

The Effectiveness of Internet Memes on Students' Writing Achievement

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Abstract

The purpose of this research is to determine whether or not seventh graders at SMPN 1 Sumbergempol can improve their descriptive writing skills by using online memes. In this quantitative study, the researcher used a quasi-experimental strategy. The results showed that the experimental group averaged 79.00 points whereas the control group averaged 70.81. In addition, the findings (Sig 2-tailed) demonstrated a 0.000 significant value. The significance level ($0.000 < 0.05$) is lower than the significant value (Sig 2-tailed). We may conclude that the Alternative Hypothesis (H_a) is correct and reject the Null Hypothesis (H_0) based on the findings of the significance value (Sig 2-tailed). The results show that seventh graders at SMPN 1 Sumbergempol benefit significantly from using Internet memes to improve their descriptive writing skills. It can be concluded that internet Memes enable the students getting the ideas and lead them to the objects being described. Through the application of this media, students can easily create descriptive text based on images.

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INTRODUCTION

Writing is a skill of communication to convey messages to others by producing a written product. Alternatively stated that writing is an activity which producing a set of meaningful words to communicate in the written form. Because of its complexity, the writer needs to have a proper knowledge about all the components of writing in order to produce a good writing. According to Harmer (2021) that writing requires much more than just the basic skills of putting words on paper. It is also involved with creativity, spelling, grammar, punctuation, the selection of appropriate words, sentences linking, and text construction. And for higher students, also requires content ideas, the capacity for self-criticism and editing, also edit their own work. Ismayanti & Kholiq (2020) showed students' experience in writing descriptive text in terms of language features. Thus, having a solid understanding of its components is necessary for writing, which is difficult.

Additionally, one of the writing text taught at Junior High School level is descriptive text. Therefore, the students must be able to produce good descriptive text based on the proper generic structure and the language features as well. Some studies employ method to solve those students problem regarding to descriptive texts. To mention some, Yuninan & Isnaini (2020) state the use special order strategy, in another study, Lisan (2022) suggests the use of mind mapping, and Yaqin & Halim (2023) share the ideas to use roundtable technique to improve students' ability in writing descriptive text. However, the use of online media are suggested and encouraged to be implemented in writing classes deliberately.

One of the many forms of educational media that may be used in the classroom is visual-based learning media. As stated by Sukiman (2012:85) visual-based learning are categorized into two categories, namely media graphics and print media. The example of graphic media such as pictures, photographs, sketches, charts, cartoons, maps, and so on. Meanwhile, the example of print media are modules and transparencies (OHT). Furthermore, the most effective media that is both interesting and helpful when it comes to help the teaching and learning process is picture. Ramli (2012: 54) claimed that by using picture media can help students to improve reading, writing, storytelling, sketching, painting, and dramatization, as well as remembering and understanding material from books. Moreover, picture media also can help students to improve their verbal skills, artistic skills, and creative expression.

According to Boris (2020) internet memes are part of culture that contains jokes which are influenced by online transmission. Memes also provide potent new variants in online culture by integrating elements such as art, humor, creativity, and messaging (Kariko, 2012). Because the internet memes are easily spread on social media, the use of internet memes today as an entertainment tool is created through creativity in conveying jokes, sarcasm, and even propaganda.

Based on those statements, internet memes can be included as the visual-based learning media because the majority of the memes are in the form of pictures. Memes can be found at all over internet especially social media. Nowadays, students are considered as the native digital which means they are good with using technology. They also can share their feelings and ideas easily through social media, and sharing something creative and entertaining in internet which called meme. This internet memes can be an attractive media for students to teach them learning in writing and boosting their creativity to produce text. However, in the application of internet memes as the media to teach writing in class should be appropriate for the students. It must be suitable with the age, manner, criteria, and the knowledge of students.

Further, internet memes can serve various educational purposes for teachers, especially for the media to teach. Utilize internet memes as a tool for English language learning can assist the learning and practice of the English language. Memes are typically humorous or relatable images or videos that are widely shared online and often include written text that can be used to aid in language learning (Kayali & Altuntas, 2021). The application of meme-based warm-up activities has proven to enhance visual literacy and facilitate the mastery of all language skills, including both productive and receptive ones (Romero & Bobkina, 2017). In addition, as per Taylor et al. (2017), meme-based education offers a fresh way for teachers to enhance their students' learning experience via increased engagement, encouraged critical thinking, and enhanced writing skills.

