Journal of English Education Program (JEEP)
e-Mail: jurnaljeep@gmail.com P-ISSN: 2460-4046 E-ISSN: 2830-0327
https://jurnal.unigal.ac.id/jeep/article/view/17432
P-ISSN: 2460-4046 E-ISSN: 2830-0327
Journal of English Education Program (JEEP), Vol. 12 No. 1, January 2025

# IS THERE ANY IMPROVEMENT OF STUDENT'S PERSUASIVE WRITING ACHIEVEMENT USING INTERNET MEME PICTURES?

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APA Citation: Jihad, N.I., Rustandi, A., Tarwana, W. (2025). Is there any improvement of student's persuasive writing achievement using internet meme pictures? *Journal of English Education Program (JEEP), 12 (1)*, 1-8. doi: 10.25157/(jeep).v12i1.17432

Received: 15-11-2024 Accepted: 25-12-2024 Published: 22-1-2025

**Abstract:** The purpose of this study was to investigate the significant difference in persuasive writing achievement between the students who were treated using internet meme pictures and those who were not in the eleven grade students at a high school in Cilacap, Central Java. The present study used true experimental study involving 40 students of XI MIPA 1 and XI MIPA 2. Regarding the data collection, a pre-test and post-test of writing was administered to both experimental and control group. The data were processed using Paired Sample t-test and Independent Sample t-test in SPSS version 35. The results of Paired Sample t-test revealed that there was a significant difference in Persuasive Writing achievement for both students who were taught using the internet Meme Pictures (experimental) and those who were not (control). The result from the dependent Sample t-test of the post-test in both experimental and control groups revealed that the P-value of both of Paired Sample t-test and Independent Sample t-test were lower than 0.05 (0.000 < .05). This indicated that there was not significant differences between students' persuasive writing achievement who are taught by internet meme picture (experimental group) and descriptive text (control group). This means that both media used by experimental and control group have improved students' persuasive writing achievement. Thus, internet meme picture is as effective as descriptive text to improve students' persuasive writing achievement.

**Keywords:** *internet; meme; persuasive; writing*

## INTRODUCTION

Today's technology is developing rapidly and one of the results of thisdevelopment is the internet which is now accessible in almost everyone's hands. Although internet users often do not use it wisely resulting in useless things, it can become a good assistance, especially for learning writing (Rohayati & Lilies, 2019; Rohayati & Friatin, 2021). Learning to write is important in academic setting and thus it must be mastered by the current generation. As an activity delivering ideas into a written form, writing is a form of communication to deliver or to express feeling through written form (Harmer, 1991). Accordingly, writing is an activity that can usefully

be prepared for work in other skills of listening, speaking, and reading (Ibid). One of the genre type of writing is Persuasive text.

Persuasive text is set out to influence or change an audience thought or actions. Frederick (2011, p.2) in his book entitled *Persuasive Writing* mentions that *"Persuasive Writing is any writing that aims to get a result"*. From the definition above, we can conclude that Persuasive writing is writing something to get a result that change the audience's thoughts or actions. Persuasion can be very wide, and thus advertisement can be called persuasive. The intended persuasive text in the present study is exposition text consisting of orientation, argumentation, and closed with re-orientation/conclusion (Derewianka & Jones, 2016). Persuasive writing is one of the text genres we commonly meet in daily life but we usually do not notice those texts. We often meet persuasive text in various forms from advertisements to articles. It is a useful text but not many peoplerealize that.

We commonly write something to show others information not only by sayingit but also may be in a written form of communication. This is in line with what is said by Harmer (1991) that "Writing is a way of communication to send or to state feeling..." Nation (2008) also declares that writing is a useful activity prepared for working in other skills of listening, speaking, and reading. From those two statements, it is concluded that writing is one of four language skills while language skills are used to communicate. Therefore, writing is important in the world of business or work.

