

THESIS

THE IMPACT OF INTERNET MEMES ON JUNIOR HIGH SCHOOL STUDENTS'
DESCRIPTIVE WRITING SKILLS



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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM MALANG STATE ISLAMIC UNIVERSITY

2026

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*Submitted to prepare a thesis for the degree of Sarjana Pendidikan (S.Pd)
in Teaching English*



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2026

APPROVAL SHEET

THE IMPACT INTERNET MEMES ON JUNIOR HIGH SCHOOL STUDENTS'
WRITING SKILLS

THESIS PROPOSAL

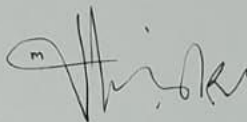
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THE IMPACT INTERNET MEMES ON JUNIOR HIGH SCHOOL STUDENTS' WRITING
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THESIS

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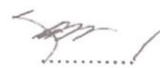
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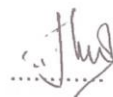
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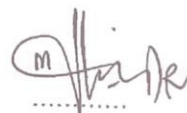
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MOTTO

“Vera delectatio hominis est facere quod creatus est”

"A man's true delight is to do things he was made for."

Marcus Aurelius

THESIS DEDICATION

I dedicate this thesis to my family, my late father, Mahrnun H. Abdullah, who loved me, prayed for me, and gave everything he had until his last breath so that I could pursue higher education. And to my mother, Titin Supartiningsih, S.Pd., who has always provided support, love, and prayers for me and has always reminded me to keep getting back up and fighting to move forward in life when I was at my lowest point; and to my two younger sisters, Ririn and Rara, who have been my friends and have supported me.

Furthermore, I also dedicate this thesis to my academic advisor who always being patient and provide guidance during the completion of this thesis. Lastly, for all my best friends who always be there for me and give me support when I needed it the most.

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Afterward, the researcher would only finish this thesis with many people’s help, guidance, support, and advice. Therefore, the researcher wants to show his sincere gratitude, appreciation, and thanks to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of the Faculty of Education and Teacher Training.
3. Maslihatul Bisriyah, M.TESOL., as the Head of the Department of English Education, and Harir Mubarak, M.Pd., as the Secretary of the Department of English Education.
4. Maslihatul Bisriyah, M.TESOL., as an academic advisor who has patiently directed, guided, provided feedbacks and motivations during the work of this thesis.
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11. All the participants who willingly contributed their time and experiences to this study.
12. The researcher's fellow students of English Education Department (FASTCO'19), for their memorable moments in this academic journey.

Finally, the researcher realizes that there are still many things that could be improved from this thesis. Therefore, the researcher is willingly accepts any suggestions and feedbacks from any parties. Lastly, the researcher hopes that this study will provide benefits and valuable insights to the readers and further studies.

Malang, May 24th 2026

Mohamad Rizaldy Pratama Aruna Putra
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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/U/1987 which can be described as follows:

Letters

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

A. Long Vowel

Vowel (a) long = â

Vowel (i) long = î

Vowel (u) long = û

B. Diphthong

أَوْ = aw

أَيَّ = ay

أُوْ = û

أَيَّ = î

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ABSTRACT

Putra, Mohamad Rizaldy Pratama Aruna. 2026. The Impact Internet Memes on Junior High School Students' Writing Skills. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University Maulana Malik Ibrahim, Malang.

Supervisor: Maslihatul Bisriyah, M.TESOL.

Keyword: Internet Meme, Writing Skill, Descriptive Text, Junior High School Students

This study aims to assess the impact of using internet memes on junior high school students' descriptive paragraph writing skills compared to conventional methods. Using a quantitative quasi-experimental design, this study involved 7th grade students at SMP M during the 2025–2026 academic year, divided into an experimental group (Class 7A with 20 students) and a control group (Class 7B with 19 students). Data were collected through pre- and post-tests on writing skills and analyzed using SPSS Version 25. The results showed that the average score of the experimental group increased insignificantly from 81.25 to 84.8, while that of the control group increased from 78.15 to 81.57. The N-gain test results also indicated low effectiveness for both methods, with the experimental group achieving 17% and the control group 14%. The independent samples t-test yielded a p-value of $0.078 > 0.05$, so the null hypothesis (H_0) was accepted. It was concluded that the use of internet memes did not have a significant impact in improving students' descriptive paragraph writing skills.

ABSTRAK

Putra, Mohamad Rizaldy Pratama Aruna. 2026. Dampak Meme Internet terhadap Keterampilan Menulis Siswa Sekolah Menengah Pertama. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Maslihatul Bisriyah, M.TESOL.

Kata Kunci: Meme Internet, Keterampilan Menulis, Teks Deskriptif, Siswa SMP

Penelitian ini bertujuan menilai dampak penggunaan meme internet terhadap keterampilan menulis paragraf deskriptif siswa SMP dibandingkan dengan metode konvensional. Menggunakan pendekatan kuantitatif desain quasi-eksperimental, penelitian ini melibatkan siswa kelas 7 SMP M tahun ajaran 2025–2026 yang terbagi menjadi kelas eksperimen, mengambil kelas 7A dengan siswa sebanyak 20 orang dan kelas kontrol mengambil kelas 7B sebanyak 19 orang. Data dikumpulkan melalui pre-test dan post-test menulis, lalu dianalisis menggunakan SPSS Versi 25. Hasil penelitian menunjukkan peningkatan nilai rata-rata kelas eksperimen mengalami peningkatan yang insignifikan dari 81,25 menjadi 84,8 dan kelas kontrol dari 78,15 menjadi 81,57. Hasil uji N-gain juga menunjukkan efektivitas yang rendah bagi kedua metode dengan kelompok eksperimen dengan hasil 17%, dan kelompok kontrol dengan 14%. Uji Independent Sample t-test menghasilkan nilai signifikansi $0,078 > 0,05$, sehingga nilai H_0 diterima. Disimpulkan bahwa penggunaan meme internet tidak memberikan dampak signifikan dalam meningkatkan keterampilan menulis paragraf deskriptif siswa.

ملخص البحث

بوترا، محمد ريزالدي براتاما أرونا. ٢٠٢٦. أثر ميقات الإنترنت على مهارات الكتابة لدى طلاب المدرسة المتوسطة بحث جامعي، قسم تدريس اللغة الإنجليزية، كلية علوم التربية وتأهيل المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرفة : M.TESOL.، مصلحة البشرية

كلمات مفتاحية: مهارات الكتابة، النص الوصفي، طلاب المدرسة المتوسطة، Meme

الإنترنت على مهارات كتابة الفقرة الوصفية لدى طلاب المدرسة المتوسطة meme يهدف هذا البحث إلى تقييم أثر استخدام مقارنة بالطريقة التقليدية. باستخدام المنهج الكمي بتصميم شبه تجريبي، شمل هذا البحث طلاب الصف 7 في المدرسة (ويضم 20 طالباً A الصف 7) للعام الدراسي 2025-2026، والذين تم تقسيمهم إلى مجموعة تجريبية M المتوسطة مهارات الكتابة، ثم pre-test و post-test تم جمع البيانات من خلال. (ويضم 19 طالباً B الصف 7) ومجموعة ضابطة الإصدار 25. وأظهرت نتائج البحث أن متوسط درجات المجموعة التجريبية شهد زيادة غير SPSS جرى تحليلها باستخدام ملحوظة من 81.25 إلى 84.8، بينما زاد متوسط درجات المجموعة الضابطة من 78.15 إلى 81.57. كما أظهرت نتائج انخفاض الفعالية لكلا الطريقتين، حيث حققت المجموعة التجريبية نتيجة 17%، والمجموعة الضابطة N-gain اختبار بلغت $0.078 < 0.05$ ، وبذلك تم قبول الفرضية p-value عن قيمة independent samples t-test وأسفر اختبار 14% الإنترنت لم يكن له أثر ملحوظ في تحسين مهارات كتابة الفقرة meme ويُستنتج من ذلك أن استخدام (H_0) الصفرية الوصفية لدى الطلاب.

CHAPTER I

INTRODUCTION

This chapter provides a basic research framework by outlining the study's history, objectives, importance, scope, and limitations. It also defines essential terms that are relevant to the research.

1.1 Background of the research

There are some skills that must we must master when learning a language, in order to use the language correctly; one of them is writing. Through writing, thoughts and feelings can be convey to others, so the skill of writing is very important for human life. Brown (2004), stated that writing skill is used daily by professional to turn language into important records and legal documents. Due to its great importance, writing is a fundamental ability that all people must be able to do, especially students. this skill serves as a basic pillar to support and carry out various academic activities in academic environment.

The ability to write is important as a means of disseminating knowledge is so significant that Allah SWT teaches humans through the medium of the pen (Al-Qalam) what they do not have knowledge of. Allah SWT says in surah Al-Alaq verses 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Who has taught (the writing) by the pen, has taught man that which he knew not. (Surah Al-Alaq: 4-5)

According to the Ministry of Religious Affairs of Indonesia (2016) in its interpretive book, the passage explains how Allah teaches things that humans do not know through the medium of a pen or writing so that humans can also utilize writing to preserve and spread their knowledge because humans have the potential to work on knowledge that they get.

As the world's *lingua franca*, English has been a mandatory subject to be taught to students in Indonesia (Permendikbudristek, 2024). However, for the students, learning English especially writing, sometimes sounds challenging. Many students find it difficult and become anxious with English lesson, which can lead to their declining academic performance at school (Keun & Myeong, 2016). Students face significant challenges when it comes to writing, and these difficulties can stem from several factors.

Common problems that students often met include language barriers, trouble organizing thoughts, and feeling anxious when they start to write. Nghi and Truong, (2023), stated that students often have doubts about their writing abilities because they believe that need difficult language and sentence structure. Their anxiety increases when they are expected to write clear and coherent text, makes the process even more difficult.

Students also often find it difficult to choose the topic and develop their writing ideas. These difficulties can lower their motivation and make them less engage in writing process. English teacher needs to address these issues and help create environment that motivates students to explore they find interesting and relevant. When students feel pressured by writing, they might find it hard to start doing it, it leads to frustration and lack of

motivation. Recent studies show the importance of selecting topic and planning before writing.

According to Bulqiyah et al., (2021), students frequently find it hard to come up with ideas and organize their thoughts, which can greatly affect their writing performance. Similarly, Dang (2019), note that a lack of confidence and fear of failure can make students reluctant to participate in writing activities. To help address these issues, teachers should provide guidance on selecting writing topics and creating outlines. This support can make students to be more positive and productive. Thus, teachers must find effective ways to reduce student tension in the classroom, one of which is by inserting humor in the learning activity.

