# THE EFFECTIVENESS OF *MEME* PICTURES TO TEACH ADJECTIVES AT SDN 2 RINGINPITU

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## Abstract

This research aims to examine the effectiveness of using meme pictures as a teaching medium to enhance the mastery of adjectives among fifth-grade students at SDN Ringinpitu 2 during the 2024/2025 academic year. The study was motivated by classroom observations that revealed low student engagement and underachievement in English, particularly in understanding adjectives. Given the popularity of meme culture among children through social media, the study explored whether memes could serve as engaging and effective instructional media. A quantitative approach was used with a one-group pre-test and post-test experimental design involving 17 students. Data were collected using observation sheets, questionnaires, and adjective-based tests, then analyzed using SPSS version 27. The paired sample t-test results indicated a statistically significant improvement in students' post-test scores compared to their pre-test results (p-value = 0.011 < 0.05). This finding confirms that the use of meme pictures has a positive and meaningful effect on students' adjective mastery. The research concludes that integrating meme-based visual content into English instruction can be an effective and innovative strategy to improve student learning outcomes, particularly in vocabulary development.

**Keywords:** *Meme* Pictures; Adjectives; English Learning

## Abstrak

Penelitian ini bertujuan untuk menguji efektivitas penggunaan gambar meme sebagai media pembelajaran untuk meningkatkan penguasaan kata sifat di kalangan siswa kelas lima di SDN Ringinpitu 2 selama tahun ajaran 2024/2025. Penelitian ini didasari oleh observasi kelas yang mengungkapkan motivasi siswa yang rendah dan prestasi yang kurang dalam bahasa Inggris, khususnya dalam memahami kata sifat. Mengingat popularitas meme di kalangan anak-anak melalui media sosial, penelitian ini mengeksplorasi apakah meme dapat berfungsi sebagai media pembelajaran yang menarik dan efektif. Pendekatan kuantitatif digunakan dengan desain eksperimen pra-tes dan pasca-tes satu kelompok yang melibatkan 17 siswa. Data dikumpulkan menggunakan lembar observasi, kuesioner, dan tes berbasis kata sifat, kemudian dianalisis menggunakan SPSS versi 27. Hasil uji-t sampel berpasangan menunjukkan peningkatan yang signifikan secara statistik pada skor pasca-tes siswa dibandingkan dengan hasil pra-tes mereka (nilai-p = 0,011 < 0,05). Temuan ini menegaskan bahwa penggunaan gambar meme memiliki efek positif dan bermakna pada penguasaan kata sifat siswa. Penelitian menyimpulkan bahwa mengintegrasikan konten visual berbasis meme ke dalam pengajaran bahasa Inggris dapat menjadi strategi yang efektif dan inovatif untuk meningkatkan hasil belajar siswa, khususnya dalam pengembangan kosa kata.

**Kata kunci:** Gambar *Meme*; Kata Sifat; Pembelajaran Bahasa Inggris

## INTRODUCTION

English language is used to connect all around the world as a global language. English is used to communicate for multitude of domains, covering the public sector, the judiciary, the press, and educational institutions (Rohmah, 2005). It indicates that English is not limited to casual communication among English people, but also in formal settings such as educational, health, government, company and many more. English, also has become a part of youth culture. In addition, due to the globalization of the Internet, people from other countries can connect without meeting in person, that's why english mastery will be vital in 2025.

In indonesian education, English is frequently taught in school as foreign language and one of the subject to learn (see Qomariyah et al, 2023: Rohmatin et al, 2023; Mustikasari et al, 2025). Four language skills is the purpose of the language education including reading, writing, listening and speaking. The law of teaching English as a foreign language in Indonesia can be changing and evolves with the time. Also, this changes mostly influenced by politics and economics. In indonesia, people not used english as daily language and mostly still used *Bahasa Indonesia* as the daily language but, people use english usually when talk with foreigner. *Bahasa Indonesia* still the most used in indonesia because bahasa is national language. Bahasa is a regularized form of Malay, which is an Austronesian language that has served as a common language across the diverse Indonesian archipelago for many centuries. With around 170 thousand islands and population surpassing 284 million, Indonesia ranks as the fourth most populous country globally, and the majority of its residents communicate in Indonesian, making it one of the most spoken languages worldwide.

