual elements such as facial expressions, gestures, and composition, establish emotional and social contexts, while verbal elements, including relational and mental process reinforce and specify the SEL meanings. Six multimodal patterns (A-F) were identified, showing how each combination of visual and verbal modes constructs a specific SEL competency. Self-awareness was the most frequently represented competency (31%), followed by self-management (25%), relationship skills (19%), and then social awareness and responsible decision-making at equal frequency with 13% each. This study concludes that the “Embrace Yourself” chapter embeds SEL values implicitly through interaction of visual and verbal elements, providing teachers with practical opportunities to make these values explicit in English language classroom.

PREFACE

All praise is due to Allah SWT for abundance of grace, favors, and gifts that have given me strength, health, and determination, so that I can complete the preparation of a research proposal entitled “Multimodal Representation of Social Emotional Learning Values in the ‘Embrace Yourself’ Chapter of The English for Nusantara Grade VIII Textbook.” The completion of this paper is inseparable from the support and contribution of many parties. Therefore, on this occasion I would like to express my deep appreciation and gratitude to:

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The writer acknowledges this thesis may still contain limitations. Therefore, constructive feedback and suggestions for future improvement are welcomed. It is the author’s hope that this thesis will be beneficial to all parties concerned with English language education.

Pekalongan, July 2nd 2026

Anin Widyasari

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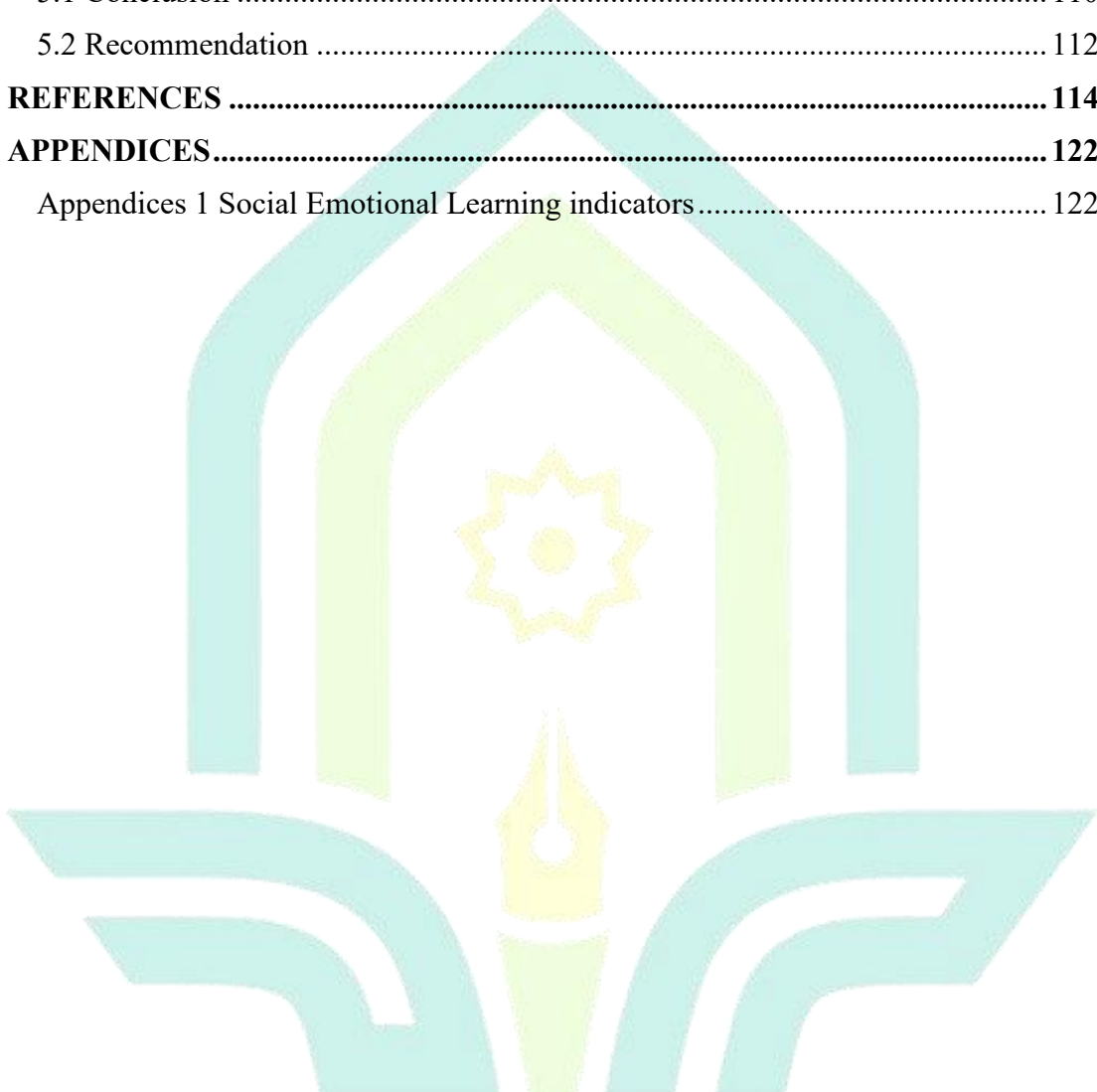