In this , the term "humour" referred to Teacher-driven pedagogical initiatives to elicit laughter or amusement; these attempts could be based on lesson content, teaching strategies, or even interactions between students that could make them laugh or feel amused (Petraki & Nguyen, 2016). In teaching, humor is important to break the atmosphere of the class so that students are not stressed and bored. Study by Zhou et al., (2024), shown that teachers who use humor properly while teaching English as a second language, can help with both the teaching and learning process. Because it can be connected in the teaching of all four major language skills and transmitted through language, it might be helpful for teaching a second language. Most of the time, wordplays, clever tales, puns, and jokes with a content-related theme contribute significantly to the sociolinguistic and

sociocultural competence that second language learners gain (Ziyaeemehr & Kumar, 2014).

Using humor to begin social exchanges and conversations with students can motivate them to react positively in both social and academic contexts. As a result, humor may remove barriers and build rapport by creating a positive emotional and social connection, which may help students concentrate and pay attention to the material being taught (Savage et al., 2017). One of the examples of humor that can be used to help reduce student tension in learning is the internet humor.

In this current era, the utilization of the internet as a primary communication channel has grown rapidly. According to Kemp, (2024), In 2024, there are 5.35 billion people who uses internet, or equal to 66.2% of the whole world population, which is a rise of about 1.8% from 2023. With the massive spread of the internet, many pop cultures and humor have emerged along with its development, one of which is memes.

Memes are generally seen as multimedia cultural artifacts that people create, modify, and share via digital media. Shifman (2014), stated that internet meme is a group of digital objects with similar shape, content, and/or position that were created with mutual knowledge and shared, copied, and/or changed by many people online. Meme concept was first used in evolutionary theory in the 1970s by the scientist Richard Dawkins to describe how cultural information, including customs, attitudes, values, and beliefs, spreads from one individual to another. Nowadays, memes are no longer just a prank and joke, but have become a form of communication

used by many people on the internet to describe and narrate their reaction to something.

Effectiveness of memes in English language learning has been studied by many researcher (Inderawati et al., 2019; Ramadhika, 2018; Pranoto & Suprayogi, 2020; Kayali & Altuntas, 2021; Tifa et al., 2022; Krisbiantoro & Soali; 2023; Azimov, 2024). The results of the above researchers' studies state that memes have a positive impact and can improve students' ability in EFL classes. Tifa et al., (2022), Ramadhika, (2018), and Inderawati et al., (2019) find out that memes are effective and have a positive impact as a writing learning media for EFL students. Kayali and Altuntas (2021) found that memes can influence students' vocabulary and make them more creative in writing and using English. While, Azimov (2024) found that memes are very influential in vocabulary and grammar development and may be used n education to improve students' abilities and knowledge of English.

Furthermore, Tifa et al., (2022), and Inderawati et al., (2018), advised future researchers to further implement this media to different English language skills such as speaking, reading, and listening or implement it in the same skill but with different content such as descriptive paragraph, narrative text, or expression sentences that can help students to express their ideas. Ramadhika (2018) also suggested that in the selection of memes, attention should be paid to avoid memes that are not appropriate and choose those that are suitable for writing lessons in EFL classes so that students participate more in learning and research. The researcher chose to

conduct research based on the suggestions from the research that had been conducted by Tifa et al., (2022) and Inderawati et al., (2018) because the researcher wanted to take the same topic but use different class grade, namely 7th grade.

1.2 Research Question

Here is the research question based on the study background above:

What is the impact of using internet memes on junior high school students' descriptive paragraph writing skills compared to traditional teaching methods?

1.3 Research Objective

To assess the impact of using internet memes on junior high school students' descriptive paragraph writing skills compared to traditional teaching methods is the objective of this study is.

1.4 Significance of the Study

Teachers, students and researcher are expected to expand their understanding of how effectively memes work with students when they create descriptive paragraph as a result of this study. The results of this study are providing the teachers with a fresh and engaging method in teaching students how to write descriptive paragraph. This study can make it easier and more accurate for students to create descriptive paragraph. This study also can serve as an introduction for researchers on the methods to conduct research in learning institutions. Other researchers could use the study's results as a guide for carrying out more study on the subject.

1.5 Scope and Limitation of the Study

How junior high school students' use of internet memes as a teaching tool impacted their skills to write descriptive texts is investigated during this. The researcher uses quasi-experimental design to compare the group that use internet meme when learning with group that use conventional learning. The main skill being studied is writing with focus on descriptive writing.

This study has limitation. The results may not be applied to another group of junior high school students, as they may respond to meme differently because of age or skill level difference.

Additionally, focusing solely on descriptive paragraph writing may limit the use for other text, such as narrative or argumentative paragraph.

This study also limits the content to memes curated by researchers to ensure appropriateness (ethnicity, religion, race, and inter-group relations, bullying, or inappropriate humor) for junior high school students, following Ramadhika (2018).

1.6 Definition of Key Terms

Important phrases should be specified to help readers discover the topics presented in this study and to prevent misunderstandings regarding keywords. Next is the researcher's definition of key terminology used in this study:

1.6.1 Meme

A meme is a piece of material, generally in the form of a text, image, or video, and is usually satirical or funny. Popular memes

circulate rapidly on the internet, trending, and being recreated in many forms.

1.6.2 Writing

Writing is the method of conveying idea and thoughts in a way that can be read through using punctuation, symbols, letters, and spaces. It is an essential part of literacy and a way to engage in critical thinking that could assist with problem-solving and the learning of new ideas.

1.6.3 Descriptive Text

Writing that attempts to provide detailed description of a person, place, thing, or event so that the reader can understand it is known as descriptive text. Understanding how to compose and comprehend descriptive texts is critical in English language acquisition for improving creative writing and analytical reading skills. Descriptive literature uses vivid language, adjectives, and sensory elements to offer a clear and accurate representation of the subject.

CHAPTER II

LITERATURE REVIEW

The relevant literature is reviewed in this chapter., beginning with a fundamental overview of writing that encompasses its definition, purpose, and underlying processes. It then examines the theoretical framework of descriptive text, detailing its conceptual definition, communicative purpose, generic structure, and distinct linguistic features. Additionally, this section explores the integration of internet memes by addressing their definition, typologies, and pedagogical advantages and limitations. Concluding the chapter is a synthesis of relevant previous studies alongside the formulation of the research hypothesis.

2.1 Writing

2.1.1 Definition of Writing

Writing, as a core skill of communication, holds the power to clearly and effectively convey thoughts, ideas, and emotions. It is an essential ability, not just for academic success, but also for professional achievement and personal expression. According to Ningrum et al., (2013), writing is an activity in which individuals attempt to communicate through written words, forming connections with others. This skill is not limited to educational settings; it is indispensable for daily life. Tifa et al., (2022) emphasized that writing has never been overlooked because it ties closely to so many critical aspects of human existence.

However, as Harmer, (2004), noted, writing is also one of the most complex ability to overcome, demanding a delicate

balance of various elements. These include understanding writing mechanics, building a strong vocabulary, following grammatical rules, fostering creativity, and managing the technicalities of constructing letters, words, and entire texts. Citing Ramadhika (2018), Harmer's work reminds us of the depth of effort required to refine this skill.

Given these insights, it is clear that writing is both difficult and demanding abilities. But in spite of the difficulties, it contributes significantly to better communication. By engaging in writing, individuals not only express their ideas but also refine key language skills such as grammar, vocabulary, and structure. This process ultimately strengthens their overall ability to communicate clearly, effectively, and thoughtfully.

2.1.2 Purpose of Writing

Experts highlight that writing serves multiple purposes, with the primary goal being the expression of ideas and effective communication with the reader. Ur, (1991), argues that conveying ideas and messages is the core purpose of writing; thus, the most important aspect of any written work was the idea (cited in Sa'adah, (2020)). Writing is useful for a variety of things, such as expression, education, entertainment, persuasion, and communication. It allows people to effectively and easily convey information, share personal experiences, and communicate ideas. Writing facilitates reflection and relationships by arranging

complicated ideas and feelings. According to Graham and Perin (2007), writing allows people to express themselves while influencing or enlightening their readers, making it crucial for social engagement as well as personal growth. Writing is still a very effective medium for human communication, whether it is being used to entertain, persuade, or explain.

Furthermore, to depict or describe the appearance of a specific person, animal, object, or area is the main purpose of descriptive text (Dirgeyasa, 2017). The social role of descriptive text is to tell readers about how specific people, locations, or things are illustrated.

2.1.3 Process of Writing

Writing is an important skill that requires regular practice and helps develop useful techniques. To get the most out of writing, it's important to write often and find enjoyment in the process. McKay, (2005), explain writing as a process that involves important phases including prewriting, drafting, revising, and editing.

Langan, (2005), simplifies this process into three main phases: prewriting, drafting, and revising. He outlines the steps as follows:

- a. Finding a thesis during prewriting
- b. Building a strong argument to support the thesis through further prewriting

- c. Organizing the arguments and details into a draft
- d. Revising and editing to produce a clear and polished final piece.

2.2 Descriptive Text

2.2.1 Definition and Purpose of Descriptive Text

Noprianto, (2017), explain that descriptive text is a sort of text in which the writer or speaker describes a specific thing, person, animal, location, or event to the readers or listeners.

Noprianto, (2017), also stated that to equip readers or listeners with a realistic mental image of the subject, the process of description necessitates a systematic organization of characteristics. This structured approach begins with identification and classification, followed by a detailed exploration of the subject's specific attributes, behaviors, and functions. Consequently, descriptive writing effectively encapsulates a broad spectrum of sensory details, capturing the visual, olfactory, tactile, behavioral, gustatory, and auditory dimensions of an object.

Essentially, descriptive text offers in-depth details on the characteristics of people, place, and objects Detailed information aids readers in visualizing the situation. Descriptive text focuses on providing specific information.

2.2.2 Generic Structures of Descriptive Text

Like other genre, descriptive writing follows a framework or stages. Identification, and description are known as the elements of it. Identification involves introduction and identifying certain participants, including people, things, places, animals, and events.

Butt, Fahey, Feez, Spinks, & Yallop, (2000), Derewianka ,(1990), Gerot & Wignel, (1994), and Knapp & Watkins, (2005), define participants based on their attributes, appearances, personality, and habits.

