

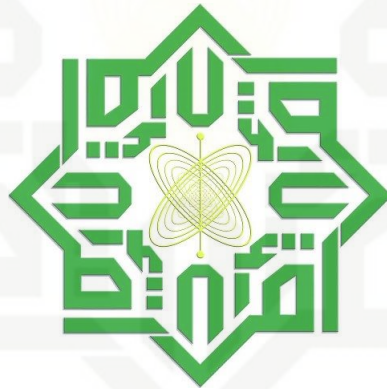
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TEACHERS' PERCEPTION ON USING INTERNET MEME PICTURES IN ENGLISH LANGUAGE TEACHING AT SENIOR HIGH SCHOOLS IN PEKANBARU

A THESIS

Intended to Fulfill of the Requirments for the Award
of Master of Education (M.Pd) in Islamic Education
With a Concentration in English education



BY:

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**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
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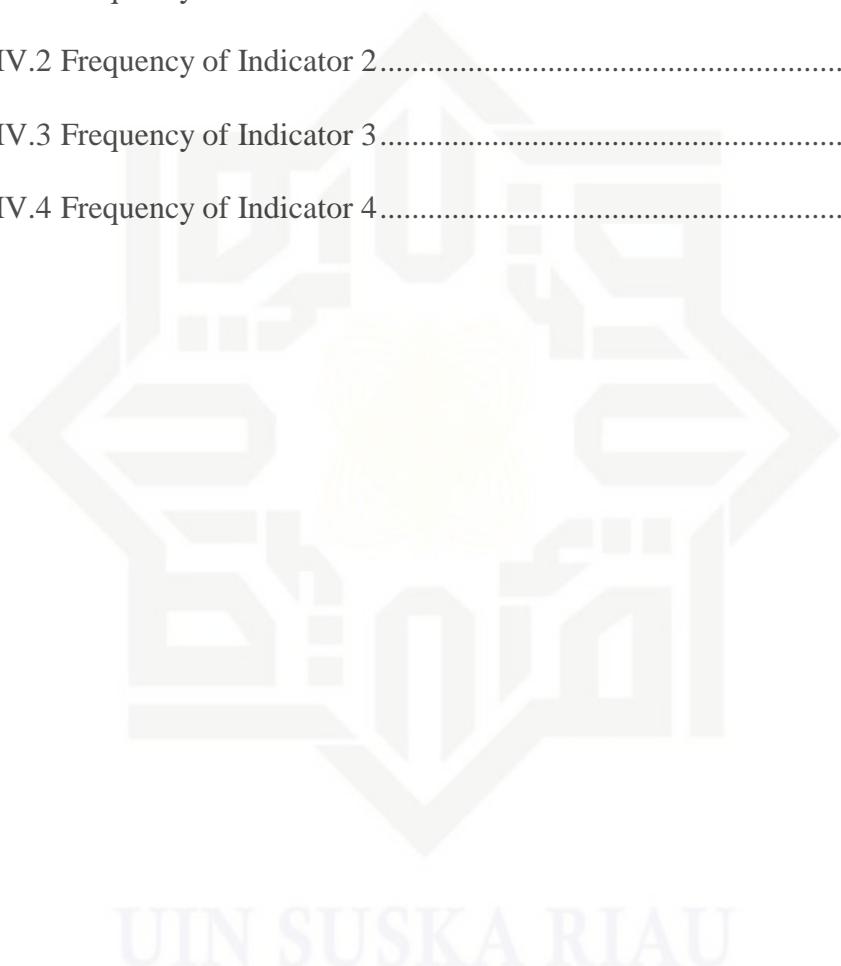
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Pekanbaru, 28 Juni 2024
Penulis,

Rudi Irawan

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ABSTRACT

Rudi Irawan (2024). Teachers' Perception on Using Internet Meme Pictures in English Language Teaching at Senior High Schools In Pekanbaru

This study investigates teachers' perceptions regarding the use of internet meme pictures in English language teaching at senior high schools in Pekanbaru. The research aims to discern how educators view the integration of these contemporary visual aids into language instruction. Employing a descriptive quantitative approach, data were gathered from 20 English teachers across senior high schools and vocational high schools in Pekanbaru from May 2022 to June 2022. The primary instrument used for data collection was a questionnaire designed to assess teachers' attitudes and opinions toward employing internet meme pictures in their teaching practices. The findings of the study reveal that teachers generally hold favorable perceptions regarding the incorporation of internet meme pictures in English language teaching. Specifically, most respondents categorized their perceptions as positive or "good". These findings suggest a growing acceptance and recognition among educators of the potential benefits that internet meme pictures can offer in enhancing student engagement and learning outcomes in the English language classroom. The study contributes to the discourse on innovative pedagogical approaches in language education, highlighting the evolving role of digital media in supporting effective teaching practices. Insights gained from this research can inform curriculum development and instructional strategies aimed at leveraging digital resources to enrich English language instruction in secondary educational settings. Future research directions could explore specific methodologies for integrating internet meme pictures into diverse aspects of language teaching and learning, as well as investigate student perspectives and outcomes associated with their use.

Key Words: *Perception, Meme Pictures*

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تجريدي

تبحث هذه الدراسة في تصورات المعلمين فيما يتعلق باستخدام صور ميم الإنترنت في تدريس اللغة الإنجليزية في المدارس الثانوية العليا في بيكانبارو. يهدف البحث إلى تمييز كيف ينظر المعلمون إلى دمج هذه الوسائل البصرية المعاصرة في تعليم اللغة. باستخدام نهج كمي وصفي ، تم جمع البيانات من ٢٠ مدرسا للغة الإنجليزية في المدارس الثانوية العليا والمدارس الثانوية المهنية في بيكانبارو من مايو ٢٠٢٢ إلى يونيو ٢٠٢٢. كانت الأداة الأساسية المستخدمة لجمع البيانات عبارة عن استبيان مصمم لتقييم مواقف المعلمين وآرائهم تجاه استخدام صور ميم الإنترنت في ممارساتهم التعليمية. تكشف نتائج الدراسة أن المعلمين عموما لديهم تصورات إيجابية فيما يتعلق بدمج صور ميم الإنترنت في تدريس اللغة الإنجليزية. على وجه التحديد ، صنف معظم المستجيبين تصوراتهم على أنها إيجابية أو "جيدة". تشير هذه النتائج إلى قبول واعتراف متزايد بين المعلمين بالفوائد المحتملة التي يمكن أن تقدمها صور ميم الإنترنت في تعزيز مشاركة الطلاب ونتائج التعلم في الفصل الدراسي للغة الإنجليزية. تساهم الدراسة في الخطاب حول الأساليب التربوية المبتكرة في تعليم اللغات، وتسهيل الضوء على الدور المتطور للوسائط الرقمية في دعم ممارسات التدريس الفعالة. يمكن للرؤى المكتسبة من هذا البحث أن تفيد في تطوير المناهج والاستراتيجيات التعليمية التي تهدف إلى الاستفادة من الموارد الرقمية لإثراء تعليم اللغة الإنجليزية في البيئات التعليمية الثانوية. يمكن أن تستكشف اتجاهات البحث المستقبلية منهجيات محددة لدمج صور ميم الإنترنت في جوانب متنوعة من تدريس اللغة وتعلمها ، بالإضافة إلى التحقيق في وجهات نظر الطلاب والنتائج المرتبطة باستخدامها.

الكلمات الدالة: الإدراك ، صور ميمي

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CHAPTER I

INTRODUCTION

A. Background of the Research

Education is a conscious effort to educate the people, based on Pancasila and based on the educational goals set out in the National Education System Law No. 20 of 2003 reads "National education functions to develop abilities and shape the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens"

To realize the goals of national education, the important components are needed to make it up, one of which is in the form of effective learning. According to Warsita (2013: 85), Teaching is an attempt to make students learn or an activity to teach students. Meanwhile in Law no. 20 of 2003 concerning the National Education System Article 1 paragraph 20 states that Teaching is a process of interaction of students with educators and learning resources in a learning environment.

The effective learning is learning where the messages conveyed by the teacher can be well received by students, to create conducive classroom situations and conditions. According to (Miarso, 2004), effective learning is what results in useful and purposeful learning for students, through the use of proper procedures.

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Based on interviews and observations made by researcher with class XI English Teacher on January 17 and 18, 2022 at Senior high schools in Pekanbaru, it was found that the most difficult things to teach in the learning process was the difficulty of students in mastering skills of English language.

Basically, proficiency in English consists of four main skills, namely: writing skills, reading skills, speaking skills, and listening skills. To master the four basic English language skills requires regular practice, namely trying to memorize new vocabulary and apply them by writing and communicating with the surrounding environment. In addition, students' creativity and seriousness in learning new vocabulary are needed to master these four basic skills.

According to the teacher, there are many learning models and strategies which he used to improve students' English skills, but was not yet effective enough. One of them is using a discovery learning model that is collaborated with a cooperative learning model. The application of the collaborative learning model was carried out by the teacher when the researcher made observation on January 17, 2022. It was seen that many students were less enthusiastic about the method applied by the teacher, so I can say that the use of this method is not effective enough to create good English communication in learning activities.

Then, the researchers made choices on smartphone use in which Internet meme pictures would be found in the form of links, videos, images, web pages, hashtags, or just words or expressions. Memes can spread from person to person via social networks, blogs, e-mails, news sources, or web-based services, all of which can be found on a smartphone.

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This has a major impact on the success of the process of achieving predetermined learning objectives. To overcome this problem, it is necessary to have an update on every component of education, including learning methods that involve the use of technology.

Currently, all areas in the learning process cannot be separated from the presence of technology as a tool, no exception with the presence of technology for learning media. Learning Media is a tool used to help convey messages, in this case from teachers to students. Therefore, the learning media should be able to attract interest and increase students' enthusiasm to be more motivated in learning.

Based on the results of observations on the learning process, students appear more enthusiastic about learning media assisted by computers or smartphones than textbooks or student worksheets (LKS). This is what underlies the researcher to take advantage of technology, especially technology that is closest to students' daily lives. Finally, researchers made choices on smartphone use in which Internet memes would be found in the form of links, videos, images, web pages, hashtags, or just words or expressions. Memes can spread from person to person via social networks, blogs, e-mails, news sources, or web-based services, all of which can be found on a smartphone.