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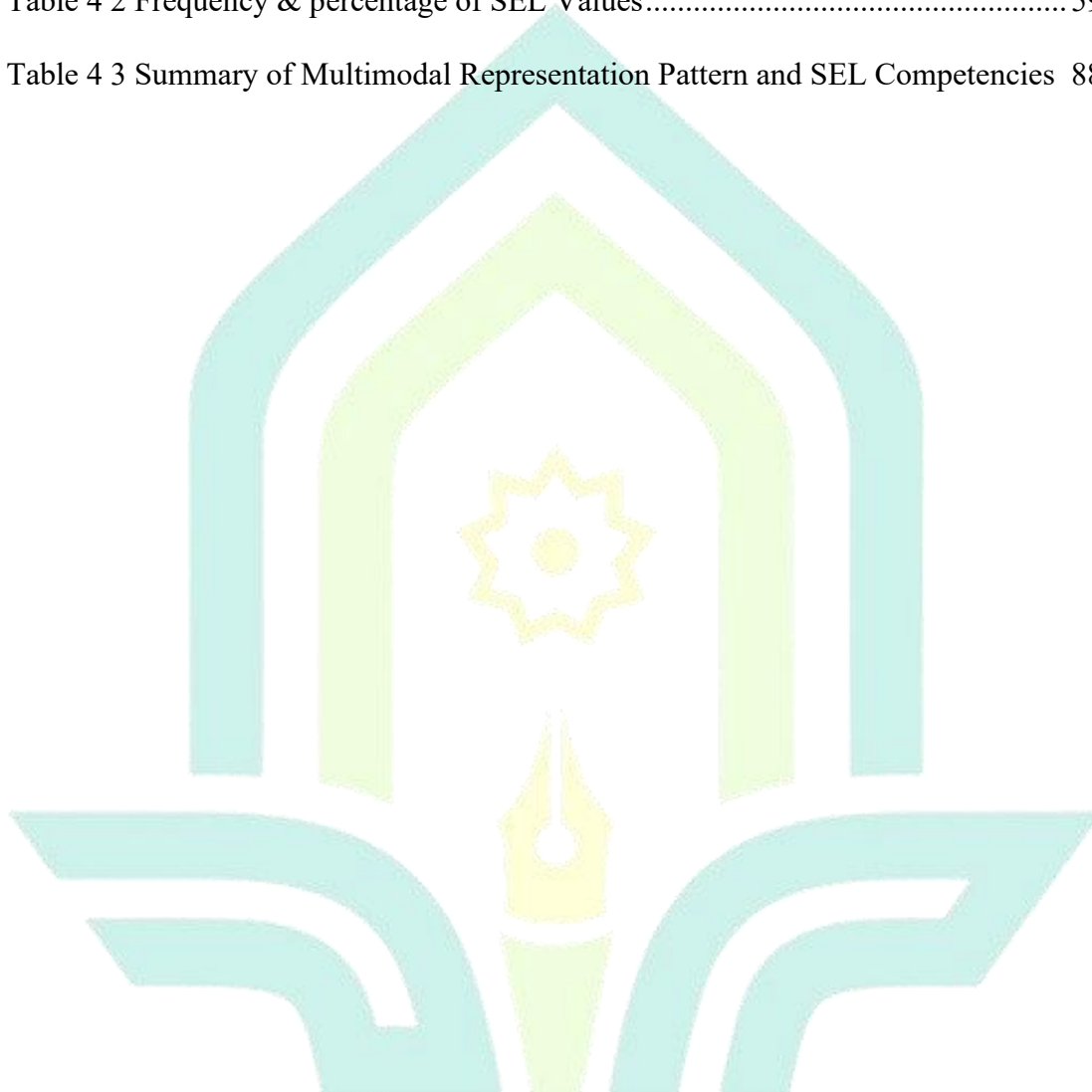
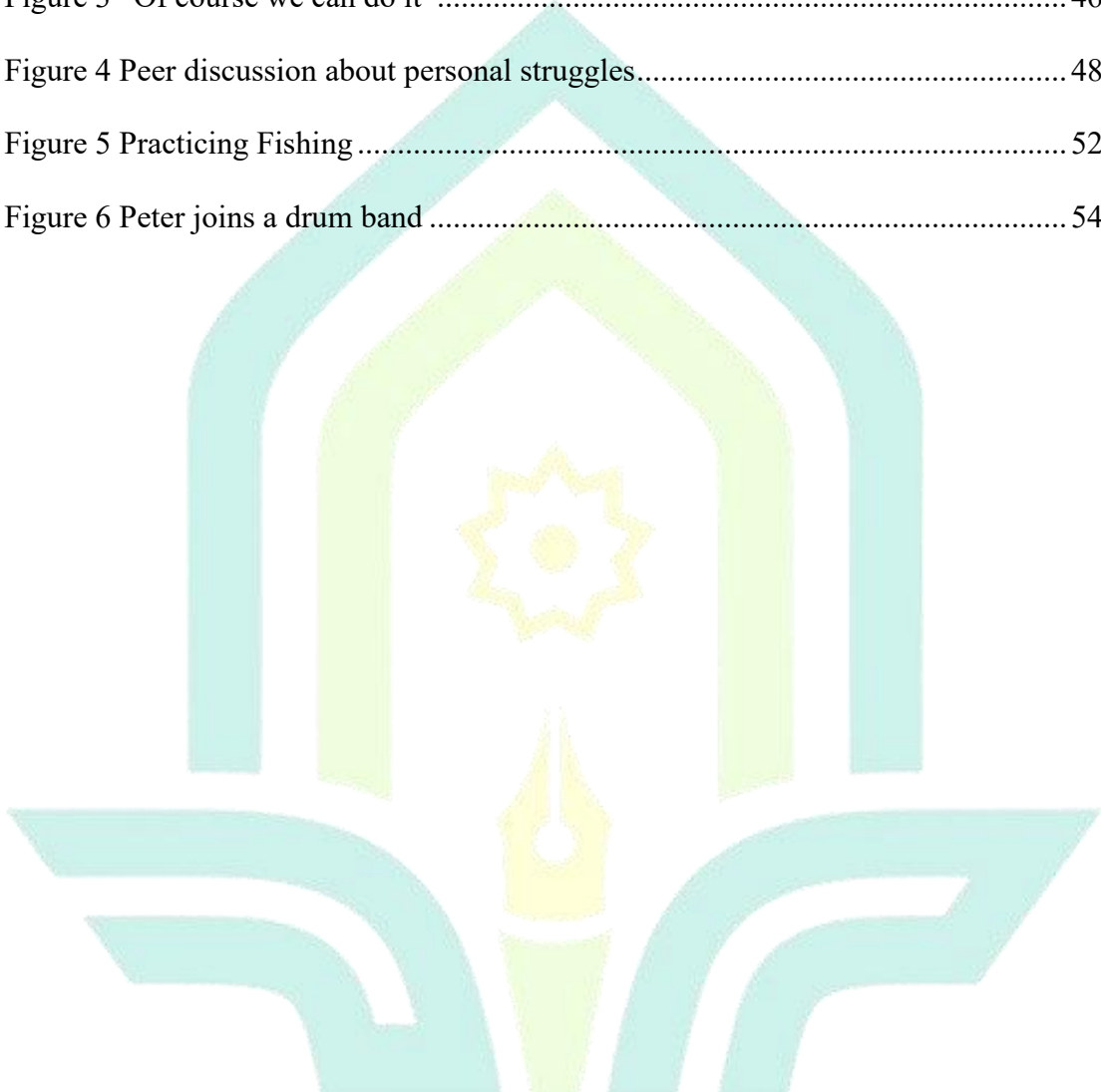


