

Learning Method: Meme Comics as Media in Learning Grammar

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Abstract: The widespread use of the internet in the modern era has led to several unique works, one of these unique works is memes that are spread on social media platforms such as Facebook, Instagram, and also TikTok. Memes contains a humorous product of literacy. Memes written in English integrate the English literacy concept. Meanwhile, English grammar is still considered a difficult aspect of English to understand and there are still grammatical errors found in students. Memes have become a common study in the field of linguistics. Previous research described the identification of the meaning of a meme for teenagers as users who dominate social media and thus this meme can become a new tool to be integrated to the field of education especially in learning English grammar since the humorous literacy contents they provide. English memes have an opportunities for the implementation of these two things in grammar learning which focuses on correcting grammatical errors that are often made by students. Therefore, the innovation provided by researchers is the use of meme comics as media for learning English grammar. In this study, we have an idea about learning methods using memes in learning English. Our research method is a qualitative design with interview data collection methods and also participatory observation to determine students' interest in the idea of this learning method.

Keywords: *education, english grammar, grammar errors, meme comics*

RESEARCH BACKGROUND

The rapid development of technology makes it easier for people to access communication and entertainment through social media (Dewa & Safitri, 2021). In an era like today, almost everyone gets internet access so easily and simply. This phenomenon gave rise to various social media platforms such as Instagram and Tiktok. One feature that is currently being used by many social media users is reels. Reels are short portrait videos available on the TikTok and Instagram features that last fifteen seconds to ninety seconds. The rise of trends in the use of social media makes it easier for people to share various kinds of content. This convenience offers opportunities for social media users to be creative as freely as possible (Rohmiyati, 2018). For this reason, many content creators have emerged on various social media platforms such as Youtube and TikTok. Their existence is enough to influence existing trends such as Alif Cepmek's viral virality with his trademark "kamu nanya?", so that it can influence most young people in Indonesia to imitate his speaking style. One of the creations created is a variety of short videos containing meme images. Memes are literacy in the form of pictures, videos,

and a phenomenon that is widely disseminated through social media platforms of various types. Currently, perhaps what we see most often are memes in the form of images. Memes contain a funny message with a sense of humor that laughs about something, both life and theory (Dewi, 2019). Knowing the phenomenon of many people, especially among young people, or students reading memes as entertainment, researchers see this as an opportunity for integration with education.

One of the problems in learning English is related to grammar (Tambunsaribu, 2021). English grammar is still considered an aspect of English that is difficult to understand. There are still grammatical errors found in students' use of English at a general level. One reason is the monotonous teaching of English in class. Social media that facilitates access to content and the many existences of educative English memes open opportunities for the implementation of these two things in grammar learning which focuses on correcting grammatical errors that are often made by students. Therefore, the innovation provided by the researcher is the use of meme comic medium as one of the English learning media with the research title " Learning Method: Meme Comics as Media in Learning Grammar " The researcher gives limitations regarding errors in grammar in English material in memes for high school students.

REVIEW OF RELATED LITERATURE

Every individual communicates with one another in everyday life in various contexts. The existence of a language becomes a facility or tool for each of these individuals to communicate with each other. Communication can occur and its purpose can be achieved by knowing the linguistic parts used by a speaker or writer (Çelikpazu, 2022). One of the linguistic parts of a language is grammar or in English it is called grammar. Grammar can be defined as a process of describing the construction of a phrase or sentence by considering the grammatical order and eliminating grammatical sequences that are not grammatical (Yule, 2006). From this statement, it can be concluded that grammar is a conceptual entity about how phrases and sentences are placed in a construction with certain sequences. For students, English grammar must be well understood in communicating in English. This is because misunderstandings between speakers and listeners can occur if sentences spoken when speaking are not grammatical (Kirana et al., 2013) Considering the importance of using the correct grammatical rules when communicating in English in order to avoid misunderstandings, grammar is so important to be taught at the schools with approaches in such a way that students can easily understand and actually apply them to everyday life in both formal and informal contexts.

The idea about the importance of using proper English grammar rules has been explained in the previous discussion, inaccurately it can cause misunderstandings. To equip students with sufficient grammatical knowledge, English grammar at the school level, both junior and senior high schools, is taught in an integrated manner in English subjects. Grammar teaching and practice activities are usually held by most teachers in their own way, as well as when instructing students to learn a particular topic in grammar (Harmer, 2007). One way or method of teaching English grammar is to explain clearly in the classroom through the medium of text which is carried out by a teacher. Functionality in teaching grammar and explaining rules regarding the use of language can be facilitated through text-based grammar teaching methods (Kayar & Veyis, 2020). Given that the teacher can use his own favorite way, variations are possible to be held to increase effectiveness in learning English grammar in the classroom. One way is to vary the learning media used.