Therefore, researchers want to take advantage of the presence of Internet Meme to solve the obstacles faced by students in the learning process. A meme is not only funny but also has a certain literacy. Many think that memes are just funny pictures or videos, but there are also memes such as "Historical Memes" which contain history and memes that discuss science and so on. For now, memes

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can also be a tool for society to make social criticism that is easy for ordinary people to understand.

Internet meme uses a smartphone that has high flexibility, both in terms of using time to places that know no boundaries. In addition, learning using internet meme media is able to increase students' motivation and enthusiasm for learning.

The writer has reviewed the research and thesis regarding the use of Android as a learning medium. Muiz (2014) states that the effectiveness of increasing learning abilities with mobile learning is greater than learning using other media. The increase in this ability is related to the learning media used, in other words the interactive media used in learning is more influential in improving student learning achievement, compared to learning using other media. This can be understood, because the developed mobile learning can provide additional knowledge, motivate students to learn, present information, stimulate students to discuss the material displayed, student activities become more focused, and provide opportunities for students to do exercises discuss problems that exist in mobile learning, and provide opportunities for students to carry out simulations.

Furthermore, Dwi Febrianti Rahayu (2018) explains, communication behavior through Meme on fanpage facebook is very popular with teenagers to stimulate creativity and student interest in learning which in turn will improve learning outcomes students.

However, as far as the preliminary research was conducted, the researcher did not find a single arrangement that examined the effectiveness of using internet meme pictures in english language teaching. From the background described

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above, the researcher chose the title "Teachers' Perception on Using Internet Meme Pictures in English Language Teaching at Senior High Schools In Pekanbaru".

B. Identification of the Problems

Identifying the problems that this research aims to address is crucial for defining its scope, objectives, and significance. The following problem identifications outline the key issues and gaps in the current understanding of teachers' perceptions of using internet meme pictures in English language teaching at senior high schools in Pekanbaru.

1. Lack of Empirical Data on Teacher Perceptions

There is a scarcity of empirical research specifically focusing on teachers' perceptions of using internet memes in the ESL classroom, particularly in the context of senior high schools in Pekanbaru.

2. Diverse Perceptions and Attitudes

Teachers' perceptions and attitudes towards using memes in the classroom may vary widely due to factors such as age, teaching experience, familiarity with digital tools, and personal preferences.

3. Perceived Educational Value

There is uncertainty about the educational value of memes, including their impact on student engagement, motivation, and language acquisition.

4. Challenges and Barriers to Implementation

Teachers may face various challenges and barriers when attempting to

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integrate memes into their teaching practices, such as a lack of resources, insufficient training, or concerns about classroom management and appropriateness.

5. **Impact on Student Engagement and Learning Outcomes**

There is a need to investigate how the use of memes influences student engagement and learning outcomes in ESL classes.

6. **Professional Development Needs**

Teachers may require professional development and training to effectively use memes as educational tools.

7. **Integration with Curriculum and Instructional Design**

There is a lack of guidance on how to systematically integrate memes into the existing ESL curriculum and instructional design.

8. **Ethical and Pedagogical Considerations**

The use of memes raises ethical and pedagogical concerns, such as the potential for distraction, misinterpretation, or the propagation of inappropriate content.

Identifying these problems provides a clear framework for the research, highlighting the areas that need to be explored to understand teachers' perceptions of using internet meme pictures in ESL teaching at senior high schools in Pekanbaru. Addressing these issues will contribute to the development of effective teaching strategies, informed policy-making, and enhanced learning experiences for students

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C. The Limitation of the Research

Regarding the time, ability, and fund to study the identified problems above, it was needed to limit the problems. In connection with the problem identification above, the researcher limits the research by focusing on " Teachers' Perception On Using Internet Meme Pictures In English Language Teaching At Senior High Schools In Pekanbaru".

D. Formulation of the Research

To do this research, it is formulated the following research question:

1. How is the teachers' perception on using internet meme pictures in english language teaching at senior high schools in Pekanbaru?
2. What are the variables and contexts that affect using internet meme pictures in english language teaching at senior high schools in Pekanbaru?
- 3.

E. Purpose of the Research

The purpose of this research is to find out what are Teachers' Perception On Using Internet Meme Pictures In English Language Teaching At Senior High Schools In Pekanbaru.

F. The Importance of the Research

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This study is importance for several reasons, First, to increase the researcher's knowledge of how to use Internet Meme Pictures in English Language Teaching and then shares the knowledge to others. Second, the study is to encourage the students' intrinsic motivation to study internet meme in order to improve their reading comprehension. Third, the study is to provide valuable information for other English researchers about the relationship between the use of Internet meme pictures toward their reading comprehension. Fourth, the study is useful for English teachers in developing appropriate policies and plans for promoting the importance of using Internet Meme Pictures in Teaching Reading Skills.

G. Definition of the Key Terms

1. Meme

Meme is a term coined by Dawkins in 1976 comparing the role of genes as the mechanism of biological evolution to memes as the way of cultural evolution as both replicate, evolve and mutate to increase their chances of survival (**Dawkins, 1976**)

3. Internet Meme

An Internet meme, more commonly known simply as a meme (/mi:m/ MEEM), is an idea, behavior, or style (meme) that is spread via the Internet, often through social media platforms and especially for humorous purposes.

2. Picture

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A visual representation of something, such as a person or scene, produced on a surface, as in a photograph, painting, etc.

3. Teaching

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn things, and go beyond the given.

4. Perception

For perception to occur, these defining attributes must be present: 1. Sensory awareness or cognition of the experience. 2. Personal experience. 3. Comprehension that can lead to a response.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

In this case of this study elaborated some related theories on Teachers' Perception on Using Internet Meme Pictures in English Language Teaching.

1. Overview of Perception

a) Definition of Perception

Perception plays a critical role in shaping educational experiences and outcomes. Understanding how various stakeholders in education, such as teachers, students, and administrators, perceive different educational tools and methods is crucial for effective implementation and practice. This literature review explores the concept of perception in educational contexts, focusing on its definition, factors influencing perception, and its impact on educational practices, particularly in the context of innovative tools like internet memes.

Perception is the process by which individuals interpret and organize sensory information to produce a meaningful experience of the world (Schacter, 2011). In education, perception refers to how teachers, students, and other stakeholders interpret and understand educational practices, tools, and environments. It involves cognitive processes influenced by individual experiences, beliefs, attitudes, and contextual factors (Chaiken, 1993).

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b) Factors Influencing Perception in Education

1 Personal Beliefs and Attitudes

Personal beliefs and attitudes significantly influence how educational tools and practices are perceived. Teachers' beliefs about the effectiveness of a particular teaching method can affect their willingness to adopt it (Pajares, 1992). For instance, a teacher who believes in the educational value of digital media is more likely to incorporate internet memes into their teaching.

2 Prior Experiences

Prior experiences, both positive and negative, shape perceptions. A teacher who has had success with using digital tools in the past may perceive new digital methods, like memes, more favorably. Conversely, negative experiences can lead to resistance (Bandura, 1986).

3 Knowledge and Training

The level of knowledge and training related to a specific educational tool influences perception. Adequate training and familiarity with digital media can lead to positive perceptions and increased use of memes in the classroom (Ertmer, 2012).

4 Cultural and Contextual Factors

Cultural background and contextual factors also play a crucial role in shaping perception. What is considered appropriate or effective in one cultural context may not be perceived the same way in another.

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Understanding these cultural nuances is essential for implementing tools like memes, which are often culturally specific (Blommaert, 2018).

5 Institutional Support

Support from the educational institution, including administrative encouragement and availability of resources, influences how educational innovations are perceived. When schools provide the necessary resources and a supportive environment, teachers are more likely to have a positive perception of new tools (Fullan, 2013).

c) Impact of Perception on Educational Practices

- 1 **Adoption and Implementation of Innovations:** Perception directly affects the adoption and implementation of educational innovations. Teachers with positive perceptions of digital tools are more likely to integrate them into their teaching practices (Rogers, 2003). For example, if teachers perceive memes as beneficial for student engagement and learning, they are more likely to use them in their lessons.
- 2 **Teaching Effectiveness:** Teachers' perceptions can influence their effectiveness in using new tools. Positive perceptions can enhance a teacher's confidence and enthusiasm, leading to more effective teaching practices. Conversely, negative perceptions can result in reluctance or ineffective use of the tools (Guskey, 2002).
- 3 **Student Engagement and Learning Outcomes:** Students' perceptions of educational tools also impact their engagement and learning outcomes. If

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students perceive a tool as fun and relevant, they are more likely to be engaged and motivated, which can enhance learning outcomes (Fredricks, 2004). Memes, being part of students' digital culture, can positively influence their engagement when perceived as relevant and entertaining.

d) Perception of Digital Tools in Education

- 1 **Positive Perceptions:** Several studies highlight positive perceptions of digital tools in education. Teachers and students often view digital media as engaging and effective for enhancing learning experiences. Digital tools are seen as providing opportunities for interactive and student-centered learning (Hughes, 277-302). For instance, the use of memes has been found to increase student motivation and make learning more relatable (Garcia-Rapp, 2018).
- 2 **Challenges and Negative Perceptions:** Despite the positive perceptions, challenges exist. Some educators perceive digital tools as distractions or fear they may undermine traditional educational values. Concerns about the appropriateness, potential for misuse, and the need for technical skills can lead to negative perceptions (Blommaert, Durkheim and the internet: On sociolinguistics and the sociological imagination, 2018). These challenges need to be addressed through professional development and supportive policies.

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Perception plays a crucial role in the adoption and effective use of educational tools and practices. Understanding the factors that influence perception and addressing the challenges associated with negative perceptions are essential for successfully integrating innovations like internet memes into educational settings. Positive perceptions can enhance engagement, motivation, and learning outcomes, while negative perceptions can hinder the adoption and effective use of new tools. Further research is needed to explore strategies for fostering positive perceptions and overcoming barriers to the effective use of digital tools in education.