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CHAPTER 1

INTRODUCTION

1.1 Background of the research

Social and Emotional Learning (SEL) is the foundation for students' holistic development alongside academic development. An important component of this is the learning process that fosters empathy, positive self-image, and healthy social interaction skills (Martinez & Gomez, 2024). Subhi (2024) argues in his research that SEL can help students to know themselves, regulate their emotions, and build interpersonal relationships in a positive manner. These benefits are especially important for learners who often face social and emotional challenges in the classroom. Looking at the benefits of SEL from the research, it can be said that it is in line with the five core competencies of CASEL (2020) that are built around SEL. The five competencies are self-awareness, self-management, social awareness, relationship skills, and Responsible Decision-Making.

SEL instruction should be integrated into daily learning activities, naturally through the learning materials students use during the learning process (Zhao et al., 2023). Textbooks, as the primary teaching materials, can serve a dual role. In addition to being a medium for delivering general subject content, they can also play a role in shaping students' values, attitudes, and judgments, both toward themselves and others (Dahleb et al., 2024). This is particularly evident in English textbooks are not only a means of language development but can also be used, implicitly or explicitly, as a means of conveying social and emotional values

(Kusramadhani et al., 2022).

In the context of education in Indonesia, the implementation of SEL in the classroom still poses challenges for teachers. In their paper, Nabila & Fernandes (2024) note that the implementation of SEL in the learning process is still not fully optimized, even though awareness of the importance of SEL is relatively high. These results are reinforced by the findings of Murtadho et al. (2024), which show that approximately 94% of teachers claim to understand the importance of SEL instruction, but only 53% are able to implement it effectively in the learning process. Nevertheless, only 64% of teachers are sensitive to students' perspectives, while the proportion of teachers who pay attention to individual student differences is even lower at 45%. From these findings, it can be concluded that there is a significant gap between the conceptual understanding of SEL and its implementation in educational practice, including in the use of teaching materials.

In line with the two studies mentioned above, Wigelsworth et al. (2022) indicate that the implementation of SEL still focuses on the role of teachers and classroom teaching strategies. Meanwhile, the development of students' social and emotional values through textbooks is relatively limited because SEL-related competencies are often represented implicitly and unequally within a single textbook (Santosa & Nafi, 2025). Even so, as is well known, textbooks remain a resource frequently used by students, often repeatedly. It is precisely for this reason that textbooks have great potential to indirectly shape students' social-emotional learning experiences (Huda et al., 2024). This situation underscores the urgency of

researching textbooks as the subject of SEL value research.

The current developmental state of adolescent students is another reason why this gap needs to be addressed. Veenstra & Laninga-Wijnen (2022) demonstrate in their research that, at this stage, many students are still striving to build a positive self-image and develop mutually respectful relationships with their peers. Indonesian media and electronic media still frequently highlight issues such as low self-confidence, a lack of empathy, and social relationship problems as educational challenges in schools (Sa'adah & Rosidi, 2023). This also indicates that SEL values are still not fully internalized through formal learning, particularly through the instructional materials used on a regular basis.

Given the aforementioned gaps, this research focuses on textbooks. The textbook used as the subject of this research is “English for Nusantara” for eighth grade. This textbook serves as the official textbook under the Merdeka Curriculum. It is one of several textbooks designed to integrate language learning with student character development (Melisa et al., 2024). Specifically, this research focuses on analyzing the chapter titled “Embrace Yourself.” This is because the researcher views the “Embrace Yourself” chapter as one that addresses acceptance and self-confidence. The researcher selected this chapter as particularly important because it teaches skills that are central to SEL. By analyzing this chapter through a qualitative document analysis approach and drawing on the Grammar of Visual Design (Kress & Leeuwen, 2006) as well as Systemic Functional Linguistics (Halliday & Matthiessen, 2014), the researcher hopes to understand how this book

teaches SEL skills. The researcher also believes this research can help readers better understand how sentences and images work together to teach SEL values. In addition, it provides some practical ideas for teachers on how to use this textbook to help students develop strong social and emotional skills. In short, this research is expected to make a theoretical contribution to the fields of multimodal studies and SEL. Besides that, it is also expected to provide practical implications for teachers in utilizing the textbook as a tool to strengthen students' self-confidence, empathy, and positive social relationships.

1.2 Limitation of the problem

This research uses a qualitative approach with a document analysis method that focuses on the representation of Social and Emotional Learning (SEL) values in the chapter 'Embrace Yourself' in the English for Nusantara textbook for grade VIII, used in junior high school in Indonesia. The scope of the research is limited to the multimodal resources found in that chapter, which include visual elements such as illustrations, characters, and layout arrangements, as well as verbal elements integrated with visual, such as short dialogues, supporting texts, and image captions. The analysis is conducted using the framework of the Grammar of Visual Design proposed by Kress and van Leeuwen (2006) to examine visual meaning, as well as Systemic Functional Linguistics (SFL) by Halliday and Matthiessen (2014), which focuses on the ideational metafunction to analyse verbal meaning, with the CASEL (2020) framework used as a basis for identifying SEL competencies. Written text elements that stand alone and are not directly connected to visuals were

not the main focus of the analysis in order to maintain clarity and consistency in the research approach.