Additionally, internet memes are predominantly visual which based on the combination of images and text which in the various forms such as pictures, videos, or GIF and accompanied by a piece of text. Those combinations usually in the form of meme template which can provide opportunities to students to explore their creativities in writing. The research about the use of internet memes as the media to teach writing has been done by several researchers. There are several previous studies that has been conducted and related with this current research. Jimenez (2020) which examine whether by implementing memes had beneficial effect on enhancing students' motivation for improving their writing skills. Moreover, by implementing meme in the class students get better in their understanding of vocabulary and grammar. There are some similarities and differences between these studies, the similarities are both of them using quantitative approach. In the other hand, the differences are the focus of the study, research design, and the population.

To add to that, Salma et al. (2021) exposed how COVID-19 memes are used in descriptive text instruction. Using COVID-19 memes increased students' descriptive writing, according to the study's results. The corona's meme visuals inspired them to think of fresh ways to describe things in words. Meanwhile, the differences are focus of the study and methodology. Another previous study

conducted by Teja et al. (2022) reveals by implementing meme-based learning can help the students in terms of understanding and remembering learning material better. Between the current and this study has both similarity and difference. The similarity is both the studies use meme as the media. Meanwhile, the differences are focus of the study and methodology. Krisbiantoro et al. (2023) also sought to improve students' ability to think creatively and understand what they read in English. Students' involvement, critical thinking, and writing abilities may be greatly improved by using memes as the medium for English writing training, according to this descriptive qualitative research. This research has some similarities with the present one, but it also has some key differences. The similarity is both the studies use meme as the media to teach writing. Meanwhile, the differences are focus of the study and methodology. Then, another previous study conducted by Tifa et al. (2022) revealed that internet memes effective to improve students' writing ability to learn giving compliment and congratulation expression. The similarities between this study is using internet memes as the media and the method for conducting the study. Meanwhile, the differences lies on the focus of the study and school level.

Prior research by Adha et al. (2023) examined how students felt about learning descriptive language using the medium of internet memes. The students' good attitudes regarding using online memes as a medium to teach descriptive text writing were shown by the study's results. Writing evocative process was something they enjoyed and felt liberated to do. Some similarities and some differences exist between this research and the present one. Memes are a common type of media in this research; what sets it apart is its emphasis, approach, and academic level. The researcher was driven to explore the use of Internet memes as a means of teaching pupils descriptive writing after perusing the mentioned literature. When compared to the previous study, this one exhibits both parallels and divergences. The use of online memes as a medium for instructing students in descriptive writing is reminiscent of this. The methods of data collecting, research sample, and study location are the three main areas where the studies vary. Experimental research using a quantitative approach will also be used in this project. In addition, a quasi-experimental study design will be used, carrying out both the control and experimental phases with a single group. This research aims to assess the effectiveness of using internet memes to teach descriptive writing. The study included a pre- and post-test methodology to quantify the impact. Finding out how well Internet memes work as a medium for teaching intermediate-level descriptive text writing is its main goal. The effectiveness is determined by observing the significant differences in scores before and after instruction using Internet Memes.

From the explanation above, none of previous studies conducted the effectiveness of internet memes as the media to improve their achievement in writing descriptive text in seventh grade. In order to determine whether students' ability in writing descriptive processes is enhanced by exposure to online memes, this study used a quasi-experimental research design with a control group and an experimental group.

METHOD

In this quantitative study, the researcher used a quasi-experimental strategy. The data is collected using a test as the instrument. This test compares students' performance on a pre- and post-lesson assessment of descriptive writing using internet memes as the instructional medium. The participants in this research were tested both before and after the intervention. Before and after the study, participants in both the experimental and control groups were given tests. Essay writing is an integral part of both tests.

Before administering the therapy (which makes use of online memes as its medium), students in both the experimental and control groups were given a pre-test to gauge their proficiency in producing descriptive prose. Students are asked to compose descriptive language for the pre-test, which is an essay. In order to avoid bias, the pre- and post-tests are essay-based and cover distinct

themes. This ensures that students can recall and apply what they have learned. Both the pre- and post-tests were based on descriptions of rabbits and cats, respectively, chosen by the researcher.