2. Behaviour and Humour

Perception has a variety of senses, according to experts, among others: According to (Michael, 1999) that perception is such feeling and thinking toward thing and by a process. It means that someone can express what are there in their mind. To addition the definition of perception can be found in Searle as cited in Blake and Sekuler (Sekuler, 2006) “Perception is what person (students) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain”. This means when human visual system first sees an image or thing, they are going to think an information then they percept it through the audio what on the human brain.

On the other side, according to Oxford Dictionary (2007), perception is defined as the way you notice things, especially with the sense. Perception deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body) smell (nose) and taste

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(tongue). It means that perception and human sense involve the organization of the acquired data or information. In other words, the human senses and reaction involved in human senses happens as an instinct. For example, the speed with which an individual bats the eye lid on sighting an object moving rapidly in the direction of the eyes, the reaction of people to sound and sharp objects that touches the skin are example of instinctive behaviors based on processed information.

Furthermore, (Angell, 2023) states that perception is the consciousness of particular material things present to sense. So, the perception can be defined as the process of receipt of stimuli through the senses, which is preceded by the attention or awareness that the individual is able to determine, interpret, and appreciate about what is observed, how a person sees, views or defines something. In addition, (Wang, 2004) says that perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets and searches internal cognitive information in the mind.

In other words, perception is people's opinion about something that they thought is true. It means that perception refers to someone sense or view toward a certain object. Perception is people's opinion about something that they thought is true and understands them. The correlation is how students' motivation on their perception of ability in learning English. (Robbins, 1997) points out that perception is processes by which individuals organize and interpret their sensory experience so that it will bring meanings to them. It means that a process by which individuals organize and interpret their sensory impressions in order to

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give meaning to their environment. Thus, it can be said that perception refers to someone's sense or view toward a certain object. In other words, student's perception is can be the essential factors to support the teaching learning process itself.

Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how people respond the information. People can think of perception as a process where they take in sensory information from environment and use the information to interact with the environment. Perception allows people to take the sensory information in and make it into something meaningful.

All the definitions above that stated by some experts are similar. One's perception can affect their act toward something in the live because through perception everybody can perceive the same thing in different view, or it will vary from person to person. Therefore the researcher concludes that the perception is a set of process by a person becomes aware of and interprets information about certain object which may be by way of experience, exposure or any other interaction.

On the other side, Robbins not only defined the perception, but he also explains some indicators of perception to know how the process of gathering information through human perception's. Those indicators divided into two indicators as follows:

1. Acceptance

The process of acceptance or reabsorption is indicator of perception

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in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

2. Understanding.

It means as the result of analysis, which is subjective, or different for each individual.

3. Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

There are many types of perception according to (Zaden, 2023) there are person perception, social perception, and situation perception.

1. Person perception

Person perception refers to those processes by which we come to know and think about other, their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of social world to the extent to which we attribute stable traits and enduring disposition to others people. We feel that we are better able to understand their behaviour and predicted their future actions and we use their nations to guide our interaction which them.

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A person without sight may perceive sound different that somebody with the ability to see. Each person's individual perception is based on that people perceive life experience and with that being the case no two people perception of the same situation is likely to be the same.

In these types, it has correlation to students who has personal perception or own perception. Every student has different perception to think about the characteristic of the teacher, the way teacher to teach; the quality of teacher, even the instructional media used teacher in teaching and learning process. Every student also has different perception about what the material is taught by teacher. As the result, it could be concluded that person perception refers to a general tendency to form impressions of other people; the different conclusion we make about other people based on our impressions.

2. Situation perception

Social psycholinguistics views a situation as all the social factors that influence a person's experience or behaviour at a given time and given a place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

This type means that people perception is different based on the situation. The students' attitude in the past are different students' attitude now. It is because the social factors that influence a person behaviour and it is also about difference of

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knowledge students that flow the information and technology, thereby affecting the students' thought.

3. Social perception

Social perception means that trying to understand people whether they are professional athletes, political, criminal, leader, entertainer, or loved and closer to home is not essay task. Knowing that other people have thoughts, beliefs, emotions, intentions, and desires, being able to read other people's inner states based on their words, behaviour, and facial expression. Social perception is a complex process; people observe other people's behaviour carefully until they get a complete analysis of the person, situation and behaviour. This means that people perceive something depend on the quality of knowledge. People who have high quality will give good perception. They can read other people's perception in different activity.

In addition, According to (Rezkieh, 2017), there are some factors affect perceptions. They are:

1. Typical characteristic of the stimulus objects that consists of the value, meaning, the distance, and intensity of existence. The value is the characteristic of stimulus as the value from the objects that the stimulus perceives.
2. Personal factors including a typical characteristic of individual such as intelligence, intensity, interest, and so on.
3. The factor of the group effect interpreting another people can offer advice to a certain manner.
4. The factor of culture differentiation.

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In addition, Sperling (2000) says that there are several elements of perception, such as:

The first is personal feeling; attitude emotional, strong desire attitudes can be seen to have influence on a personal response because those are different for everybody. Personal situation will be different wither feel happy or not happy with the background.

The second is learning experiences, it means that students' opinion about what they have received and what the students want to do with the object they learn.

On the other hand, one aspect can also influence someone's perception is belief. Smith (2001) argues that one could begin to perceive an object that one fully believed. Briefly, we can perceive something that we are wholly familiar. It is caused by the memory we save in our mind.

The different perceptions around people also find in the school environment, such some students have a different perception about their English teachers' performance because teachers employ different kinds of instructional media. Those perceptions are affected by several factors, for example: typical characteristic, personal factor, culture, experience and believe.

In addition, the process of a person's perception formed depends on the attitude of each individual. In essence, attitude is an interrelation of various components, in which the components according to Walgitu (1989) are three, namely:

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The first is cognitive components (perceptual components), which are components related to knowledge, views, beliefs, namely things that relate to how people perceive objects of attitude.

The second is affective component (emotional component), which is a component that is associated with feeling happy or not happy with the object of attitude. Feeling of pleasure is a positive thing, while feeling of displeasure is a negative thing.

The third is conative components (components of behavior, or action components), which are components related to the tendency to act on objects of attitude. This component shows the intensity of attitude, which shows the size of the tendency to act or behave a person towards the object of attitude.

From those theories, the researcher can conclude that perception is someone view of an object to judge whether positive response or negative response. It will be influenced by some elements depends on the students or person's attitude, feeling and knowledge to perceive an object.

The perception is basically affected by two factors, namely the internal and external. Internal factors: Amongst the internal factors are:

- a. Needs and Desires

Basically, the perception of relatively satisfied people differs significantly from those of frustrated individuals. People at different levels of needs and desires perceive the same thing differently. Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

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b. Personality

Individual characteristic behaviour is another strong influence on what you perceive about that individual. It is a trite say that optimistic people perceive the things in favourable terms, pessimistic beings in negative terms. between the optimist and the pessimist exist a category of people who are capable of perceiving others accurately and objectively. They sum this issue this issue in the following outline: Secure individuals tend to perceive others as warm, not cold. Thoughtful individuals do not expose by expressing extreme judgement of others. Persons who accept themselves and have faith their individuality perceives things favourably. Self-accepting individuals perceive themselves as liked, wanted and accepted by others.

c. Experience

Combined with knowledge, experience has a perpetual impact on the perception of an individual. Successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person whereas failure erodes self-confidence.

Meanwhile external factors: Listed under this sub-head are:

a. Size

Perceptual stimulus of larger sizes has higher chances of being perceived. This is since the factor of size is commonly associated with dominance and others to standing out for selection. A straight-forward example is that full. Page advert catches more attention than those less than a page.

b. Intensity

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This factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are underlining or bolding or italicizing words in a written text. The greater the intensity of a stimulus, the more likely it will be noticed.

c. Frequency

Addresses the attention that accrues from the steady repetition of a particular stimulus that is the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were.

d. Status

The status of a person being perceived exerts a lot of influences on a perception. Within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organizations hierarchy.

a) Teachers' Perceptions of humour

(Neuliep, 1991) looked into how high school instructors used humor in the classroom and how they perceived it. The questionnaire was mailed to 388 high school teachers in Brown County, Wisconsin, and they answered it all. In his questionnaire, Neuliep employed the 13 humor categories proposed by (Christophel, 1990) to allow teachers to indicate whether they believe comedy is appropriate or inappropriate when utilized in the classroom. Next, if and how frequently they utilize humor in the classroom, the teachers were asked to self-

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report. Lastly, they were asked to explain why they either used or did not use humor in class. The findings showed that educators believe all of the humorous materials are suitable for use in the classroom. Moreover, putting pupils at ease, grabbing their attention, and demonstrating the teacher's humanity were among the top three justifications for use humor in the classroom. Additional motivations include, but are not limited to, assisting pupils in recalling a concept that aligns with Kelly and Gorham's (1988) findings.

White (2001) delves more into how educators and learners view the use of comedy in the classroom. In a survey he led, 128 professors from 12 Arkansas public and private institutions participated. Nine honor professors who were Southern Arkansas University instructors at the time created a 13-item questionnaire. On several assertions, such as: teachers utilize humor to handle awkward circumstances, control students, motivate, and provoke thought,—there is a Likert scale of agreement in the questionnaire. According to the data, teachers are generally in agreement that comedy can help them decompress (50% agree) and attract attention (60% strongly agree). Additionally, 46.4% of respondents agreed that teachers should utilize humor to reinforce content, which is consistent with other research (Kelly and Gorham, 1988; Neuliep, 1991).