In reality, students find writing difficult (Beyreli & Konuk, 2018) so that they have low writing skills. This hard condition may also be caused by their low reading skills that can be so harmful to humanity's generation. Even in this era, the learning process is too difficult to be done effectively. For this reason, the material of writing that to be taught requires students to process the ideas in their minds. Many cases often happen in the teaching and learning processes. One of which is in the learning processes faced by students, for example, they are discouraged, sleepy, and bored in the classroom (Hellmann, 2024). To overcome the problems, some teachers have already prepared a strategy for their teaching using jokes (Hibatullah & Ardlillah, 2019). However, not all jokes overcome the students' problem. The intended jokes in the present study refers to internet meme picture.

The meme is a set of cultural transfers or a unit ofimitation (Dawkins, 1976 in Davis, 2017) and in the form of image overlaid with text (Molina, 2020). From statements earlier, we can conclude that "meme" is a result of human culture in the creativity of imitating. Besides, meme pictures is a picture that contains a short message and is easy to be understood. In nowadays, meme pictures can be found on the internet easily, especially on social media such as Facebook, Twitter Instagram, etc. There is also a website that only contains memes as the main content and every user can see memes there freely or we can share the memes that we have made. Occasionally, the meme found on the internet does not use an original picture from the creator. For example, *I am a meme creator, I use Naruto's picture* as my meme template which Naruto originally was made by Masashi Kishimoto Japan, or *I use a photograph of Yao Ming*, aChinese basketball player that has a unique facial expression.

In research done by Beyreli & Konuk (2018), it indicates that the persuasive text is so difficult to be taught to the students; consequently students were struggle to understand the persuasive text. Pranoto & Suprayogi's (2020) research revealed that there is a significant difference in the level of certaintybetween the EFL learners' scores in Group 2 which include humorous content from 9GAG apps in EFL classrooms and the EFL learners in Group 1 which did not include humorous content taken from 9GAG apps in terms of speaking ability. Another previous study was carried out by Inderawati et al. (2018) suggesting that there was a significant difference between students who were treated using internet pictures and those who are not. From this result, there was a chance to use internet meme pictures for teaching media. However, jokes in the teaching process were less investigated deeply by prior studies. Thus, the purposes of this study are about the certainty of jokes contained in internet meme picture that affect the

students' learning process to explore its impacts on the students' persuasive writing achievement.

## METHOD

The researcher here prefers to use true experimental design to collect the quantitative data. Creswell (2018) also states that regarding the quantitative, mainly an experiment, researcher evaluates an idea (or practice or procedure) to determine whether the treatment influences an outcome or dependent variable. The true experimental research as suggested by (Creswell, 2018) was applied in this study because it tested the following hypothesis:

$H_0$ : $\mu_1 = \mu_2$ (There are no differences in the initial ability of the students who use Meme picture with those who do not)

$H_1$ : $\mu_1 \neq \mu_2$ (There are differences in the initial ability of the students who use Meme picture with those who do not)

The sampling technique in this study was random sampling, with the type of Cluster Random Sampling. This technique was chosen because the researcher divided thepopulation into smaller groups known as clusters and then the researcher selected randomly two groups to be chosen as control and experimental group. According to (Thomas, 2020), Cluster sampling is a probability sampling method that is frequently used to investigate large populations, mainly those that are highly geographically dispersed. Researchers always use pre-existing units such as schools or cities as their clusters.

The population of the research was students in one of the high schools in Cilacapand the sample was X IPA 1 as the experimental class and X IPA 2 as the control class. The experimental group only who were taught by using Meme picture; meanwhile the control group was given the descriptive text. This research was done in the one of high schools in Cilacap because this research was done during a pandemic and all of the people were all not recommended to go too far from home to avoid the spread of the COVID-19 virus.

To obtain the data, the pre-test was given to both experimental and control groups.

Then, a post-test was given to both the experimental group and the control group. Pre-test and post-test were given to assess the content, structure, and vocabulary. Content maximum scores are 50, structure scores maximum 30, then vocabulary maximum 20. If all the ratings reach the maximum, it will worth a 100 score. After collecting the result of pre-test and post-test, the normality test and homogeneity test were measured. The normality test was carried out to find out whether or not the data has a normal distribution. The homogeneity test was conducted to measure whether or not the two groups have the same variance or not. The data were processed using Paired Sample t-test and Independent Sample t-test in SPSS version 35.