In worlwide education, it has been found that 90% of successful learners have learning goals and the learning strategies (Jamornmarn & Ruangtakul, 1995). Be able to communicate in english is one of the priority in learning english language (see Novitasari et al, 2025; Putra et al, 2023; Azizah et al 2023). Learners need to learn the four language skills that is writing, listening, reading, and speaking to be mastered in english language. Based on that reason, Education need to be more efficient and innovative to determine teaching material in order to organize the student linguistic skills and the aims of the study.

In 2024, Kurikulum Merdeka second semester held at fifth grade SDN Ringinpitu 2. This syllabus has a adjective nouns as one of the chapter. The primary role of an adjective is to describe a noun. Noun or a noun-based phrase that serves as modified by a descriptive word can be called as adjective noun. This concept can be a restriction, certain type of measurement (evaluable), or a condition (descriptive). Then, we can define an adjective as a term that enhances the specificity of a nouns. Adjectives are frequently used to explain nouns and all types of phrases or segment of speech that functions as a noun and also it was once be one of primary component in english language, even though they are generally linked with nouns. To demonstrate, "Irvan wear a blue helmet." (The word helmet are modified by blue.). A clamorous women group just pass by earlier. (The noun phrase "group of women" is modified by clamorous.). "For this vacancy, proper writing skills is the required." (The adjective proper changes the verb form.).

Based on observations from individual internship, writer identified issues with teaching and learning at SDN Ringinpitu 2.

The issue is that students lack attention and motivation in English topics. Students' test scores at SDN Ringinpitu 2 do not satisfy the Kriteria Kelulusan Minimum (KKM) or we can called completeness regulation for English teaching. Of the 17 students,8 did not meet the minimum completeness regulation (Kriteria Ketuntatasan Minimal) set by SDN Ringinpitu 2 (75). The writer want to implement the effectiveness of using Meme picture as a teaching tool. Since social media has become part of youth culture nowadays. Not adult people only but also kids use social media daily. Meme picture often can be found when using social media. Therefore, writer know that student nowadays familiar with Meme picture and want to know the effectiveness in using it as learning media, especially in learning adjective.

Meme picture meaning in history is from greek language "mimema" or mimics (Imitate) (Mirsharapovna & Erkinovich, 2022). In modern days Meme Picture usually can be found at social media (facebook, instagram, twitter, tiktok, etc.). Meme picture is a unit that contain humor, politics, and so on based on viral phenomenon that spread among people. Also, meme picture are part from internet that usually used to give some information that covered in funny delivery related or imitate to real life. Hopefully, from this research on using meme picture as learning media. Student can be more attracted and enhances the effectiveness on learning english language. Especially, in learning adjective.

Point out that the terms "methods," "teaching method," and "methodology" are strangely absent from much of the broader educational literature (De Bot et al., 1991). These terms are not defined in any current educational terminology dictionaries (such as the one by Gordon and Lawton, 1984), nor are they listed in the indexes of key educational research surveys like Dunkin & Biddle (1974), Suppes (1978), or Wittrock (1986), where the term "teaching methods" is only mentioned in relation to techniques used in higher education.

Memes usually evolve through comments, imitation, parody, or even media coverage (Bauckhage, 2011). Explains that the term "meme" is generally used to describe the spread of content like jokes, rumors, videos, or websites from one person to another via the internet (Shifman, 2013). Memes can spread in their original form, but they often give rise to variations or updates created by users. According to the stated from the experts above, it can be understood that a meme is a unit of imitation that spreads and conveys information in the form of a picture.