Sampling

The researcher used a non-probability sampling strategy based on a purposive sample type to carry out the investigation. According to Ary et al. (2010:156), judgment sampling is another name for purposive sampling. This method involves selecting sample components based on how well they are thought to reflect the population as a whole.

Further, the research employed purposive sampling, the researcher finally decided to select the two class from all seventh classes. The classes were VII A and VII B which both consisted of 36 students. The process of selecting the class is considering some factors, such as: 1) Class VII A dan VII B has assumed to be the suitable class for conducting this research and being recommended by the English teacher that handle seventh grade class of SMPN 1 Sumbergempol; and 2) To conduct the experimental stage, the group of students selected in the average competency that being confirmed by the teacher. The sample with average competency is assumed to be a normal sample, which means when they are exposed to a certain stimulus (being taught using internet memes as the media), their cognitive tendencies will grow.

The sample of this study was the seventh grade students of SMPN 01 Sumbergempol class VII A and VII B which consists of 72 students. The sample of the class could be seen at the table, as follows:

Table 1 Sample of the Research

Experimental Group	Control Group	Total
36	36	72

Research Instrument

The data was collected by means of a test by the researcher. Students' descriptive writing skills are evaluated both before and after lessons that include online memes into the curriculum. The study included two kinds of tests: pre-test and post-test. There will be pre- and post-tests given to both the experimental and control groups. Both exams require students to write essays.

A pre-test was given to students in both the experimental and control groups to measure their ability in creating descriptive language before the treatment, which used internet memes as its medium, was offered. The essay-style pre-test asks students to use descriptive language. The pre- and post-tests do not share any content and are both essay-based to ensure objectivity. This ensures that students retain the information presented. Both the pre- and post-tests were based on descriptions of rabbits and cats, respectively, chosen by the researcher.

To find out the result of the test, the researcher used the following scoring rubric:

Table 2. Scoring Rubric/Rating Scale of Descriptive Text Adapted from Brown (2007)

Criteria	Rating	Description	Weighting
Content (C) 30% Topic Detail	4: Excellent	The topic is clear and complete and the details are relevant to the topic.	3x
	3: Good	The topic is clear and complete and the details are quite relevant to the topic.	
	2: Average	The topic is clear and complete and the details are not relevant to the topic.	
	1: Poor	The topic is not clear and complete and the details are not relevant to the topic.	

Organization (O) Identification Description 20%	4: Excellent	Most sentences in identification description are arranged properly and related to the main idea.	2x
	3: Good	Several sentences in identification description are almost arrange properly and quite related to the main idea.	
	2: Average	Few sentences in identification description are not arranged properly and almost related to the main idea.	
	1: Poor	The sentences in identification description are not arranged properly and not related to the main idea.	
Grammar (G) 20 %	4: Excellent	Almost no grammatical errors in the sentences.	2x
	3: Good	Few grammatical errors in the sentences.	
	2: Average	Numerous grammatical errors in the sentences.	
	1: Poor	Frequent grammatical errors in the sentences.	
Vocabulary (V) 15%	4: Excellent	Many variations of words, good, and effective choice of words.	1.5x
	3: Good	Few of variations of words, good, and quite effective choice of words.	
	2: Average	Limited of variations of words, not good, and confusing choice of words.	
	1: Poor	Very poor of variations of words, not good, and not effective choice of words.	
Mechanics 15%	4: Excellent	Little errors at spelling, punctuation, and capitalization.	1.5x
	3: Good	Occasional errors at spelling, punctuation, and capitalization.	
	2: Average	Frequent errors at spelling, punctuation, and capitalization.	
	1: Poor	Dominated by errors at spelling, punctuation, and capitalization.	

Table 3 Students' Score Criteria

No	Grade	Level	Range of Score
1	A	Excelent	81—100
2	B	Good	61—80
3	C	Fair	41—60
4	D	Poor	0—40

Validity and Reliability Test

Quantitative research relies heavily on the measurement instruments that being used in in research, namely validity and reliability. With regard to Validity, which is defined as the extent to which a test reliably assesses the target construct. Isnawati further states that there are four distinct

kinds of validity: content, construct, criterion-related, and face validity (2012: 27). Content validity, face validity, and construct validity are the instruments used to test validity in this research. These validity dimensions are important to the present study. The instrument's content or format is what we mean when we talk about content validity. When evaluating a test's content validity, it is necessary to look closely at both the language being tested and the test itself. This instrument's content also has to be appropriate for the text's intended use. Relevance to the school's curriculum, the "Kurikulum Merdeka," is essential for content validity in this case.

