TEACHING VISUAL LITERACY IN CRITICAL READING THROUGH MEMES IN ENGLISH LANGUAGE

(*(A qualitative research at the grade of eleventh of SMA NEGERI 5 BARRU)*

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirement for the Degree of English Education Department

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

2023

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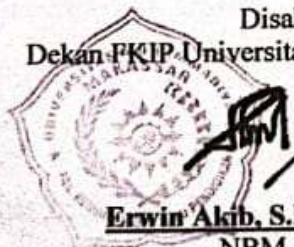
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07/8/2023		Ketikan bibleography perlu di edit kembali	
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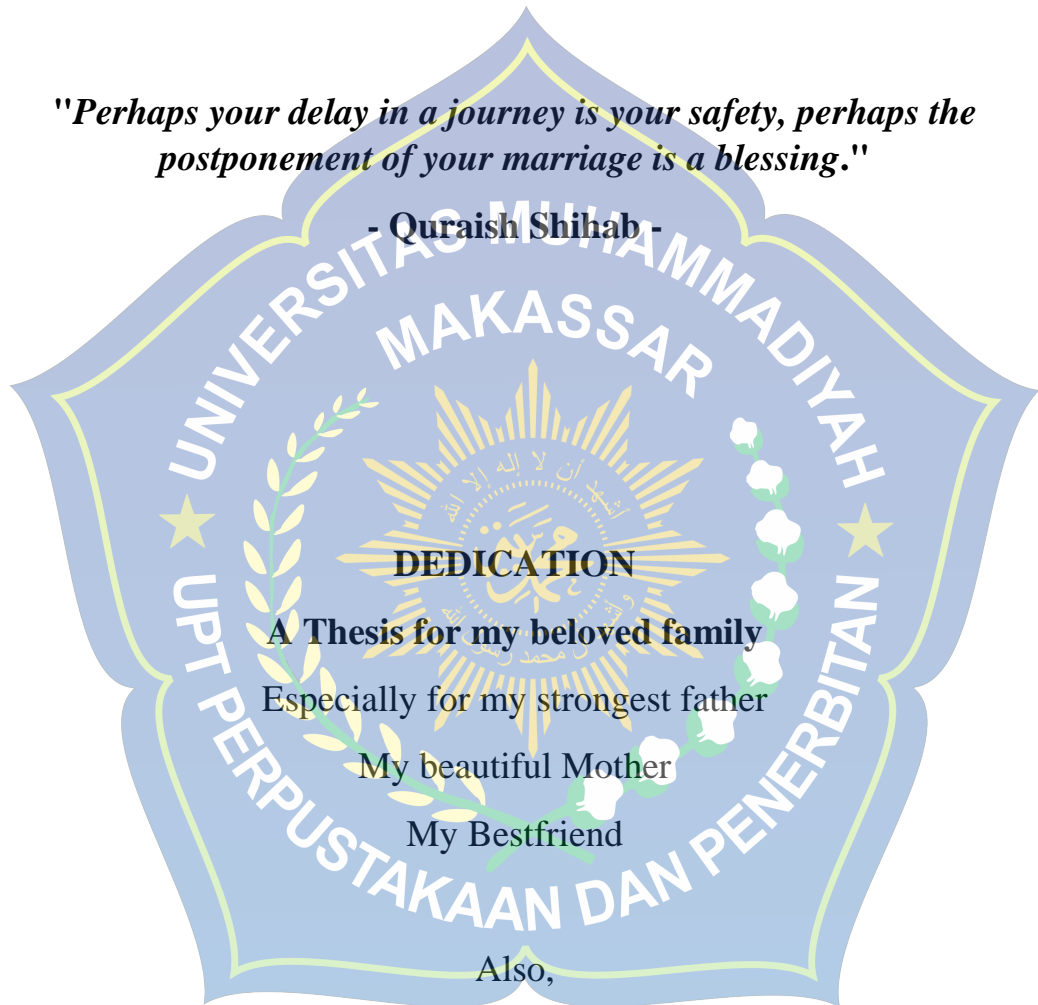Demikian perjanjian ini saya buat dengan penuh kesadaran.

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EDWIN MAULANA YUSUF

MOTTO AND DEDICATION

"Perhaps your delay in a journey is your safety, perhaps the postponement of your marriage is a blessing."

- Quraish Shihab -

DEDICATION

A Thesis for my beloved family

Especially for my strongest father

My beautiful Mother

My Bestfriend

Also,

For my ownself

I deserved this billion Times

ABSTRACT

EDWIN MAULANA YUSUF. 2023. *Teaching Visual Literacy In Critical Reading Through Memes In English Language((A qualitative research at the grade of eleventh of SMA NEGERI 5 BARRU)*. Thesis of the English Department. Muhammadiyah University of Makassar, Faculty of Teacher Training and Education. Supervised by Dr. Muh Arief Muhsin, S.Pd., M.Pd. and Ika Sastrawati, S.Pd., M.Pd.

The researcher aims to know the student's Perception of visual literacy in critical reading through memes in english language. The researcher submitted qualitative as a research approach to know the views of the participants on the data needed based on actual facts. This study interview as research instrument.

The result of interview, the majority of students had positive perception about teaching visual literacy through memes in english language. The students absolutely believed if memes could support them to increase critical thinking. The students also had a perception through a memes as a media learning english.

Based on the data obtained, the researcher concludes that the students had a positive perception about meme as media learning english. The memes can be employed as a fun way for their readers who are currently readers in the millennial community to learn English. The recommendation for the future research that considering this topic with a wide variety of respondents that related and focus on the using image espicially meme to the teaching and learning section, in order to increase, students attenstion, and excitement.

Keyword : *Memes, Visual literacy, Reading skill, Tecnology,Teaching and learning*

ABSTRAK

EDWIN MAULANA YUSUF. 2023. *Mengajarkan Literasi Visual dalam Membaca Kritis Melalui Meme dalam Bahasa Inggris (Penelitian kualitatif di kelas sebelas SMA Negeri 5 BARRU).* Tesis Jurusan Bahasa Inggris. Universitas Muhammadiyah Makassar, Fakultas Keguruan dan Ilmu Pendidikan. Dibimbing oleh Dr. Muh. Arief Muhsin, S.Pd., M.Pd. dan Ika Sastrawati, S.Pd., M.Hum.

Peneliti bertujuan untuk mengetahui persepsi siswa terhadap literasi visual dalam membaca kritis melalui meme dalam bahasa Inggris. Peneliti menggunakan pendekatan kualitatif sebagai metode penelitian untuk mengetahui pandangan para partisipan berdasarkan fakta-fakta aktual. Penelitian ini menggunakan wawancara sebagai instrumen penelitian.

Hasil wawancara menunjukkan bahwa mayoritas siswa memiliki pandangan positif tentang pengajaran literasi visual melalui meme dalam bahasa Inggris. Para siswa sepenuhnya percaya bahwa meme dapat membantu mereka meningkatkan pemikiran kritis. Para siswa juga melihat meme sebagai media pembelajaran bahasa Inggris.

Berdasarkan data yang diperoleh, peneliti menyimpulkan bahwa siswa memiliki pandangan positif tentang meme sebagai media pembelajaran bahasa Inggris. Meme dapat digunakan sebagai cara yang menyenangkan bagi pembaca, terutama di kalangan milenial, untuk belajar bahasa Inggris. Rekomendasi untuk penelitian masa depan adalah mempertimbangkan topik ini dengan beragam responden yang terkait dan berfokus pada penggunaan gambar terutama meme dalam bagian pengajaran dan pembelajaran, guna meningkatkan perhatian dan kegembiraan siswa.

Kata Kunci: *Meme, Literasi visual, Keterampilan membaca, Teknologi, Pengajaran dan pembelajaran*

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Makassar, 31 August 2023

The Reseacher

Edwin Maulana Yusuf

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CHAPTER I

INTRODUCTION

A. Background

Technology is the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. Technology is a collection of tools, rules, and procedures which are the application of scientific knowledge to a particular job under conditions that allow repetition (Castells et al., 2009). This topic needs to be studied because today's technology is important to be used as theory and practice in learning, as a learning resource. Currently, the technology that has been widely used in the world of education is information technology. The existence of information used for learning media can have a positive impact on students, namely, they can more easily find the information needed during the learning process.

