



Enhance Students' Writing Ability Through Internet Meme Pictures for Giving Compliment and Congratulation Expressions

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ABSTRACT

This research is aimed to find out whether the use of Internet Meme Pictures gives a positive effect on students' writing ability or not, especially in learning compliment and congratulation expressions. The total sample taken in this study was 50 tenth-grade students from Al-Irsyad Senior High School Tegal, with 25 students in X MIA 1 as the experimental group and 25 students in X MIA 2 as the control group. The calculation of this research was conducted through SPSS 25. To collect the data, each group was given a pre-test and post-test on writing. The statistical calculation showed that the sig. (2-tailed) value was $0.000 < 0.050$. Afterwards, the writer consulted the score in t-table and it revealed that t-count was 13.692, while the value of t-table was 2.064, which meant it proved that there was a positive effect of using Internet Meme Pictures towards students' writing ability. In a nutshell, internet meme pictures have been proven to be an effective learning media and have a positive effect on students' writing ability. The writer recommends using internet meme pictures as a teaching media, particularly when teaching writing.

Keywords: Internet Meme Picture, writing ability, compliment and congratulation expressions

INTRODUCTION

Writing is one of the important abilities that people need to be able to acquire, not only for their academic needs, but also for their needs in everyday life. The ability to write is not simply ignored because the important things that humans do in everyday life are related to the ability to write. Brown argued that business transactions, records, legal documents, political and military agreements, and other documents are written by a professional who turns the language into written words or sentences (Brown, 2004: 218). Writing abilities are one of the skills that are taught in schools and other academic institutions to ensure that students are prepared to face the expectations that will be put on them in the real world for the future. Because writing is an activity that can be performed by everyone, students especially, to learn English, but not everyone is able to further develop their writing ability.

At the same time, writing skill is important for students to have for a several of different reasons. First, at the senior high school level, one of the primary reasons why writing is an important activity in the process of teaching and learning is because it enables students to understand written language. The second reason is that students can share their own stories and

expressions through paragraphs and sentences. In particular, writing may help students concentrate on using language correctly by paying attention to spelling, punctuation, vocabulary, and language use.

Besides, there is material, namely giving compliment and congratulation expressions, that is adjusted to the syllabus. Meanwhile, Internet memes are one of the digital media that teachers may use to educate and learn with the material of compliment and congratulation expressions. A meme is a replicator that represents an idea or thought about a cultural transmission unit or an imitation. The meme itself comes from the word "*mimeme*", which comes from the Greek and means "a representation of human culture". Examples of memes themselves, in a nutshell, are all human creations such as charts, ideas, culture, fashion styles, and others (Dawkins, 2006: 192). Additionally, pictures can help students enjoy and concentrate on the teaching they will receive., making it less difficult to comprehend and easier to remember the content of the lesson (Sukiman, 2012: 38). However, a picture is generally recognized as a tool for expressing a real-world situation, and it can serve as an illustration. Often, pictures are used to remind us of real-life events or to show us how we feel.

Learning by using Internet Meme Pictures in today's digital era is suitable for students' everyday lives because they are more active on social media, where Internet Meme Pictures are spread. Hence, it is the teacher's duty to find the right method and chose Internet Meme Pictures that are suitable for the teaching and learning process of the English language. Likewise, many students think that writing is difficult. That's why the writer uses Internet Meme Pictures to make students more creative in writing and increase their writing abilities.

LITERATURE REVIEW

The Concept of Meme

Meme is a term created by Richard Dawkins. Richard Dawkins, in his book "*The Selfish Gene*" tells how he uses the term "meme" to describe how memes spread ideas or cultural phenomena like human genes, or DNA from generation to generation (Dawkins, 2006: 192). As Dawkins (2006: 193) explained that the concept of meme has evolved and is dynamic, then Zannettou et al. (2018) make a statement in their journal that memes that are widespread on the internet today refer to a variety of different types of pictures, videos, audios, letters, and so on that are shared in a common theme and distributed by the majority of people. Otherwise, academics define memes as an ideas or expressions on a topic that are given in order to be

accepted by the public in the form of reactions. Nevertheless, the term "meme" appears practically all over the public nowadays, not in relation to Dawkins' theory in his biomedical research term, but to certain types of pictures, jokes, cultures, and popular phenomena. However, memes cover a broad variety of topics and frequently contain messages that criticize the government, satirize someone, etc. that are considered appropriate and inappropriate by certain people.