Meanwhile, in Reliability, the test in the instrument must be consistent and dependable, it can be measure with reliability. The primary objective of conducting the reliability analysis is to ensure the test will be appropriate also both reliable and valid. To determine the instrument of this study, the researcher used the software SPSS 26.0 version. According to Triton (2009:97) evaluating the reliability of an instrument can be categorized into five categories, namely:

Table 4. The Interpretation of Cronbach's Alpha According to Triton

Level	Range of Score
0.00—0.20	Less Reliable
0.21—0.40	Rather Reliable
0.41—0.60	Quite Reliable
0.61—0.80	Reliable

At least a Cronbach's Alpha score of 0.6 indicates that the instrument is credible. The pre-test instrument's reliability value came out to be 0.739, according to calculations done using SPSS 26.0 version. At the same time, the post-test instrument's dependability value came out to be 0.803. The reliability values of the pre- and post-test instruments ranged from 0.61 to 0.80. The researcher found the pre- and post-test instruments to be dependable, as shown in table 3.7 above.

Treatment

Students were treated after the pre-test was given before the post-test was provided. In this case, the researcher utilized the internet memes as the media to teach descriptive text. This treatment activity was conducted three times, and the duration started from 18th until 30th April 2024 in the class VII A at SMPN 1 Sumbergempol. The duration of conducting this research was approximately about 3 weeks, and the procedure of it has been presented by the table below:

Table 5. The Timeline Procedure of the Research

No	Group	Meeting	Date	Activity	Time
1.	Experimental	I	April, 2 nd 2024	Administering Pre-test	60 Minutes
2.	Control				60 Minutes
3.	Experimental	II	April, 18 th 2024	Treatment I using Internet Memes	80 Minutes
4.	Control			Treatment I using Conventional	80 Minutes
5.	Experimental	III	April, 23 rd 2024	Treatment II using Internet Memes	80 Minutes
6.	Control			Treatment II using Conventional	80 Minutes
7.	Experimental	IV	April, 25 th	Treatment III using Internet Memes	80 Minutes
8.	Control			Treatment III using	80 Minutes

			2024	Conventional	
9.	Experimental				60 Minutes
10.	Control	V	April. 30 th 2024	Administering Post-test	60 Minutes

During the first consultation, the researcher gave the preliminary examination. Students were required to provide descriptive language on the provided subject for the essay-style pre-test. The purpose of this exercise is to evaluate the students' descriptive writing skills. Students were given 60 minutes by the researcher to complete the pre-test. On April 2, 2024, this first gathering took place.

On Thursday, April 18th, 2024, the researcher administered the first therapy to both the experimental and control groups at the second meeting. Group II A, the experimental group, learned descriptive text using the medium of internet memes. In contrast, the researcher in the control group (VII B) instructed descriptive text using more traditional means of media. The first intervention included the researcher educating the participants on the linguistic and structural characteristics of descriptive writing. The researcher then distributed an animal-themed worksheet to the class, instructing them to recognize various nouns, adjectives, and verb structures.

Tuesday, April 23, 2024, was the day of the third gathering. Experiment group (VII A) and control group (VII B) both continued to get therapy from the researcher. During this session, the researcher instructed the class on the correct construction of descriptive paragraphs and phrases. After that, the researcher distributed the worksheets to the students, asking them to create sample sentences describing the animal. With their assigned animal, pupils have to write a minimum of ten sentences on the subject.

Thursday, April 25, 2024 was the date of the fourth meeting. Both the experimental group (VII A) and the control group (VII B) received their last treatment during this meeting. After handing out the worksheets, the researcher had the students compose brief descriptive texts on animals in an effort to improve their writing skills. Both the experimental and control groups of students were given animal meme photographs to use as inspiration for descriptive writing.

On Tuesday, April 30th, 2024, the most recent gathering took place. After each treatment, the researcher gave the students a post-test to see how well the therapies had worked for the experimental group (VII A) and the control group (VII B). Students were given 60 minutes to complete this post-test, which was an essay.

Data Analysis

The researcher chose to use a quantitative data analysis based on statistical methods in order to determine the significant difference score on students' descriptive text success before and after being taught using internet memes. The researcher used SPSS version 26's Paired Sample T-test to determine the research's efficacy.