The media that can be used is to provide computers and the Internet in each school. Times are getting modern and growing rapidly so learning something does not have to be difficult in this era. through technology such as cellphones, laptops, and also a feature called the internet, we can get complete information. For example, we can learn literacy through images on the internet. Some people or especially the 80s generation believe that technology and the internet give a bad impact on its user. but not everything is like that, as previously explained, we find a lot of important information on the internet such as learning visual literacy.

1

Literacy is a person's ability to process and understand information during the reading and writing process. Literacy according to Elizabeth Sulzby is a person's ability to speak and communicate. Where the person not only can read-only. But also can listen, speak and write. Elizabeth said above, shows that literacy is the main factor so that a person can develop and be literate in knowledge through reading. At least, through reading, the individual will have skills other than knowledge. For example, having other skills in the field they have read about or something like that. During its development, the definition of literacy always evolves following the challenges of the times. In the past, the definition of literacy was the ability to read and write. Currently, the term literacy has begun to be used in a broader sense. And it has penetrated cultural practices related to social and political issues.

The new definition of literacy shows a new paradigm in the effort to interpret literacy and its learning. Now literacy expressions have many variations, such as media literacy, computer literacy, scientific literacy, school literacy, and so on. The essence of critical literacy in a democratic society is summed up in five verbs: understand, empathize, use, analyze, and transform texts. All of which refer to competencies or abilities that are more than just reading and writing skills.

And etymologically the term literacy itself comes from the Latin "literatus" which means people who learn. In this case, literacy is closely related to the reading and writing process.

The first media era was centered on few sources to many audiences, communication is one-way, directed to state control, instruments for the regime in

power to create stratification and injustice, the participants are fragmented and formed as a mass and affect consciousness. Meanwhile, the second media era was marked by the occurrence of decentralization from many parties to many parties, communication goes both ways, the participants are seen as maintaining individuality and affect the individual, especially the experience of space and time. Internet users are treated to various technological conveniences for expressing ideas, responding to events, and expressing opinions through channels websites, blogs, social media in the form of writing, image, voice, or the current popular namely internet memes.

Internet meme as one of the artifacts inside the participatory culture is one form of communication that is interesting in response to an event with satirical messages and humor. Memes become an example of a form of intertextuality which shows that this new arena can mix pop culture, politics, and participation in ways that don't unexpected (Limor Shifman, 2014 p.4). Ease and speed offered today's internet technology make memes flourish as a form of literacy in new media. Through memes, information is no longer interpreted as exclusivity but becomes a unit of ideas that are expressed in the form of media visual - or audio-visual - which involves a large number of participants, namely internet users.

An internet meme is a form of information that consists of several visual elements that make it up to include images, icons, or text. Internet users as participants who are involved in creating meme content have the freedom to combine any of these elements its sources are indefinitely available on the internet in one form new information with new meanings. Content selected by which

commonly called meme creator is determined based on its popularity among internet users or the target segment. Elements such as a particular photo familiar among internet users are certainly easier to accept, so meme creators can easily also add other messages accordingly with the meaning want to build.

Based on the explanation above, the researcher interest of this research to find out information through meme in English language. The researcher choose SMA NEGERI 5 BARRU as a research location to gained the data because the researcher already do Magang 2. So that, the researcher want conducted the tittle : **"Teaching Visual Literacy in Critical Reading through Memes in English Language" (A qualitative researcher** *at the grade of eleventh of SMA NEGERI 5 BARRU).*

B. Problem Statement

Based on the previous background above, the researcher formulate a question as follow:

How is the students perception in teaching reading visual literacy through memes?

C. Objective of research

As formulated within the research question above, the researcher aims to know the student's Perception of visual literacy through memes.

D. Significance of the research

Along with this research, the researcher expects that this paper will bring benefits not only for the researcher but also to the students, teacher, and the next researcher:

a. For the students

This research can facilitate the students to learn more about visual literacy, especially in their reading skills in a fun way that also can improve their critical thinking and reading ability.

b. For the teacher

The results of this study are predicted to be useful for the teachers, that can be used to improve the teaching and learning quality, by helping them create some new learning methods with memes involved in it, in case to add more spice and joy to the learning and teaching process.

c. For the other researcher

This result can be used as prior information for visual literacy memes in the language, for the other researchers that conduct relevant research.

E. Scope of research

In this research, the researchers focus on the students' perception of visual literacy through memes to make it easier for students to understand visual literacy through memes, focus on images from online media for the meme itself and the student's critical reading skills in the meme to get the hidden messages or meaning from the picture.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Some researchers have conducted research related to this topic as follows:

Suryanto (2014), Visual literacy is persons can understand, create and use images as a means of expression and communication. The subject of this study to insvestigate the ability to understand visual image as a mean of expression and communication. In other word, to view critically the images meaning from perceptual vision. The resul of this study Visual literacy teachers are capable choosing or create visual images and use them to enhance students achievements in learning.

Agnes Dian Purnama (2017), the researcher would like to develop a new strategy to enhance students' classroom participation and the teaching and learning process of English. The objective of this study to fimd out students perception toward using memes in English classroom. The participants of the study are 23 students. The result of this study students prefer this kind of activity better than previous activity that they have encountered inside classroom. There are advantages in utilizing memes in order to be creative and innovative in language teaching. The first advantage is that memes creation proposes an eye catching learning process which will be easily adopted by students. The second advantage is memes creation is possible. Smartphones and any mobile image editing application are not uncommon for students. The third advantage is

students gain a better understanding on English class' topics and English in general using a simple and enjoyable technique.

E Brumberger (2011), The research that examined these assertions by analyzing post-secondary students' usage of visually-oriented devices and their perception of visual content are reported in this article. According to the study results, people are not very skilled at creating and analyzing visual communication.

Based on some of the research results above, several similarities and differences were found. The similarity from previous research is most of the researchers using Visual literacy in English language teaching, Focusing present on students using memes to communicate political satire the researcher found another interesting thing that is the amount of vocabulary and reading ability will influence students motivation and interest. while the difference are the first researcher focused on how lead visually literate persons to be able to use the images in visual teaching, the second researcher focused on teach logo reading as an extra component of visual literacy and the last researcher analyzing post-secondary students' usage of visually-oriented devices.

B. Pertinent Ideas

1. **Concept Of Teaching Visual Literacy**

   a. **Definition of Teaching**

   Biggs (2004) a psychology expert divides the concept of teaching into three definitions, namely (1) Quantitative Understanding. Teaching is defined as the transmission of knowledge, namely the transmission of knowledge. In this case the teacher only needs to master the knowledge of the field of study and convey it to students as well as possible. The problem of success or failure of students is not the responsibility of the teacher. (2) The definition of institutional. Teaching means efficient orchestration of teaching skills, namely the efficient arrangement of all teaching abilities. In this case the teacher is required to always be ready to adapt various teaching techniques to students who have various types of learning as well as their talents, abilities and needs. (3) Definition of qualitative. Teaching is defined as the facilitation of learning, which is to help facilitate student learning activities to find their own meaning and understanding.

   So the teaching that is meant by researchers here is qualitative teaching, which in the teaching process is only a learning facility, which helps facilitate student learning activities to find their own meaning and understanding without having to rely on the learning process in general which is limited by the learning process as

it is limited by time and place which is not only in school so that students can be creative with his own abilities.

b. Definition of Visual Literacy

As with 'English', 'literacy' or 'being literate' is defined in a number of ways, and these definitions are continually evolving. The term 'literacy', for example, sometimes refers only to reading, sometimes to reading and writing and sometimes, more rarely, to reading, writing and speaking and listening. Inglis and Aers (2008, p.32) note

Visual literacy is the ability to properly perceive and interpret information in the form of visuals (images) or present information visually that can be immediately understood. Visual literacy comes from the idea that an image can be read and meaning can be communicated from the reading process.