Facilitating learning means a medium is needed. The choice of learning media, especially in

learning English grammar, must be considered properly because it has a direct influence on student motivation. A study by Boonchuayrod & Getkham (2019) found that learning media is a potential aspect that can cause a decrease in student motivation. The decrease in students' learning motivation can be anticipated by selecting the right learning media. There are various learning media that can be used. Ezeh, et al. (2021) categorize learning media into human-based and non-human-based learning media. Human-based learning media can be in the form of a teacher and other assistance, while non-human-based learning media can be in the form of radio, books, TV, catalogs, and so on.

Memes (pronounced: mémé) are ideas, behaviors, or styles that spread from one person to another within a culture. Meme is a neologism created by Richard Dawkins. Richard Dawkins (1976), in his book, *The Selfish Gene*, tells how he uses the term meme to tell how the principles of Darwinism explain the spread of ideas or cultural phenomena like human genes. In general, memes are pictorial contexts that contain a message and have their own purpose in terms of the meaning that exists in an event. Memes are not just media images. Sperber (2013) explains that memes are cultural replicators so that they replicate cultures related to social phenomenology. In fact, memes are closely related to the literacy process. So one example of a meme related to literacy, especially English grammar, can be found like the example below.

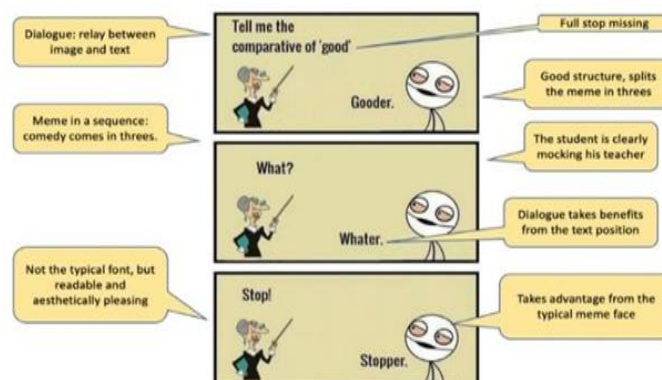


Figure 1. Grammar Meme (Source: AESLA, 2022)

Figure above is an example of a meme that shows comparative memes. There was a teacher who asked his student what the comparative form of good was, but the student answered with *gooder*. This answer is funny because it's actually the wrong answer. The learning method in this study will present and focus on grammar mistakes then write them down and explain the correct answers, so that students will remember more because they are memorable and entertaining.

The idea offered by the researchers is a new learning method that has been described in the first paragraph namely the meme comics method, which is learning with error analysis of English grammar using media in the form of memes obtained from social media. In the learning method, the researcher uses several steps:

1. Opening
2. Explanation of English grammar and analysis of errors
3. Students are asked to use Instagram and go to an account that discusses incorrect grammar. It can be regular posts or reels. Accounts are managed by researchers.

4. Students begin to analyze the content
5. Group discussion sessions on the grammar problems found
6. Students are asked once again to view the content on the Instagram account.
7. Self-assessment using Whatsapp quiz.

It can be concluded that researchers need an outline of learning stages, introduction of material, introduction of media, and assessment.

RESEARCH METHOD

The research design that will be used to carry out this research is a case study. Ary, Jacobs, Sorensen & Razavieh (2010) emphasized that the case study is a research method that has the goal of producing a rich and holistic comprehensive description by focusing on one unit. This case study research design was chosen for several reasons. First, the characteristics possessed by this research idea are qualitative. Second, the formulation of the problem that is formulated expects an answer in the form of an in-depth description and narrative (how is this method implemented? and what are the responses?). By using a case study, it is hoped that the two formulations of the problem can be answered. Then, the researchers decided to use observation and interview as the data instruments to answer the two formulations of the problem. The case study that will be used in this research is specifically an intrinsic case study. Intrinsic case studies are used when the researcher has the intention to find out more about a particular individual, community, event, or institution (Hancock & Algozzine, 2006).

Within the scope of qualitative research, procedures can usually adjust the characteristics of the issues or topics raised. However, there are still general qualitative rules regarding how case study procedures are structured. According to Creswell in (Hancock & Algozzine, 2006), the steps for carrying out case study research generally include selecting a case study design, arranging access to permits to research sites, data collection, data analysis and interpretation, and research reporting. This study adapted these stages into this study. These adaptations are described below:

Table 1. Research Procedure

Steps	Description
Design selection	Appropriate design selection stage with research characteristics: intrinsic case study.
Access permission to do the research	Request permission to the research site namely a high school.
Collecting data	Implementation of the meme comics method. Data collection through two instruments namely observation and interview.

Data analyzing and interpreting	Data analysis to be used is qualitative data analysis.
Result report	Research will be reported in form of writing procedure according to writing academic procedure.

RESULT AND DISCUSSION

The findings of this study is figured out from the observation and interview. Here are the data.