Eventually, memes were defined as cultural elements transmitted from one individual to another through non-genetic means. However, if we consider their current usage, the writer would be likely to define them as a cultural element transmitted from one individual or group to another within the Internet. Therefore, it can be concluded that the term "meme" itself is an attempt to imitate or continue a phenomenon with various variations, such as culture, music, lifestyle, behavior, and ideas that are disseminated regularly.

The Nature of Internet Meme Picture

What exactly are meme pictures on the internet? Mike Godwin (1993) stated that an internet meme is a subset of the general meme idea that reinforces the need to fit in with the internet's culture, trends, and society in the form of news, phrases, videos, and pictures, really anything that is mass shared and altered over time. He first introduced the concept of the "Internet Meme" in June 1993 in Wired Magazine with an article entitled "*Meme, Counter-meme*" and then he defined an internet meme as a concept that processes in the mind similarly to how a gene or virus operates in the body. By then, an infectious idea described as a "*viral meme*" may have spread from mind to mind in the same way that viruses spread from body to body. Besides, Dynel (2016) in her journal stated that internet meme is related to any kind of product (spoof, news, song, picture, movie, etc.) that appears on the internet communities and generates infinite imitations, modifications, and immediate distribution by the vast majority of users from internet-based platform information.

Since meme was originally a term from biomedical research, but as time passed and breakthroughs in internet communication networking, which then resulted in the rise of social media and forum websites' technology, meme began to adapt to internet communities. Further, memes are being altered, either purposefully or unintentionally, by various internet communities as a means of transmitting culture from one topic to another through a variety of distribution systems. These days, memes are embedded in everyone's daily lives in a variety

of ways. Some are meant for entertainment only, others for sharing, some just for humour or jokes, others for propaganda and politics, some even for culture, and so on. We definitely do live in the greatest time period in the digital era whatsoever.

Internet Meme Picture as Learning Media

The learning process in the world of education cannot be separated from the learning media. The advancement of science and technology is increasingly encouraging reform efforts centered on the integration of technological advances into the process of teaching and learning. There are several kinds of learning media that can be applied in the process of teaching and learning, particularly visual-based learning media. As specified by Sukiman (2012: 85) visual-based learning are classified into two categories: media graphics and print media. Photographs, pictures, sketches, charts, graphs, whiteboards, flannels, bulletins, posters, cartoons, maps, and globes are all examples of graphic media. Then, transparencies (OHT) and modules are examples of print media. Moreover, when it comes to the teaching and learning process, using picture media is both interesting and helpful, as claimed by Ramli (2012: 54) dramatization, storytelling, writing, reading, sketching and painting, as well as understanding, remembering material from books, and all help students improve their language abilities, artistic abilities, and creative expressions through using picture media.

In this case, the writer chooses Internet Meme Pictures as visual-based learning media because most senior high school students like to use and surf through social media such as Facebook, Instagram, and WhatsApp. Students nowadays are also good with technology and can express their ideas and feelings through social media in a creative way. It is similar to the characteristics of Internet Meme Pictures itself. Although, Internet Meme Pictures can share our ideas and expressions, but the way to choose them, especially for learning at school, must be considered, because it must be suitable with age, manner, knowledge, criteria, and appropriate with the material to be studied.

The Nature of Writing

Writing is one of the four major skills necessary to acquire while learning a language, and one of the most productive ones. Being a productive skill indicates that throughout learning, we purposefully generate language. Writing, according to Nunan (2003: 88) is the mental activity of generating ideas, considering how to communicate them, and structuring them into words and paragraphs that the reader can understand. Moreover, the beginning of writing

something, both paragraph text and sentences, comes from our ideas and expressions, which are planned in an organized manner and poured out into the form of paragraphs or sentences. Writers who write without planning and using random ideas without considering the process, later will find that the results of their writing are not in line with the wishes of the readers, and their quality will suffer as a result. In addition, writing is also inseparable from the academic side because it has rules that must be considered so that the results of writing are easily understood by readers as mentioned by Richards & Renadya (2002: 303) stated that writing is a challenging skill for second language students to acquire since it is difficult to generate ideas, difficult to organize those ideas, and difficult to transform those ideas into text that is readable. This is because students frequently struggle with developing ideas and, at times, are unsure of what they will write. For this reason, the facilitator or teacher needs to implement strategies, tools, media, and components that support students in writing activities.

