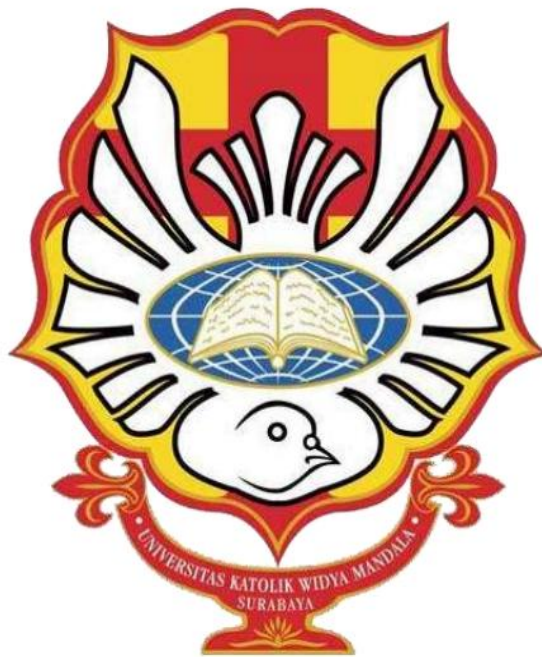


**A MULTIMODAL SEMIOTIC ANALYSIS OF THE REPRESENTATION
OF 21st-CENTURY SKILLS IN THE *LIFE TODAY* GRADE 12 ENGLISH
TEXTBOOK**



A THESIS

By

YOEL SATRIA NUGROHO

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA**

2025

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A THESIS

Presented to Teacher Education Faculty
Widya Mandala Surabaya Catholic University
In partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in English Language Education



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APPROVAL SHEET (II)

This thesis entitled “ A Multimodal Semiotic Analysis of The Representation of 21st Century Skills in the *Life Today* Grade 12 English Textbook” prepared and submitted by Yoel Satria Nugroho (1213021035) has been approved to be examined by the Thesis Board of Examiners.



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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

Surabaya, July 11th 2025



Yoel Satria Nugroho
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ABSTRACT

Nugroho, Yoel Satria. (2025). *A Multimodal Semiotic Analysis of the Representation of 21st-Century Skills in the Life Today Grade 12 English Textbook*. Thesis. English Education Study Program, Faculty of Teacher Education, Widya Mandala Catholic University Surabaya, 2025.

Advisor: Dr. B. Budiyo, M.Pd.

This study investigates how the Grade 12 English textbook *Life Today*, developed under Indonesia's Merdeka Curriculum, represents 21st-century skills through multimodal elements such as text, visuals, and layout design. Using a qualitative content analysis method guided by Halliday's Systemic Functional Linguistics (SFL), Kress and van Leeuwen's Visual Grammar, and the P21 Framework, this study analyzes the integration of six core skills: critical thinking, communication, collaboration, creativity, information literacy, and media literacy. The findings reveal that *Life Today* effectively incorporates these skills across all units through well-structured multimodal resources. The frequency analysis shows that critical thinking (50 instances) and communication (48 instances) are the most dominantly represented skills, followed by collaboration (35 instances), information literacy (29 instances), creativity (24 instances), and media literacy (21 instances). These results indicate that the textbook places a strong emphasis on fostering students' analytical thinking and communication abilities while consistently supporting collaborative learning, creative expression, critical information evaluation, and responsible media engagement. In conclusion, *Life Today* provides a comprehensive platform for developing 21st-century skills through the synergy of linguistic and visual elements, offering valuable insights for textbook developers, curriculum designers, and English educators.

Keywords: Multimodal Semiotic Analysis, 21st-Century Skills, English Textbook, Systemic Functional Linguistics, Visual Grammar.

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