Furthermore, Hardy and Klarwein, (1999: 1), hold the following opinions regarding general descriptive text structures: The structural framework of descriptive writing generally consists of two main components: identification and detailed description. This descriptive element expands on various aspects of the subject, including its purpose, features, physical traits, associated individuals, unique facts, and current evidence..

Gerot and Wignell, (1994), and Yusak, (2004), discuss generic structures in descriptive literature. They claim that there are two generic structures on descriptive writing, which are as follows:

a) Identification

To prevent generalization, identification is necessary. It implies that the writer has to specify the exact item. In this case, it indicates the topic or phenomena that will be covered, like a person, thing, or place. According to Masruri, (2010), identification refers to introducing or identifying a character within a paragraph. If a student writes a clear identification element, he or she will find it easier to develop ideas in the description section. This means that the phrase or paragraph can help the student arrange and develop ideas for successful writing.

b) Description

Description provides particular details about a phenomenon or subject, including its pieces, attributes, and traits. Masruri (2010: 1) defines description as a paragraph that describes a character. The writer provides comprehensive information on the issue.

2.2.3 Language Features of Descriptive Text

Derewianka, (1990), Emilia and Christie, (2013), Gerot and Wignell, (1994), and Knapp and Watkins, (2005), All stated that descriptive text has the following linguistic elements;

- a) Highlight key characters;
- b) The dominant tense is present tense.
- c) Linking verbs (is, are, has, have, belongs to) are used to describe the participant's appearance, qualities, and parts/functions.
- d) Action verbs, material process, and behavioral process are used to describe actions and behaviors.
- e) Mental verbs or mental processes are used to describe feelings.
- f) To add information, adverbs and adjective are used.

2.3 Meme

2.3.1 Definition of Meme

Long before the Internet was common, Richard Dawkins, the evolutionary biologist, became the first to use the term “meme” in his seminal 1976 publication, *The Selfish Gene*. Dawkins, (1976), stated that a meme is an imitation of a biological gene in culture. The meme is a replicator, much like a gene; Dawkins (1976) refers to it as “*a unit of imitation*”. The Greek term *mimema*, which means “*imitated thing*,” is where the word meme gets its etymology.

Shifman, (2014), describes compilation of digital artifacts exhibiting comparable content, structural forms, or contextual alignments, which are generated with a mutual awareness and subsequently disseminated, replicated, or modified by a vast

network of online users as internet meme. Meanwhile, Davidson, (2012), define memes as a cultural product, usually a joke, that becomes popular through internet transmission.

Me at 3am thinking of fake scenarios to hurt my feelings



Students in 2080 trying to find the cultural and historical significance of memes



2. 1 Example of Meme. www.knowyourmeme.com

In conclusion, Internet memes are digital depictions of popular culture that capture humor, social criticism, or trends. As people copy, modify, and adjust these memes to different situations, they spread quickly over the Internet. Internet memes are a potent instrument for communication and cross-cultural interchange in the digital age because they frequently capture the collaborative and participatory aspect of internet culture, where people create, remix, and circulate information that speaks of current social dynamics.

2.3.2 Types of Memes

Shifman (2014) divides Internet memes into three primary categories according to the ways in which they are shared and modified:

a. Mimicry Memes

Mimicry memes are exact replicas of pre-existing memes with a few modifications. As evidenced by memes like the "Harlem Shake," users mimic the same structure while making minor adjustments.



2. 2 The Harlem Shake Trend. therunneronline.com

b. Remix Meme

Remix memes are created by people who alter the original meme, frequently drastically, while keeping its essential components. The "Distracted Boyfriend" meme, which has been remixed with many captions and meanings, is one example.



2. 3 The "Distracted Boyfriend" meme and its variation.
www.knowyourmeme.com

c. Reaction Meme

Reaction memes are frequently used to express feelings or thoughts in response to online articles or interactions. Reaction GIFs, memes, and short comics, such as "Shen Comic" or "Grumpy Cat," are frequently used to illustrate related emotions or reactions.



2. 4 Shen Comic. www.instagram.com/shencomix



2. 5 Grumpy Cat Meme. www.reddit.com

This categorization of Internet memes highlights their interactive quality, showing how users actively participate by copying and modifying content. Through this participation, individuals can participate in a group cultural dialogue and show their creativity and humor. Users create a feeling of community and connection by recreating and sharing memes and commenting on current events, societal issues, and ordinary experiences. In the end, memes are an effective tool for social criticism and self-expression because they capture the dynamic quality of user-shaped online interactions.

In this study, the treatment will center on the usage of Remix Memes and Reaction Memes. Reaction Memes (such as Grumpy Cat) will be use to spark ideas and relieve anxiety while writing. Remix Memes (such as the Distracted Boyfriend format) will be used as visual aids in teaching text structure (for example, comparing Orientation and Events).

2.3.3 Advantages and Disadvantages of meme

Memes have developed into a really engaging and easy to spread form of online communication. Memes are a useful method for content sharing because of their straightforward, visual structure, which enables people to convey humor and viewpoints fast (Shifman, 2014). Their simple sharing facilitates audience connection and engagement in a variety of online networks.

Memes provide an important advantage of quickly conveying information. According to Milner (2016), memes can help significant messages become viral and reach a large audience by increasing awareness of social and political issues. This makes it possible for memes to influence public opinion and start conversations about important topics.

Memes further encourage a sense of community by expressing humor and common experiences. They create a sense of community among users who connect over shared content, Davidson (2012) claims, contributing in the formation of online communities and subcultures based on mutual interests.

However, memes have disadvantages as well. Memes, according to Knobel and Lankshear (2007), have the potential to simplify complicated subjects, preventing a deeper comprehension. Memes can also spread false information. Because memes spread so quickly, false or inaccurate information

can go viral without being verified, as noted by Shifman (2014) and Milner (2016).

And last, memes have the power to spread cultural insensitivity. Shifman, (2014), highlights that because memes primarily rely on comedy and don't always take cultural differences into consideration, they can occasionally maintain stereotypes or offend particular communities.

2.4 Previous Studies

There have been several previous studies that study the effectiveness of memes. For the most part, they discovered that memes significantly improve students writing abilities.

Inderawati et al., (2018), conducted the first study titled “*Enhancing Descriptive Writing Achievement of Tenth Graders by Using Internet Meme Picture*”. In this study, descriptive text writing was taught to tenth-grader students of natural science class of Senior High School 1 Indralaya Utara using internet meme pictures. The average score by the experimental group on the pretest was 48.53, while the control group's score was 48.34. After that, the control group received regular teaching, whereas the treatment received by the experimental group for sixteen meetings that uses internet meme pictures. The experimental group's average value in the post-test results was 71.63, while the control group's average value was 47.97. Value of the t-count is 10.476 and the t-table is 1.999 following the t-test. There was significant difference between the two class considering that the post-test t-value is higher than the critical

value. The results of the study show that use of internet meme pictures to teach descriptive writing increases student achievement, as shown by the experimental group's higher average score ($71.63 > 47.97$).

The second study was conducted by Ramadhika, (2018) titled “*The Use of Meme Pictures to Improve the Writing Creativity*”. In this study, he used meme pictures to teach the SMAN 1 Temanggung class XI IPA 3 students in the 2016–2017 academic year how to write more creatively. As seen by the pretest's average score of 62.96, the first cycle's average test score of 71.96, and the second cycle's average test score of 79.54, the research indicates an improvement in students' writing creativity. The results of the Cycle I and Cycle II tests showed a significant improvement in the very good category, going from 3 students to 14 students, or an 11-student difference. Additionally, around two students received the Very Good category in the Cycle II results.

The third study was conducted by Tifa et al., (2022) titled “*Enhance Students' Writing Ability Through Internet Meme Pictures for Giving Compliment and Congratulation Expressions*”. In this study, the researchers taught writing compliment and congratulation expression by using internet meme pictures to tenth grade students Al-Irsyad Senior Highschool Tegal in the academic year 2021/2022 with 25 students of class X MIA 1 as the experimental group and 25 students of class X MIA 2 as the control group. On the pretest, which were given to both groups, the experimental group scored 66.76, whereas the control group scored 66.08. Using Internet Meme Pictures for the learning process, after giving

the treatments, the experimental group average posttest score was 81.84, while the control group average score was 67.84. The t-count value is 13.692 and the t-table is 2.064 following the t-test. The post-test t-value is higher than the critical value, indicating significant differences between the two groups. It showed that students in 10th grade at Al-Irsyad Senior High School in Tegal improved their writing abilities when they wrote expression texts of congratulations and compliments using Internet meme pictures. given that t-count went above t-table.

Based on the previously mentioned several studies, the researcher's approach of implementing internet meme pictures to improve students' writing skills is similar to the previous studies. However, there are suggestions or gaps from previous study as follows:

Table 2. 1 Previous Research Suggestions and Gaps

No.	Title	Researchers	Suggestions
1	<i>“Enhancing Descriptive Writing Achievement of Tenth Graders by Using Internet Meme Picture”.</i>	Rita Inderawati, Dea Nova Ariani, Muslih Hambali	Advise that future researchers use the media for enhancing other English language abilities (speaking, reading, or listening) or choose to use the method with new texts,

			including narrative, or other texts.
2	<i>“The Use of Meme Pictures to Improve the Writing Creativity”</i>	Boris Ramadhika	It is advised to use appropriate memes in accordance with the norms with the students who will be participating in the study.
3	<i>“Enhance Students' Writing Ability Through Internet Meme Pictures for Giving Compliment and Congratulation Expressions”</i>	Rozan Ibnu Muamar Tifa, Nur Laila Molla, Rofiudin	The writer suggests the use of Internet meme pictures as a teaching tool, especially when teaching writing and content for different kinds of expression sentences, since both teachers and students can easily utilize them to convey their views.

From the table above, the researcher decided to continue using descriptive text for this study, but made changes to the class that would be used as the research class, which was different from the previous study. The

researcher will conduct this study in the 7th grade. It can be said that this study has not been conducted previously. Given this, researcher is determined to investigate how students' descriptive text writing is affected by the use of internet meme pictures.

2.5 Research Hypothesis

Ary et al., (2009), claim that hypothesis is based on the researcher's belief that study's variable is related. In this case, the researcher carried out two hypotheses to determine whether using online memes improves students' descriptive text writing skills:

2.5.1 Null Hypothesis (H_0)

Implementing internet meme pictures to enhance students' descriptive text writing is ineffective.