Examining data derived from study findings is known as data analysis. This research requires data on the descriptive text writing success of seventh graders at SMPN 01 Sumbergempol both before and after the medium of internet memes was introduced in the classroom. This study's data analysis was conducted using the Independent Sample T-test in IBM Statistics SPSS 26.0.

RESULT

The students' cognitive level in writing descriptive text was measured using two tests, one administered before and one administered after the lesson, to gather data for this research. Both the experimental and control groups were given pre- and post-tests by the researcher. Class VII A, consisting of 36 students, served as the experimental group, while class VII B, consisting of 36 students, served as the control group. Each group was given a pre- and post-test. Essays were the format of the

exam, and students were given identical instructions to compose descriptive writing for both the pre- and post-tests. On the other hand, the subject matter of the pre- and post-tests was somewhat different. While the post-test focused on hamsters, the pre-test was all about cats. Check out this histogram for the experimental group's pre-test score distribution:

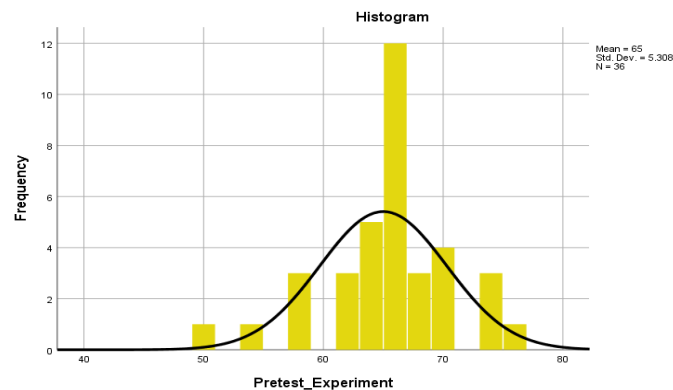


Figure 1 Histogram of the Pre-test Score in Experimental Group

The experimental group had a mean score of 65 and a standard deviation of 5.308, as shown in Figure 1, which is the pre-test histogram. Three scorers from each class filled out the pretest, making up the experimental group.

The researcher determined the experimental group's pre-test scores before determining their post-test ratings. The 36 students in Class VII A were given the post-test by the researcher on Tuesday, April 30, 2024. With the exception of the topics addressed, both the pre- and post-tests were essay-based and had the same instructions. The researcher had the experimental group of students fill out a post-test after they had received all of the therapy. The purpose of the post-test was to compare the two groups of students' performance, one taught using internet memes and the other without. For the purpose of determining the students' scores, the researcher computed the central tendency and frequency of the post-test results. The descriptive statistics table was presented in the following:

Table 8. Descriptive Statistics of the Post-test Score in Experimental Group

Statistics		
Post-Test Experiment		
N	Valid	36
	Missing	0
Mean		79.00
Median		80.00
Mode		80
Minimum		65
Maximum		90
Sum		2844

The results show that the experimental group had an average post-test score of 79.00, which is the total number of points earned by each student in that group (as shown in the table above). After completing the exam, the middle ground score was 80.00, with 80 serving as the mode, or most common score. In addition, the post-test scores ranged from 65 to 90 in the experimental group, with a total of 2844 points.



Figure 2 Histogram of the Post-test Score in Experimental Group

Observing the figure 4.2 shown there. The experimental group's 36 post-test takers had a mean score of 79 and a standard deviation of 6.975, according to the histogram of their results.

The Data of Control Group

Class VII B served as the control group that also received the pre- and post-tests from the researcher. Everything about the exam was the same as what the control group had to deal with. Writing a descriptive essay on an animal was one of the essay prompts. Each student was allocated sixty minutes to complete the exam. The following table displays the control group students' scores:

Table 9. Descriptive Statistics of the Pre-test Score in Control Group

Statistics		
Pre-Test Experiment		
N	Valid	36
	Missing	0
Mean		61.61
Median		63.00
Mode		63
Minimum		50
Maximum		75
Sum		2218

Descriptive characteristics of the control group's pre-test score are shown in Table 2. In contrast to the control group, whose average pre-test score was also 61.61, the experimental group's pupils averaged 61.61. Among the pre-test scores, 63.00 was the median and 58 was the mean, the most common score. In addition, the experimental group had a range of scores from 50 to 75 on the pre-test, with a total of 2218 points.