Furthermore, (Lovorn, 2015) investigated how educators felt about employing humor as a teaching, engaging, and organizing tool in the classroom. 31 in-service teachers who were enrolled in a master's-level education course at a prominent university provided the data that was gathered. The following study topics were addressed by the data, which was gathered over a 15-week period

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from an online discussion form: 1. How do educators feel about using humor as a teaching tool? 2. What factors have influenced the different ways that educators employ humor as a teaching tool? 3. What is the purpose, method, and timing of humor used by educators? By capturing students' attention and motivating them to attend class, humor can be a successful classroom management strategy, according to teachers surveyed using content analysis. This creates a happy, stress-free environment that facilitates learning. The participants in the discussion agreed that humor in the classroom encourages pupils to speak up and take initiative. Additionally, educators discovered that humor is a useful teaching tool since it enhances higher order thinking skills, helps students connect with the material, and boosts subject retention (Kelly and Gorham, 1988; Neuliep, 1991; White 2001).

b) Immediacy Behaviours

The immediacy construct was first proposed by (Mehrabian, 1969) to describe communicative practices, such as humor, that enhance interpersonal connections and psychological proximity (Askildson, 2005). Despite the fact that Mehrabian did not initially address teaching pedagogies when he introduced immediacy, it has been discovered that immediacy behaviors produce affective results in ESL classroom settings. Nonverbal immediacy was first brought to instructional communication by (Anderson, 1979) and then broadened to incorporate verbal behaviors in instruction by (Gorham, 1988). Using language like "calling students by name," "asking for students' feedback about the lessons," "referring to the class as we and our," and "engaging in conversations with

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students before and after class" are examples of verbal immediacy in communication (Seifu and Gebru, 2012, p. 80).

It is defined as the use of linguistic cues to heighten people's feelings of intimacy. According to Andersen (1979, p. 543), "communication behaviors that reduce physical and/or psychological distance between teachers and students" are described as nonverbal immediacy behaviors. These include making bodily motions, making eye contact, maintaining a relaxed posture, turning one's body to face the students, and grinning. Immediacy behaviors and rapport building are closely connected concepts. Teachers that engage in immediate conduct do so with students. Students should feel more at ease and appreciate the learning environment in the classroom if these interactions are favorable (Estep, 2015).

"Students' perceptions of teacher immediacy were positively correlated with 1) student affect, 2) student behavioral commitment, and 3) student cognitive learning," according to Anderson's (1979) study on immediacy and teacher efficacy (Askildson, 2005). In a set of 20 verbal questions, Gorham (1988) investigated the impact of immediacy on students' learning in more detail. One of the things had an explicit entry for the use of comedy. He discovered that comedy lowers stress, anger, and boredom while piquing interest. According to Gorham's (1988) explanation of the connection between immediacy and learning, immediacy is stimulating, which captures and maintains students' attention and is linked to memory—that is, cognitive learning.

If a correlation exists between the type and/or quantity of humor employed and the learning process of the pupils, does it change based on the teacher's

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overall immediacy, according to Gorham and Christophel's (1990) inquiry? They collected information from undergraduate students over the course of three to four weeks in two phases in order to address these topics. Students reported their professors' immediacy behaviors and their own cognitive and affective learning in the first part of the study by filling out questionnaires. Some immediate behaviors that students should watch out for in class were given to them. These included calling students by name, posing questions and encouraging them to speak, giving personal experiences throughout class, and glancing around the room when speaking. Phase two required the responders to see their teacher in action over the course of five meetings and document how she used humor. The comedy occurrences were coded by the researchers as follows: a few ill-informed remarks made about a student, the class as a whole, the university, the department, the state, the country, or popular culture. Personal tales connected or unconnected to the theme were among the other instances. The study's findings showed a positive correlation between each teacher's total number of humorous incidents and the frequency with which they used other verbal and nonverbal immediacy behaviors. Additionally, there was a strong correlation between the use of verbal and nonverbal immediacy behaviors overall and learning outcomes.

In a similar vein, it is suggested that postulated that student learning and impressions of the humor orientation of the teacher would positively correlate. Their second hypothesis was that there would be a strong positive link between nonverbal immediacy and students' assessments of the humor orientation of the teacher (Wanzer, 1999). A sample of 314 students (124 males and 190 females)

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from five of the six colleges/schools of a mid-sized Midwestern university were requested to report on 219 male and 94 female professors from 37 departments in order to support their assumptions. Using the 14-item Nonverbal Immediacy Scale, students reported the nonverbal immediacy of their teachers (Richmond et al., 1987). In addition, they use the Learning Indicators scale and Gorham's (1988) emotional learning scale to self-report their learning. The eight items on the scale represent possible learning activities that students could do when participating in the educational process. The findings showed that there was a strong positive correlation between students' views of teachers' humor and immediacy as well as a significant positive association between students' perceptions of instructors' comedy and student learning.

c) The Nature of Humour

The literature has reached a consensus regarding the difficulty of defining humor; scholars have identified three ideas that they believe to be prevalent in humor studies: the Incongruity Theory, the Relief Theory, and the Superiority Theory (Nilsen, 2019). According to the Relief hypothesis, comedy eases human tensions, particularly in the context of ESL, it eases the anxiety that results from L2 learners' lack of language proficiency. Laughing at other people's misfortunes is the source of the superiority notion. According to the Incongruity hypothesis, humor consists of social incongruities that are humorous but not serious (Gervais & Wilson, 2005; Martin, 2007). "Linguists, psychologists, and anthropologists have taken humor to be an all-encompassing category covering any event or object that elicits laughter, amuses, or is felt to be funny," according to Attardo

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(2010), who later developed this definition (p. 4). "A broad, multifaceted term that represents anything that people say or do that others perceive as funny and tend to make them laugh, as well as the mental processes that go into both creating and perceiving such an amusing stimulus and also the emotional response of mirth involved in the enjoyment of it," is how Martin and Ford (2018) defined humor in a more recent and comprehensive definition (p. 3). The researcher concurs with the final description in the context of ESL lessons since it takes into account the mental processes involved in producing and interpreting comical situations, which are very suggestive of L2 learning taking place.

d) Humour as a Linguistic Tool in ESL Classes

Despite being a powerful affective tool in general education classrooms, humor also plays a major role in the linguistic, cultural, and discursive elements of target language acquisition. Schmitz (2002) distinguished between three types of comedy: linguistic humor, humor based on culture, and humor that is universal. He argues that while advanced students would comprehend and gain from all three types of jokes, elementary-level pupils can benefit from the usage of universal comedy, while intermediate students will enjoy universal humor in addition to some sorts of culture-based jokes. Bell (2002), however, disputes his assertions, arguing that it is false to ascribe pre-established humor genres as suitable for particular skill levels.

The idea of using humor in ESL lessons has generated debate. While some academics believed that comedy was a pointless subject for study, others believed that humor was detrimental to ESL students since it could make it more difficult

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for them to comprehend the material (Weaver et al., 1988; Bryant & Zillmann, 1984). In order to further explain this, Wanzer et al. (2010) advanced the instructional humor processing hypothesis, which holds that students may not experience humor but rather perplexity if they are unable to recognize and address the incongruity in a humorous instructional message. Even more, Korobkin (1989) discovered that amusing test questions had the opposite effect on test takers and did not as predicted lessen anxiety.

Parallel to this, Bolkan et al. (2018) studied two groups: one that received instruction using comedic examples, and another that received instruction through regular ones. A reading passage that clarified the distinction between response-efficacy and self-efficacy was part of the lesson. The researchers utilized a smoking example in the standard text. They gave the example of being attacked by a bear and needing to sing to ward it off in the hilarious text. There were 87 people in their sample, ages 18 to 24. With the exception of the examples, the majority of both classes were the same (because writing was the focus of instruction). Subsequently, the material that both groups had learnt was assessed. In contrast to students subjected to an identical course presented with serious examples, those exposed to a lesson explained with hilarious examples would perform worse on a test of retention and transfer, according to the researchers' hypothesis, which was supported by the results (p. 148). This might be the case because amusing examples are memorable and draw students' attention away from the classes' subject matter.

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As matter of fact, a number of studies have defended the inclusion of humor in ESL lessons. It has been demonstrated that humor can improve comprehension of lecture content and other instructional presentations, increase students' sensitivity to the structural and semantic differences between languages (Nilsen 1989, Vega 1989), and greatly aid in memory retention (Korobkin, 1989). Tunnisa et al. (2019) observed seven students and their teacher at the Makassar English Course, Indonesia for a month in order to study the impact of humor in Indonesian classrooms. Five classroom meetings were observed and recorded by the researchers; each session lasted for an hour and a half. They eventually identified the humor types and their effects on the pupils by transcribing the meetings. According to their findings, the instructor used humor as a communication tactic to help students feel less bored and anxious. Throughout the study, the students demonstrated a consistent level of attendance and motivation in the classroom.

3. Overview of Memes and Their Cultural Significance

a) The Concept of Meme

Dawkins (1976) first used the term "meme" to draw a comparison between the role of genes in biological evolution and memes in cultural evolution. Both types of organisms replicate, evolve, and mutate in order to maximize their chances of survival. Memes combine many media, such as text and image, to spread cultural concepts and ideas. Since memes are now a common form of communication, they offer real-world language learning situations that inspire and involve pupils. There are various kinds of memes; some include pop-culture allusions, some are hilarious in language (puns, wordplay, clumsiness), and some

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are hostile (attacking specific groups of people, like "Karens"). Memes can be any mix of the aforementioned characteristics due to their adaptability. Even with blank meme templates, users can make their own memes. The ability to become viral is one of memes' characteristics. Because internet memes are widely disseminated on social media sites like Facebook, Instagram, and Twitter, some memes are easier for people to comprehend globally.

The employment of memes in the classroom has been the subject of numerous research. Purnama (2017) increased students' motivation in the classroom by using Instagram and memes. At Health College in the regency district of Malang, she had twenty-three English as a foreign language (EFL) students enrolled in the second semester of a health diploma program. English is a required subject for all of them. They are native speakers of Bahasa Indonesia. She instructed her pupils to make memes and post them to Instagram. She employed a survey at the outset to gauge participants' general familiarity with memes and social media, followed by a contemplative survey towards the conclusion. After being split up into groups, the participants were instructed to make memes based on material they had previously learned in English lectures. The two subjects are symptoms and senior care. Each group's invention of a meme should be uploaded or posted on the designated Instagram account (@memes_project). Despite several grammatical errors, the kids were able to produce 11 accurate memes, according to the results. Everyone who answered the reflection questionnaire agreed that it was a fun exercise and that social media should be included in ESL lessons.