2.5.2 Alternative Hypothesis (H_a)

Implementing internet meme pictures to enhance students' descriptive text writing is effective.

CHAPTER III

METHODOLOGY

This chapter includes the study design, instruments, validity and reliability, data collecting, data analysis, hypothesis, and research location.

3.1 Research Design

This study uses quantitative research method. The purpose of quantitative research is to understand issues and make conclusions by collecting numerical data and using statistical analysis. Sugiyono (2019) states that objective measurement and numerical analysis of data gathered via experiments, questionnaires, or surveys are the main focus of quantitative research. Finding trends, relationships, or patterns that apply to broader populations is the goal. In a similar vein, Arikunto (2010) points out that quantitative research is systematic and depends on the application of quantifiable data in order to test hypotheses or provide precise and repeatable answers to research questions.

Additionally, quasi-experimental was utilized in this study design research as its research methodology. Quasi-experimental research is defined by Arikunto, (2006), as research whose objective is to determine the results of the treatments given to the participants. Comparing the experimental group that completed the test with the control group that did not is how you find out. The design is as follows:

Table 3. 1 Design of the Study

Group	Pre-Test	Treatment	Post-Test
Eg	O _{Eg1}	X ₁	O _{Eg2}
Cg	O _{Cg1}	X ₂	O _{Cg2}

Description:

Eg : Experimental group

Cg : Control group

O_{Eg1} : Pre-test of experimental group

O_{Cg1} : Pre-test of control group

X₁ : Experimental group treatment (internet meme pictures)

X₂ : Control group treatment (conventional method)

O_{Eg2} : Post-test of experimental group

O_{Cg3} : Post-test of control group

As the accompanying table shows, there were two groups tested in this research: the experimental group and the control group. In the experimental group, the researcher used internet meme pictures for research purposes, while the control group received normal treatment.

Research Variable

Sugono, (2019), stated that research variables are components of what is determined by research that can be examined to learn more about it and draw additional conclusions.

Dependent variables and independent variables are the two different categories of variables. Variables that impact other variables are known

as independent variables. A variable That's is affected by the independent variable is called a dependent variable. Min this research the internet meme pictures are the independent variable (X), and students' ability to write descriptive texts is the dependent variable (Y).

3.2 Setting of Research

7th grade of SMP Muhammadiyah 2 Malang is the setting of this research. In 7th grade, there were three classes, As the sample, the researcher took two classes for this study. Class 7A was the experimental group and received the intervention, while class 7B was the control group, which followed the conventional teaching methods, not the treatment that used internet memes. Both groups participated in similar writing tasks focused on descriptive text.

3.3 Population and Sample

3.3.1 Population

Sugiyono, (2019), stated that population is an element of a group consisting of objects or individuals that meet the study's criteria and have those criteria specified by the researcher. The study's population is made up of 7th grade students in SMP Muhammadiyah 2 Malang in 2025–2026 academic year.

3.3.2 Sample

Cluster random sampling were the method of sampling used in this study, in which the population and sample were chosen at random, with each population having an equal chance of being chosen as a sample (Sugiyono, 2013).

The population then divided into multiple groups, and two classes were chosen as the study sample because cluster random sampling was the selection method used. When it came to performance, the first class was the experimental group and the second was the control group. Internet meme pictures were now given to the experimental group, while traditional teaching and learning techniques were given to the control group.

The sample of this study were the 7th grade students from class 7A and 7B.

3.4 Research Instrument

The instrument that are used in this study is writing test. Pre-test and post-test writing assessments were employed by the researcher. Before receiving treatment, the students took a pre-test to assess their descriptive text writing skills. Post-test were given to the student to assess how well they could write descriptive text after receiving treatment. The students in the controlled class and the experimental class were study the same topic.

3.5 Data Collection

There are four meetings involved in the process of collecting the data. The next steps outline the procedures used to obtain the required data:

a) Observation

Among the most fundamental techniques for gathering data is observation. It includes 'seeing' things, documenting them, and analyzing them. Seeing how a teacher interacts with students in the classroom allows teachers to assess their effectiveness in both teaching and learning.

The researcher observed the learning environment, the procedures in class, the class, and the 7th grade students' learning strategies during the first meeting.

b) Pre-Test

Assessing the student's prior knowledge, skills, or abilities before the treatment is given is the purpose of the pre-test.

The test and topic were identical for the students in both experimental and control group.

Students were provided a pre-test to write descriptive texts using the same topic in both the experimental and control groups in order to determine their fundamental competence in this skill in the second meeting. The students were given "My Day in School" as their topic. Students were told to write a descriptive text on the assigned topic and turn it in once they were finished.

c) Treatment

Following the pre-testing for the experimental and control groups, different treatments were implemented in the next second to fourth meeting to enhance students' competence at producing descriptive text. In this case, the experimental group received treatment by writing descriptive text using images from internet memes. Meanwhile, conventional method was the treatment received by the control group.

Treatment for the Experimental Group (X_1) took place over three sessions. The first session introduced descriptive texts using memes as visual examples to demonstrate their generic structure (Identification and Description) and language aspects. In the second session, students were given several memes (Reaction Memes) to use as inspiration for brief drafts of descriptive texts. In the third session, students swapped drafts and were given Remix Memes (e.g., Drake style) to assist them in identifying tense faults in their classmates' writing.

The Control Group's (X_2) treatment consisted of three meetings with the same content (descriptive text). However, the media used were conventional techniques typically employed in classrooms, such as using picture series or text samples from textbooks as writing prompts, rather than exposure to comedy from online memes.

d) Post-Test

In the fourth meeting, a post-test was carried out to assess the students' proficiency in writing descriptive texts following treatment. "My Perfect Weekend" was the topic of the test that was attached. For the test between the experimental and the control group there are no differences.

e) Scoring System

The following table describes the analytical scale that was used to analyze and score for both the pre-test and post-tests:

3.6 Validity and Reliability

3.6.1 Validity Test

To determine an instrument's validity, a validation test was performed. Using a trial sample, the instrument can be evaluated and measured by employing the following formula for the product moment correlation coefficient:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Description:

- r_{xy} = Correlation coefficient between X and Y
- N = Number of subjects
- X = The sum of the scores for each item
- Y = The sum total score
- ΣXY = The result of multiplying X and Y
- X^2 = The sum of the X squared values
- Y^2 = The sum of the Y squared values

The validity of the instrument used can be determined by comparing the r_{xy} calculation results with the value of r_{table} at a significance level of 5%. This indicates that the instrument is valid if the value of r_{xy} is greater ($>$) or equal to ($=$) r_{table} . The instrument used is invalid if the value of r_{xy} is smaller ($<$) than r_{table} . Research data cannot be collected using the invalid instrument.

3.6.2 Reliability

According to Arikunto (2010), the dependable nature of the instrument indicates that it is a reasonably good instrument for gathering data. The tendency to influence respondents' answers in a particular way makes a good tool. Even after repeated practice, if the data is consistent with reality, the outcomes stay the same.

Furthermore, according to Sugiyono (2019), the reliability test measures the possibility it is that data from measurements

made with the same object will be identical. Microsoft Excel is used for this test. The following standards determine whether a variable is deemed reliable:

1. if the r -alpha is positive and surpasses the r -table, the statement is considered reliable.
2. If the r -alpha is negative and lower than the r -table, the statement is unreliable.

According to Priyatno (2013), a variable is considered good if its Cronbach's Alpha value is greater than 0.6.

3.6.3 Data Analysis

The research's collected data is processed to reveal details about the issue being studied:

1. Normality Test

Normality test was performed using SPSS version 25 in this study. Normality test is used prior to data processing using the suggested research model. A data normality test's goal is to establish the data distribution for a research variable. The Kolmogorov-Smirnov table was used for this normality test. If the test result was more than 0.05, it was possible to declare the data distribution to be normal. In contrast, if the result was less than 0.05, one might argue that the data distribution was not normal.

2. Homogeneity Test

Once the results of the normality test are known, the homogeneity test needs to be completed. A homogeneity test needs to be performed in order to find out how similar two groups or classes are to one another. The homogeneity test in this investigation was also performed with SPSS version 25.

According to Stanislaus (2009), the decision below is essential for homogeneity testing:

- a. If the significance value is greater than 0.05., the data distribution is homogenous or has the same variance.
- b. if the significance value is less than 0.05., there is either difference variance or non-homogeneous data distribution.

3. Hypothesis Test

The hypothesis is a tentative answer to a research question, the validity of which is currently being verified through experimentation. The evaluation of post-test results serves as a tool for measuring student learning achievement. Learning outcomes there refer to the fact that test scores or point grades represent the improvements made by students in their English writing. the N-gain score was measured to find out the average value before using it to conduct the independent sample t-test. SPSS 25 version was used to test all data analysis from hypothesis tests and assumption tests.

CHAPTER IV

FINDINGS AND DISCUSSION

The data are presented and systematically analyzed in this chapter. The discussion covers the tests for validity, reliability, normality, and homogeneity, followed by hypothesis testing and an in-depth interpretation of the research outcomes.

4.1 Finding

In this section, the research findings are systematically presented and elaborated upon. The provided data encompasses the analytical results from both the pre-test and post-test assessments, comparing the outcomes across the experimental and control groups.

4.1.1 Data Analysis of Pre-Test

The pre-tests for both the control and experimental classes were conducted simultaneously on March 3, 2026. During this period the assessment instrument were given to the student to be completed. Students required to write a descriptive text on the topic “My Day in School” and submit it once they are finish. 7th grade students from SMP Muhammadiyah 2 was used as a sample for this study, consisted of 20 students from class 7A as experimental class and 19 students from class 7B as control class.