## FINDINGS AND DISCUSSION

Before conducting the treatment on both the experimental and control group, the pre-test of students' writing skills was administered to measure their persuasive text writing skills. The result of the students' pre-test could be seen in Table 1 and Table 2 showing students' progress from the pre-test result. Based on Table 1, the highest score of experimental group was 55 and the lowest score was 25. There were six students with the highest score and only one student with the lowest score. Based on Table 2, it can be seen that control students obtained the highest score (65) and the lowest score was 40. There was only one student who got the highest score and three students who got the lowest score.

**Table 1 List Score of Pre-test Experimental Class**

| No | Student's Code | Score Writing Test | | | Pre- test score |
|---|---|---|---|---|---|
| | | Content 50% | Structure 30% | Vocabulary 20% | |
| 1 | A01 | 15 | 10 | 5 | 30 |

| | | | | | |
|---|---|---|---|---|---|
| 2 | A02 | 25 | 20 | 10 | 55 |
| 3 | A03 | 20 | 20 | 8 | 48 |
| 4 | A04 | 25 | 20 | 10 | 55 |
| 5 | A05 | 25 | 20 | 8 | 53 |
| 6 | A06 | 15 | 20 | 10 | 45 |
| 7 | A07 | 10 | 10 | 5 | 25 |
| 8 | A08 | 25 | 20 | 10 | 55 |
| 9 | A09 | 20 | 20 | 10 | 50 |
| 10 | A10 | 25 | 20 | 10 | 55 |
| 11 | A11 | 25 | 20 | 10 | 55 |
| 12 | A12 | 5 | 20 | 10 | 35 |
| 13 | A13 | 25 | 15 | 10 | 50 |
| 14 | A14 | 5 | 20 | 5 | 30 |
| 15 | A15 | 20 | 10 | 5 | 35 |
| 16 | A16 | 20 | 20 | 10 | 50 |
| 17 | A17 | 20 | 20 | 10 | 50 |
| 18 | A18 | 20 | 20 | 10 | 50 |
| 19 | A19 | 25 | 20 | 10 | 55 |
| 20 | A20 | 15 | 20 | 5 | 40 |

After having a pre-test, the post-test of students' writing skills was conducted to measure their writing skills for both experimental and control group. The result of students' post-test could be seen in Table 3 showing experimental students' progress in the post-test. The highest gained score was 80 and the lowest score wasstill 40. Four students got the highest score and two students got the lowest score. Meanwhile, the post-test of students' writing skills of control group could be seen in Table 4 showing control students' progress of post-test result. Based on the Table 4, the highest score was 80 and the lowest score was still 40. Seven students got the highest score; and there are two students with the lowest score.

**Table 2 List Scores of Pre-tests of Control Class**

| No | Student's Code | Score Writing Test | | | Pre- Test Score |
|---|---|---|---|---|---|
| | | Content 50% | Structure 30% | Vocabulary 20% | |
| 1 | B01 | 25 | 10 | 5 | 40 |
| 2 | B02 | 25 | 20 | 10 | 55 |
| 3 | B03 | 15 | 20 | 10 | 45 |
| 4 | B04 | 20 | 20 | 10 | 50 |
| 5 | B05 | 25 | 20 | 10 | 55 |
| 6 | B06 | 20 | 20 | 10 | 50 |
| 7 | B07 | 20 | 20 | 10 | 50 |
| 8 | B08 | 15 | 20 | 10 | 45 |
| 9 | B09 | 25 | 20 | 10 | 55 |
| 10 | B10 | 20 | 20 | 10 | 50 |
| 11 | B11 | 25 | 20 | 20 | 65 |
| 12 | B12 | 15 | 20 | 10 | 45 |
| 13 | B13 | 20 | 20 | 5 | 45 |
| 14 | B14 | 20 | 20 | 10 | 50 |
| 15 | B15 | 25 | 20 | 10 | 55 |

| | | | | | |
|---|---|---|---|---|---|
| 16 | B16 | 20 | 20 | 10 | 50 |
| 17 | B17 | 10 | 20 | 10 | 40 |
| 18 | B18 | 25 | 10 | 5 | 40 |
| 19 | B19 | 15 | 20 | 10 | 45 |
| 20 | B20 | 10 | 20 | 5 | 35 |