Observation Data

Table 2. Observation Protocol

OPEN-ENDED SECTION
<ul style="list-style-type: none"> ● The teacher entering Class X 5 opened the lesson by greeting the students via Google Meet. They replied to the greeting cheerfully. ● The teacher began with asking the material before to the student related to grammar: simple present tense dan simple past tense, ● For the simple present tense, the students asked if they were still confused to identify and how to make a sentence with it. ● The teacher tried to give an example about a simple present tense. ● The teacher asked about verb1 and verb 1 and its use when in a sentence ● The students were still confused about using the form of verbs as well. ● The teacher gave pre-test in form of Whatsapp in WA group of X 5 Class, the pretest was mixed with material about simple present tense and and pronoun ● The teacher highlighted the first question and explained the question about using to be for a subject. ● The teacher was surprised that the students answered it correctly, then one of the students responded that most of the students were just following the student who answered first. ● The teacher asked again about the opinion about learning English. ● One of the students answered that it is difficult. ● The teacher tried to test the students' speaking skill by showing a screen containing simple words like "good morning" and "Are you okay?" ● Some students tried to pronounce the words and were corrected by the teacher who still struggled in pronunciation. ● The teacher rewrote the first question on the screen he shared as an example of the simple present tense. ● The teacher continued by using other examples to give more explanation about using verbs. It was about the time when the action was done. ● Firstly the teacher showed 3 sentences in Indonesian: "Aku makan sate tadi pagi", "aku mau makan sate nanti siang", and "aku makan nasi goreng tadi malam". ● The teacher explained that the Bahasa and English have a lot of differences in this aspect. Teacher wanted the student to analyze the differences between the tenses of Bahasa and English based on the examples.

- The teacher gave more examples about the grammar using tenses about the word “love” and “loved” in a romantic relationship.
- The teacher proved that grammar errors may make a fatal problem in communication.
- The teacher started to get in to the main treatment of the research by showed the word “meme” on the screen
- The reaction of some students were smiling and giggling.
- Some students stated that they like reading memes.
- The teacher asked the students “who likes memes?”.
- Most of the male students like reading memes on the internet.
- The students who like memes confessed that they found memes in almost every social media platform like Facebook, Instagram, and Twitter. But mostly come from Facebook.
- The teacher re-explained that grammar errors are very important to communication. So, as a second language learner, the students have to be more careful when building a sentence.
- The teacher began to introduce the meme by describing the current memes on the internet.
- The teacher showed an example of a meme in Instagram reels on the screen.
- The teacher asked how the students perceived the meme.
- The students replied that they are familiar with this kind of memes. They told the teacher if they often found it on current meta of the memes on the internet.
- The teacher explained why it was formed like that, it is to match with the current situation on the internet memes.
- The teacher started to explain the context of the meme. It is related to the material about the pronoun of a teacher asking who can answer the question about what can give an example of pronoun, then a student answers “who?” “me?” which is an indirectly stated example of pronouns.
- The teacher next gave another example of a meme in the form of Instagram reels again but in the context of an auxiliary verb between the error of “your and you’re”.
- The students’ reaction was giggling and said that they understood a bit about the context that the teacher intended.
- The teacher then stated that this is how the integration of using memes in grammar is especially in the error aspect.
- For the finishing, the teacher gave a post-test about grammar errors to the students the same way as pre-test to the WA group.
- The teacher made the post test as an assignment after the meeting.
- The teacher ended the class and said goodbye to the students.
- The students answered and thanked the teacher.

PROCEDURE OF MEME AS LEARNING METHOD

- The teacher started to get into the main treatment of the research by showing an example of a meme to the students in the form of a short reel in Instagram.
- The teacher asked the students to analyze the material and the error inside the meme
- The teacher gave another more meme to make it more obvious the intention of the treatment and analyze it one more
- The students one more were asked by the teacher to discuss it together, and asked the students to give an opinion about this learning method.

- Some students answered it is more fun, but still hard to understand
- As the conclusion, the teacher re-explain to the students the material which has been learned.

The Teaching Dimensions Observations Protocol (TDOP) is used in this study to describe the result of the observation.