Both classes received identical instructions during the pre-test. Following this assessment, the experimental class was taught descriptive writing using internet memes, while the control class underwent a conventional teaching process. The primary purpose

of administering this pre-test was to establish the students' initial writing skills, which would later be used to measure and compare the effectiveness of internet memes against conventional learning methods. The pre-test results from experimental class students are as follows:

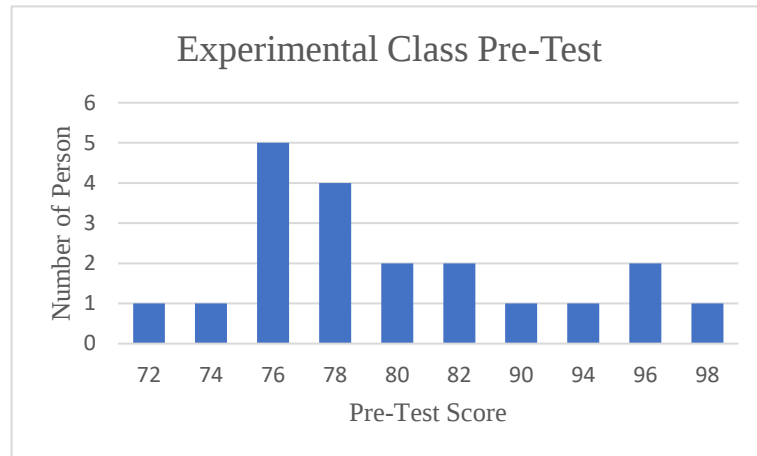
Table 4. 1 Experimental Class Student Pre-Test Score

No	Initials Name	Pre-Test Score
1	A	73
2	AFF	75
3	F	77
4	ANZ	82
5	AS	76
6	AAS	77
7	B	81
8	FAL	95
9	G	94
10	JA	72
11	KDF	76
12	H	79
13	NFAB	75
14	RAA	80
15	RKM	97
16	RDP	77
17	SRA	96
18	RS	75
19	SAN	78
20	SNA	90
Σ		1625
Average Score		81.25

Based on the table above, the pre-test results for the experimental group, class 7A SMP Muhammadiyah 2 Malang, reveal a minimum score of 72 and a maximum score of 97, out of

a total possible score of 100. Furthermore, Microsoft Excel was utilized to conduct the descriptive analysis of this data. The histogram chart of experimental class's pre-test scores distribution can be seen below:

Diagram 4. 1 Experimental Class Pre-Test



Can be seen from the chart above that at value 72, 74, 90, 94, and 98 there are 1 student each. At value 88, 82, and 90 there are 2 students each. At value 78 there are 4 students. At value 76 there are 5 students. The score distribution is arranged from the lowest to the highest value, detailing the frequency of students at each score level. The calculated descriptive statistics for the experimental class's pre-test are summarized below:

Table 4. 2 Descriptive Statistic of Pre-Test Experimental Class

<i>Pre-Test Experimental Class</i>	
Mean	81.25
Standard Error	1.843730486
Median	77.5
Mode	75
Standard Deviation	8.245413398
Sample Variance	67.98684211
Kurtosis	-0.474874684
Skewness	1.022946542
Range	25
Minimum	72
Maximum	97
Sum	1625
Count	20

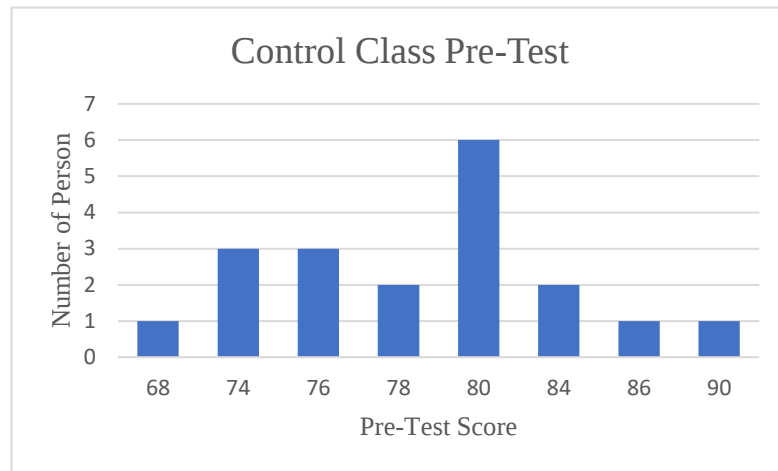
As illustrated in Table 4.2, the experimental group achieved a mean pre-test score of 81.25, with a median of 77.5 and a standard deviation of 8.24. Furthermore, the 20 students in class 7A obtained scores ranging from a minimum of 72 to a maximum of 97, out of a maximum possible score of 100. Notably, because the standard deviation is significantly lower than the mean, the data points are considered well-distributed. It can be assumed that the data from experimental class's pre-test is reliable and have a good quality.

Table 4. 3 Control Class Student Pre-Test Score

No	Initials Name	Pre-Test Score
1	ASW	79
2	AAA	76
3	AH	77
4	Ak	74
5	AZR	78
6	AAH	85
7	Ar	75
8	AAT	79
9	AKA	75
10	AKM	83
11	E	73
12	HOS	79
13	KNZ	79
14	LH	79
15	NAS	90
16	D	68
17	RPH	79
18	T	74
19	SAC	83
Σ		1485
Average Score		78.1578947368 421

According to the table above the results for the control class pre-test in Class 7B at SMP Muhammadiyah 2 Malang show 68 as minimum score and 90 as maximum score out of a possible total of 100. Microsoft Excel was used by researcher to provide descriptive analysis data the scores for the control group are presented in the following histogram:

Diagram 4. 2 Control Class Pre-Test



Histogram 4.2 illustrates the exact frequency of students for each score, arranged from the lowest to the highest. Specifically, scores of 78 and 84 were each obtained by two students, while six students achieved a score of 80 and three students scored 74 and 76 each. Scores of 68, 86, and 90 were each obtained by a single student. Following this frequency distribution, the calculated descriptive statistics for the control class pre-test are summarized below:

Table 4. 4 Descriptive Statistic of Pre-Test Control Class

<i>Pre-Test Control Class</i>	
Mean	78.15789474
Standard Error	1.119375238
Median	79
Mode	79
Standard Deviation	4.879243542
Sample Variance	23.80701754
Kurtosis	1.237824909
Skewness	0.431870252
Range	22
Minimum	68
Maximum	90
Sum	1485
Count	19

As illustrated in Table 4.4, the control group achieved a mean pre-test score of 78.15, with a median of 79 and a standard deviation of 4.87. Furthermore, the 19 students in class 7B obtained scores ranging from a minimum of 98 to a maximum of 90 out of a maximum possible score of 100. Notably, because the standard deviation is lower than the mean, the data points are considered well-distributed. Therefore, it can be concluded that the data obtained from the control class's pre-test is reliable and of good quality.

Following the collection of the pre-test results, the researcher implemented the respective instructional treatments. The experimental group was taught descriptive text writing using internet memes, whereas the control group received conventional teaching. Upon completing these interventions, a post-test was administered to both groups to evaluate the students' progress and

determine the score differences before and after the learning process.

4.1.2 Data Analysis of Post-Test

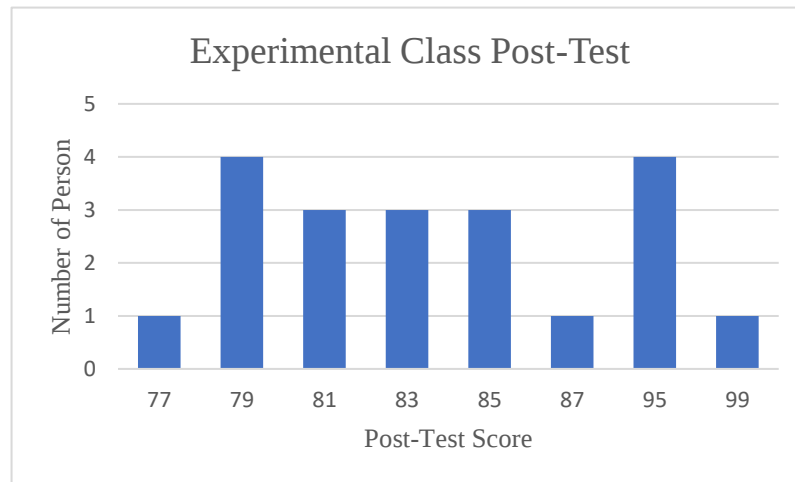
For both classes, the pre-test was carried out at the same day on March 10, 2026 after the treatment for each class was finished. During this period, students received the same instructions as the pre-test. The objective was to calculate the difference in the scores before and after treatment. The following table contain control class post-test results:

Table 4. 5 Experimental Class Student Post-Test Score

No	Initials Name	Post-Test Score
1	A	77
2	AFF	80
3	F	81
4	ANZ	84
5	AS	84
6	AAS	84
7	B	79
8	FAL	95
9	G	95
10	JA	78
11	KDF	78
12	H	86
13	NFAB	79
14	RAA	83
15	RKM	98
16	RDP	81
17	SRA	95
18	RS	82
19	SAN	82
20	SNA	95
Σ		1696
Average Score		84.8

According to the table above the results for the control class pre-test in Class 7A at SMP Muhammadiyah 2 Malang show 77 as minimum score and 98 as maximum score out of a possible total of 100. Microsoft Excel was used by researcher to provide descriptive analysis data the scores for the control group are presented in the following histogram:

Diagram 4. 3 Experimental Class Post-Test



Histogram 4.3 illustrates the exact frequency of students for each score, arranged from the lowest to the highest. Specifically, scores of 81, 83, and 85 were each achieved by three students. There are four students that achieve the score of 79 and 95 each. Meanwhile, the remaining scores of 77, 87, 99 were each obtained by a single student. Following this frequency distribution, the calculated descriptive statistics for the experimental class post-test are summarized below:

Table 4. 6 Descriptive Statistic of Post-Test Experimental Class

<i>Post-Test Experimental Class</i>	
Mean	84.8
Standard Error	1.526261342
Median	82.5
Mode	95
Standard Deviation	6.825648224
Sample Variance	46.58947368
Kurtosis	-0.710896744
Skewness	0.879258065
Range	21
Minimum	77
Maximum	98
Sum	1696
Count	20

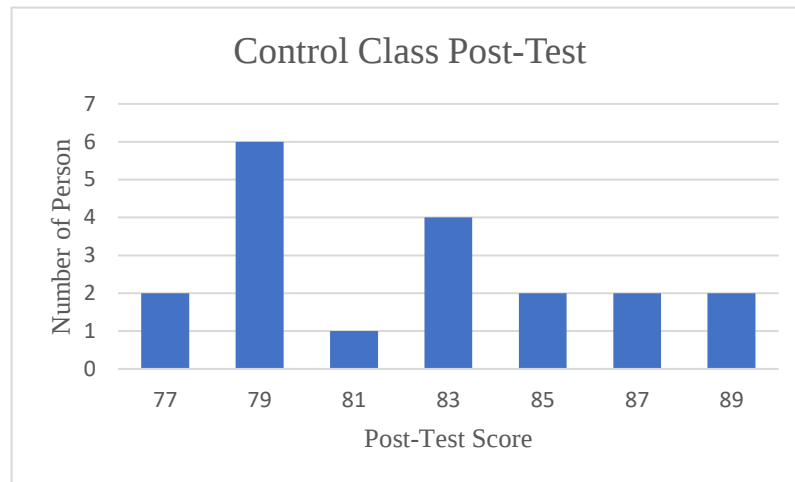
As seen in the table above, a mean post-test score of 84.8, with a median of 82.5 and a standard deviation of 6.82 was achieved by the experimental class. Furthermore, the 20 students in class 7A obtained scores from a minimum of 77 to a maximum of 98 out of a maximum possible score of 100. Notably, because the standard deviation is significantly lower than the mean, the data points are considered well-distributed. Therefore, it can be concluded that the data obtained from the experimental class's post-test is reliable and of good quality.