Bamford (2003: 1) also argues that visual literacy includes the ability to read and compose a visual message. This means that visual literacy includes a person's ability to translate and the meaning of a visual message and compose a meaningful visual message. Palmer & Matthews (2015: 2) suggest that until now, studies that reveal the level of mastery of visual literacy are still very limited. Meanwhile, as we know that the development of information media today relies heavily on visual aspects of communication so that the ability to understand

an image (visual) is very important. as expressed by Oring in Bamford (2003: 2), "the need to learn to read visual images is an urgent one that touches at all levels in our society. Visual literacy levels directly determine our level of comprehension and the ability of the individual to be able to read images in a meaningful way. Understanding pictures is a vital life-enriching necessity. Not to understand them is visual illiteracy.

c. **The stages of the perceptual process in the visual**

Based on the process, Jamieson (2007: 15-18) explains that the formation of perception in the visual process includes the following stages:

The primary stage: the optics of viewing this process is the stage where a visualization or image is physically captured by the human eye. Even though the eye acts as a sense that functions to capture an "image", this process is not merely understood as a physical process. However, the activity of "seeing" will have the background of the personal aspects that will ultimately determine how an object is "seen". One of them will look at a person's point of view both physically and mentally which can be based on individual experiences and needs.

The secondary stage: brain processing of visual information As has been explained theoretically that the human brain can be divided

into left and right brains, where this will in turn affect the thought process and stimulus processing experienced by a person. Mentioned that people who use the more right brain is believed will think more spatially and visually, while for those use more of the left brain in the category of verbal thinkers. However, at this stage of the process, it is explained that the two parts have a role in processing visual objects that are captured by the eye based on both visual and verbal aspects.

The third arm: psychology and visual perception At this stage, the image that is received by the eye and processed by the brain will be processed and interpreted based on the experience and background of the individual so that it can produce various perceptions for each person.

2. Concept of Memes In The Language

a. Definition of Memes

'Meme' is a new word for an old notion (Dawkins 1976): that culture evolves through a process of inheritance involving pieces of information (e.g., Tarde 1903). As the unit of cultural evolution, as opposed to genetic evolution, a meme is thus seen to be similar to a gene. Dawkins' (1976) initial description of memes as "tunes, catchphrases, clothing styles, methods of producing pots or constructing arches" was deemed inadequately specific, particularly in terms of their physical existence — are memes beliefs, behavior, or

artifacts? (Aunger, 2002; Distin, 2004) The primary modern proponents of memes (Blackmore 1999; Dennett 1995; Distin 2004) have not addressed this lack of precision: the term remains ambiguous.

"Meme" is one of the works of art which lately is rampant raised by netizens on social media. In the digital era meme in circulation is no longer understood as small units of culture that spread from person to person by means of copying or imitation, but today the term meme refers to the replication of a photo or image of someone who converted to another form, coupled with a variety of posts usually innuendo or jokes via Windows (and other operating systems) from internet users.

Meme as culture on the internet shows a way in which ideas imitated (imitated), disseminated and mediated from person to person through interaction or conversation, either through an "analog" or a "digital" medium (Brunello, 2012). Internet memes are herein the form of a combination of images, photos, slides and text aimed at responding to an issue which is being discussed in social discourse.

Ivannia Soto states in their book Moving from Spoken to Written Language with ELLs (2014) that memes are photos with certain key sentences that indicate something humorous about some specific persons. A meme is a culturally recognized image coupled with a

notion or message shared on the Internet to promote certain beliefs. As a result, advertisements that are not on the Internet or are not widely circulated, as well as stock photographs without accompanying words and images that do not express a specific story, are not memes. According to Abu Lota, memes are an idea that is often spread on the Internet in the form of visuals (2012). In this scenario, memes might be employed to communicate a hilarious message.

b. **Type of Memes**

According to Simanullang (2015) in Setiawan (2019) said there are several kinds of memes as mentioned below:

1) Love meme, meme that describes the troubles of teenagers. Love stories that are very popular which eventually made light jokes but it suitable in certain situation.

2) Motivational meme, meme that motivate someone about positive things that should do in life.

3) Satire meme, meme that used to insinuate someone with certain characteristics (personality, physical, etc).

4) Joke meme, meme that very popular and highly used by internet users because this meme contains funny picture and funny words.

5) Political meme, this meme is popular when there is the election or political party. Political meme contains entertain joke, but sometimes there are some people used it as campaign media.

3. Aspect of Reading

According to Nasrullah & Rustandi (2016) in Setiawan (2019), In memes we can see two aspects, namely visual and text.

a. Visual aspect the visual aspect which this aspect uses the piece of picture or illustration to show the emotion shown. For example with people's faces those who express surprise, pictures of animals in certain positions or caricature which is considered as the personification of emotion.

b. Text aspect meme can be characterized by the existence of text that is between visuals. Through the text in meme, we can find out what types of meme is it

4. Memes in critical reading

a.

Figure 2.1. meme "Only single person."

According to Shifman (2014), the original WSWCM blog or "founder" and offshoot, or "follower" artifacts are part of a meme: a collection of digital artefacts with similar qualities that are shared, reproduced, and altered by numerous people online.

b.

Figure 2.2. meme "Only Sober Person."

The point I'm trying to convey here is that the post's significance isn't just "there," waiting to be discovered. The "aha" moment necessitates conceptual alignment of the GIF with the caption. Even if the caption can be read, the post as a whole may not make sense. Following to Ash (2015), It is consequently critical to consider how the GIF develops and magnifies impact through the specificities of its technical frameworks of movement, color, and repetition.

c.

Figure 2.3. meme "Velour Tracksuit."

the interpretation of the GIF may be more quick by having seen School of Rock, reading may still take place without the specific pop culture equivalent. Literacy is more related to familiarity with a Mean Girls–style joke that exaggerates a gendered feminine aversion for other women's or girls' unsuitable or "tacky" clothing.

5. Conceptual Framework

```
┌─────────────────────────────────────┐
│              READING                 │
└─────────────────────────────────────┘
```

```
┌──────────────┐      ┌──────────────┐
│   CRITICAL   │      │    MEMES     │
│   READING    │      │              │
└──────────────┘      └──────────────┘
```

```
┌──────────────┐
│  PERCEPTUAL  │
└──────────────┘
```
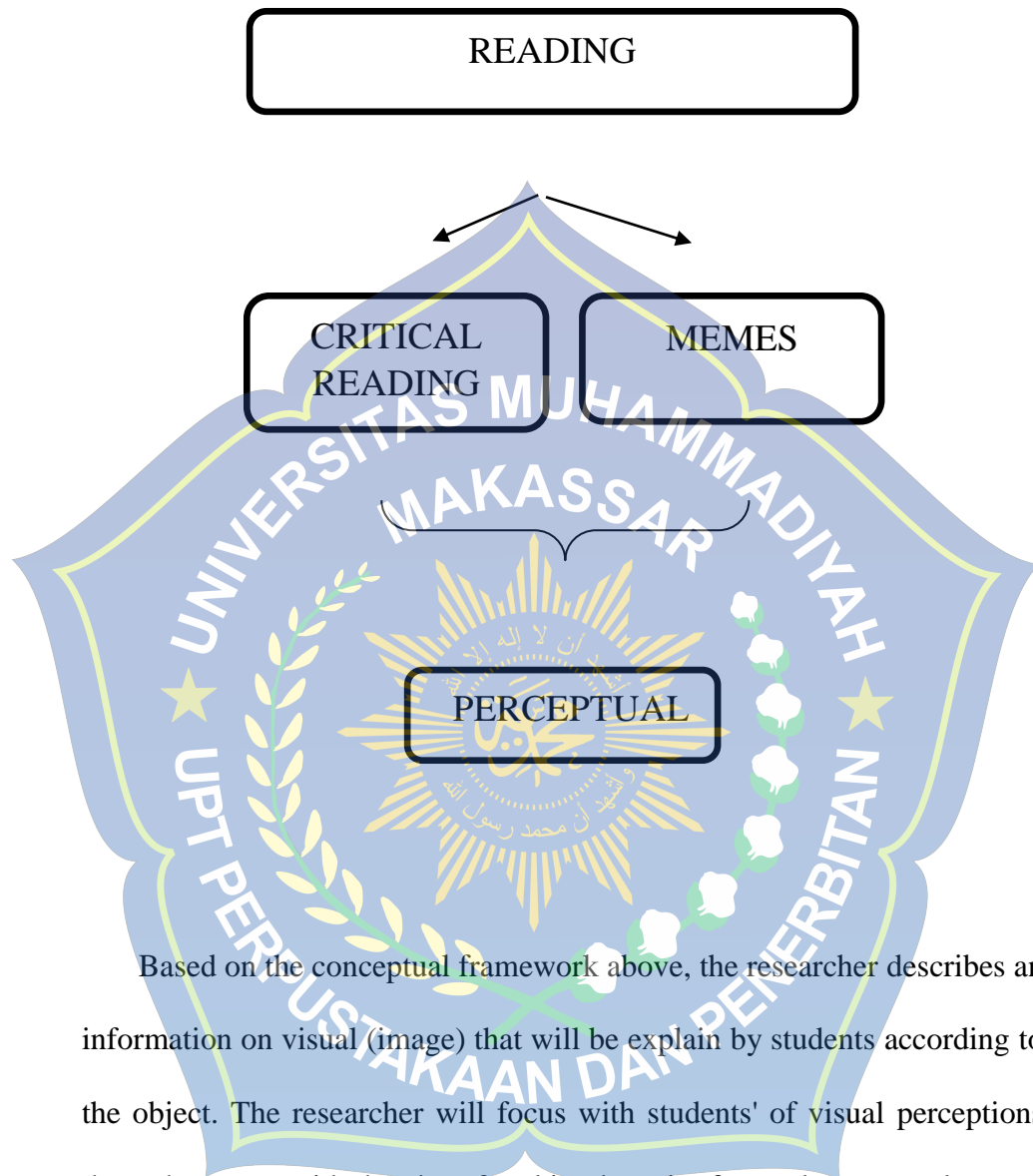
Based on the conceptual framework above, the researcher describes an information on visual (image) that will be explain by students according to the object. The researcher will focus with students' of visual perceptions through memes with the aim of making it easier for students to understand the visual literacy, which indirectly have an impact on students' reading and critical thinking skills.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a qualitative approach as the study design. Qualitative research attempts to explore and remedy problems through holistic phenomena (Cresswell, 2012). For this research approach, we choose qualitative research because it helps researchers explore students' visual abilities through linguistic memes in SMA Negri 5 Baru. Creswell (2012) states that the qualitative research approach is a method of collecting data based on a small number of people to obtain the participant's opinion, in which researchers are asked to participate in the required data based on: He pointed out that he submits a qualitative research approach to obtain the views of the public actual facts.