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Purnama et al. (2018) invited 50 beginning students, ages 19 to 21, to make solely offensive memes in the classroom in an effort to increase student enthusiasm. The purpose of the assignment was to assess the students' proficiency with the past tense by having them make a meme with a caption that described a previous incident. Later, the students would showcase their memes and participate in an email-based online interview to provide comments on the exercise, indicating if it was simple, enjoyable, empowering, or fascinating. Using a scale of correct, almost correct, and incorrect, the teachers assigned grades to the memes.

Example of General Memes



b) Definition and types of Memes

Memes have become a ubiquitous element of digital culture, influencing communication, entertainment, and even education. Understanding the definition and types of memes is essential for exploring their potential applications and

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implications, particularly in educational contexts such as English as a Second Language (ESL) teaching. This literature review examines the origins, definitions, and various classifications of memes, drawing on key scholarly sources to provide a comprehensive overview.

The term "meme" was first coined by Richard Dawkins in his 1976 book, "The Selfish Gene." Dawkins described memes as units of cultural transmission or imitation, analogous to genes in biological evolution. According to Dawkins, memes spread through populations by imitation, adapting and evolving over time (Dawkins, 1976). In contemporary usage, memes are often defined as pieces of digital content—such as images, videos, text, or combinations thereof—that are shared widely across the internet, often with variations created by different users. Limor Shifman (2014) provides a comprehensive definition, describing memes as “(a) a group of digital items sharing common characteristics of content, form, and/or stance, which (b) were created with awareness of each other, and (c) were circulated, imitated, and/or transformed via the Internet by many users.”

According to (Shiftman, 2014), memes typically exhibit the following characteristics:

- 1 Reproducibility: Memes are easy to replicate and modify, allowing them to spread quickly and widely.
- 2 Intertextuality: Memes often reference and build upon existing media, cultural events, or other memes.
- 3 Humor and Satire: Many memes employ humor, satire, or irony to convey their messages.

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- 4 Brevity: Memes are usually concise, making them easily consumable and shareable.

Types of Memes

Memes can be categorized in various ways based on their format, content, and function. This section explores some of the most common types of memes identified in the literature.

1. Image Macros:

Image macros are perhaps the most recognizable type of meme. They typically feature a captioned image, with the text often providing a humorous or ironic twist. These memes are characterized by their use of popular images (e.g., "Distracted Boyfriend," "Drake Hotline Bling") paired with text that can be easily altered to fit different contexts (Knobel & Lankshear, 2007).

2. GIFs:

GIFs (Graphics Interchange Format) are short, looping video clips that are often used to express reactions or emotions. These animated memes can capture moments from popular media or original content created by users. Their looping nature makes them particularly effective for conveying dynamic actions or emotions in a compact format (Wiggins & Bowers, 2015).

3. Video Memes:

Video memes are short clips that are shared and remixed across platforms like YouTube, TikTok, and Instagram. These memes can range from snippets of

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viral videos to creatively edited content that combines multiple sources. Video memes often incorporate music, dialogue, and visual effects to enhance their impact (Miltner, 2014).

4. Text Memes:

Text memes are primarily text-based and often rely on clever wordplay, jokes, or puns. Examples include Twitter posts, Tumblr text posts, or simple screenshots of text conversations. These memes leverage the power of language to engage users and can be particularly effective for spreading concise, impactful messages (Shifman, 2014).

5. Internet Challenges:

Internet challenges involve users performing specific tasks or stunts and sharing the results online. These challenges can become viral memes as they encourage widespread participation and creative variations. Examples include the "Ice Bucket Challenge" and the "Mannequin Challenge" (Gleason, 2018).

6. Memes of Community and Identity:

Certain memes serve as symbols of community and identity, helping to build and reinforce group identities online. These memes can include in-jokes, symbols, or references that are specific to particular online communities or subcultures (Gal, 2019).

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7. Reaction Memes:

Reaction memes are used to convey emotions or responses to various situations. They often consist of a single image or GIF that users post in reply to other content. Common reaction memes include images of famous expressions or scenes from popular culture that encapsulate specific feelings (Dyner, 2016).

8. Political and Social Commentary Memes:

These memes provide commentary on political or social issues, often using satire or humor to critique current events or public figures. They can play a role in public discourse, influencing opinions and spreading awareness on various topics (Shifman, 2014).

Memes, as dynamic and multifaceted elements of digital culture, have evolved significantly from their original conceptualization by Dawkins. Modern memes encompass a wide range of formats and functions, from image macros and GIFs to video memes and internet challenges. Understanding the various types of memes and their characteristics is essential for educators and researchers interested in harnessing their potential in contexts such as ESL teaching. Further research is needed to explore the educational implications of these diverse meme forms and to develop effective strategies for their integration into learning environments

c) The Nature of Internet Meme Picture

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What precisely are images used as memes on the internet? According to Mike Godwin (1993), an internet meme is a subset of the broader meme concept that emphasizes the need to blend in with online culture, trends, and society. It can take the shape of news, phrases, videos, images, or essentially anything that is widely circulated and changes over time. He first proposed the idea of a "Internet meme" in an article titled "Meme, Countermeme" that appeared in *Wired Magazine* in June 1993. He went on to characterize an online meme as an idea that functions in the mind in a manner like to that of a gene or virus in the body. Although the term "meme" originated in biological research, it began to adapt to online communities as internet communication networking advances over time led to the emergence of social media and forum websites. Furthermore, different online groups are modifying memes—intentionally or not—to spread culture across a range of subjects via diverse distribution channels. Memes are a part of everyone's everyday life these days in a variety of ways. others are merely intended for amusement, others are supposed to be shared, some are just for jokes or humor, some are designed for politics and propaganda, some are even intended for culture, and so on. Without a doubt, we are living in the best era of the digital revolution.

d) Internet Meme Picture as Learning Media

It is impossible to separate the educational process from the medium used to teach it. Reform initiatives focused on incorporating new technology into the teaching and learning process are being encouraged more and more by the

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development of science and technology. A variety of learning media, especially those with a visual component, can be used in the teaching and learning process. There are two types of visual-based learning: print media and media graphics. Graphic media includes images, drawings, charts, graphs, globes, whiteboards, flannels, bulletins, posters, cartoons, maps, and photos. Then, print media includes modules and transparencies (OHT) (Sukiman, 2012). Furthermore, as stated by Ramli (2012: 54), the use of picture media in the teaching and learning process is both entertaining and beneficial. Dramatization, storytelling, writing, reading, sketching, and painting, as well as comprehending and remembering information from books, all aid students in developing their language skills, artistic abilities, and creative expressions. Given that the majority of senior high school students enjoy using and browsing social media sites like Facebook, Instagram, and WhatsApp, the author has chosen Internet meme pictures as a visual learning resource in this instance. Today's students are adept at using technology and are able to creatively convey their thoughts and emotions on social media. It bears similarities to the features of Internet meme pictures. While Internet memes can be a great method to express our thoughts and feelings, there are several considerations that should be made when selecting them, particularly when teaching in a classroom setting. These considerations include age, style, knowledge, and fit with the subject matter being studied.

e) The Strengths of Meme for ESL

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The integration of internet memes in English as a Second Language (ESL) education has gained traction in recent years, reflecting broader trends in digital literacy and media consumption. Memes, defined as humorous images, videos, or text that are copied and spread rapidly by internet users, offer unique pedagogical advantages in language learning environments. This literature review examines the strengths of using memes in ESL education, drawing from various studies and educational theories.

1. Engagement and Motivation

Enhanced Student Engagement: Memes are inherently engaging due to their humorous and often relatable content. According to studies, humor and relevance in learning materials can significantly enhance student engagement (Kelsen, 2009). Memes provide a contemporary and culturally resonant form of content that can capture students' attention more effectively than traditional materials

Increased Motivation: The informal and entertaining nature of memes can increase students' motivation to participate in class activities. Nissenbaum and Shifman (2017) found that memes can lower the affective filter—a psychological barrier that hinders language acquisition—by creating a relaxed and enjoyable learning environment.

2. Cultural Relevance and Contextual Learning

Cultural Insight: Memes often encapsulate cultural references, current events, and societal trends, offering learners insights into the cultural context of

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the target language. This exposure can enhance cultural competence, which is a crucial aspect of language proficiency (Thorne, 2009).

Contextual Vocabulary Learning: Memes provide contextualized language input, which is essential for vocabulary acquisition. Vocabulary presented within a meaningful and relevant context is more likely to be retained (Nagy, Herman, & Anderson, 1985). Memes often include colloquial expressions and slang, aiding learners in understanding and using language in a real-world context.

3. Critical Thinking and Creativity

Critical Thinking: Analyzing and creating memes can foster critical thinking skills. Students must understand the humor, cultural references, and implied meanings behind memes, which encourages deeper cognitive processing (Bialystok & Hakuta, 1999). Furthermore, meme creation requires students to consider language, imagery, and cultural nuances.

Creative Expression: The process of meme creation allows students to express their understanding and perspectives creatively. This form of expression can be particularly empowering for ESL learners, as it provides an alternative mode of communication beyond traditional writing and speaking tasks (Wright & Goodwin, 2008).

4. Digital Literacy and Multimodal Learning

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Digital Literacy: Incorporating memes in ESL instruction aligns with the development of digital literacy skills. Given the pervasive nature of digital media, it is crucial for learners to navigate, interpret, and produce digital content competently (Buckingham, 2007). Working with memes helps students become more adept at understanding and participating in digital cultures.

Multimodal Learning: Memes are multimodal texts that combine visual, textual, and sometimes auditory elements. This multimodality can cater to different learning styles and preferences, enhancing comprehension and retention (Kress, 2010). Multimodal learning environments have been shown to support better cognitive engagement and understanding (Mayer, 2009).

5. Peer Interaction and Collaborative Learning

Promoting Interaction: Memes can serve as catalysts for discussion and interaction among peers. Sharing and discussing memes in class can facilitate communicative practice and collaborative learning (Lightbown & Spada, 2013). This interaction is essential for language development, as it provides opportunities for authentic language use.