Table 4. 7 Control Class Student Post-Test Score

No	Initials Name	Post-Test Score
1	ASW	86
2	AAA	77
3	AH	82
4	Ak	79
5	AZR	82
6	AAH	86
7	Ar	78
8	AAT	82
9	AKA	80
10	AKM	88
11	E	77
12	HOS	84
13	KNZ	79
14	LH	84
15	NAS	89
16	D	78
17	RPH	79
18	T	78
19	SAC	82
Σ		1550
Average Score		81,57894737

As seen in the table above, the post-test results for the control group from class 7B at SMP Muhammadiyah 2 Malang reveal a minimum score of 77 and a maximum score of 89 out of a total possible score of 100. Microsoft Excel was used by researcher to provide descriptive analysis data the scores for the control group are presented in the following histogram:

Diagram 4. 4 Control Class Post-Test



Histogram 4.4 shows the data of students for each score, from the lowest to the highest. At score of 79 was the most frequent, achieved by six students, followed by four students who at score of 83. Meanwhile, scores of 77, 85, 87, and 89 achieved by two students each. The score of 81 was obtained by a single student. Following the data distribution, the descriptive statistics for the control class post-test are presented below:

Table 4. 8 Descriptive Statistic of Post-Test Control Class

<i>Post-Test Experimental Class</i>	
Mean	81.57894737
Standard Error	0.856061256
Median	82
Mode	82
Standard Deviation	3.731484505
Sample Variance	13.92397661
Kurtosis	-0.74078053
Skewness	0.585582699
Range	12
Minimum	77
Maximum	89
Sum	1550
Count	19

As shown by the table above, the control group achieved a mean post-test score of 81.57, with a median of 82 and a standard deviation of 3.7. Furthermore, the 19 students in class 7B obtained scores ranging from a minimum of 77 to a maximum of 89 out of a maximum possible score of 100. Notably, because the standard deviation is significantly lower than the mean, the data points are considered well-distributed. Therefore, it can be concluded that the data obtained from the control class's post-test is reliable and of good quality.

4.1.3 Students' Achievement in Writing Skill Before and After

Using Internet Memes

Upon concluding the pre-test, the instructional treatment utilizing internet memes, and the post-test, the researcher compared the assessment outcomes for each class. This comparison aimed to determine whether the students' writing scores improved following the meme-based learning intervention. The comparative results are presented in the following table:

Table 4. 9 Result of Experimental Class Student Pre-Test and Post-Test

Experimental Group			
No	Initials Name	Pre-Test	Post-Test
1	A	73	77
2	AFF	75	80
3	F	77	81
4	ANZ	82	84
5	AS	76	84
6	AAS	77	84
7	B	81	79
8	FAL	95	95
9	G	94	95
10	JA	72	78
11	KDF	76	78
12	H	79	86
13	NFAB	75	79
14	RAA	80	83
15	RKM	97	98
16	RDP	77	81
17	SRA	96	95
18	RS	75	82
19	SAN	78	82
20	SNA	90	95
Average Score		81.25	84.8

Table 4.9 presents the pre-test and post-test outcomes for the experimental class, revealing a distinct improvement in the students' performance. Specifically, the mean score rose from 81.25 in the initial assessment to 84.8 in the post-test. This upward trend demonstrates that utilizing internet memes as an instructional medium is effective for the students.

Table 4. 10 Result of Control Class Student Pre-Test and Post-Test

Control Group			
No	Initials Name	Pre-Test	Post-Test
1	ASW	79	86
2	AAA	76	77
3	AH	77	82
4	Ak	74	79
5	AZR	78	82
6	AAH	85	86
7	Ar	75	78
8	AAT	79	82
9	AKA	75	80
10	AKM	83	88
11	E	73	77
12	HAS	79	84
13	KNZ	79	79
14	LH	79	84
15	NAS	90	89
16	D	68	78
17	RPH	79	79
18	T	74	78
19	SAC	83	82
Average Score		78,157 8947368421	81,5789 473684211

Table 4.10 presents the pre-test and post-test outcomes for the control group, revealing a modest increase in student performance. Specifically, the mean score rose from 78.15 in the initial assessment to 81.57 in the post-test. Consequently, the data confirms that the average post-test score is indeed higher than the initial pre-test average.

4.1.4 Result of Validity Testing

To find out the extent to which a research instrument accurately measures the data it is intended to collect, a validity test was conducted. To ensure objectivity, the researcher give the instrument to a another group of students who were not included in either the experimental or control classes. This procedure was performed on January 7, 2026, to evaluate the validity of each writing assessment aspect.

To determine the calculated r-value for each criterion, SPSS Version 25 was used, the results as follows:

Table 4. 11 Result of Validity Test

		Correlations					
		AOW01	AOW02	AOW03	AOW04	AOW05	TOTAL
AOW01	Pearson Correlation	1	0,567	,670*	,760*	,681*	,833**
	Sig. (2-tailed)		0,087	0,034	0,011	0,030	0,003
	N	10	10	10	10	10	10
AOW02	Pearson Correlation	0,567	1	,838**	,690*	,778**	,845**
	Sig. (2-tailed)	0,087		0,002	0,027	0,008	0,002
	N	10	10	10	10	10	10
AOW03	Pearson Correlation	,670*	,838**	1	,866**	0,558	,932**
	Sig. (2-tailed)	0,034	0,002		0,001	0,094	0,000
	N	10	10	10	10	10	10
AOW04	Pearson Correlation	,760*	,690*	,866**	1	0,605	,953**
	Sig. (2-tailed)	0,011	0,027	0,001		0,064	0,000
	N	10	10	10	10	10	10
AOW05	Pearson Correlation	,681*	,778**	0,558	0,605	1	,738*
	Sig. (2-tailed)	0,030	0,008	0,094	0,064		0,015
	N	10	10	10	10	10	10
TOTAL	Pearson Correlation	,833**	,845**	,932**	,953**	,738*	1
	Sig. (2-tailed)	0,003	0,002	0,000	0,000	0,015	
	N	10	10	10	10	10	10
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

As seen on the table above, the critical r-table value for a sample size of 10 respondents at a 5% significance level is 0.632. Consequently, all five assessment criteria of the instrument are deemed valid because each calculated r-value exceeds the r-table value. The detailed comparison is outlined below:

Table 4. 12 Result of Validity Test

Aspects of Writing	rTable	rCount	Status
1	0.632	0.833	Valid
2	0.632	0.845	Valid
3	0.632	0.932	Valid
4	0.632	0.953	Valid
5	0.632	0.738	Valid

4.1.5 Result of Reliability Testing

Following the validity assessment, a reliability test was conducted. This analysis measures the internal consistency and stability of a research instrument, ensuring that it yields dependable and uniform data. In this study, the validated items were evaluated using SPSS 25, and the results of the reliability analysis are outlined below:

Table 4. 13 Result of Reliability Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
AOW01	57,3000	22,678	0,752	0,796
AOW02	66,7000	22,233	0,767	0,790
AOW03	67,0000	20,889	0,893	0,759
AOW04	65,4000	11,378	0,860	0,841
AOW05	80,0000	29,556	0,711	0,867

Reliability Statistics	
Cronbach's Alpha	N of Items
0,844	5

The reliability analysis performed via SPSS 25 yielded a coefficient score of 0.844. Based on standard interpretative criteria, this result is classified as high, thereby establishing the research instrument as dependable and reliable.

4.1.6 Result of Normality Testing

To evaluate whether the collected research data have a normal distribution, a normality test was conducted. If the data fails to meet this assumption of normality, non-parametric statistical methods were used instead. The Kolmogorov-Smirnov test was performed via SPSS Version 25 to assess the distribution in this study. The data is officially deemed normally distributed if the resulting significance value is greater than 0.05. The outcomes of this analysis are outlined below:

Table 4. 14 Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Exp	0,135	19	,200*	0,959	19	0,546
Pre-Test Contr	0,160	19	,200*	0,949	19	0,385
Post-Test Exp	0,128	19	,200*	0,938	19	0,245
Post-Test Contr	0,107	19	,200*	0,962	19	0,622
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

As seen on the table above, all data sets are normally distributed as their two-tailed significance values exceed the 0.05 threshold. Specifically, the pre-test and post-test scores for both the experimental and control groups yielded an identical significance value of 0.200, thereby confirming the normality assumption for all research data.

4.1.7 Result of Homogeneity Testing

The homogeneity test is conducted to verify whether the data from the research groups originate from populations with equal variances. In this study, the statistical analysis was executed using SPSS 25 to evaluate data homogeneity. The results of this assessment are presented below:

Table 4. 15 Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	0,629	1	76	0,430
	Based on Median	0,391	1	76	0,534
	Based on Median and with adjusted df	0,391	1	71,840	0,534
	Based on trimmed mean	0,485	1	76	0,488

According to the pre-test homogeneity analysis presented above, Levene's test was employed to evaluate the equality of variances between the two research groups. The findings indicate that both classes are homogeneous, as the obtained significance value of 0.43 is greater than the standard significance level of 0.05.

4.1.8 Result of Hypothesis Testing

Once the data successfully met the prerequisites of normality and homogeneity, the researcher proceeded to the final stage of analysis, namely hypothesis testing. Prior to executing the Independent Sample t-test, the Normalized Gain score, or N-gain, was analyzed to evaluate the effectiveness of the internet memes employed in this study. This N-gain score is calculated based on

the variance between the pre-test and post-test results. The Independent Sample t-test was utilized because it is highly appropriate for comparing data from two distinct groups where only one group receives the primary experimental treatment.