B. Research Subject

The participant of this research are Students of SMA Negeri 5 Barru. 5 students are choose , and the total participants are 5 participants. The participants selective by using random sampling technique. According to Sugiyono (2017), Simple Random Sampling is the process of selecting sample members from a population in a random manner without considering the existing strata within that population.

C. Research Instrument

To find out the students' perception of visual literacy through memes in the english language , this research use instrument to gathering the data. Research instrument is a media that is used by the research to collect the data. The use of instrument depends on the data which are needed by the reseacher, and it related to the research problem. In this research, the researcher using Observation and interview as research instrument,the interview was online mode using Google form as media. The interview is semi-structure interview.

D. Procedure of collecting data

The objective of the questionnaire of this reseaerch was collecting the information about students perception in Learning visual literacy trough memes in english and also to known what kind of skill that they got after it. In collecting the data, the researcher presented some procedures as below:

1. Data collection procedures for observation

There are three steps in collecting data for observation:

a. The researcher asked permission to the teachers first in order to join in the class

b. The researcher came to the class while the teacher begin the subject.

c. The researcher observed the English teacher to know what media was used by teacher in teaching English in the classroom.

2. Data Collection Procedures for interview

a. The researcher ask for permission to the participant via online chat.

b. The researcher explain the objective of the interview.

c. The researcher give the link of google form to the participant that has some questions as interview that related to Visual literacy in critical reading through memes.

3. Data Coding

Coding is the process of classifying data and responses into the appropriate categories so that it can be grouped more easily.

E. **Technique of Data Analysis**

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman (2014) in this mode have analysis components, data display and conclusion drawing. interactive model analysis can be explained as follows:

1. Data Collection

After identifying the problem, the researcher will classify the data through google form. The researcher collected the data by interviewing students as information and observing the teaching and learning process to gain more supporting data.

2. Data display

At this stage, the researcher developed a structured description of information to draw conclusion and take action. The presentation of data commonly used in this research is narrative text form. The purpose of

narrative text is that the researcher described previously classified information about students perception of visual literacy in critical reading through memes as the media used by teacher in teaching English then conclusions were presented in narrative text form. It analyzed and described the data qualitatively.

3. Data reduction

    It is process of minimizing the amount of the data that needs to be stored in a data storage environment. In this research, the researcher select data obtained at the time of research regarding the user perception about the media used by teacher in teaching English, and then the data classifies and choose simply.

4. Conclusion drawing.

    The researcher drawn conclusion and verified by looking for the meaning symptom obtained from the object of this research. At this stage, the researcher draw conclusion from the data that has been previously concluded, then matches the notes and observation made by the researcher at the time of doing analyzing.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discuss the results of research that researchers have conducted. This chapter was described the final results of the research conducted by the researcher.

A. Findings

1. Visualitation capture by human eyes through memes

Visualization is a collection of biological processes that transform light waves into vision. This process is not merely understood as a physical process. However, the activity of "seeing" will have the background of the personal aspects that will ultimately determine how an object is "seen".

The data belows is can except took from the first subject :

> ”*Visual media such as memes are highly digestible, impart meaning, and allow the learning process to be enjoyed and the meme is a collection of images that have a purpose, beyond what it seems at first glance*”

Based on data above, a statement showed visual capture by human eyes through memes is "a meme is collection images that have a purpose,beyond what it seems st first glance **(S.1:2)."** The state expressed the type the jokes memes,motivational memes. The statements categorized as visualitation capture by human eye through memes.

The next data excerpt visualitation capture by human eyes through memes found in subject 2 such as "Meme help students to more relaxing and fun to learn english (**S.2:7**)." The statement expressed about humor or jokes memes because the learning process in class is more fun and makes relax. The statement categorizes as visualitation capture by human eyes through memes.

The other data excerpt visualitation capture by human eyes through memes, found in subject 3 such as "Meme is a form of comedy using picture with funny text, gif or video (**S.3:2**). " The statement expressed about jokes memes and the statement categorize as visualitation capture by human eyes through memes.

The next data excerpt visualitation capture by human eyes through memes, found in subject 4 statement such as "Meme is literacy that covers many topics and is packaged in various languages in various digital media such as images, videos, and writing (**S.4:2**). " The statement expressed about meme jokes,motivational memes and loves memes and the statement categorize as visualitation capture by human eyes through memes.

The next one excerpt visualitation capture by human eyes through memes also found in subject 5 statement such as "Learning with memes seems fun, because there is unique content so that is more motivated to learn english (*S.5:5*)." This statement expressed about meme motivational and joke memes and the statement categorizes as visualitation capture by human eyes through memes.

Based on data, the researcher can conclude the student feel happy when learning with memes and make it easier to understand learning because it uses image media and joke meme and motivational meme categorized as visualitation capture by human through memes.

2. Brain processing of visual information

The human brain is a complex and creative information processing system. As technology progressed from primitive to modern, so did the metaphors used to describe the brain. It was first likened to a wax tablet, then to papyrus, then to a book, and finally to a computer. Theoretically explained, the human brain can be divided into left and right hemispheres, which influence a person's thought processes and stimulus processing. During the lesson, the teacher presents a image memes that not only can be quickly grasped by the eye, but also requires a process of translating meaning from the eye and processing it through the brain.

The data below is an excerpt took from the first subject :

"*The use of media images really helps make it easier to understand in the process of learning english by using media image memes*"

Based on data above, a statement showed brain processing of visual information is "Media images make it easier to understand in the process of learning english by using memes(**S.1:4**). " The state expressed that meme also need to be processing in the brain for example politic

memes, and the statement categorize as brain processing of visual information.