Writing Components

Several components of writing must be addressed during the writing process, including content, organization, vocabulary, language use, and mechanics as well (Jacobs et al., 1981), as cited in (Weigle, 2002: 116). Concisely, each of these components has an effect on the others. Students must examine the rules of language use, punctuation, and spelling, as well as the case of information that is important to the writing task's topics or subjects. In spite of the purpose of teaching writing is not only to help students master the act of communicating ideas and expressions in written form, but also to assess their comprehension of already given theories and encourage their creativity. The five elements of writing mentioned above should be well known to everybody who writes. By sticking to the entire component role, students should be able to make decent sentences or paragraphs.

Writing for Tenth Graders of Senior High School

It comes as no surprise that tenth-grade students at senior high school are prepared to pursue further education or college and are expected to achieve a certain level of information and knowledge. As a result, students will be required to generate information in their own language. One of the objectives of teaching English in tenth-grade senior high school is to enhance students' oral and written abilities in the language. To achieve the objectives, teachers and students need to collaborate in their teaching, curriculum, and learning activities.

Ultimately, writing can be regarded as a supporting skill, meaning that this skill is not learned or taught independently, but involves other language skills too. Then, writing is also

considered to be a creative communication ability since it can be used for a variety of communication purposes through writing activities. Students' writing abilities in learning English are hindered by factors like the lack of mastery of sentence structure. In addition, the difficulty of writing is also influenced by the way the teacher explains writing lessons, which is still considered difficult for students to understand. For this reason, it is necessary to formulate the selection of learning methods or media that are adapted to the cognitive level of students and the learning situation/context, whether as a first, second, or foreign language. So, the writer used compliment and congratulation expressions in material that was adjusted to the syllabus of tenth-grade students of Al-Irsyad Senior High School Tegal in academic year 2021/2022.

Expressions in Everyday Social-life

Expressions are utterances that are often spoken by someone when faced with certain conditions or circumstances. We always find expressions in everyday social-life. The term “expression” refers to a group of words whose meanings are unified and cannot be deduced from the meanings of their constituent parts. In another definition, phrases consist of two or more words that are used to define something. There must be a context for the surrounding sentence in order to determine if the combination of words contains expressions. Expression is a matter which is frequently brought up in everyday conversations, and it can take the form of either a spoken or written form. For example, we are now located at a bank and talking with a bank teller, a hospital, an office, a market, or we are asking for help, asking for an apology, or receiving compliments, etc., amongst other circumstances. In this research, the writer was used compliment and congratulation expression material in the tenth-grade syllabus from Al-Irsyad Senior High School Tegal for research by using internet meme pictures as learning media.

Compliment and congratulation expressions are a familiar example of a common type of expression used by humans in daily life. Compliment is an expression used to express our praise to someone, it is used by us every time. We find something good in someone to make he/she happy and improve his or her performance. Then, congratulation is an expression that is used to congratulate someone when he or she has achieved something. The social function of this expression is to congratulate someone on his/her achievement. An achievement is not only about winning something but also other kinds of conditions, like graduating from certain education, celebrating something, and getting something new.

Internet Meme Pictures for Giving Compliment and Congratulation

Internet Meme Pictures are often used by people on social media and websites to show or share ideas and expressions using memes. The writer used the type of meme pictures and captions that we often see on social media. Internet Meme Pictures that were used as learning media are pictures that have been used for generations or using an original meme that have been frequently used for different purposes, from the definition of meme itself, which is a culture that has been passed down from generation to generation but has differences in the way and delivery of the style and behaviour (Dawkins, 2018). The writer used pictures that are often used by meme creators on social media for giving compliment and congratulation expressions.