The N-gain results along with the interpretation of its effectiveness in percentage form are presented below:

Table 4. 16 Category Interpretation of N-gain Effectiveness

Percentage (%)	Interpretation
< 40	Ineffective
40 - 50	Less Effective
56 - 75	Effective Enough
> 76	Effective

Table 4. 17 Result of N-Gain

Descriptives				
Class			Statistic	Std. Error
NGain_Percent	Exp_Class	Mean	17,4614	3,68041
		95% Confidence Interval for Mean	Lower Bound	9,7582
			Upper Bound	25,1646
		5% Trimmed Mean	18,0126	
		Median	17,3913	
		Variance	270,908	
		Std. Deviation	16,45929	
		Minimum	-25,00	
		Maximum	50,00	
		Range	75,00	
		Interquartile Range	17,79	
		Skewness	-0,721	0,512
		Kurtosis	1,696	0,992
	Contr_Class	Mean	14,3264	2,84105
		95% Confidence Interval for Mean	Lower Bound	8,3576
			Upper Bound	20,2952
		5% Trimmed Mean	14,6219	
		Median	15,3846	
		Variance	153,360	
		Std. Deviation	12,38385	
		Minimum	-10,00	
		Maximum	33,33	
		Range	43,33	
		Interquartile Range	19,64	
		Skewness	-0,406	0,524
		Kurtosis	-0,601	1,014

Based on the N-gain test results presented above, the experimental group achieved a mean N-gain score of 17 percent, with a maximum score of 50 percent. This indicates that utilizing internet memes for writing descriptive texts did not yield a highly effective outcome. Similarly, the control group recorded a mean N-gain score of 14 percent and a maximum score of 33 percent, suggesting that the conventional instruction method was also less than effective.

To further evaluate these outcomes, the decision-making criteria for the Independent Sample t-test used to test the research hypotheses are outlined below:

- a) If the Sig. (2-tailed) > 0.05, then H_0 is accepted H_a is rejected. This means that there is no effectiveness of using internet memes on writing descriptive text.
- b) If the Sig. (2-tailed) < 0.05, then H_0 is rejected H_a is accepted. This means that there is an effectiveness of using internet memes on writing descriptive text.

Table 4. 18 Statistic Independent Sample T-Test

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
PostTest	Exp_Class	20	84,80	6,826	1,526
	Contr_Class	19	81,58	3,731	0,856

Based on the group statistics table above, the experimental group consisted of 20 students who achieved a mean score of 84.8, while the control group comprised 19 students with a mean score of 81.58. According to these statistics, it can be inferred that the average learning outcomes between the experimental and control groups did not differ substantially in writing descriptive texts. To formally evaluate the research hypothesis, the results of the Independent Sample t-test are presented in the following table:

Table 4. 19 Result Independent Sample T-Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
PostTest	Equal variances assumed	6,216	0,017	1,815	37	0,078	3,221	1,775	-0,375 6,818
	Equal variances not assumed			1,841	29,729	0,076	3,221	1,750	-0,354 6,796

According to the Independent Sample t-test results presented in the table above, the two-tailed significance value within the equal variances assumed section is 0.078. Since this value exceeds the standard alpha level of 0.05, the alternative hypothesis, H_a , is rejected, and the null hypothesis, H_0 , is accepted. Therefore, it can be concluded that the integration of internet memes as an instructional tool is not effective in enhancing students' descriptive text writing skills.

4.2 Discussion

This section discusses evidence gathered in response to the study's primary research questions. The main goal is to compare the impact of using internet memes on descriptive writing abilities among junior high school students to conventional teaching method. Furthermore, this analysis contextualizes the current results by exploring their alignment and correlation with the previously reviewed literature.

The findings suggest that online memes do not improve descriptive writing abilities among 7th grade junior high school students. This outcome diverges noticeably from several previous studies, which asserted that the

integration of internet memes substantially improved students' overall writing performance.

The research data was evaluated through three fundamental statistical procedures: Normality, homogeneity, and hypothesis testing were all performed using SPSS version 25. The Kolgomorov-Smirnov test was carried out to examine normality, and both experimental and control classes had the same two-tailed Sig value of 0.2000. since these results are greater than 0.05 threshold, indicating that all datasets are well distributed. Then, Levene's test was used to determine homogeneity, giving a significance value of 0.43. Given that the number is greater than 0.05, it suggests that the two groups are homogenous and have no substantial variance differences

After confirming the normal distribution and homogeneity of the data, the study moves on to hypothesis testing. This step uses the independent sample t-test. According to Ghazali, (2016), this statistical test the contrast of the average scores of two unrelated groups. Before testing the hypothesis, researcher use the N-gain score analysis so find the average improvement.

The N-gain analysis in this study yielded a score of 17 percent, indicating that the integration of internet memes is ineffective in improving students' descriptive paragraph writing skills. Furthermore, the Independent Sample t-test revealed a two-tailed significance value of 0.078 within the equal variances assumed section, which is greater than the standard 0.05 threshold.

The post-test findings showed a moderate improvement in students' ability to write descriptive text using internet memes, with score ranging

from 77 to 98. The N-gain and independent sample t-test results support the modest increase, with an N-gain score of 17% for the experimental group and a two-tailed Sig value of 0.078. An N-gain score of 17% is considered ineffective as the sig value exceeds the 0.005 threshold, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

The previous study conducted by Inderawati et al.,(2018) shares a key similarity with this study, specifically in the choice of text genre, which focuses on descriptive paragraphs. Furthermore, an investigation by Tifa et al.,(2022) aligns with this study through its implementation of internet memes as an instructional medium to enhance writing performance. However, both prior studies yielded contrasting outcomes, as they concluded that internet memes were highly effective in improving students' writing proficiency. Several important limitations in this study may explain the different outcomes. First, there is a significant difference in participants' language competence levels. Previous research had concentrated on 10th and 11th-grade high school students with a more advanced vocabulary and stronger basic grammar, but this study looked at 7th-grade junior high school students. At this stage, the students' language mastery was still developing, making it difficult for them to fully grasp and translate the contextual nuances of internet memes into well-structured descriptive sentences. Second, the duration of the intervention in this study was significantly shorter compared to the prior research. The limited treatment period proved insufficient for the 7th graders to fully adapt to memes as an instructional tool, thereby restricting the potential growth of their writing

performance. Therefore, in contrast, this study establishes that the utilization of internet memes does not offer a significant advantage in developing the descriptive paragraph writing skills of students at SMP Muhammadiyah 2 Malang.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter provides the study final results and recommendation. The results are based on the evidence and discussion. The guidelines provide practical direction for English teacher, students, and future researchers.

5.1 Conclusion

The previous chapter shows the result of hypothesis testing that there is just a small difference between the experimental and control group, indicating that both groups improve at the same rates. While the experimental group treated with internet meme showed slightly larger post-test results than the control group, the treatment proved to be not effective. This finding is validated by the N-Gain results, which were 17% in the experimental group and 14% in the control group.

In addition, the independent sample t-test showed the value of 0.078, which is larger than the normal threshold of 0.05. as a result, H_a is rejected and H_0 is accepted

Based on the previously mentioned data, it is concluded that internet memes are not effective to be used as teaching media to improve descriptive writing skill, as the post-test scores showed a very slight improvement. As a result, this study demonstrates that using online memes does not significantly increase students' descriptive paragraph writing skills at SMP Muhammadiyah 2 Malang. This result is mostly due to different limitations within the study's scope. The 7th-grade children had a lower baseline language skill than the senior high school students evaluated in earlier

research, making contextual interpretation of memes more difficult. Furthermore, the treatment's short duration limited the time required for students to properly adjust to this fresh medium. As a result, while online memes are an entertaining visual assistance, they do not represent a statistically more effective tool for learning structured academic writing abilities within this period and age range.

5.2 Suggestion

In light of the research conclusions established above, the following recommendations are offered for consideration:

5.2.1 English Teacher

Because the research findings show that internet memes have very little influence on students' writing skill, English teacher are recommended to search for alternative method for teaching. This study expected to help teacher improve their teaching method and motivate more creativity while teaching. In addition, teacher must pay close attention to classroom dynamics, especially when students show signs of boredom, because students' mood and interest have a large impact on their writing ability improvement.

5.2.2 Students

Based on the results of his study, students are advised to develop patience and excitement while learning English, especially learning writing. It is important for students to participate in routine

writing practice and build self-confidence, while also knowing that making mistakes is part of the learning process.

5.2.3 Further Researchers

While several previous studies have used internet memes to improve students writing skills, their relevance to other skills is have not ben explore. As a result, future studies are urged to study the effectiveness of memes in improving other language skills or use different text, such as report, recount, procedural, and other. Furthermore, future research might use different subjects in other grade or education level while using a longer treatment time.

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APPENDICES

Appendix I Pre-Test Descriptive Paragraph

Pre-Test Descriptive Paragraph

Name:	Class:
-------	--------

Instructions:

- Write a descriptive paragraph about “My Day in Class”
- You are given 30 minutes to write your story
- The story must contain at least 1 paragraph
- You may use the dictionary

MY DAY IN CLASS

Appendix II Post-Test Descriptive Paragraph

Post-Test Descriptive Paragraph

Name:	Class:
-------	--------

Instructions:

- Write a descriptive paragraph about “My Perfect Weekend”
- You are given 30 minutes to write your story
- The story must contain at least 1 paragraph
- You may use the dictionary

MY PERFECT WEEKEND

Appendix III Scoring Rubrik (Adopted from Romansyah, 2017)

Categories	Score	Criteria
Content	30-27	Excellent to very good: The writing demonstrates deep knowledge, fully develops the main idea, and stays strictly relevant to the assigned topic.
	26-22	Good to average: The writing shows basic knowledge of the topic and sufficient ideas, but the main argument is not fully developed and lacks specific supporting details.
	21-17	Fair to poor: The writing shows limited knowledge of the subject, lacks meaningful substance, and fails to develop the topic adequately.
	16-13	Very poor: The writing demonstrates no understanding of the topic, completely lacks substance, and fails to develop the subject matter.
Organization	20-18	Excellent to very good: The writing is fluent and concise, with clearly stated and supported ideas. It is well-organized,

Categories	Score	Criteria
		follows a logical order, and connects smoothly throughout.
	17-14	Good to average: The writing is somewhat choppy and loosely organized, though the main ideas still stand out. However, supporting details are limited, and the logical order feels incomplete.
	13-10	Fair to poor: The writing lacks fluency, and the ideas are confused or disconnected. It completely lacks logical order and development.
	9-7	Very poor: The writing fails to convey any clear meaning. It completely lacks structure, or there is simply not enough text to evaluate its organization.
Vocabulary	20-18	Excellent to very good: The writing demonstrates an advanced and varied vocabulary with effective word choices. It shows strong mastery of word forms and maintains an appropriate formal tone.