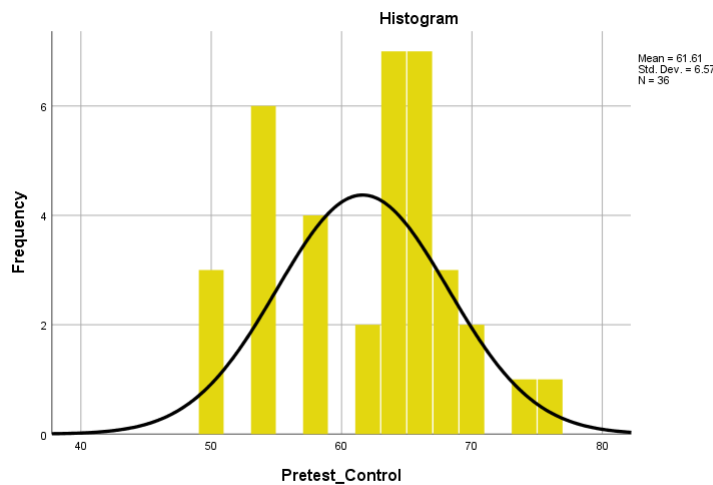


Figure 3 Histogram of Pre-test Score in Control Group

From the figure 3 above, it can be seen the histogram of the pre-test score in the control group shows the mean is 61.61, the standard deviation is 6.57, and there are 36 students who did the pre-test in control group.

Prior to calculating the post-test scores, the researcher computed the pre-test scores for the control group. The researcher gave the post-test to the control group of 36 pupils from Class VII B on Tuesday, April 30, 2024. The exam took the shape of an essay, with parallel prompts and questions covering a range of subjects. This is how the descriptive statistics table looked:

Table 10 Descriptive Statistics of the Post-test Score in Control Group

Statistics		
Pre-Test Control		
N	Valid	36
	Missing	0
Mean		70.81
Median		70.00
Mode		66
Minimum		58
Maximum		83
Sum		2549

Table 10 displays the outcomes of the control group's post-test. The results showed that the control group had an average post-test score of 70.81, which is the total number of points earned by every student in that group. The range of possible pre-test scores ranged from 66 to 70.00. In addition, the data set included 2549 records, with a minimum score of 58 and a maximum score of 83 on the post-test for the control group.

Table 11. Frequency Distribution of Post-test Score in Control Group

Post-test_Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	2	5.6	5.6	5.6
	61	2	5.6	5.6	11.1

65	3	8.3	8.3	19.4
66	5	13.9	13.9	33.3
68	3	8.3	8.3	41.7
70	5	13.9	13.9	55.6
73	3	8.3	8.3	63.9
75	5	13.9	13.9	77.8
78	4	11.1	11.1	88.9
80	2	5.6	5.6	94.4
83	2	5.6	5.6	100.0
Total	36	100.0	100.0	

According from the table 4.11 above, there are 2 students (5.6%) who got 58 as fair scores. Afterwards, 30 pupils achieved commendable results. Two students (5.6%) gained 61, three (8.3%) gained 65, five (13.9%) gained 66, three (8.3%) gained 68, five (13.9%) gained 70, three (8.3%) gained 75, and four (11.1%) gained 78. Also, there 4 students who got excellent scores. 2 students (5.6%) got 80, and 2 students (5.6%) got 83.