This research did not involve field data collection, such as classroom observations, interviews, or questionnaires, because the purpose of the research is not to measure the impact or effectiveness of textbook use in a classroom context, but to explore how SEL values are constructed through the integration of visual and verbal modes in learning materials. The limitation to a single text book and one thematic chapter means that the findings of the research cannot be widely generalized to all English textbooks or other learning contexts. Nevertheless, this narrow focus allows for a more in-depth and targeted analysis of the representation of social and emotional competencies constructed through multimodal elements in the English for Nusantara direct grade VIII textbook.

1.3 Formulation of the problem

Based on the background previously outlined, this research aims to analyze how Social and Emotional Learning (SEL) values are multimodally constructed through visual and verbal elements in the chapter ‘Embrace Yourself’ in the English for Nusantara grade VIII textbook. Specifically, this research investigates how visual and verbal resources interact to construct social and emotional meanings and how these meanings correspond to SEL competencies formulated in the CASEL framework.

1.4 Operational definition

To avoid misunderstanding of terms used in this research, several key terms are

operationally defined as follows:

1. English for Nusantara textbook: The English for Nusantara textbook is the official English textbook for grade VIII junior high school students, published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia within the framework of the Merdeka Curriculum. In this research, the English for Nusantara textbook book is limited to the chapter 'Embrace Yourself' specifically the section containing visual elements and verbal text integrated with visuals which are analysed as the data sources for the research.
2. Multimodal Analysis: The multimodal analysis in the research refers to the analytical approach used to examine how meaning is constructed through the integration of visual and verbal modes in textbooks. The visual mode is analysed using the Grammar Visual Design by Kress and van Leeuwen (2006), which include representational, interactive, and compositional meanings, while the verbal mode is analysed using Systematic Functional Linguistics (SFL) by Halliday and Matthiessen (2014), with a focus on the ideational metafunction. This analysis is used to identify how visual and verbal elements represent social and emotional meanings in the context of learning.
3. Social and Emotional Learning (SEL): Social and Emotional Learning (SEL) in this research is defined as the social and emotional values that are represented visually and verbally in the chapter 'Embrace Yourself' in the English for Nusantara Grade VIII textbook. SEL is operationalized based on the five core competencies from the CASEL (2020) framework, namely self-awareness, self-

management, social awareness, relationship skills, and responsible decision-making. In this research, SEL is not measured through student behavior but is identified through the meaning representation constructed by the multimodal elements in the textbook.

1.5 Aim of the research

This research aims to analyze the representation of Social and Emotional Learning (SEL) values in the chapter 'Embrace Yourself' in the English for Nusantara grade VIII textbook through multimodal elements. By applying the Grammar of Visual Design framework by Kress and van Leeuwen and Systemic Functional Linguistics by Halliday and Matthiessen, this research explores how visual and verbal elements in the textbook contribute to representing SEL competencies based on the CASEL framework.

1.6 Significance of the research

1. **Theoretical:** Theoretically, this research contributes to the development of multimodal studies in the context of English language education by focusing the analysis on the representation of Social and Emotional Learning (SEL) in textbooks. Until now, multimodal studies tend to examine the relationship between text and image or linguistic and visual aspects separately, without specifically linking to the construction of students' social and emotional values. On the other hand, a number of studies showed that English textbooks play a role representing social and affective values, but these analyses are generally still general in nature and do not explicitly use the SEL competency framework.

Therefore, by integrating Kress and van Leeuwen's Grammar Visual Design and Halliday and Matthiessen's Systemic Functional Linguistics, this research expands the application of multimodal theory as a means of examining the construction of social-emotional values in the context of the Merdeka Curriculum in Indonesia (Eggins, 2007; Kress & van Leeuwen, 2006).

2. **Empirical:** Empirically this research provides data-based findings on the representation of Social and Emotional Values in the English for Nusantara textbook for grade VIII, which is the official government textbook and widely used in junior high school in Indonesia. This research is one of the early studies that specifically examines the chapter 'Embrace Yourself' through a multimodal approach directly linked to the CASEL framework. Thus, these materials support the strengthening of students' social and emotional competencies through visual and verbal elements, as well as complementing the limitations of previous research that focused more on the implementation of SEL in teaching practice.
3. **Practical:** Practically, this research has direct relevance for various education stakeholders. For English teachers, the findings of this research can serve as a reference for using visual and verbal elements of textbooks reflectively to foster students' self-awareness, empathy, and social skills. For textbooks authors and developers, this research provides input on the importance of integrating SEL values in a planned manner through multimodal design. In addition, for curriculum and policymakers, this research can be used as a basis for evaluating

the alignment of textbooks with the goals of the Merdeka Curriculum, which emphasizes strengthening character and social-emotional competencies. For future researchers, this research.