Categories	Score	Criteria
	17-14	Good to average: The writing demonstrates a sufficient vocabulary range. While there are occasional errors in word choice, form, or usage, the overall meaning remains clear.
	13-10	Fair to poor: The writing shows a limited vocabulary range with frequent errors in word choice and usage. These mistakes often confuse or obscure the intended meaning.
	9-7	Very poor: The writing appears to be a direct translation from the native language. It shows almost no knowledge of English vocabulary and word forms, or there is not enough text to evaluate.
Language Use	25-22	Excellent to very good: The writing effectively uses complex sentence structures and contains only a few minor grammatical errors in agreement, tense, word order, articles, pronouns, or prepositions.
	21-18	Good to average:

Categories	Score	Criteria
		The writing uses complex sentences effectively, containing only a few minor grammatical errors.
	17-11	Fair to poor: The writing shows major problems in both simple and complex sentence structures. Frequent errors in grammar, tense, word order, fragments, or run-on sentences often confuse or obscure the meaning.
	10-5	Very poor: The writing shows no understanding of sentence structure and is dominated by grammatical errors. It fails to convey any meaning, or the text is too short to evaluate.
Mechanic	5	Excellent to very good: The writing demonstrates strong mastery of conventions, with only a few minor errors in spelling, punctuation, capitalization, and paragraphing.
	4	Good to average: The writing contains occasional errors in spelling, punctuation, capitalization, and paragraphing, but the overall meaning remains clear.

Categories	Score	Criteria
	3	Fair to poor: The writing shows frequent errors in spelling, punctuation, capitalization, and paragraphing. Poor handwriting and these technical mistakes often confuse or obscure the overall meaning.
	2	Very poor: The writing shows no mastery of conventions and is dominated by errors in spelling, punctuation, capitalization, and paragraphing. Additionally, the handwriting is illegible, or the text is insufficient to evaluate.

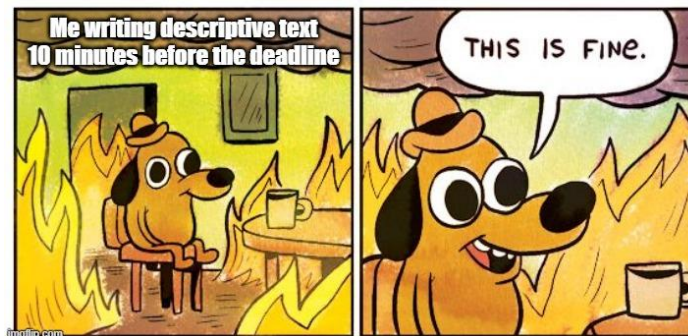
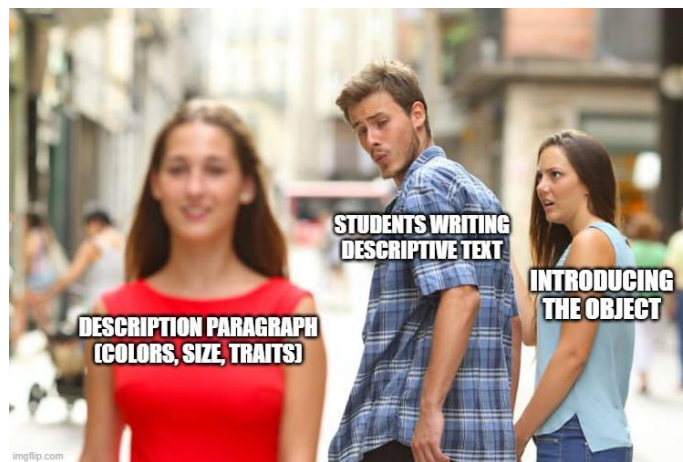
Appendix IV Example of Students' Pre-Test

☐	
☐	my day in school
☐	
☐	i always wake up in the morning after i wake up i get prayer
☐	subuh and after i get prayer subuh i go to take a bath
☐	and after that i get dressed. And then i have breakfast,
☐	sometimes i have breakfast in the living room. After all that
☐	is completed, i go to school.
☐	
☐	when i arrive in the school i walk from the hallway in to
☐	the class. in the class i put my backpack and sit at my desk
☐	i waiting for the prayer dhuhā bell's ringing. After the bell's ringing
☐	i go to the mosque for having prayer dhuhā. After i have
☐	prayer dhuhā i have english class. in that class we learn about
☐	present tense, adverb of frequency and many more. After that
☐	i usually have subjects. And then i have lunch and go back
☐	home.
☐	
☐	
☐	
☐	
☐	
☐	

Appendix V Example of Students' Post-Test

Kelas : 7A		"My Perfect weekend"		Date: _____
Absen : 12				
☐				
☐		Hello!, my name is sani and now I will tell you		
☐		about my weekend. on on weekends I usually		
☐		Sleep after Subuh prayers and wake up at		
☐		8:00 AM. after I wake up, I take a bath and		
☐		Feed my cats. when I finish Feeding my cats, I usually		
☐		Play with them for like 1 hours. after playing		
☐		with my cats. I have to clean my shirts & pants		
☐		from the fur.		
☐				
☐		After dhuh prayer, I play with my phone while while		
☐		lying down on my bed untill ashar prayer. after		
☐		ashar prayer, I play with my phone again but this		
☐		time I play with my online friends. I love playing		
☐		with them because they're so fun to play with.		
☐		and honestly I play with them untill the last		
☐		time to do maghrib prayer.		
☐		after		
☐		and I do maghrib prayer, I wait for a while		
☐		for Isya prayer time. after that I feed my		
☐		Cats again and then make my bed. before I		
☐		go to sleep, I wash my face & brush my teeth		
☐		and go to bed.		
☐				

Appendix VI Example Learning Materials for Descriptive Texts Using Internet Memes



My cat
slept on the
sofa everyday

My cat
sleeps on the
sofa everyday

Appendix VII Documentation





Appendix VIII Permission Letter of Survey

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id
Nomor	: 3733/Un.03.1/TL.00.1/10/2025	31 Oktober 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Survey	
Kepada		
Yth. Kepala SMP Muhammadiyah 2 Malang		
di Malang		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Moh. Rizaldy Pratama Aruna Putra	
NIM	: 19180004	
Tahun Akademik	: Ganjil - 2025/2026	
Judul Proposal	: The Impact of Using Internet Memes on Junior High School Students' Recount Text Writing Skills	
Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		
Tembusan :		Dr. Muhammad Walid, MA NIP. 19730823 200003 1 002
1. Ketua Program Studi TBI		
2. Arsip		

Appendix IX Permission Letter of Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 599/Un.03.1/TL.01.04/02/2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

5 Februari 2026

Kepada

Yth. Kepala SMP Muhammadiyah 02 Malang

di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Mohamad Rizaldy Pratama Aruna Putra
NIM : 19180004
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025\2026
Judul Skripsi : The Impact of Internet Memes on Junior High School Student's Writing Skills
Lama Penelitian : Februari 2026 sampai dengan April 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Muhammad Walid, MA
9730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix X Thesis Consultation Logbook

KONSULTASI DAN BIMBINGAN SKRIPSI

Nama : Mohamad Rizaldy Pratama Aruna Putra
NIM : 19180004
Judul : The Impact of Using Internet Memes on High School Students'
Recount Text Writing Skills
Dosen Pembimbing : Maslihatul Bisriyah, M.TESOL

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
23 Agustus 2024	Chapter 1 Introduction	Memperbaiki format penulisan dan menambah referensi <i>Previous Study</i>	
9 September 2024	Hasil revisi Chapter 1 dan mengajukan Chapter 2	Memperbaiki bagian <i>Scope and Limitation</i> dan mengganti beberapa referensi	
15 Oktober 2024	Hasil Revisi Chapter 2 dan Mengajukan Chapter 3	Menambahkan <i>Research Variable, Reference</i> dan memperbaiki bagian instrumen	
21 Oktober 2024	Hasil Revisi Chapter 3	Memperbaiki beberapa kesalahan format penulisan dan referensi	

Malang, 21 Oktober 2024

Dosen Pembimbing,



Maslihatul Bisriyah, M. TESOL

NIP. 198909282019032016

KONSULTASI DAN BIMBINGAN SKRIPSI

Nama : Mohamad Rizaldy Pratama Aruna Putra
NIM : 19180004
Judul : The Impact Internet Memes on Junior High School Students' Writing Skills
Dosen Pembimbing : Maslihatul Bisriyah, M.TESOL

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
7 Januari 2026	Chapter4 Findings and Discussion	Menyiapkan instrumen penelitian dan mempersiapkan pengambilan data	
8 Juni 2026	Hasil revisi Chapter 4	Memperbaiki bagian Findings dan memperbaiki beberapa data	
17 Juni 2026	Chapter 5 Discussion Conclusion and Suggestion	Memperbaiki bagian Discussion dan mulai mengerjakan Conclusion and Suggestion	
23 Juni 2026	Hasil Revisi Chapter 5	Memperbaiki beberapa kesalahan format penulisan dan referensi	

Malang, 24 Juni 2026

Dosen Pembimbing,



Maslihatul Bisriyah, M. TESOL

NIP. 198909282019032016

Appendix XI Curriculum Vitae

Curriculum Vitae

Name : Moh. Rizaldy Pratama Aruna Putra
NIM : 19180004
Date and Place of Birth : Mataram, 27 September 2001
Gender : Male
Religion : Islam
Faculty : Education and Teacher Training
Study Program : English Education Department
University : Maulana Malik Ibrahim State Islamic University
Malang
Address : Jalan A. Yani No 33B, Kel. Kelimutu, Kec. Ende
Tengah, Kab. Ende, Nusa Tenggara Timur
Email : rizaldy.p27@hotmail.com



Educational Background:

- MIN Ende
- SDN 19 Cakranegara
- SMPN 1 Mataram
- SMPN 1 Ende Selatan
- MAN Ende
- UIN Maulana Malik Ibrahim Malang