The next data excerpt brain processing of visual information found in subject 2 statement such as "Literacy is the ability to process and understand the information (**S.2:2**)." The statement expressed about ability to process and understand information. Like the type of political meme that is associated with the initial processing of the eyes and then absorbed or interpreted in the brain. The statement also can be categorized as brain processing of visual information.

The other data excerpt brain processing of visual information, found in subject 3 such as "Many of meme content is about pop culture, so it help to understand what is popular that happening in the world right now (**S.3:6**). " The statement expressed about pop culture and easier to understand waht is pupular in the world right now like the type politic meme, joke memes and the statement can be categorized as brain processing of visual information.

The next data excerpt brain processing of visual information, found in subject 4 statement such as The meme media helps improve critical thinking so that it can improve some of the mastery of the vocabulary you have (**S.4:4**). " The statement expressed about meme can improve critical thinking and vocabulary. Politic meme is perfect example and the statement categorize as brain processing of visual information.

The next one excerpt brain processing of visual information also found in subject 5 statement such as "Meme can use images and dialogue to train critical thinking, so over time, it may become easier to get information into the material. **(S.5:4)**." This statement expressed about meme use dialogue and images can improve critical thinking and become easy way to get information. For example joke meme, politic meme, satire meme and the statement categorize as brain processing of visual information.

Based on data, the researcher can conclude the student feel their critical reading improved when learning with memes and make it easier to understand learning because it uses image media joke meme and politic meme categorized as brain processing of visual of information.

3. Psychology and visual perception

The memes teachers show during instruction are first seen by the eye, then processed by the brain, and interpreted based on individual experiences and backgrounds, so they can evoke different perceptions in everyone. Because understanding this kind of meme requires not only "seeing" the meme and processing it in your brain, but also adding personal experience.

The data below is an excerpt took from the first subject :

"Because the use of media helps us because it's easier to understand the material, so to express it too. "

Based on data above, a statement psychology and visual perception is " Using media help to make it easy to understand the material **(S.1:4)**. " The state meant expressed that using meme as a media makes it easier to understand the content and helps to express opinion. Type of meme for express the opinion like satire meme and politic meme and the statement categorize as psychology and visual perception.

The next data excerpt psychology and visual perception is such as "yes it does, because meme somehow it is interesting to us to learn language (**S.2:4**)." The statement expressed about meme is interesting when learn english language because it can give you the option to give your opinion through memes . Like the type of satire meme, the statement also can be categorized as psychology and visual perception.

The other data excerpt psychology and visual perception, found in subject 3 such as "Sometimes, because it needs creativity to find matching meme picture with context we want to deliver (**S.3:4**). " The statement expressed about in process learning sometimes need creativity to fiind matching meme picture to expressed the opinion, like the type politic meme, and satire meme. The statement can be categorized as psychology and visual perception.

The next data excerpt psychology and visual perception, found in subject 4 statement such as "Literacy is the ability to read and write in a certain field. (S.4:3). " The statement expressed about ability to read and write need eyes , brain processing and then psychology to give opinion and to understand the material in class. Politic meme, satire meme is perfect example and the statement categorize as psychology and visual perception.

The last one excerpt psychology and visual perception also found in subject 5 statement such as "Learning with pictures like a memes is not monoton as a text and using meme as media to learn english language improve critical thinking, reading skills, and vocabulary too. (**S.5:8**)." This statement expressed about meme as media to learn english with a picture dialogue and images in meme can improve critical thinking and become easy way to get information and new vocabulary. For example joke meme, politic meme, satire meme and the statement categorize as psychology and visual perception.

Based on data, the researcher can conclude the student feel can express the opinion when learning with memes and not monoton as a text and make it easier to understand learning because it uses a picture. satire memes are perfect for this stage. The statement of subject also categorized as psychology and visual perception.

Based on data subject above, researcher can conclude visualitation capture by human eyes through memes is using meme joke meme.

Brain processing of visual information is using politic meme and pyschology and visual perception using satire meme.

a) Students Perception

To process the data of this research, students related filled out questionnaires via google forms. The purpose of this research is to the students' perception of visual literacy through memes to make it easier for students to understand visual literacy through memes. The researcher took students from eleventh grade of SMA Negeri 5 Barru. The data from the list of questionnaires was based on the rules in chapter 3 find out students' perception of visual literacy through memes to make it easier for students to understand visual literacy through memes.

The data were obtained from the interview to the students. It was designed to help the researcher to get more information about students' perception of visual literacy through memes to make it easier for students to understand visual literacy through memes.

1. Based on the answer from the students questionnaire by the researcher, with the question, "When you learn English does the teacher using memes as a media*?"*. Most of the students answered as follows:

   Students 1: *Yes*

   Students 2: *Sometimes*

   Students 3: *yes*

   Students 4: *Sometimes*

   Students 5: *yes*

   Based on the extracts above, when answer the questionnaire about the teacher who use meme as their media to teach english, and the result is, most of the answered the question with a possitive asnwer, by answer with "yes" and "sometimes".only one students from IIS class that never seen the teacher use meme while teach in the students class.

2. Based on the answer from the students questionnaire by the researcher, with the question, "in general, what do you know about meme*?"*. Most of the students answered as follows:

   Students 1: *a collection of images that have a purpose, beyond what may seem at first glance.*

   Students 2: *humor picture*

   Students 3: *Its a form of comedy using picture with funny text, gif or video*

Students 4: *Meme is literacy that covers many topics and is packaged in various languages in various digital media such as images, videos, writing and so on.*

Students 5: *Meme is a literacies that contains meaningful information packaged in a unique and funny image, video, gif.*

Based on the extracts above, when answer the questionnaire that ask about students knowladge about meme, the students have different aswer, but share a big line, that most of their answer said that, meme is funny, or humor that taking form as pitcure, photo, or video, with hidden meaning, that need to be comprehen, to be understand.

3. Based on the answer from the students questionnaire by the researcher, with the question, "in general, what do you know about literacy?". Most of the students answered as follows:

Students 1: *How to get information from reading material from what you see*

Students 2: *Literacy is the ability to process and understand the information*

Students 3: *Art of writing.*

Students 4: *Literacy is the ability to read and write in a certain field.*

Students 5: *one's ability to manage information in a text.*

Based on the extracts above, when answer the questionnaire that ask about students knowladge about literacy, the students have deffrent aswer, but most of the students aswer, said, literacy is way to get information, from what we read, either, writen, spoken, seen, and the other, that need to

be proccess with understanding to get the meaning.

4. Based on the answer from the students questionnaire by the researcher, with the question "Does the use of the meme enable you to express your opinion on English issues? Why?" Most of the students answered as follows:

Students 1: *Because the use of media helps us because it's easier to understand the material, so to express it too.*

Students 2: *Yes it does, because somehow it is interesting to us to learn language*

Students 3: *Sometimes, because it needs creativity to find matching meme picture with context we want to deliver*

Students 4: *Yes, because the meme media helps improve critical thinking so that it can improve some of the mastery of the vocabulary you have.*

Students 5: *Yes, meme media can use these images and dialogue to train critical thinking, so over time, it may become easier to incorporate information into the material.*

Based on the extracts above, when answer the questionnaire that ask about the use of the meme enable to help students to express the students opinion on English issues? Why?, for this part, majority of the students are agree to said that use meme, help them to deliver what the students mean, it because learn english with using meme, are fun, that make the students are easily to understand. But still there is one student students that found its not helping much becasue its lack of vocabulary.

5. Based on the answer from the students questionnaire by the researcher, with the question "learning english with using meme and the normal way, wich one do you think will be more fun to can make student better at understand? explain" Most of the students answered as follows:
Students 1: *With memes, because with memes the learning situation becomes more fun, so students are more motivated to learn.*

Students 2: *Actually it is fun to use the memes sometimes because we wont bored to learn.*

Students 3: T*he two methods has an advantages and disadvantages on its own, we cant really tell which one is better. there are students that prefer to learn in a formal way, others enjoy with a little fun.*

Students 4: *Even if the information is humorous, there are various interesting contents and information, so it seems more fun to learn how to use meme media.*

Students 5: *Learning with memes seems fun, because there is unique content so that it is more motivated to learn*

Based on the extracts above, when answer the questionnaire that ask about witch one that the students more prefer, between learning english with the common way (use text book and stuff) or using meme as their media. And for this part, majority of the students are agree that learning english are more fun and can make spark of joy to the students then when the students use common or the old style learning method.