Learning by using Internet Meme Pictures media is technology-based because the writer plans to instruct students to be able to make Meme Pictures independently by editing pictures and creating sentences by using their smartphones, whose content is to give compliment and congratulation expressions. Students are given a choice of apps and the website to edit and create meme pictures. Then, students used WhatsApp, Instagram and any picture editing application to edit pictures and captions for their meme pictures. Therewithal, students are also accustomed to using WhatsApp and Instagram in their daily lives to communicate and create statuses in their social media account. For the use of the Meme picture template website, namely "img.flip: <https://imgflip.com/memetemplates>". This website is often used by meme creators to create internet meme pictures and distribute them on social media and website forums. Here are samples of internet meme picture made by tenth grade students of Al-Irsyad Senior High School Tegal:



Figure 1. Example of Memes

RESEARCH METHOD

The writer used a quantitative approach with the type of research was experimental research since the samples were randomly selected. Quantitative research was used to perform calculations on hypothesis testing, where the data used must be measurable, and it will provide conclusions that can be proven from the data (Sugiyono, 2013: 147). The research type is essential because it affected the study's internal validity, or the ability to draw accurate inferences about the experimental treatment's effect on the dependent variable.

The population of this research were students in the tenth-grade, specifically at Al-Irsyad Senior High School Tegal in the academic year 2021/2022. There are 6 classes with 25 students in each class. The writer took two groups, namely tenth-grade MIA 1 with 25 students and tenth-grade MIA 2 with 25 students. The total sample taken in this research was 50 students. The writer used probability sampling with cluster random sampling, in which the population and sample were selected randomly, with each population having an equal chance of being selected as a sample for this research (Sugiyono, 2013: 218). Since the selection technique was cluster random sampling, the population was separated into several groups, and then two classes were selected as the sample for this research. The first class performed as an experimental group, while the second performed as a control group. Henceforth, the experimental group was treated with Internet Meme Pictures, but the control group was not, and instead used conventional teaching and learning methods.

The designs that used by the writer are two-group design with pre-test and post-test in the form of writing test. The writing test was used to find out students' achievement in writing compliment and congratulation expressions text with a format like an email or letter. Therefore, to measure the quality of the instruments, validity was a factor to consider when measuring the quality of research instruments. The writer used content and construct validity proposed by Sugiyono (2013: 129) to assess the instrument in this study based on a tenth-grade syllabus, expert judgement, and the subjects in the instrument are measured in every component of the specific teaching objectives in the lesson plan. Then, class X MIA 3 was used to test the validation of the instrument.

After pretest and posttest data had been collected, Microsoft Office: Excel 2021 and IBM SPSS 25 (Special Package for the Social Science 25) for Windows 11: 64-bit applications were used to analyze research data with five stages: 1) Descriptive Statistics; 2) Normality; 3) Homogeneity; 4) Paired Sample t-test; and 5) Independent sample t-test.

RESULTS AND DISCUSSION

This research was conducted on tenth-grade students of Al-Irsyad Senior High School Tegal in the academic year 2021/2022, by taking samples of 25 students for the experimental group and 25 students for the control group. This research was divided into three stages: pre-test, treatment, and post-test, with eight meetings including pre-test and post-treatment. The following was an analysis of the data:

Descriptive Statistics

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Group (X MIA 1)	25	60	77	66.76	4.539
Posttest Experimental Group (X MIA 1)	25	72	87	81.84	3.880
Pretest Control Group (X MIA 2)	25	60	75	66.08	4.591
Posttest Control Group (X MIA 2)	25	60	78	67.84	5.186
Valid N (listwise)	25				

According to the above table of descriptive data, the total number of experimental group samples (N) was 25. The minimum pre-test score for the experimental group was 60, and the maximum score was 77. The mean score on the pre-test was 66.76, while the standard deviation was 4.539. Using Internet Meme Pictures for the learning process, after giving the treatments, the experimental group scored a minimum of 72 and a maximum of 87 on the post-test. The mean score was 81.84, while for the standard deviation was 3.880. The total sample size (N) for the control group was 25. The minimum pre-test score was 60 and the maximum score was 75. The mean score was 66.08 and the standard deviation was 4.591. The minimum score on the post-test for the control group was 60, and the maximum score was 78, after receiving conventional method. For the mean score was 67.84, whilst for the standard deviation was 5.186.