In the teaching and learning process, using good and attractive teaching media is crucial. One such effective teaching media is pictures. Pictures provide more information and are more understandable and engaging than words alone. Moreover, meme pictures are not just visually appealing; they also offer several benefits to students during the learning process (Shifman, 2013). (Wright & Andrew, 1989) emphasizes that "pictures can motivate students to take part in the teaching and learning process". This statement is further supported by (Knobel & Lankshear, 2006), who suggest that the concept of a meme has become a creative form of expression, much like an online meme. According to (Dasilva et al., 2019) and (Choudhury & Sarma, 2019), the use of visuals in learning can create an exciting and dynamic learning atmosphere. This can be seen in how meme help students express their emotions during the learning process. As a result, incorporating meme into lessons can make learning English more engaging and enjoyable for students.

Additionally, memes can also help students remember key concepts and information more effectively through visual and humorous associations, especially for learning adjectives. Ansell (1994), in her book *Free English Grammar*, states that adjectives are words used to modify nouns or pronouns. She said that an adjective can be considered a "defining adjective" when it does more than simply describe the noun it precedes; it also helps to define or specify the noun more clearly. By associating adjectives with memorable images or phrases, students are more likely to retain this information and apply it accurately in their writing and speaking.

The similarities between this study and a journal article entitled "The Effectiveness of English Comics in Teaching Grammar" (Rakhmawati,2018), are the objective of the research to know the effectiveness of comics, which are similar to memes in terms of picture panels as media in teaching and learning; the use of the research method using one group pre-test and post-test design; and the use of the T-test as a tool to gain the analysis data. The difference with the current study is in the variables of the study; the current study uses adjectives as dependent variables.

## METHOD

This chapter covers the research methodology, including the research variables, subjects, and the methods of analysis used.

Table 1: Pre-test and post-test design for one group are illustrated in the test

| Pre-Test | Independent Variable | Post-Test |
|---|---|---|
| Y1 | X | Y2 |

(Source: Personal Variable Design)

The term "variable" is commonly used in research, especially in quantitative studies. It's important to clearly define and identify variables when designing research projects. Simply, use variable is some word that can change or have many values. For example, it could be height, weight, anxiety levels, wealthy, skin tone, and so on. These factors vary between individuals and can take on different values. Some variables are straight forward, such as gender or blood type, while others can be more abstract or unclear (Polit & Beck, 2004).

The antecedent refers to the independent variable, while the consequence is the dependent variable. If the independent variable is an active variable, we manipulate its values to see how it affects another variable. For example, in a study looking at anxiety levels, we might change the anxiety level to see if it affects the response to pain relief medicine. Here, the anxiety level is the active independent variable. The dependent variable is the one that is influenced by the independent variable in this case, the responsiveness to pain relief medicine. The independent variable directly impacts the dependent variable (Kaur, 2013). The research examines meme pictures as the independent variable and adjective mastery as the dependent variable.

According to Creswell (2020), a population is defined as group of individuals who posses one or more specific characteristic. In this research, the population consists of the fifth-grade students at SDN 2 Ringinpitu with a total of 17 students in the population.

Table 2: The data of class V

| Man | Woman | Amount |
|---|---|---|
| 7 | 10 | 17 |

(Source: Observation Result)

According to Creswell (2020), a sample is a smaller group taken from the focus population which is the researcher plans to study in goals to make broader conclusions about the entire population. In this research, the sample consists of 17 students from fifth grade at SDN Ringinpitu 2.

The researcher used a purposive sampling method to deciding groups. It's also consider from fact that the writer is temporary substitute teacher in SDN 2 Ringinpitu , the fifth grade student will be choosen as subject that the writer already has useful data from experience in first observation.

Data collection refers to the systematic process of gathering observations or measurements.In collecting the data, researcher use pre-test to gain the first data before giving treatment with meme picture, the treatment conducts 2 days, this treatment does after the researcher gain the pre-test data and before the researcher gain the second data using post-Test.

Data analysis follows data collection and involves applying logical or statistical methods to interpret, summarize, and evaluate the gathered data. Explain that various analytical techniques help researchers draw conclusions from the data, distinguishing the meaningful patterns or phenomena of interest (the "signal") from random variability or extraneous factors in the data (the "noise") (Shamoo & Resnik, 2009). These techniques range from simple comparisons to the use of more complex models, depending on the nature of the analysis.