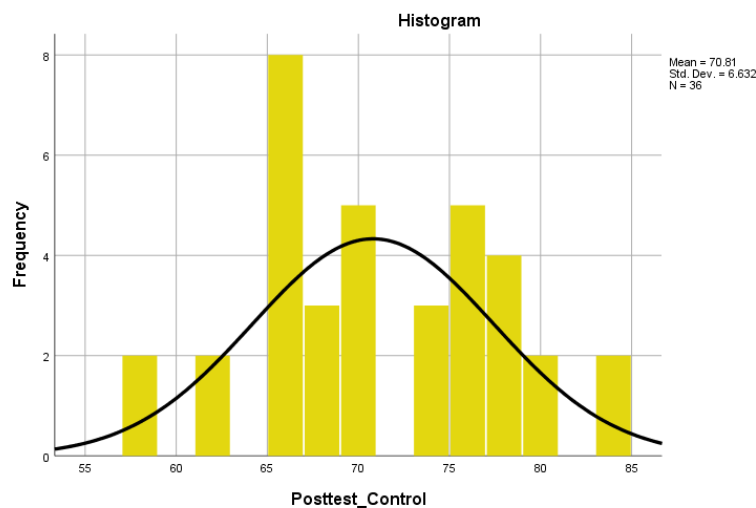


Figure 4 Histogram of Post-test Score in Control Group

Figure 4 indicates that out of 36 students in the control group who took the post-test, the histogram of their scores revealed a mean of 70.81 and a standard deviation of 6.632. The researcher examined the N-gain score after giving the experimental and control groups pre- and post-tests. The researcher obtained the N-gain scores from both groups to identify whether the students' scores become worst, same, or better. To calculate the N-gain scores of the both groups, then the researcher used the following Table.

Table 12 N-Gain Descriptive Statistics of Experimental Group and Control Group

Descriptives					
	Group		Statistic	Std. Error	
<u>N_Gain</u>	EXPERIMENT	Mean	.4113	.02076	
		95% Confidence Interval for Mean		.3692	
		Lower Bound		.4535	
		Upper Bound		.4095	
		5% Trimmed Mean		.3732	
		Median		.016	
		Variance		.12454	
		Std. Deviation		.10	
		Minimum		.68	
		Maximum		.57	
		Range		.17	
		Interquartile Range		.323	.393
		Skewness		.260	.768
		Kurtosis		.2444	.01321
	CONTROL	Mean		.2176	
		95% Confidence Interval for Mean		.2713	
		Lower Bound		.2414	
		Upper Bound		.2500	
		5% Trimmed Mean		.006	
		Median		.07929	
		Variance		.12	
		Std. Deviation		.43	
		Minimum		.31	
		Maximum		.14	
		Range		.376	.393
		Interquartile Range		-.388	.768
		Skewness			
		Kurtosis			

The comparison of the N ratings for various groups may be seen in table 5. The control group and the experimental group had different mean N-gain scores. In contrast to the control group's N-gain score of 0.2444, the experimental group's average was 0.4113. The N-gain score the of experimental group is $0.3 < 0.4 < 0.7$, that means the students' score has increased moderately. Meanwhile, the N-gain score of control group is $0.2 < 0.3$, that means there is small increased of students' score.

To find out the answer of the research problem, then hypothesis testing is being used. Using hypothesis testing, we may compare the performance of students whose lessons were included and those whose lessons were not included online memes to see if there is a statistically significant difference. Since this study's sample was drawn from two different courses, the researcher utilized SPSS 26.0 to conduct the statistical analysis using an independent sample t-test. Assessing data homogeneity (Lavene's Test) and the obtained score are prerequisites for performing the t-test.

Table 13. The Result of Homogeneity Testing

Test of Homogeneity Variances			
Levene Statistic	df1	df2	Sig.
.017	1	70	.897

From the table 6 can be seen the result of Levene's Statistic. A significance level greater than 0.05 indicates that the results are consistent. The preceding data suggests a significant value greater than 0.05, with a value of 0.897. Hence, there is no variation in the data.

Table 14. Group Statistics of Experimental and Control Group

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	EXPERIMENT	36	79.00	6.795	1.132
	CONTROL	36	70.81	6.632	1.105

The results of the comparison of the two groups' means reveal that the experimental group

had a mean of 79.00 while the control group had a mean of 70.81. In contrast to the control group's 6.632 standard deviation, the experimental group's is at 6.795. In contrast to the control group's 1.105 standard error mean, the experimental group's stands at 1.132. It is clear from the mean score that the experimental group outperformed the control group by a significant margin. The results show that pupils' descriptive writing skills have improved. Therefore, the effectiveness of Internet Memes is explained in the following descriptions:

1. Students whose descriptive writing was taught via the use of Internet memes showed a considerable improvement in their scores. The average score in the control group rose from 65 points on the pretest to 79 points on the posttest. On the other hand, the control group's mean score went increased from 61.61 before the exam to 70.81 after it. On the post-test, the experimental group fared better than the control group.
2. An Independent Sample T-test using SPSS 26.0 version was used to assess the results of the statistical significance. The output indicated that the Sig-2 tailed significant value was 0.000, which is lower than the critical threshold of 0.05 ($0.000 < 0.05$). The null hypothesis (H_0) was rejected while the alternative hypothesis (H_a) was accepted. That "there is a significant difference score on students' writing achievement in descriptive text before and after being taught by using Internet Memes" is an acceptable alternative hypothesis (H_a) is the result. Although H_0 , the null hypothesis, was deemed unfounded. The study found that seventh graders at SMPN 1 Sumbergempol improved their descriptive text writing after using Internet memes, as explained above.