6. Based on the answer from the students questionnaire by the researcher, with the question "Does what you learn from meme images help you connect the material to your daily life? Most of the students answered as follows:

Students 1: *Of course, because aspects of literacy can be used in almost all aspects of life*

Students 2: *Yes it does*

Students 3: *Many of meme content is about pop culture, so it help to understand what is popular that happening in the world right now.*

Students 4: Yes

Students 5: *Yes, Of course, because aspects of literacy and memes can be applied in life because many memes have a pop culture side*

Based of the all students answer about the questionnaire, the researcher can make a conclution, that majority of the students are agree that using image and pitcure can bring postive impact to the students daily life.

7. Based on the answer from the students questionnaire by the research, with the question "Is using memes less effective in learning English? explain !" most of the students answered as follows:

Students 1: *I find it enjoyable because I like to learn language with unusual way.*

Students 2: *No.*

Students 3: *no, it's actually useful, because by using memes, I'm more trained to find between the lines*

Students 4: *no it is not because it help me to more relaxing and fun to learn english*

Students 5: *This is actually helpful because there are a lot of things you don't know by looking at memes. Get information you rarely come across, such as new vocabulary*

For the questionnaire number 7, the researcher can make conclution, that the students are disagree with the statement "meme are less effective in learning english", the students also said that they feel enjoy, and kind a feeling helpful with the using meme as a learning media.

8. Based on the answer from the students questionnaire by the research, with the question "Does using the meme image media make it easier for you to accept English subject matter? Why?" most of the students answered as follows:

Students 1: *yes because its fun and easier to understand.*

Students 2: *Yes, learning English using meme media can help improve reading skills, critical thinking and increase vocabulary.*

Students 3: *Yes, because learning by using text seems monotonous. So that with pictures and colors it seems to give a new color in the learning process, which seems refreshing*

Students 4: *yes it does, it is easier to understand the meaning with memes*

Students 5: *Yes it does, learning with picture like a memes is not monotonous as a text and using meme as media to learn english can improve critical thinking,reading skills and vocabulary too.*

Not like with the answer from questionnaire number 7, for the last part of the questionnaire, the students are more like likely to agree with the researcher that said "learning english with using image media are have positive impact, for the students". The students are also said, the method become more easier to understand, and bring a new vibe and color to the learning proccess

B. Discussions

According to Walgito (1989), perception is formed through a process in which the flow of the perceptual process may be summarized as follows: starting from the object that stimulates and excites the sensory organs or receptors.

Based on the interview, most of the students agree that the the picture media is useful and make student feel exited in using English in learning. In questionnaire, there are total 8 questions that should be answer by students. From the questions number 1th to the last number, majority of the students are agree, if learning english with using image as it media to improve students imput

and output in the learning proccess. Addition also from the students, within the use of meme, are bring new and fresh way to learn english, that make students are more motivate.

The students perceptions about "Teaching Visual Literacy in Critical Reading Through Meme in English Language" based on the result of the students interview that the researcher had been conducted which related to the questions answered by the students on the interview session. Those are categorized as the benefit of instructional media that used by the teacher and it would be explained as follows:

The first is the students can be happy while learning. Based on the results, we found that the way teachers teach and use educational image memes as media makes students happier while learning English. If you feel comfortable learning English, this can be categorized as a perceived acceptance of following the lessons your teacher gives you in your English class. It related to the Robbins (1977) stated that to know how the process of gathering information through human perceptions is through indicator of perception where is about acceptance of students. The acceptance meant the students feeling agree about the media used by the teacher in teaching English because they feel happy in learning English if the teacher used meme picture as media. In addition, elementary and high school students like things that are both audiovisual and visual. Students love the way teachers deliver content while teaching English. Students said they enjoyed learning English when their teachers used media. The reason is that the teacher

provided supplementary tools as well as images and videos. Use animation to stimulate your students' interest and enjoyment in learning English.

The second students perception about teacher using the meme image media to make it easier in learning english. In teaching and learning english according to Robbins (1977) Knowing how the process of information gathering occurs through human perception was an indicator of perception, an indicator he meant of student comprehension. Consistent with this theory, this study found that when teachers used media in the teaching and learning process, it was easier for students to understand the material. According to Arshad Azhar, teachers play video or image related to the material and students focus on the videos and images. It helps students understand the material, stimulates them to learn more effectively. The use of Memes as media has made it easier for teachers to convey information to students, and for students to show and understand what teachers are saying, making it easier for them to receive information.

Students can directly understand what the teacher wanted to say. In this regard, Suleiman (1985:17) states that "When someone sees something they need, it will be of interest and motivate them to know more."' Visual media provide people with support for knowing and observing. can motivate and ultimately guide people. towards better understanding.ir interest in learning English.

The third students perception the benefit of the teachers instructional meme as media used in teaching English is they can express their opinion. The use of meme as media has made it easier for teachers to convey information to

students, and for students to show and understand what teachers are saying, making it easier for them to receive information.

One of the hallmarks of an effective teaching and learning process is student participation in the lesson, for example by giving feedback on the material. The use of media has been shown to make students more active in class. express one's opinion about the classroom, i.e. the subject

Participated in the teaching and learning process. The use of media such as imagery encouraged us to explore ideas about imagery and connect what was already known.

The use of meme as media has made it easier for teachers to convey information to students, and for students to show and understand what teachers are saying, making it easier for them to receive information.

This is because images can remind students of experiences or events associated with the image and force or encourage them to confidently express their opinions about whatever comes to mind. The researchers found that when teachers used pictures, students were mostly able to express their opinions. This is because images can remind students of experiences and events associated with the image, and thus students were forced or stimulated to speak confidently about the material thought out by the teacher. This also meant that students could more effectively understand the material and the teaching-learning process. This statement is based on that of (Suleiman 1985:17). "If someone sees something they need, it will inspire them and motivate them to learn more." Media enable students to be active, develop thinking, and acquire information independently. On the contrary, it was found that some students could not express their opinions about the teaching materials due to the personal factors of the students who were cautious and afraid of making mistakes while learning English. It is also categorized as an affective (feeling) element related to the fear of being wrong about the object of the attitude.

Participated in the teaching and learning process. The use of media such as imagery encouraged us to explore ideas about imagery and connect what was already known.

. According to the results of interview, the researcher took a conclusion from 5 students as participants and most of the students agree that Learning English Through meme support their critical thinking and could improve students' interest in learning English. Activities in the English class learning through meme often encourage students to be more inspired and enthusiastic to practice Reading skill English with their friends and to exchange knowledge and information. meme is therefore an important platform for developing students' critical thingking and learning visual literacy through memes in english had a lot of fun as well as enjoyable in learning English.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Thus, the author might draw the conclusion that memes can be employed as a fun way for their readers who are currently readers in the millennial community to learn English. Even though in the process the teacher has to provide a deeper understanding of existing memes, with the power of memes as a stimulus for readers to find out information in a way that tends to contain humor or jokes, so that it is easy to read, this can be used by the teacher to intersperse learning with the use of memes as learning media while still providing information that can be retrieved in these memes to increase vocabulary, and the ability to thin knowledge.

B. Suggestion

Based on the conclusion that explained above, In order to further elaborate on the utility and efficacy of memes as a medium for learning English, the researcher advises that future studies investigate more of the potential of memes as a medium for learning English by doing research based on a mix method. in the hopes of making English learning more enjoyable and effective, teachers should employ memes widely as learning resources.

Based on the conclusion that explained above, the researcher would like to present some of the suggestions as follows:

1. It is recommended that further analyzes be performed by other researchers that considering this topic with a wide variety of respondents that related and focus on the using image espicially meme to the teaching and learning section, in ordet to increase, students attenstion, and excitement. It is also hoped that This study can be used as an additional reference by other researchers and other people.

2. The teacher or lecturers should pay more attention and should found out a solution to the problem that faced by the students. Moreover one thing to be consider is every student has his or her own capacity and style of learning, from the researcher case, the students have different amount of vocabulary that will have huge impact for the students to espress what their meaning. As a result, the teacher or lecturer must understand their students before going into the teaching and learning process, and they would be more involved, motivated, interested and comfortable in learning and teaching English.