Peer Learning: Collaborative meme creation projects encourage peer-to-peer learning. Students can work together to design memes, which promotes cooperative learning and the sharing of linguistic and cultural knowledge (Johnson & Johnson, 1999).

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The use of memes in ESL education presents several strengths, including enhanced engagement and motivation, cultural relevance, critical thinking and creativity, digital literacy, and collaborative learning. By integrating memes into language instruction, educators can leverage contemporary digital media to create dynamic, relevant, and effective learning experiences. Further research is needed to explore the long-term impacts of meme-based learning and to develop best practices for their integration into ESL curricula.

f) The Weaknesses of Using Meme for ESL

While the use of internet memes in English as a Second Language (ESL) education presents several advantages, it also poses significant challenges and potential drawbacks. This literature review examines the weaknesses associated with incorporating memes into ESL instruction, highlighting issues related to cultural relevance, content appropriateness, pedagogical efficacy, and digital literacy disparities.

1. Cultural and Contextual Barriers

Cultural Specificity: Memes are often highly context-specific and culturally nuanced, which can make them difficult for ESL learners to understand. Shifman (2014) notes that the humor and references in memes are frequently rooted in specific cultural contexts that may not be accessible to learners from

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different backgrounds. This can lead to confusion and misinterpretation, hindering the learning process.

Contextual Misunderstanding: The contextual nature of memes means that students need a certain level of cultural and linguistic proficiency to fully grasp their meaning. Inadequate contextual understanding can result in learners missing the intended humor or message, reducing the effectiveness of the meme as a learning tool (Dyrel, 2016).

4. Content Appropriateness and Quality Control

Inappropriate Content: Memes can sometimes include inappropriate or offensive material, which may not be suitable for classroom settings. This is particularly concerning in diverse classrooms with students from various cultural and religious backgrounds. Instructors need to carefully curate content to avoid exposing students to potentially harmful or offensive material (Borgwald, 2018).

Variable Quality: The educational quality of memes can vary significantly. Many memes are created for entertainment rather than educational purposes, and their language use may not always be grammatically correct or pedagogically sound. Inconsistent quality can undermine the educational objectives of using memes in ESL instruction (Wiggins & Bowers, 2015).

5. Pedagogical Challenges

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Limited Depth: Memes are typically concise and simplistic, which can limit their capacity to convey complex language structures or in-depth cultural insights. While they can be useful for introducing vocabulary or idiomatic expressions, their brevity can be a limitation when it comes to teaching more complex linguistic concepts (Knobel & Lankshear, 2007).

Distraction Potential: The humorous and engaging nature of memes can sometimes lead to distraction rather than focused learning. Students may become more interested in the entertainment aspect of memes rather than the educational content, which can detract from the learning objectives (Miltner, 2014).

6. Digital Literacy and Access

Digital Divide: Effective use of memes in ESL education presupposes a certain level of digital literacy and access to technology, which may not be available to all students. Disparities in digital literacy and access can exacerbate existing inequalities and hinder the inclusive implementation of meme-based learning strategies (van Dijk, 2020).

Overreliance on Technology: An overreliance on digital media, including memes, can disadvantage students who are less comfortable or proficient with technology. It is important to balance digital and traditional teaching methods to ensure that all learners have the opportunity to benefit from the instruction (Selwyn, 2016).

7. Assessment and Measurement Difficulties

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Assessment Challenges: Evaluating the educational impact of memes can be challenging. Traditional assessment methods may not effectively capture the learning gains achieved through meme-based activities. This can make it difficult for educators to measure and validate the pedagogical effectiveness of using memes in ESL instruction (Black, 2018).

Inconsistent Learning Outcomes: Due to the informal nature of memes, the learning outcomes can be inconsistent. Some students may benefit more from meme-based activities than others, leading to uneven learning experiences within the same classroom (Buckingham, 2019).

The use of memes in ESL education presents notable weaknesses, including cultural and contextual barriers, issues with content appropriateness and quality, pedagogical challenges, digital literacy disparities, and assessment difficulties. While memes can be a valuable tool for engaging and motivating students, educators must carefully consider these drawbacks and implement strategies to mitigate them. Further research is needed to develop best practices for the effective and equitable integration of memes into ESL curricula.

g) Benefits of Using Memes in Education

The integration of internet memes into educational practices has garnered attention for its potential to enhance learning experiences. Memes, as dynamic and culturally relevant digital artifacts, can offer various educational benefits. Here are some benefits of using memes:

1 Engagement and Motivation

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Research indicates that memes can significantly enhance student engagement and motivation. Their humorous and relatable nature can make learning more enjoyable and accessible, particularly for younger students who are already immersed in digital cultures (Knobel & Lankshear, 2007). Memes can serve as icebreakers or attention-grabbers, making classroom interactions more dynamic and livelier (Garcia-Rapp, 2018).

2 Cultural Relevance and Contextual Learning

Memes are inherently tied to current events, popular culture, and social trends, making them highly relevant to students' lives. This relevance can help bridge the gap between classroom content and real-world applications, facilitating contextual learning. By integrating memes, educators can make abstract concepts more tangible and relatable (Miltner, 2014).

3 Critical Thinking and Media Literacy

Using memes in education can promote critical thinking and media literacy. Analyzing and creating memes requires students to engage in higher-order thinking, such as evaluating sources, understanding context, and interpreting multiple layers of meaning. This process helps students develop critical skills in media analysis and production, which are crucial for informed citizenship (Bennett, 2019).

4 Language Development

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In the context of language learning, memes can support vocabulary acquisition, idiomatic expressions, and cultural nuances. Memes often play with language in creative ways, providing authentic examples of colloquial speech, humor, and rhetorical devices. This exposure can enhance students' linguistic competence and cultural understanding (Dynel, 2016).

h) Challenges of Using Memes in Education

While the integration of internet memes into educational settings offers numerous benefits, it also presents a variety of challenges that educators must navigate.

1 Appropriateness and Sensitivity

One of the primary challenges of using memes in education is ensuring their appropriateness and sensitivity. Memes can sometimes contain offensive or controversial content, making it essential for educators to carefully select and vet memes before using them in the classroom (Miltner & Highfield, 2017). Cultural differences and varying interpretations can also pose challenges, requiring teachers to be mindful of their diverse student populations.

2 Distraction and Misuse

While memes can engage students, there is also a risk of distraction and misuse. The informal nature of memes may lead to off-task behavior or trivialization of serious content. Educators need to balance the use of

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memes with other instructional strategies to maintain focus and academic rigor (Blommaert, 2018).

3 **Technical Skills and Access**

Effective use of memes in education requires certain technical skills and access to digital tools. Not all teachers may feel confident in their ability to create or incorporate memes into their lessons. Professional development and support are necessary to equip teachers with the skills and resources needed to integrate memes effectively (Hafner, Chik, & Jones, 2015).

4. **Overview of Teaching**

a) **Definition of Teaching**

Teaching is one of educative activities. It is very important in educational system, and it plays important role in which an interaction between a teacher and student occurs. To define what teaching is, some statements can be presented in the following. In Webster dictionary, (James Dean Brown and Theodore S. Rodgers, 2003), teaching is the action of a person who teachers, profession of teacher, something taught percept, doctrine or instruction.

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning (Brown, 2000). A teacher must guide and facilitate the learners or students to learn. It is expected that from the teacher guide and facilitate; the students will be enable in understanding the material. In addition, a teacher also should be able to set a good and comfortable condition for the students to learn. In other hand, the teacher must make a good interaction with

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the student. (Leonard H. Chalrk, 2000) said teaching is a process of interaction, somewhat like that between players in a tennis or a dog in a fight. The teacher does something to students: the students do something in return. As a result of these reciprocal actions, the students learn. If interpersonal relations in the classroom are good, it is assumed that learning will occur. If they are bad, it is assumed that learning is not apt to occur; or, if it does occur, it will occur in less degree and with less stability. Nowadays, teaching is defined from other point of view. Edge states that the teacher is the most powerful person in the classroom. The teacher has the most important things to use that power, such as organization, security, motivation, instruction, modelling, guidance, information, feedback, encouragement, and evaluation. Thus, it can be stated that the teacher must organize, provide security, motivate, instruct, model, guide, inform, give feedback, encourage, and evaluate (Julian Edge, 2001).

Brown (2000) recommends that “teaching may be definite as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Based on the statements above, teaching can be stated as an activity or process to help someone getting knowledge and learn to do something. And it includes a transmission of sciences, skills, and attitudes. The transmission is a process of systemizing, conditions, task material and opportunities in order to help students acquire and construct new knowledge conducted by organizing and managing someone’s potential sources.

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b) Kinds of Teaching Strategies

a. Cooperative Learning

Cooperative learning comes from the word cooperative it means maximizing students learning to improve academic and understanding both individuals and groups as well as helping one another (Trianto, 2011). Cooperative learning models is one of supportive learning contextual learning.

In addition, it defines cooperative learning teaching system as a work or learning system structured group and cooperative learning is a teaching and learning strategy that emphasizes attitude or shared behavior in regular workgroups, that is consisting of two or more people (Amri, 2010). The cooperative learning is one of a group learning model that has rules certain. The basic principle of cooperative learning is students form small groups and teach others to achieve common goals, even in this learning smart students teach students who are not smart without feeling disadvantaged.