CHAPTER V

CONCLUSIONS

5.1 Conclusion

This research aims to analyse how Social and Emotional Learning (SEL) values are constructed multimodally through visual and verbal elements in the “Embrace Yourself” chapter of the English for Nusantara textbook grade eight. The analysis was conducted using the Visual Grammar framework by Kress and van Leeuwen (2006) to examine visual meaning and Systemic Functional Linguistics (SFL) by Halliday and Matthiessen (2014) to analyse verbal meaning at the ideational level. Furthermore, the meanings emerging from these two modes were interpreted using the five core SEL competencies framework from CASEL; this analysis resulted in three main findings.

The first findings concern how visual and verbal modes work together. Across all images, the visual mode serves to convey a context of the message and its affective impact. This can be seen in the facial expressions, body gestures, gaze directions, and compositional arrangements, which set the emotional tone and social context. The verbal mode then steps in to clarify and reinforce that meaning by describing characteristics, depicting actions, or directing the reader to reflect. This approach reflects a coherent multimodal design strategy, in which the emotional experience is established visually before being given conceptual form through language. The result is a message

that engages students both affectively and cognitively.

The second finding concerns which competencies are represented and how they are distributed. Self-awareness appeared most frequently (31%), followed by self-management (25%), relationship skills (19%), and social awareness and responsible decision-making (13% each). Given the theme of this chapter, this distribution reflects its main focus that is self-acceptance and personal growth, as well as the developmental priorities of early adolescence. This period is a stage in which intrapersonal development is learned first, followed by the development of more comprehensive interpersonal skills.

The third finding relates to the all-pedagogical potential of this chapter. The multimodal construction of SEL in this chapter means that teachers do not need to introduce SEL as a separate topic because it is already embedded in the visual-verbal interactions of the materials. Teachers can involve existing resources, such as creating emotional meaning through illustrations, connecting students' experiences with characters, and designing activities that make the implicit SEL dimensions of this chapter explicit.

Taken together, these findings confirm that the “Embrace Yourself” chapter serves as more than just an English language learning unit. Through its multimodal design, this chapter creates a space where students can discover, reflect on, and potentially internalize values related to self-worth, emotional regulation, peer support, and personal growth—all of which are at the core of

SEL and the wider character education goals of the Merdeka Curriculum.

5.2 Recommendation

Based in the results of this research, several recommendations can be made for stakeholders involved in the use and development of textbooks in education.

1. For English teachers

Given that self-awareness is the most frequently represented SEL competency in this chapter, teachers are encouraged to design brief pre-reading and pre-listening activities that activate students' own self-awareness before engaging with the text. This connects the textbook's content to students lived experience, which is where SEL integration becomes meaningful rather than merely procedural.

For Data 6, responsible decision-making, teachers can extend a question into a structured planning activity. Students could work in pairs to list the steps Peter needs to take, anticipate obstacles, and consider how he might if his preparation does not go as planned. This develops C5 in a way that the image itself only begins to scaffold.

2. For textbook authors and developers

The analysis shows that responsible decision-making and social awareness are relatively underrepresented in this chapter's visual content. Future editions might consider including at least one image or comic that depicts a character navigating a more complex social

situation, one involving conflict, misunderstanding, or a difficult ethical choice. This would create opportunities for richer representation of C3 and C5 without disrupting the chapter's overall thematic focus.

3. For curriculum developers and education policymakers

The findings of this research can serve as reference in evaluating how textbooks can support the character education objectives of the Curriculum. The findings also demonstrate that educational values may be represented not only through written texts but also through visual elements and their interaction within multimodal learning materials.

4. For future researchers

This research has some limitations, as it only focuses on a single chapter in one textbook. Future research could expand this by analysing other chapters in the same book, or by comparing it with textbooks used at different grade levels. It would also be valuable to explore how students and teachers actually interpret these SEL messages in real classroom settings. Doing so would help build a more complete understanding of how multimodality is used to represent social and emotional values in education