3. It is suggested to students understand that mastering critical reading is not easy. Students should improve and add more of their vocabulary and knowladge in order to understand what is the meaning from the image. For more addition the students should be more involved in the classroom and not to be afraid to speak what students thinking ..

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APPENDICES

APPENDIX 1

INSTRUMENT OF QUESTIONNAIRE

Name :

Class :

Instructions

Write down the name and the major in the column that have been provided and answer the questions below based on your perception

2. When you learn English does the teacher using memes as a media?

(Apakah ketika kamu belajar Bahasa Inggris guru menggunakanmeme sebagai media?)

2. in general, what do you know about meme?

(secara umum, apa yang kamu ketahui tentang meme?)

3. in general, what do you know about literacy?
(secara umum, apa yang kamu ketahui tentang literasi?)

4. Does the use of the meme enable you to express your opinion on English issues? Why?
(apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?)

5. learning english with using meme and the normal way, wich one do you think will be more fun to can make student better at understand? explain

(belajar bahasa inggris dengan menggunakan meme dan cara biasa, mana yang menurut anda lebih menyenangkan untuk dapat membuat siswa lebih mengerti?jelaskan)

6. Does what you learn from meme images help you connect the material to your daily life?

(Apakah apa yang Anda pelajari dari gambar meme membantu Anda menghubungkan materi dengan kehidupan sehari-hari Anda?)

7. Is using memes less effective in learning English? explain !

(Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? coba jelaskan!)

8. Does using the meme image media make it easier for you to accept English subject matter? Why?

(Apakah dengan menggunakan media gambar meme tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?)

EXTRACT OF INTERVIEW

Name: Hasnawi

Class: XI MIA 2

1. When you learn English does the teacher using memes as a media?

(Apakah ketika kamu belajar Bahasa Inggris guru menggunakanmeme sebagai media?)

Sample : kadang-kadang

2. in general, what do you know about meme?

(secara umum, apa yang kamu ketahui tentang meme?)

Sample : kumpulan gambar yang memiliki maksud, diluar dari apa yang terlihat secara sekilas

3. in general, what do you know about literacy?

(secara umum, apa yang kamu ketahui tentang literasi?)

Sample : Cara memperoleh informasi dari bahan bacaan dri yg d liat

4. Does the use of the meme enable you to express your opinion on English issues? Why?

(apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?)

Sample : Karna dengan penggunaan media, kita terbantu karena lebih gampang mengerti tentang materi, sehingga untuk mengekespresikannya juga.

5. learning english with using meme and the normal way, wich one do you think will be more fun to can make student better at understand? explain

(belajar bahasa inggris dengan menggunakan meme dan cara biasa, mana yang menurut anda lebih menyenangkan untuk dapat membuat siswa lebih mengerti?jelaskan)

Sample : Dengan meme situasi belajar jadi lebih menyenangkan, sehingga siswa labih termotifasi belajar

6. Does what you learn from meme images help you **connect** the material to **your daily** life?

(Apakah apa yang Anda pelajari dari gambar meme membantu Anda menghubungkan materi dengan kehidupan sehari-hari Anda?)

Sample : Tentu saja, karna aspek dari literasi bisa d gunakan hampir d seluruh aspek kehidupan

7. Is using memes less effective in learning English? explain !

(Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? coba jelaskan!)

Sample : Sangat, karena dengan penggunnan meme, saya jadi lebih terlatih untk menemukan makanan yang tersirat

8. Does using the meme image media make it easier for you to accept English subject matter? Why?

(Apakah dengan menggunakan media gambar meme tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?)

Sample : Ya, karena belajar dengan penggunaan text terkesan monoton. Sehingga dengan adanya gambar dan warna terkesan memberi warna baru dalam proses belajar, yg terkesan menyegarkan

Name: Dita senjahari

Class: XI MIA 2

1. When you learn English does the teacher using memes as a media?

(Apakah ketika kamu belajar Bahasa Inggris guru menggunakanmeme sebagai media?)

Sample : actually the teacher never used the meme as media

2. in general, what do you know about meme?

(secara umum, apa yang kamu ketahui tentang meme?)

Sample : humor picture

3. in general, what do you know about literacy?

(secara umum, apa yang kamu ketahui tentang literasi?)

Sample : literacy is the ability to process and understand the information

4. Does the use of the meme enable you to express your opinion on English issues? Why?

(apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?)

Sample : yes it does, because somehow it is interesting to us to learn language

5. learning english with using meme and the normal way, wich one do you think will be more fun to can make student better at understand? explain

(belajar bahasa inggris dengan menggunakan meme dan cara biasa, mana yang menurut anda lebih menyenangkan untuk dapat membuat siswa lebih mengerti?jelaskan)

Sample : actually it is fun to use the memes sometimes because we wont bored to learn

6. **Does what you learn from meme** images help you **connect** the material to **your daily** life?

(Apakah apa yang Anda pelajari dari gambar meme membantu Anda menghubungkan materi dengan kehidupan sehari-hari Anda?)

Sample : yes it does

7. Is using memes less effective in learning English? explain !

(Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? coba jelaskan!)

Sample : no it is not because it help me to more relaxing and fun to learn english

8. Does using the meme image media make it easier for you to accept English subject matter? Why?

(Apakah dengan menggunakan media gambar meme tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?)

Sample : yes it does, it is easier to understand the meaning with memes.

Name: Asri

Class: XI MIA 2

1. When you learn English does the teacher using memes as a media?

(Apakah ketika kamu belajar Bahasa Inggris guru menggunakanmeme sebagai media?)

Sample : Yes

2. in general, what do you know about meme?

(secara umum, apa yang kamu ketahui tentang meme?)

Sample :Its a form of comedy using picture with funny text, gif or video

3. in general, what do you know about literacy?

(secara umum, apa yang kamu ketahui tentang literasi?)

Sample : art of writing

4. Does the use of the meme enable you to express your opinion on English issues? Why?

(apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?)

Sample :sometimes, because it needs creativity to find matching meme picture with context we want to deliver

5. learning english with using meme and the normal way, wich one do you think will be more fun to can make student better at understand? explain

(belajar bahasa inggris dengan menggunakan meme dan cara biasa, mana yang menurut anda lebih menyenangkan untuk dapat membuat siswa lebih mengerti?jelaskan)

Sample : the two methods has an advantages and disadvantages on its own, we cant really tell which one is better. there are students that prefer to learn in a formal way, others enjoy with a little fun

6. **Does what you learn from meme** images help you **connect** the material to **your daily** life?

(Apakah apa yang Anda pelajari dari gambar meme membantu Anda menghubungkan materi dengan kehidupan sehari-hari Anda?)

Sample : many of meme content is about pop culture, so it help to understand what is popular that happening in the world right now

7. Is using memes less effective in learning English? explain !

(Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? coba jelaskan!)

Sample : I find it enjoyable because I like to learn language with unusual way

8. Does using the meme image media make it easier for you to accept English subject matter? Why?

(Apakah dengan menggunakan media gambar meme tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?)

Sample : yes because its fun and easier to understand

Name: Nurul hikmah

Class: XI MIA 2

1. When you learn English does the teacher using memes as a media?

(Apakah ketika kamu belajar Bahasa Inggris guru menggunakanmeme sebagai media?)

Sample : Kadang kadang
2. in general, what do you know about meme?

(secara umum, apa yang kamu ketahui tentang meme?)

Sample : Meme adalah sebuah literasi yang mencakup banyak topik dan dikemas dalam berbagai bahasa di beberapa macam media digital seperti gambar, video, tulisan dan lain lain.

3. in general, what do you know about literacy?

(secara umum, apa yang kamu ketahui tentang literasi?)

Sample : Literasi adalah kemampuan membaca dan menulis pada bidang tertentu.

4. Does the use of the meme enable you to express your opinion on English issues? Why?

(apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?)