After collecting the score of pre-test and post-test, a normality test was carried out to investigate whether the data has a normal distribution or not. One-Sample Kolmogorov-Smirnov test of the experimental group shows that the test statistic value is 0,255 in the pre-test and 0,146 in the post-test with the associated exact significant value being 0,122 and 0,733, respectively. In contrast, the control group shows that the test statistic value is 0,150 in the pre-test and 0,272 in the post-test, with the associated exact significant value being 0,702 and 0,084, respectively. These results confirm that the pre-test and post-test from both groups is higher than 0, 05 and therefore the data are normally distributed as expected.

**Table 3 List Scores of Post-tests of Experimental Class**

| No | Student's Code | Score Writing Test | | | Post-Test Score |
|---|---|---|---|---|---|
| | | Content 50% | Structure 30% | Vocabulary 20% | |
| 1 | A01 | 45 | 20 | 10 | 75 |
| 2 | A02 | 40 | 20 | 10 | 70 |
| 3 | A03 | 35 | 20 | 10 | 65 |
| 4 | A04 | 50 | 20 | 10 | 80 |
| 5 | A05 | 35 | 15 | 10 | 60 |
| 6 | A06 | 25 | 10 | 5 | 40 |
| 7 | A07 | 35 | 10 | 10 | 55 |
| 8 | A08 | 45 | 20 | 10 | 75 |
| 9 | A09 | 35 | 20 | 10 | 65 |
| 10 | A10 | 40 | 20 | 10 | 70 |
| 11 | A11 | 40 | 20 | 10 | 70 |
| 12 | A12 | 25 | 20 | 10 | 55 |
| 13 | A13 | 50 | 20 | 10 | 80 |
| 14 | A14 | 50 | 20 | 10 | 80 |
| 15 | A15 | 20 | 10 | 10 | 40 |
| 16 | A16 | 35 | 20 | 10 | 65 |
| 17 | A17 | 50 | 20 | 10 | 80 |
| 18 | A18 | 45 | 20 | 10 | 75 |
| 19 | A19 | 25 | 20 | 10 | 55 |
| 20 | A20 | 20 | 20 | 10 | 50 |

Besides normality test, the homogeneity test is carried out to find out whether the two groups have the same variance or not. Based on the result of the homogeneity test by using Levene's in the Table 5, it is obtained that a significant variance 0,099 is higher than 0, 05 which means that the student's pre-test and post-test data in writing persuasive of the two groups are homogeneous invariances.

**Table 4 List Scores of Post-tests of Control Class**

| No | Student's Code | Score Writing Test | | | Post-Test Score |
|---|---|---|---|---|---|
| | | Content 50% | Structure 30% | Vocabulary 20% | |
| 1 | B01 | 45 | 20 | 10 | 75 |
| 2 | B02 | 35 | 20 | 10 | 65 |
| 3 | B03 | 50 | 20 | 10 | 80 |
| 4 | B04 | 50 | 20 | 10 | 80 |
| 5 | B05 | 50 | 20 | 10 | 80 |
| 6 | B06 | 50 | 20 | 10 | 80 |
| 7 | B07 | 50 | 20 | 10 | 80 |
| 8 | B08 | 45 | 20 | 10 | 75 |
| 9 | B09 | 35 | 20 | 10 | 65 |
| 10 | B10 | 50 | 20 | 10 | 80 |
| 11 | B11 | 45 | 20 | 10 | 75 |
| 12 | B12 | 35 | 20 | 10 | 65 |
| 13 | B13 | 45 | 20 | 10 | 75 |
| 14 | B14 | 45 | 20 | 10 | 75 |
| 15 | B15 | 35 | 20 | 10 | 65 |
| 16 | B16 | 50 | 20 | 10 | 80 |
| 17 | B17 | 10 | 20 | 10 | 40 |
| 18 | B18 | 30 | 20 | 10 | 60 |
| 19 | B19 | 15 | 20 | 10 | 45 |
| 20 | B20 | 10 | 20 | 10 | 40 |