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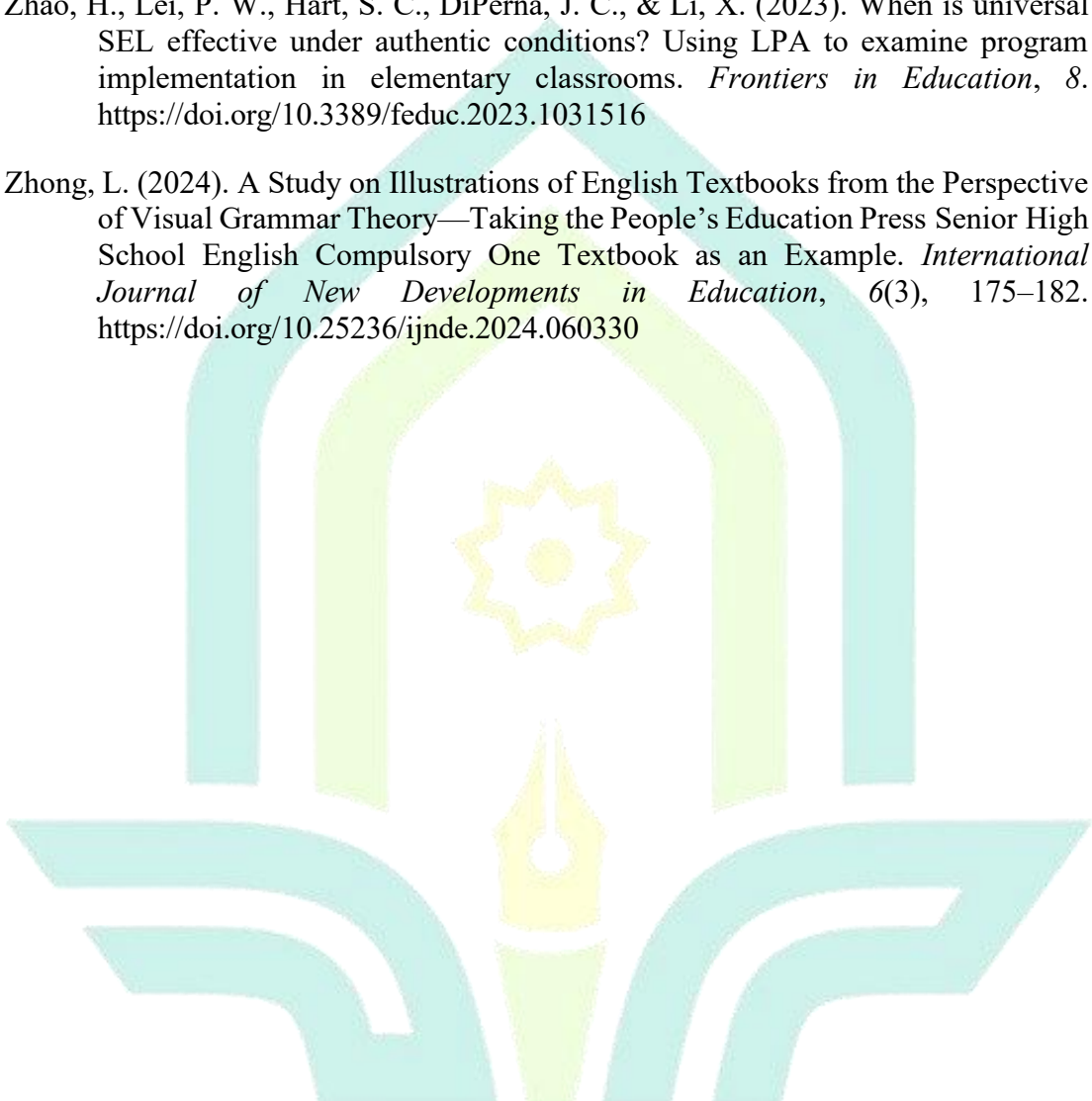
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APPENDICES