Sample : Ya, karena media meme tersebut membantu meningkatkan cara berpikir kritis sehingga dapat meningkatkan beberapa penguasaa kosa kata yang dimiliki.
5. learning english with using meme and the normal way, wich one do you think will be more fun to can make student better at understand? explain

(belajar bahasa inggris dengan menggunakan meme dan cara biasa, mana yang menurut anda lebih menyenangkan untuk dapat membuat siswa lebih mengerti?jelaskan)

Sample : Belajar menggunakan media meme terkesan lebih menyenangkan karena terdapat berbagai hal seperti konten yang menarik dan informasi meskipuan disajikan dalam bentuk infomasi humor.

6.   Does what you learn from meme images help you connect the material to **your daily** life?

(Apakah apa yang Anda pelajari dari gambar meme membantu Anda menghubungkan materi dengan kehidupan sehari-hari Anda?)

Sample : Ya

7. Is using memes less effective in learning English? explain !

(Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? coba jelaskan!)

Sample : Tidak

8. Does using the meme image media make it easier for you to accept English subject matter? Why?

(Apakah dengan menggunakan media gambar meme tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?)

Sample : Ya, belajar bahasa inggris dengan menggunakan media meme dapat membantu meningkatkan kemampuan membaca, berpikir kritis dan meningkatkan kosa kata.

Name: Saidil sabir

Class: XI MIA 2

1. When you learn English does the teacher using memes as a media?
(Apakah ketika kamu belajar Bahasa Inggris guru menggunakanmeme sebagai media?)

Sample : Yes

2. in general, what do you know about meme?

(secara umum, apa yang kamu ketahui tentang meme?)

Sample : Meme is literacies that contain meaning full information packaged in unique way like funny image, video and gif.

3. in general, what do you know about literacy?

(secara umum, apa yang kamu ketahui tentang literasi?)

Sample : One's ability to manage information ini a text

4. Does the use of the meme enable you to express your opinion on English issues? Why?

(apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?)

Sample : Yes, meme media can use these images and dialogue to train critical thinking, so over time, it may become easier to get information into the material.
5. learning english with using meme and the normal way, wich one do you think will be more fun to can make student better at understand? explain

(belajar bahasa inggris dengan menggunakan meme dan cara biasa, mana yang menurut anda lebih menyenangkan untuk dapat membuat siswa lebih mengerti?jelaskan)

Sample : Learning with memes seems fun, because there is unique content so that is more motivated to learn

6. **Does what you learn from meme** images help you **connect** the material to **your daily** life?

(Apakah apa yang Anda pelajari dari gambar meme membantu Anda menghubungkan materi dengan kehidupan sehari-hari Anda?)

Sample : Yes or course because aspects of literacy and memes cantik be applied in life because many memes have a pop culture side

7. Is using memes less effective in learning English? explain !

(Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? coba jelaskan!)

Sample : It helpful because there are a lot of things you don't know by looking at memes, get information you rarel6 come across such as new vocabulary

8. Does using the meme image media make it easier for you to accept English subject matter? Why?

(Apakah dengan menggunakan media gambar meme tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?)

Sample : Yes it does learning with pictures like a memes is not monoton as a text and using meme as media to learn english cantik improve critical thinking, reading skills, and vocabulary too.

1. **Visualitation capture by human eyes**

   Teacher is using memes image while teaching english. It mean memes as media image used to help students increase their critical reading. The type of memes that are good for this criterion for example, loves memes, jokes and motivational memes, it is categorze as visualitation capture by human eyes

2. **Brain processing of visual information**

   During the lesson, the teacher presents a memes picture that not only can be quickly grasped by the eye, but also requires a process of translating meaning from the eye and processing it through the brain, for example political memes are the great example of this kind of criteria, it is categorize as brain processing of visual information.

3. **Psychology and visual perception**

   The teachers show during lesson are first seen by the eye, then processed by the brain, and interpreted based on individual experiences and backgrounds, so they can evoke different perceptions in everyone. Because understanding this kind of meme requires not only "seeing" the meme and processing it in your brain, but also adding personal experience. Satire memes are a good example of these criteria. It is categorze as psychology and visual perception

Data Coding

   Code 1 = Seen or seems categorizes as Visualitation Capture by human eyes

   Code 2 = Understanding categorizes as Brain processing of visual information

   Code 3 = Express and opinion categorizes as Psychology and visual perception

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Edwin Maulana Yusuf

Nim   : 105351121916

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1		10 %
2	Bab 2	25 %	
3	Bab 3	5 %	10 %
4	Bab 4	6 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 12 Agustus 2023
Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,

Nursinah, S.Hum., M.I.P
NBM. 964 591

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Edwin Maulana Yusuf

NIM : 105351121916

Judul Penelitian : **TEACHING VISUAL LITERACY IN CRITICAL READING THROUGH MEMES IN ENGLISH LANGUAGE**

Tanggal Ujian
Proposal : 18 November 2022

Tempat/Lokasi
Penelitian : SMAN 5 BARRU

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	20/Maret 2023	Kusioner/Collecty Data	Hasrina, S.Pd	
2	28			
3				
4				
5				

Barru, 28 Maret 2023

Mengetahui,

Ketua Prodi Pendidikan Bahasa Inggris
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NIDN 0922 077 807

Pimpinan Kepala Sekolah

Drs. Aziz Bonto, M.Pd
NIP 19670804 1994121003

BAN-PT : terakreditasi institusi

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
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---

SURAT KETERANGAN PENELITIAN
Nomor : 221/100/UPT.SMA.5/BR/III/2023

Yang bertanda tangan dibawah ini :

a.	Nama	: **Drs. AZIS BONTO, M.Pd**
b.	Jabatan	: Kepala UPT SMA Negeri 5 Barru

Menerangkan bahwa :

a.	N a m a	: **EDWIN MAULANA YUSUF**
b.	Nomor Pokok	: 105351121916
c.	Program Studi	: Pend. Bahasa Inggris
d.	Pekerjaan	: Mahasiswi (S1)
e.	Alamat	: Jl. Slt Alauddin No 259, Makassar

Benar telah melaksanakan Penelitian pada UPT SMA Negeri 5 Barru pada Tanggal 20 Maret s/d 19 Mei Tahun 2023 dalam rangka Penyusunan Skripsi dengan Judul **"TEACHING VISUAL LITERACY IN CRITICAL READING THROUGH MEMES IN ENGLISH LANGUAGE (A qualitative research at the teachers' of SMA NEGERI 5 BARRU)"**.

Demikian surat Penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya.

Ralla, 28 Maret 2023
Mengetahui,
Kepala UPT SMAN 5 Barru

Drs. AZIS BONTO, M.Pd
NIP. 19670804 199412 1 003

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Nomor : 958/05/C.4-VIII/III/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

23 Sya'ban 1444 H
15 March 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13072/FKIP/A.4-II/III/1444/2023 tanggal 14 Maret 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **EDWIN MAULANA YUSUF**
No. Stambuk : **10535 1121916**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"TEACHING VISUAL LITERACY IN CRITICAL READING THROUGH MEMES IN ENGLISH LANGUAGE"

Yang akan dilaksanakan dari tanggal 19 Maret 2023 s/d 19 Mei 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

03-23

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بســـــم الله الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0815/BG-FKIP/LOA/B/VIII/1445/2023

Dear EDWIN MAULANA YUSUF

It is our pleasure to inform you that, after reviewing your paper:
TEACHING VISUAL LITERACY IN CRITICAL READING THROUGH MEMES IN ENGLISH LANGUAGE
The manuscript ID : 995
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing template	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with English Language Teaching Methodology. ISSN (paper) 2828-1586 ISSN (online) 2810-0352 We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 16 August 2023 M
29 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE

Edwin Maulana Yusuf was born on May 10, 1998 in Bekasi. He was the child of the marriage of his beloved parents Ahmad Ohan Hanafi and Subaeda. He attended his SD 05 his Babelan Primary School in Bekasi and graduated in 2010. In the same year he continued his studies at the secondary school SMPN 02 Loa Janan and graduated in 2013. At the same time he entered SMAN 05 Barru and graduated in 2016. Then continued his studies. In 2016, she entered Muhammadiyah Makassar University. He enrolled in the English Department and his field of study was "Teaching Visual Literacy in Critical Reading Through English Memes".