In the data analysis technique, the researcher will analysis the data with normality and homogeneity, after the data is declared normal and homogeneous the researcher will conduct analysis the mean of Pre-Test and Post-Test. The research uses to compare the mean in analysis data with Paired Sample T-Test SPSS 27. After completing the analysis, the writer will conclude whether this research is effective or not in teaching and learning.

## FINDINGS AND DISCUSSION

The outputs or outcomes of a research and development effort are research findings, which provide a solution to a particular research issue. The researcher uses students from SDN 2 Ringinpitu academic year 2024/2025. Consist of 17 students at fifth grade. The researcher did a pre-test, treatment, post-test about The Effectiveness of meme picture in Teaching Adjectives.

The research followed a three-phase design, beginning with a pre-test to evaluate participants' baseline performance. This was subsequently followed by the treatment stage using Meme Picture, and then post-test to gain the after score, aiming at assesing student ability after receiving the treatment. This research is conducted to examine the effectiveness of *meme* picture in teaching adjective. The analysis of pre-test score is presented in the table explanation below.
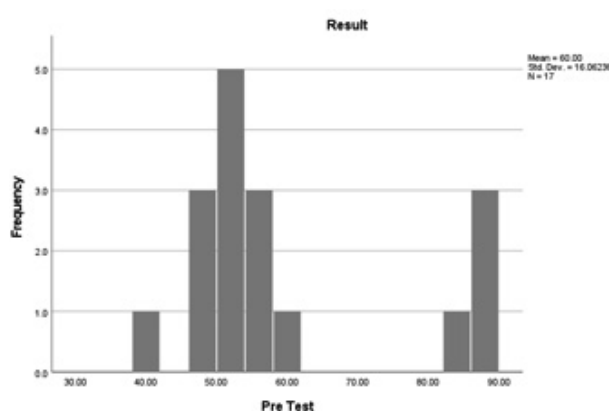


Figure 1: Pre Test Result
(Source: Personal Result on SPSS 27)

Based on the pre-test results analyzed using SPSS 27, the distribution of students' scores is presented in Figure 1 Out of a total

of 17 students who participated in the pre-test, the highest score was approximately 90, while the lowest score was around 40. Most students scored between 50 and 55, with the highest frequency (5 students) falling within this range.

The mean score of the pre-test was 60.00, with a standard deviation of 16.06, indicating a relatively wide variation in students' scores. It can be concluded that there are 13 students need to improve their adjective skill to passing grade (70). While, the data of post-test is presented below.
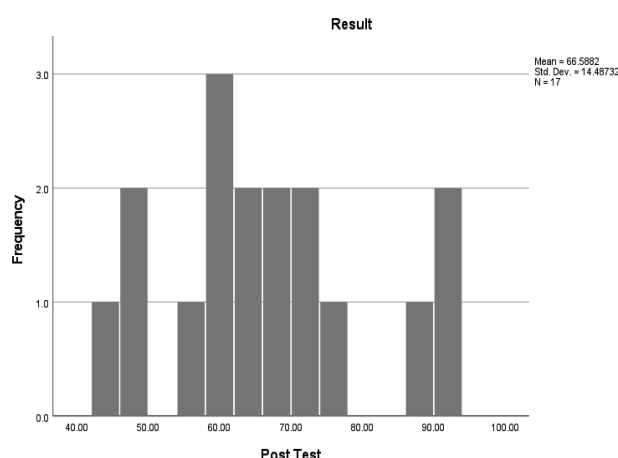


Figure 2: Post test result
(Source: Personal result on SPSS 27)

After the implementation of meme pictures as a medium for teaching adjectives, a post-test was conducted to assess students' improvement. The results are illustrated in Figure 2 the students' scores were distributed across a broad range, from approximately 40 to 95. The mean score was 66.59, with a standard deviation of 14.49, indicating a moderate level of variability in the students' performance. The mean score increased from 60.00 in the pre-test to 66.59 in the post-test. Data analysis was carried out to determine the differences in vocabulary test scores between the students' pre- and post-Meme Picture

instruction. Data analysis includes the t-test with SPSS 27.