Teaching methods

1. Teacher focused-instruction

The teacher began with asking the material before to the student related to grammar: simple present tense and simple past tense. The teacher gave a pre-test in the form of Whatsapp in a WA group of X 5 Class, the pretest was mixed with material about simple present tense and pronouns. The teacher highlighted the first question and explained the question about using to be for a subject. The teacher rewrote the first question on the screen he shared as an example of the simple present tense. The teacher continued by using other examples to give more explanation about using verbs. It was about the time when the action was done. Firstly the teacher showed 3 sentences in Indonesian: “Aku makan sate tadi pagi”, “aku mau makan sate nanti siang”, and “aku makan nasi goreng tadi malam”. The teacher explained that the Bahasa and English have a lot of differences in this aspect. Teacher wanted the student to analyze the differences between the tenses of Bahasa and English based on the examples. The teacher gave more examples about the grammar using tenses about the word “love” and “loved” in a romantic relationship. The teacher proved that grammar errors may make a fatal problem in communication. The teacher started to get into the main treatment of the research by showing the word “meme” on the screen. The teacher began to introduce the meme by describing the current memes on the internet. The teacher showed an example of a meme in Instagram reels on the screen. The teacher asked how the students perceived the meme. The teacher explained why it was formed like that, it is to match with the current situation on the internet memes. The teacher started to explain the context of the meme. The teacher next gave another example of a meme in the form of Instagram reels again but in the context of an auxiliary verb between the error of “your and you’re”. For the finishing, the teacher gave a post-test about grammar errors to the students the same way as pre-test to the WA group.

2. Student focused-instruction

Students were given a pre-test and a post-test about the simple grammar tenses. It was given before and after the treatment. Before ending, there was a question from the teacher which had to be answered.

Student-teacher dialogue

1. Teacher-led dialogue

The teacher was frequently asking the students about their understanding of the material about

grammar. For example, the teacher gave a question about the sentence he showed on the screen and examples of memes that contain some words. The teacher asked the meaning of the grammar of the memes in the google meet class.

2. Student-led dialogue

Students also frequently answered the teacher's questions. When no one knew how to answer the teacher's question, they just said "I do not know". When some students knew the answer, they were still doubtful about their own answer. The effective and interactive communication happened when they were talking about the jokes on the memes and off the memes.

Pedagogical strategies

To engage the students' attention, the teacher started the class with a short conversation, sometimes there were jokes related to the activities before the class like most of the students had not had a bath when the class started. When giving examples about the grammar error sentences, the teacher also put some humor about using word love may cause a fatal effect if the speaker does not know about using proper verbs. Other jokes also had been organized inside the memes as the treatment.

Instructional technologies

The class is done by online meeting through Google Meet, the presentation tools replacing the media chalk or whiteboard. The presentation tool in Google Meet may replace many various tools like when offline meetings like LCD projector and audio tool. The teacher also used a word and presented it while typing it showed like an online whiteboard. The treatment of this learning method itself has been integrated with the technology in social media. Memes showed in the form of an Instagram reel which has been familiar to the current generation of learners. The pre-test and post-test are also done by online technology in Whatsapp Group of X 5 class called polling.

Potential student cognitive engagement

The memes were designed to the current life activity especially when using the internet. Most students know what a meme is and even some of them were following the updated situation of internet memes. The students confessed that nowadays they can find various kinds of memes both in Indonesian and English. The material inside memes may trigger the students' competence in problem solving skills due to the topic the material of the class was grammar errors and replace it with some correct words. This treatment is quite relevant to cognitive engagement.

Student engagement

Due to the responses by the online class that was held in X 5 class. The students mostly did not appear to just answer a single question. However, The responses from the active students were also still a bit confused about material and sometimes it was fun when the context of the memes are easy to understand. It depended on the context of the meme whether it was hard, medium, or easy. So, it is decided that the students' engagement was still medium volume.

The second data was collected by interviewing 2 students as the example.

Interview Data

Primary Theme	Students' Responses on Learning Grammar through Memes									
Themes	Students' Opinions on Grammar Learning through Memes		Students' Responses about Memes						Students' Responses on Learning Grammar	
Categories	Positive Opinions	Negative Opinions	Benefits of Reading Memes	Definition of Memes	Feelings when Reading Memes	Frequency of Reading Memes	Language Preference in Reading Memes	Source of Memes	Methods of Learning Grammar	Opinions on Learning Grammar
Codes	- Fun and confusing - Add grammar knowledge - Interesting - More fun	- Not easier - Not interesting - Not easier	- Entertaining - Learning tenses	- Jokes for learning English - Jokes in the internet in forms of pictures/videos	- Difficult to understand new memes - Confused and funny - Happy and laughing - Sad - Laugh - Absurd	- Not often - Often	- Prefer Indonesian	- FB, TikTok, Instagram - Pinterest - Social media	- Internet - Twitter - community	- Difficult - Tenses are difficult

Figure 2. Interview Result Data

CONCLUSION

In conclusion, learning grammar using the meme learning method still requires a more in-depth study. The students really like memes because of the cuteness in them, but in synchronizing with the learning material this time the researcher includes elements of memes in the simple present tense and past tense material. Most of the students, namely class X5, totaling 36 students, felt that they still could not understand well the use of simple present and simple past tense, which was also an obstacle for students' understanding of the content contained in the meme. The use of memes still has the potential to be used as a learning innovation, especially in English. In order for this research to be perfected again, the researchers provided opportunities for other researchers to develop the procedures, methods, or media used in this

research.

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