Cooperative learning is also a model that prioritizes cooperation among students to achieve learning goals. Cooperative learning, this learning can also create interdependence between students, so learning resources for students are not just teachers and textbooks but also fellow students.

b. Inquiry Based-Learning

In this case, It defined the inquiry as a process of teacher and student interaction at a very high level, between teacher, student, subject matter, and the environment is very needed. An important part of the inquiry process is that between the teacher and the students both are questioners, seekers, interrogators,

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answerers, and as an analyst (Haidir, 2012). The inquiry learning process can be marked by the emergence of differences in views because of students' creative thinking in studying something. Steps in inquiry learning:

- 1) Observing (observation)
- 2) Classifying using numbers (classify facts)
- 3) Space-time relationship (connect the time)
- 4) Predicting (make estimates)
- 5) Inferring (temporary conclusions)
- 6) Defining operationally (formulate an operational definition)
- 7) Formulating hypothesis (make temporary conjectures)
- 8) Interpreting data (interpret data)
- 9) Controlling variables (control variables)
- 10) Experimenting (try out)
- 11) Communicating (communicating the results or findings obtained)

c. Graphic Organizer

Graphic organizers are information with a visual display that is designed to benefit students who are having difficulties in organizing information. Graphic organizers are also referred to as concepts, cognitive maps, or web content, which have the same goal: Graphs the organizers are intended to help students visualize clearly how ideas are organized in a text or surround a concept. Using graphic organizers, students have a structure for abstract ideas. Graphic organizers can be categorized in many ways according to how they organize information:

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hierarchical, conceptual, sequential, or cyclical.

Types of graphic organizer:

- 1) Concept map
- 2) Flow diagram or sequence chart
- 3) Compare/contrast or Vena diagram
- 4) Cause and Effect diagram
- 5) Main idea and details chart
- 6) Attribute chart
- 7) Story ma

d. Differentiated Instruction

It is a guide to teaching life. Many teachers practice some form of differentiation for various proactive student needs. At the same time, differentiation is a complex endeavour that requires a variety of sophisticated skills develop over time and with practice. This handbook provides teachers at all levels of expertise with insights and tools for their professional growth.

According to (Hamruni, 2022), teaching strategies are classified into five parts, namely:

1) Direct Instruction teaching strategy

Direct instruction teaching strategy is teaching directed by the teacher directly. This strategy is effective to determine information or to build a skill step by steps. The direct instruction usually has deductive character. The superiority of Direct Instruction Teaching Strategy is this strategy so easy to be planned and used,

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while the core important weakness in the developing ability, the process and the attitude that needed in critical idea and interpersonal relation also learn.

2) Indirect Instruction teaching strategy

Indirect instruction teaching strategy often referred as inquiry, inductive, problem solving, decision making and invention. Contrary to direct instruction teaching strategies, indirect instruction teaching strategies put students as a centres, even though both of them can complement each other. In this strategy the role of the teacher moves from the speaker to the facilitator. The teacher manages learning environment and give the students an opportunity to involve in the environment. The advantages of Indirect instruction teaching strategies are:

- a) Pushing interest and curiosity of the students
- b) Creating the alternative and solving the problem
- c) Pushing creativity and developing interpersonal skill and the other ability
- d) Better understanding
- e) Expressing understanding

This strategy takes a long time, and the results are difficult to predict. This strategy in not appropriate if students need a memory quickly.

3) Interactive teaching strategy

Interactive teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new an idea or concept, reacting on experiences, approach and developing alternative mindset. The superiorities of interactive teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weaknesses of this strategy are

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dependent on the creativity of teacher to arrange and develop the group dynamics

4) Experiential/ empirical teaching strategy

Empirical teaching strategies have orientation in inductive activities. In this case students as the centre. Self-reflection about their experience, is a planning formulation to achieve implementation based on context. The advantages of this strategy can increase student participation, as well as increase in student analytic aspects. While the disadvantages of this strategy are a high cost and takes a long time.

5) Independent teaching strategy

The purposes of independent teaching strategy are developing of individual initiative, able to develop themselves and students must be active in learning. The advantage of this strategy is creating student respect, while the disadvantage is that implementation is difficult for young students.

3. Teaching Approach

According to Arvind (2017) there are various approaches which are used in teaching learning process. The following are the main approaches of teaching learning:

a. Teacher cantered approach

Teacher cantered approaches are more traditional in nature, focusing on the teacher as instructor. They are sometimes referred to as direct instruction, deductive teaching or expository teaching, and are typified by the lecture type presentation. In these methods of teaching, the teacher controls what is to be taught and how students are presented with the information that they are to learn.

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b. Student centered approach

Student centred approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) place a much stronger emphasis on the learner's role in the learning process. When you are using student- centred approaches to teaching, you still set the learning agenda, but you have much less direct control over what and how students learn.

c. Inductive and Deductive approach

In inductive approach students moves towards specified (example) to general (rules). At first many examples are put forward to student and then he draws out a conclusion based on these examples. Deductive approach is opposite to inductive approach because in its first a principle or rule is put in front of students and then it is clarified by giving examples.

d. Herbartian approach

This approach was provided by Johann Friedrich Herbart. He suggested that teaching must be actively planned if we were to do it. This approach is based on the theory of appreciative learning.

c) **Nature of Internet Meme Pictures**

Communication is a way to share information among people. The process involves participants to negotiate their role in this process based on their consciousness or unconsciousness. The participants involved in the communication process are called the senders and the recipients. However, in the communication process, a sender must encode the information into an

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appropriate form to lead the recipients to understand the meaning of the message being conveyed.

Online communication is not only conducted by using SMS and telephone anymore. It is developed further to the other patterns called social media. Social media is computer-mediated tools which allow people to create, share or exchange information among people. People can also share ideas, pictures or videos in virtual communities and social network. Social media allows the users to use their own creativity and also exchange those user-generated contents in the memes. Language as a tool for human communication grows up with the condition of its era. In this internet era, many new languages arise which mostly from computer-mediated communication, especially from social media used by a billion people around the world. The language is not only created but also managed simply from the name of software or application used.

Language becomes the fourth media after writing, speaking and signing. In the communication process in social media, the way people interact change. The technology becomes the latest part of the social process which causes each user having different responses toward the same thing presented. The responses of readers often being manipulated by the statements that were more humorous, more understandable, and more polite. The responses may vary according to the context of social media where the ambiguity may happen.

Humour is a popular choice to make people laugh in modern society. Humour makes fun of seriousness and manipulates the readers thought on their lighter side. A person has humorous character may create jokes to make the

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people around them laugh. These people like to use humour can only be understood by themselves and their community. It is ability can be developed over time by practicing.

Responses from the reader play a very important role in making issues about what important or unimportant in the interaction. The responses are affected by many different things. Severin (1988) suggests that different people react to the same message in a very different way. The reaction is related to the process of decoding, how people process specific information based on their own experience and knowledge. There are several studies conducted related to reader's response, it is a group of studies focusing on Readers' Response analysis conducted in various literary text. Utami, Zaim & Rosimela (2014) try to find out the effect of reader response strategy and students' reading interest towards students reading comprehension of narrative text. They find that reader response strategy had significant effect in students' reading comprehension narrative text which resulted in achieving higher score.

(Ishak, 2015) applies Reader-response theory to investigate its significance for teaching literature in EFL teacher education in Indonesia. The result of his study show that readers response strategies offer some benefits such as promoting aesthetic experience, empowering students' voices, and improving students' motivation and interest in reading achievement.

Everyone can know memes through their senses, then process them in their minds, and then they repackage them to pass on to others (Shifman, 2013: 19). In this process copying memes is not always perfect, because it is very difficult to

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retell a joke with the exact same words where it was said. Shifman also mentioned that memes are units of imitation. For this reason, he tries to share several dimensions of memes that have the potential to be imitated by people, including:

1. Content, which refers to the ideas and ideologies incorporated in the text (eg themes and framing).

2. Form, which is related to form.

It is also a physical incarnation of a message that can be perceived through the senses. This includes visual/sound dimensions that are specific to a given text, as well as patterns related to the more complex genres that govern it (such as lipsynch or animation). Form can also be seen through the quality of production, such as amateur, professional and semi-professional.

3. Stance, namely the dimensions related to communication. Stance is used to describe how the uploaders position themselves in the text (point of view). In the stance dimension, Shifman breaks it down again into three sub-dimensions, namely (1) participation structures, describing who participates or is involved in the text, (2) keying, related to tone and style of communication, and (3) communicative functions, related to 6 basic human communication function.

The present study also match with the study conducted by Iskhak et. al (2017) who applied readers' response theory by Rosenblatt on investigating the effect of readers' response journal on the quality of the students of teacher's trainee's responses to literary works. The theory is suitable to be used in literature reading especially in seeing the reader as an active participant.

Nurazizah, Agustien & Sutopo (2018) investigate the students' ability in

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negotiating meaning in casual conversation. This study can be related with the present study because there is also negotiation. In the study, the researchers finds that the students face language problems in conversation. However, they use some strategies to compensate their language problems such as using minor clause, speaking in their native language, and doing non-verbal communication.

Djiwandono (2013) aims to develop critical thinking skills and critical attitude of learners for learning language is suitable to be related with this present study. He applies a training to raise the learner's awareness of thinking critically. The training finds that critical thinking skills will lead the students as the readers to have a good interpretation in learning in accordance with the improvement to find solution for problem encounter. Kamal (2012) conducts study about the use of internet in language teaching and learning English as a foreign language. He finds internet is an entity related to literacy and has significant implication for teaching and learning process. Warny (2018) conducts study which can be related to the present study. This study aims to examine students' experience in using technology in learning English outside classroom. The students are expected to increase their English ability by using the advancement of technology as the new resources of information. The study examines the use of technology to encourage the development of learner autonomy which include aspects of learning motivation, metacognitive, awareness, self-confidence and social skills.

Digital literacy is also related to the present study. There are some previous studies which are used as the reference. Dynel (2016) proposes a study on

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humorous internet memes focusing on advice animal image macros. The study finds that humorous advice animal memes can be technically conceived as visual-verbal jokes. This study can be related to the present study since the study also focus on visual verbal jokes.

Putri & Himmawati (2015) conduct research about readers response upon 9GAG memes by English Lecturers Department. Humor attracts different responses from different readers. The parameter used to decide whether the readers get the idea of the humor come from the responses.

Purnama (2017) presents the importance of utilizing technology products to promote students' engagement in classroom activity. The study shows memes and Instagram can be used as one of the strategies to develop an innovative teaching and learning process. The study applies digital literacy which has specific purpose to apply technology in the classroom activities. Therefore, the study has the most significant novelty to be studied further since the ability in using digital technology affect the improvement of students' understanding in literacy area.