Validity and reliability are structur used to know the quality of research. Validity refers to the extent to which a test or procedure accurately measures what it is intended to measure, while reliability pertains to the consistency and stability of the measurement across time or different conditions.

Reliability refers to the consistency of a measurement instrument. For example, an individual completing a motivation assessment should produce similar responses each time the instrument is administered, assuming no significant change in their motivational state. Although an exact calculation from reliability is not attainable, an estimation of reliability can be collected using various measures.

## Reliability Statistics

| Cronbach's Alpha | N of Items |
|---|---|
| .894 | 2 |

Figure 3: Reliability test result
(Source: Personal Result on SPSS 27)

From the table above it can be seen that from reliability Cronbach's Alpha are 0.894, According to Sujarweni, Wiratna (2015), if the alpha value > 0.60 question items are reliable.

All parametric tests in statistical analysis make some assumption about the data, commonly known as assumptions. Violation of these assumptions alters the research's conclusion and interpretation of the results. As a result, for appropriate interpretation, all study, whether for a journal article, thesis, or dissertation, must adhere to these assumptions. The assumptions vary depending on the parametric analysis.

Normality refers to the property of a random variable that conforms to a normal distribution. This assumption is fundamental in both theoretical and applied statistics, as numerous statistical techniques rely on the premise that the data or the test statistics derived from a sample are normally distributed. Consequently, assessing the normality of data is a routine step in practical statistical analysis to ensure the validity of such methods.

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 17 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 8.45155989 |
| Most Extreme Differences | Absolute | .155 |
| | Positive | .110 |
| | Negative | -.155 |
| Test Statistic | | .155 |
| Asymp. Sig. (2-tailed)[c] | | .200[d] |
| Monte Carlo Sig. (2-tailed)[e] | Sig. | .339 |
| | 99% Confidence Interval | Lower Bound | .327 |
| | | Upper Bound | .351 |

a. Test distribution is Normal.

b. Calculated from data.

Figure 4: Normality test result
(Source: Personal Result on SPSS 27)

From the data above the Asymp Sig. (2-tailed) are 0,200. From the SPSS 27 it concluded that the test distribution is normal. The Paired Samples T-Test is a statistical test used to assess whether two paired groups differ significantly on your variable of interest. The variable under investigation should be continuous, normally distributed, and exhibit a balanced distribution between the two groups being compared.

**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre Test | 60.0000 | 17 | 16.06238 | 3.89570 |
| | Post Test | 66.5882 | 17 | 14.48732 | 3.51369 |

Figure 5: Descriptive statistics
(Source: Personal result on SPSS 27)

Figure 5 presents the descriptive statistics for the paired sample t-test. The mean score for the pre-test was 60.0000 with a standard deviation of 16.06, while the mean score for the post-test was 66.5882 with a standard deviation of 14.48.

Both tests involved 17 students (N = 17). Although there is a significant increase in the post-test mean compared to the pre-test.

**Paired Samples Test**

| | | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Pre Test - Post Test | -6.58824 | 9.48063 | 2.29939 | -11.46273 | -1.71374 | -2.865 | 16 | .011 |

Figure 6: Paired Samples Test.
(Source: Personal Result on SPSS 27)

The mean difference between the pre-test and post-test scores was -6,5, indicating a significant increase in students' post-test scores. However, the p-value (Sig. 2-tailed) was 0.011, which is less than 0.05. This result implies that the difference in students' scores is statistically significant.

The hypothesis testing in this research aims to determine whether there is a significant difference between students' pre-test and post-test scores after being taught using meme pictures in learning adjectives. The statistical method used is the paired sample t-test, as the data were taken from the same group of students before and after the treatment.