DISCUSSION

Data was collected from students using pre- and post-tests. When comparing the two groups' N-gain, the experimental group came out on top. The experimental group had a mean of 79.00 and the control group a mean of 70.81, according to the comparison of the two datasets. The experimental group's mean was greater than that of the control group. What this means is that compared to kids whose teachers used traditional methods, those whose teachers used Internet memes performed better in descriptive writing assignments. Students' performance in seventh grade SMPN 1 Sumbergempol descriptive writing improved after using Internet memes.

The finding of this study also supported from several previous studies. The study conducted by Inderawati *et al.* (2018) who state that the use of Internet Memes pictures can be an appropriate media to teach descriptive text to students. Internet Memes pictures are attractive and more understandable than words and giving related information. It also can help the students to generate the ideas to make sentences and to find the adjective words from the picture showed. The finding of this study was in line with this research because by using Internet Memes can increase the students' writing achievement in descriptive text. The similarities between the current studies lies on the result of result of finding and media that being used. Meanwhile, the difference lies on the education level of the students.

In addition, the study's findings indicate that students' writing skills and their capacity to generate original ideas for writing may be enhanced through the use of memes as a medium. Consistent with these findings, the following study was carried out by Nasution *et al.* (2019). The researchers found that compared to using ordinary text or traditional media, using memes as the medium improved students' capacity to write narrative text. Then, Ramadika (2020) believed that by using meme pictures as media was effective to help students gained their ideas and more creativity to write. The similarities between those studies with this current study are the media that being used and the result of the findings which revealed that meme is effective improve students' writing. The differences are lies on the research design, those studies used Classroom Action Research (CAR).

Further, internet Memes can motivate students in the process of learning. Internet Memes

mainly in the form of pictures, the use of an interactive and attractive media can make engaging and fun environment of the class especially for the junior high school students. And it is supported with the study that were conducted by Jimenez (2020) and Salma et al. (2021). Both of the studies focus to find out whether there was a positive impact on students especially their motivation. Hence, both of the result of those studies above revealed that by implementing memes as teaching tools can motivate students in writing especially on descriptive text. By implementing memes, it can lead to an increased motivation among students in learning writing.

In addition, Teja et al. (2022) revealed that meme can help students to give them a better understanding and remembering learning material especially in writing. Moreover, Krisbiantoro et al. (2023) revealed that by implementing meme as media it can significantly enhance the students' writing skills, creativity, and the engagement. The use of meme photographs had a substantial impact on students' scores in writing complement and congratulations expressions, as shown by Meanwhule, Tifa et al. (2022). Internet memes give distinctive and humorous photos, which students find delightful and help them create an engaging atmosphere, according to this research. This finding is in agreement with that of Adha et al. (2023), who also discovered that Internet memes may be a fun kind of media. This study also had differences, because it used qualitative approach and this current study used the quantitative approach. There are the comparison between of the current study and the previous studies.

Moreover, the use of Internet Meme is recommended for the teacher to teach descriptive text. It is because Internet Memes are trendy among students, and can be found on all over the internet or accessible. The funny and interesting pictures from Internet Memes also can motivate and entertain students to create fun and engaging environment in class. Because the Internet Memes is beneficial for teaching descriptive text, then the students' achievement has improved. Therefore, using Internet Memes to teach writing especially descriptive text is effective to improve the students' writing achievement.

CONCLUSION

Teaching descriptive text using Internet Memes is effective. The students taught by using Internet Memes had significantly better writing score in descriptive text than the students who were not taught by using Internet Memes at the seventh grade of SMPN 1 Sumbergempol. Internet Memes can be used as media in teaching descriptive text. Additionally, it promotes the students to gather new ideas easily and motivates them to learn writing descriptive text, also creating such an engaging environment in class. That is to say, compared to more traditional forms of media, teaching descriptive text via the use of Internet memes yields better results. In addition, the study's research issue suggests that students' descriptive text writing accomplishment scores fluctuate significantly before and after Internet meme instruction.

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