The next step is conducting a T-test which is used to determine whether the average data of ability in the two groups are the same or not (Creswell, 2018). Based on the prerequisite test, the data of the students' ability in writing persuasive text in the experimental and control group are normally distributed and have a homogeneous variant. The T-test is to test the following hypothesis:

$H_0 : \mu_1 = \mu_2$ (There are no differences in the initial ability of the students who use internet Meme picture with those who do not)

$H_1 : \mu_1 \neq \mu_2$ (There are differences in the initial ability of the students who use internet Meme picture with those who do not)

**Table 5 Test of Homogeneity of Variances**

SCORE

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 2,859 | 1 | 38 | .099 |

The output of the t-test from the post-test of students' ability in writing persuasive text showed in the Table 6. Based on the Table 6, it can be seen that:

1. Pair 1 obtained sig.(2-tailed) value is 0,000<0,05. Thus, there is a difference in the average student learning outcomes for the experimental class pre-test and experimental class post-test (Using Internet Meme Pictures).
2. Pair 2 obtained sig.(2-tailed) value is 0,000<0,05. Thus, there is a difference in the average student learning outcomes for the control class pre-test and control class post-test (Using Internet Descriptive text).

**Table 6 Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | Pre-Test Experimental Class - PostTestExp | -19,20 | 13,60186 | 3,04147 | -25,56587 | -12,83413 | -6,313 | 19 | ,000 |
| Pair 2 | Pre-Test Control Class - Post-Test Control Class | -20,75 | 11,72884 | 2,62265 | -26,23927 | -15,26073 | -7,912 | 19 | ,000 |

Based on Table 6, there is a difference before treatment (pre-test) in teaching Persuasive Text usingInternet Meme Pictures and after treatment (post-test) using Internet Meme Pictures toward students' Persuasive text achievement. Similarly, this condition is also experienced by the control group. To see more clearly the average learning outcomes before and after treatment using Internet Meme Pictures can be seen in the Table 7.

Table 7 Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-Test Experimental Class | 46,05 | 20 | 9,87008 | 2,20702 |
| | Post-Test Experimental Class | 65,25 | 20 | 12,71913 | 2,84408 |
| Pair 2 | Pre-Test Control Class | 48,25 | 20 | 6,93485 | 1,55068 |
| | Post-Test Control Class | 69,00 | 20 | 13,43601 | 3,00438 |

From the Table 7, it can be seen the mean of the pre-test Experimental Class is 46,05 and the mean of the post-test Experimental Class is 65,25. In pair 2, it can be seen the mean of the pre-test Control Class is 48,25 and the mean of the post-test Control Classis 69,00. Thus, the present study is consistent with the research done by Beyreli & Konuk (2018), in that the persuasive text can be understood with the assistance of internet meme picture.it is unfortunate that the present study does not link to Pranoto & Suprayogi's (2020) out by Inderawati et al. (2018) suggesting that there was a significant difference between students who were treated using internet pictures and those who are not. However, the result provide the teacher and students a chance to use internet meme pictures for learning media.

## CONCLUSIONS

The finding of the present study does not reveal the desirable result. Teaching using internet meme pictures media that was given to a sample group of experimental students in one of the high schools in Cilacap is as effective as teaching using descriptive text. Consequently, it does not reveal a significant differences in writing persuasive text achievement between experimental and control group. The reason is that the computation result of writing persuasive text pre-test and post-test that was given before and after being given internet meme picture (experimental) and descriptive text (control) shows an improvement. Both Pair 1 and Pair 2 obtained sig. (2-tailed) value is 0,000<0,05 indicating that there is differences in the average of student learning outcomes

for both the experimental and control class pre-test and class post-test. However, the researcher can conclude that Internet Meme Pictures can be used to teach Persuasive Text. The future researchers are recommended to conduct the related study on other level of education to achieve more specific results.

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