Alternative Hypothesis (Ha), there is significant effect of meme pictures to adjective mastery of fifth grade student at SD Negeri 2 Ringinpitu. Null Hypothesis (H0), there is no significant effect of meme pictures to adjective mastery of fifth grade student at SD Negeri 2 Ringinpitu.

The interpretation of a decision is based on the obtained probability value ($p$-value). In this context, the following criteria are applied:

a. If the *p*-value exceeds 0.05, the null hypothesis is accepted (i.e., there is no statistically significant difference).

b. If the *p*-value is less than 0.05, the null hypothesis is rejected (indicating a statistically significant difference).

Based on the explanation above, the Sig. (2-tailed) value is 0.011, which is less than 0.05. This means that the difference between the pre-test and post-test scores is statistically significant.

Since the Sig. (2-tailed) value < 0.05, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis ($H_1$) is accepted. Therefore, it can be concluded that the use of meme pictures in teaching adjectives result in a statistically significant improvement in students' learning outcomes in this study.

The researcher discovered that the significance value was less than the significance threshold, or it may be stated as 0.011 < 0.05, based on the computation of the t-test using SPSS 27. It denotes that alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected.

Utilizing comic strips to teach adjectives was effective, according to the research's statistical analysis using the t-test. In order to effectively teach adjectives to the fifth grade students of SDN 2 Ringinpitu, meme picture can be used as a media of teaching.

There searcher's findings are in accordance with the expert theory from Cimermanova (2015), the use of meme to teach English has proven that it is helpful in language learning, especially vocabulary and expressions, grammar, and compositions.

## CONCLUSION

Based on what the observation in SD Negeri 2 Ringinpitu, as outlined in Chapter One, several issues were identified in students'

acquisition of adjectives The researcher chosen the fifth grade at SD Negeri 2 Ringinpitu based on classroom observations, the teacher reported that students exhibited low levels of attention and participation in English classes, so it's hinder the achievement of curricular goals. The teacher continued to using traditional teaching methods, which primarily involved one-way communication. As a result, students found that the English lessons are boring, as they were limited to passively listening without active engagement.

Based on study conducted with students in fifth grade at SD Negeri 2 Ringinpitu, where the writer employed an experimental methodology, the writer came to the conclusion that meme pictures might help students perform better.

The analysis of the data indicated a significant difference in students' adjective scores before and after the implementation of the treatment, as shown by the following findings. first the t-test analysis, the obtained p-value of 0.011 was less than the significance level of 0.05, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis.

The researcher's interpretation of the significance level was informed by the results of a statistical analysis performed through SPSS 27. Since the significance value of 0.011 was lower than the predetermined threshold of 0.05, the null hypothesis ($H_0$) was rejected, and the alternative hypothesis ($H_a$) was accepted. From data above that the alternative hypothesis, *meme pictures* can be effective on adjective mastery, is accepted. The null hypothesis that *meme pictures* can not effective on adjective mastery is also rejected. The findings imply that the use of meme pictures in teaching could lead to higher student achievement.

The suggestions presented are intended to provide insights and motivation for teachers, students, and future researchers engaged in the use of meme pictures as a medium for enhancing adjective mastery in the teaching and learning process.

According to the research's findings, which support the writer's suggestion to use meme pictures as a medium to teach adjectives, teachers should be more inventive and creative when choosing how to present their lessons because doing so will help them engage students' interest in the English language curriculum.

Based on the study's findings, meme pictures proved to be an effective media for teaching students to understand adjectives. Moreover, the use of contextual examples from memes contributed to the enhancement of students' English language proficiency.

The researcher acknowledges the simplicity of the research design employed in this thesis. This situation still contains a number of possible weaknesses or shortcoming. The author offers several recommendations for future research. It is suggested that subsequent studies explore the effectiveness of this approach in relation to other language skills or components, such as writing, reading, listening, speaking, grammar, and vocabulary, to further enhance English language instruction. Additionally, future researchers are encouraged to strengthen the research design to provide more robust evidence in support of the findings. In essence, further investigation may help validate and refine this instructional approach.

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