Normality Test

Normality test was conducted to verify if the data acquired from the sample was distributed normally or otherwise. The data is considered to be normally distributed if the significance was higher than 0.050. The Shapiro-Wilk test formula was used to check for normality in this research because the sample size was 50 students.

Table 2. Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experimental Group (X MIA 1)	.166	25	.072	.946	25	.206
Posttest Experimental Group (X MIA 1)	.156	25	.116	.929	25	.080
Pretest Control Group (X MIA 2)	.153	25	.134	.933	25	.105
Posttest Control Group (X MIA 2)	.120	25	.200*	.949	25	.235

Pre-test was conducted on March 14th, 2022 to 25 students in class X MIA 1 and X MIA 2 with 25 students in each class (2021/2022). According to the table of Shapiro-test Wilk's normality, the significant results of the pretest for the experimental group were 0.206 ($0.206 > 0.050$) and 0.105 ($0.105 > 0.050$) for the control group. It showed that the distribution of the data was normal since the significance results for both groups were more than 0.050. The post-test was conducted on the 15th and 16th of April, 2022, and involved a total of 50 samples. Following the completion of the data collection for post-test scores, statistical analysis is similar to that of the pre-test was carried out. In addition, according to the table of Shapiro-Wilk that was just shown, the significant result from the post-test results in the experimental group was 0.080 ($0.080 > 0.050$), but in the control group, the significant result was 0.235 ($0.235 > 0.050$). Due to the fact that the significant result was more than 0.050, it indicated that the post-test data for both groups had a normal distribution.

Homogeneity Test

The purpose of the homogeneity test was used to determine whether or not the two sample groups included in the research were drawn from populations with similar levels of variance. The significance value is 0.050. A table of homogeneity test is provided below:

Table 3. Test of Homogeneity Variances

Students' Writing Score	Levene Statistic	df1	df2	Sig.
Based on Mean	.177	1	48	.676
Based on Median	.150	1	48	.700
Based on Median and with adjusted df	.150	1	47.727	.700
Based on trimmed mean	.182	1	48	.672

The homogeneity test was conducted once the normality test was conducted. To analyze research data and determine the homogeneity of experimental and control groups, the Levene statistic test using SPSS 25 for Windows 64-bit was used. The above homogeneity test table showed that the significant result **based on mean** rows was 0.676 ($0.676 > 0.050$), indicating that the significant result was more than 0.050.

The Results of Paired Sample t-test

A paired sample t-test was used to determine the differences in experimental group scores before and after treatment. Using a paired t-test, the scores of the experimental and control groups were compared. The following table provides a description of the results:

Table 4. Paired Sample t-test

Pair	Group	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Experimental Group (X MIA 1) - Posttest Experimental Group (X MIA 1)	-15.080	5.507	1.101	-17.353	-12.807	-13.692	24	.000

In accordance with the results showed in table for **Pair 1**, the significance level had a value of $0.000 < 0.050$. Moreover, the writer consulted the score in t-table. On the table above, it showed that the (*df*) is 24 and two-tailed ($\alpha/2$) = $0.050/2 = 0.025$ with (*t*-count 13.692) > (*t*-table 2.064). Hence, there were significant differences between the experimental group's pre-test score and post-test score. In sum, the paired t-test revealed a statistically significant difference between the pre-and post-test scores of the experimental group. It meant students in the tenth grade of SMA AL-IRSYAD Kota Tegal improved from using Internet Meme Pictures towards their writing skills when writing compliment and congratulations expression texts. Since *t*-count was greater than *t*-table, it indicates that the research hypothesis (*H_a*) was accepted whereas the null hypothesis (*H₀*) was rejected.