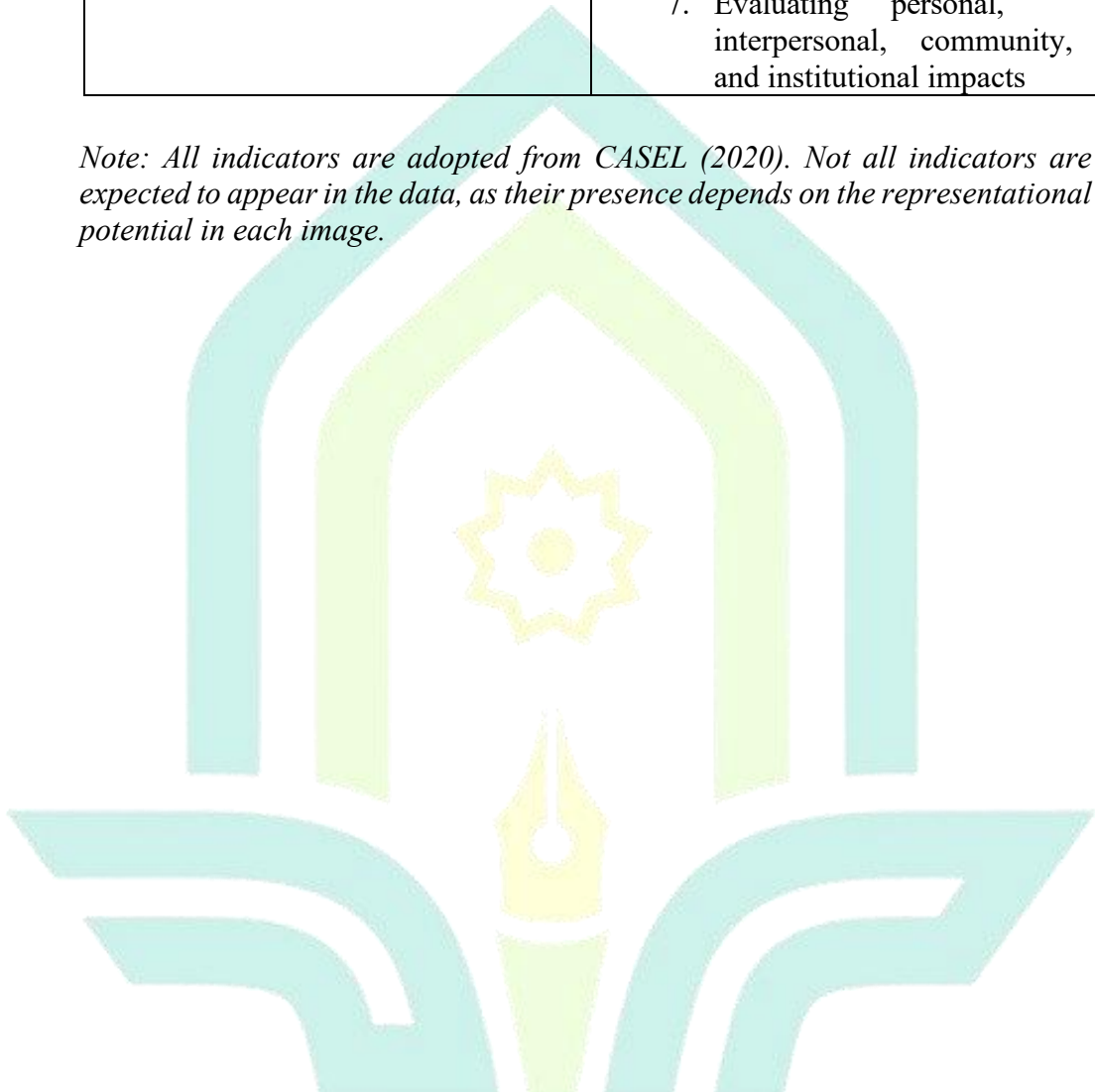
Appendices 1 Social Emotional Learning indicators

Competency	Indicators (CASEL, 2020)
Self- Awareness	1. Integrating personal and social identities 2. Identifying personal, cultural, and linguistic assets 3. Identifying one's emotions 4. Demonstrating honesty and integrity 5. Linking feelings, values, and thoughts 6. Examining prejudices and biases 7. Experiencing self-efficacy 8. Having a growth mindset 9. Developing interests and a sense of purpose
Self- Management	1. Managing one's emotions 2. Identifying and using stress-management strategies 3. Exhibiting self-discipline and self-motivation 4. Setting personal and collective goals 5. Using planning and organizational skills 6. Showing the courage to take initiative 7. Demonstrating personal and collective agency
Social Awareness	1. Taking others' perspectives 2. Recognizing strengths in others 3. Demonstrating empathy and compassion 4. Showing concern for the feelings of others

	5. Understanding and expressing gratitude 6. Identifying diverse social norms, including unjust ones 7. Recognizing situational demands and opportunities 8. Understanding the influences of organizations/systems on behaviour
Relationship skills	1. Communicating effectively 2. Developing positive relationships 3. Demonstrating cultural competency 4. Practicing teamwork and collaborative problem-solving 5. Resolving conflicts constructively 6. Resisting negative social pressure 7. Showing leadership in groups 8. Seeking or offering support and help when needed 9. Standing up for the rights of others
Responsible Decision-Making	1. Demonstrating curiosity and open-mindedness 2. Identifying solutions for personal and social problems 3. Learning to make a reasoned judgment after analyzing information, data, and facts 4. Anticipating and evaluating the consequences of one's actions 5. Recognizing how critical

	thinking skills are useful both inside and outside of school 6. Reflecting on one's role to promote personal, family, and community well-being 7. Evaluating personal, interpersonal, community, and institutional impacts
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Note: All indicators are adopted from CASEL (2020). Not all indicators are expected to appear in the data, as their presence depends on the representational potential in each image.



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