The Results of Independent Sample t-test

Afterwards, to determine whether or not there was a significant difference in the results of the students' learning between the group that used internet meme pictures and the group that used the conventional method, the independent sample t-test was used by the writer in order to compare the posttest results of the two groups. The table containing the results can be found in the table below:

Table 5. Independent Sample t-test

									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Writing Score	Equal variances assumed	3.348	.074	10.808	48	.000	14.000	1.295	11.396	16.604
	Equal variances not assumed			10.808	44.462	.000	14.000	1.295	11.390	16.610

Table 6. Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Students	Posttest Experimental Group (X MIA 1)	25	81.84	3.880	.776
Writing					
Score	Posttest Control Group (X MIA 2)	25	67.84	5.186	1.037

According with the independent sample t-test table above, the t-test value was 10.808, the degree of freedom was 48, and the sig. (2-tailed) value was $0.000 < 0.050$. In addition, the group statistics table showed that the mean of the experimental group was 81.84, the standard deviation was 3.880, and the standard error mean was 0.776. Whereas, the mean was 67.84 for the control group, 5.186 for standard deviation, and 1.037 for standard error mean. The mean score acquired on the post-test by students in the experimental group was greater than those acquired by students in the control group ($81.84 > 67.84$).

In accordance with the pre-test score in both the experimental and control groups, the writer discovered a few shortcomings in student results in the criteria for writing. For content criteria, students were unable to extend the material accurately. Students were still unable to be creative in expanding their sentences into a distinct style by just copying the teacher's example and changing phrases. On organization, students can differentiate text structures such as sender address, receiver address, greeting, and content. The vocabulary criteria covered a significant number of words not previously acquired by students, resulting in poor sentence extension and a lack of vocabulary use. The language usage criteria revealed that the use of grammar was inappropriate, particularly the distinction between simple present tense and simple past tense. The mechanical criteria, capitalization realization, and writing style were also imprecise. Based on these findings, the writer developed a lesson plan that may help students overcome these shortcomings.

Based on the research results, after the post-test was conducted in both experimental group and control group. In experimental group, Students were able to increase their knowledge, deepen their vocabulary, and improve their writing skills after receiving treatment with Internet Meme Pictures in the post-test. Following that, students began to notice differences in the structure of full sentences, such as the sender address, receiver address, greeting, and content. Giving simple present tense and simple past tense material later had an effect on student writing results, significantly, students made fewer grammatical mistakes. Students, on the contrary, learnt additional tenses that might be implemented in their compliments and congratulations expressions. So that the writings of the students were more diversified and not monotonous. There was also material for compliments and congratulations. Once they have been given the material, students pay closer attention to the organization of the compliment and congratulations text, as well as the usage of language in their writing. Moreover, students were able to demonstrate what they had learned about the language structure of matter compliment and congratulation expressions through discussion and analysis in exercises. As a consequence, students comprehend and pay attention to tenses, vocabulary, and mechanics like punctuation, conjunctions, and verbs in their writing. Although, in the control group, it is obvious from two pictures above that there are no significant differences or changes in the post-test results. It's because the control group received no treatment during the classroom activities. As a result, students focus less on writing criteria and no creativity in the manner of their writing. Students in the experimental group faced a variety of difficulties in discovering additional vocabulary, phrases, sentences, be creative, and write longer or extend their writing. As a result, the results of students' compliment and congratulation texts are more directed and fluent.

Laconically, for the final result, it was proved that there was a positive effect of using Internet Meme Pictures towards students' writing ability. Thence, it is supported by the results of data analysis that showed the average score of the post-test in the experimental group was greater than the average score of the post-test in the control group ($81.84 > 67.84$). Furthermore, the sig. (2-tailed) value of the paired sample t-test is thus $0.000 < 0.05$ with considered the t-table for $\alpha = 5\%$ ($\alpha/2 = 0,05/2 = 0,025$) that showed (t-count 13.692) > (t-table 2.064).

CONCLUSION

The results from the research showed that the positive effect of using Internet Meme Pictures towards students' writing ability in writing compliment and congratulation expressions text is proven by the results of paired sample t-test analysis on the pre-test and post-test scores between the experimental group in pair 1 sig. (2-tailed) value is 0.000 which mean less than 0.05. Moreover, the sig. t-table of 0.05 is 2.064 and t-count is 13.962 which meant that t-count is higher than t-table ($13.962 > 2.064$) then H_0 is rejected while H_a accepted. The writer would like to suggest that using Internet Meme Pictures as a teaching media, particularly when teaching writing and content for various types of expression sentences, because it is simple for teachers and students to use Internet Meme Pictures to express their ideas. Therefore, Internet Meme Pictures have also provided several benefits and have aroused the interest of students throughout the teaching and learning process.

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