The purpose of the present study is to analyse the text produced by learners to explain how they provide responses towards humorous, fearing, annoying, pitiful, and confusing memes. The problems which are mostly found in the present study is seen in text produced by readers. The text shows their subjective response towards the media presented. Their engagement in producing text is still based on their efference stance which mean that they only focus on what they see on the meme whereas in readers' response theory the readers should put their selves on aesthetic stance to get more meaningful response.

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B. Review of Related Findings

Internet content has an important role as a content in teaching language because without internet it is difficult to adapt and difficult to teach other people. therefore, internet content must always be included in teaching English so that students can learn English easily. It related to the stated of Stapleton (2000), research about Internet content's Role in Teaching English Foreign Language:

An Attitude Survey in Japan He found that in this study there were no teachers who had never taught internet content. The attitude of teachers towards the role of internet in english language classrooms clearly feels that internet has an important role to play in their classrooms as a content of teaching. And also based on observations of students' behavior the teachers believe in the importance of adjusting the teaching style to suit the student's attention. Therefore, including internet meme pictures in teaching english languages is very effective in their classrooms.

Internet meme pictures that is included in English teaching includes aspects of humour, sense, appearance, beliefs and attitudes. Then, according to researcher besides of teachers can including internet meme pictures in teaching english language, the role of internet meme pictures also can shape student attentions and helps learners to improve their language skill.

In addition, according to Gonen & Saglam (2012), research about Teaching Internet Meme Pictures In The Fl Classroom: Teachers' Perspectives claims that the more students know about internet meme pictures, the more comprehend they

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are. Therefore, most teachers think English languages can be taught together in foreign language classes. The findings of this study are consistent with Byram (1988), Bada (2000) and Byram and Kramersch (2008), who support integrating internet contents into the language classroom.

The idea of expanding the internet content dimension in foreign language classrooms has received approval. In this study, forty percent of ELT graduates think that all national in teaching English are equally valid to be represented in the English syllabus. The internet meme picture is not a barrier to language progress. The influence of internet meme pictures on changes in student attentions is to develop a critical thinking. Students can think about the goals of learning English while learning about culture. Thus, teachers have a tendency to integrate culture in language teaching because these learners can handle internet meme pictures, tthemes and topics more easily.

The teacher also said that combining language and internet helps students to improve their language skills. Students must also be familiar with the internet meme pictures of the target language so that they can understand the context and how they can communicate with people. Therefore, internet cannot be separated from language. A teacher must have knowledge to prepare internet contents competence and understand how to include internet in teaching English. If the teacher does not have knowledge of internet content, it will often failure in teaching English because students are not interested so that their attentions and English skills will be difficult to achieve and cannot be measured because of teaching English.

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Internet meme pictures is effective in teaching English language because students can use English appropriately with the internet of the target language. As a stated of Tran & Dang (2014), research about internet Content teaching in English language teaching: Teachers' beliefs and their classroom practices claims that important to include internet content information in ELT to increase teacher confidence.

Learners can use English appropriately to the internet content of the target language, and teaching internet meme pictures must be included at a different level. It also recognizes that language and internet are intertwined, and that content awareness is an indispensable skill that learners should have. Then internet meme pictures teaching can be taught at any level, for beginners, content information should be briefly introduced, but for advanced learners it should be extensive.

The findings of some researches above, it is very appropriately therefore, the researcher agree because using internet meme pictures in teaching English is more effective and has many benefits. A teacher must consider and know what the students or learners want and like. The benefit is that if an instructor has considered these things, the goal is to make them comfortable and satisfied with their achievements while studying in the Language class. Therefore, students will feel satisfied while learning English if they can contribute and be active in class, or in other words have a function in the class.

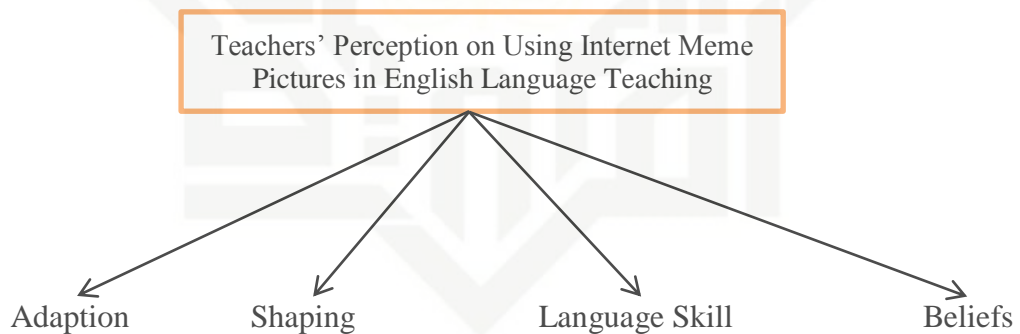
C. Conceptual Framework

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CHAPTER III

RESEARCH METHOD

A. Research Design

The research approach of this study was descriptive quantitative approach. It was called quantitative approach since it provides a systematic, factual, and accurate description of a situation of area (Issac, 1987). The quantitative research is any research that uses procedures that make use of non-numerical data, such as interviews, case studies, or participant observation.

Furthermore, according to Angrosino,” Quantitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studying. Quantitative research seeks to understand what, how, when and where of an event or an action in order to establish its meaning, concept, and definitions, characteristics, metaphors, symbols, and descriptions” (Latief, 2013).

From the definition above, it can be concluded that quantitative research is the research which focuses on the process of the research in investigating social phenomenon. It involves the use of ways or techniques to collect the data in the field, then presenting the data through clear description and explanation. Based on the problems accused in this study that emphasizes on the process and meaning (perception and participation) the writer chooses descriptive-quantitative

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approach.

B. The Setting of the Research

This research involved English Teachers of Senior High School/Vocational High School in Pekanbaru. The research was conducted from May 2022 up to June 2022.

C. Population and Sample of the Research

The population of this research were 20 English teachers of Senior High School/ Vocational High School in Pekanbaru. In the data from the Ministry of Education and Culture, the number of Senior High School/Vocational High School in Pekanbaru are 143 with a total of 22 public high schools and 58 private high schools, while 10 state vocational schools and 53 private vocational schools (data.kemdikbud). Fourteen schools are involved in this research for the reason of accessibility during Covid19 pandemic.

Table III.1 Population of the Research

Subjects English Teachers	Teachers of Senior High School	Total
SMAN 7	2	2
SMK N 3	2	2
SMKN 4	2	2
SMAN 5	2	2
SMKN 3	2	2

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Subjects English Teachers	Teachers of Senior High School	Total
SMAN 15	1	1
SMAN 4	2	2
SMKN 4	1	1
SMAN 8	1	1
SMAN 1	1	1
SMAN 2	1	1
SMKN 2	1	1
SMAN 12	1	1
SMKN 2	1	1
	Total	20

D. Techniques of Data Collection

Instruments are tools that are required to get information. It is stated that instrument is a tool that is used in collecting data (Airasian, 2000). It revealed that the instrument in collecting data is a tool that is used by researchers to help them in collecting data to make it more systematic and easier. Here, the instrument is

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researcher herself. In quantitative research, the instrument is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in conducting research.

Data is information that has been collected by conducting research. To get reliable data, the researcher must do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. There are five data collecting techniques. Those are observation, interview, questionnaire, documentation and triangulation.

In quantitative research, collecting the data mostly is done in participant questionnaire, observation, depth interview and documentation. The fundamental method relied on by quantitative researchers for gathering information is participation in the setting, questionnaire, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses questionnaires that are adopted and adapted from (Stapleton (2000), (Gonen & Saglam (2012) and (Tran & Dang (2014).

1. Questionnaire

The questionnaire is set to draw students' perception on the use of internet meme pictures in teaching English skills. The items are 20 consisting of four indicators. The content of questionnaire can be seen on the table below:

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Table III.2 The Blueprint of Questionnaire

Category	Indicators	Items	Total
The Teachers' Perception on Using Internet Meme Pictures in English Language Teaching at Senior high Schools in Pekanbaru.	Teachers can adapt English teaching by using internet meme pictures	1,2,3,4,5	5
	Shaping students' understanding	1,2,3,4,5	5
	Helps learners to improve their language skills	1,2,3,4,5	5
	Increase teacher beliefs in teaching English	1,2,3,4,5	5
Total			20

To collect the data, the researcher used an online questionnaire that was Google Form. It was distributed by sending the link of google form to 3 teachers. The questionnaire consisted of 20 questions. In addition, the researcher used the Likert scale for collecting the data. It means, every item in the questionnaires consist of 4 choices, that is —Strongly Agree, —Agree, —Disagree, and —Strongly Disagree. Each choice has a score to calculate the data from the questionnaire.

Scoring of the questionnaires are illustrate in the table below:

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Table III.3 Scores of the Teachers' Questionnaire Answers

Answers	Scores
Strongly Agree	4
Agree	3
Disagree	2
Agree	1

In addition, According to Hadi (1991: 19), modifications to the four-level Likert scale are intended to eliminate the weaknesses contained by a five-level scale, with the reasons stated below: Modification of the four-level Likert scale eliminates the middle answer category based on three reasons: 1. Undecided category it has a double meaning, can be interpreted as having not been able to decide or give an answer (according to the original concept), it can also be interpreted as neutral, agreeing not, not agreeing or not, or even doubtful. 2. This category of multiple interpretable answers is certainly not expected in an instrument. 3. The availability of answers in the middle leads to a central tendency effect, especially for those who are unsure about the direction of the respondent's opinion, in the direction of agreeing or not. Providing an answer category would eliminate a lot of research data, thereby reducing the amount of information that the respondents could collect.

E. Validity and Reliability Test

Before analyzing the data, validity and reliability tests were conducted to make sure that the questionnaire used in this research deserve to use.

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Prior to data analysis, validity and reliability assessments were conducted to ascertain the suitability and precision of the questionnaire utilized in this study. These tests were performed using the Statistical Package for the Social Sciences (SPSS) software. Presented below are the outcomes of the validity assessment:

Table III.4 The Outcomes of the Validity Assessment

QUESTIONS	Calculated r	Observed r	Remark
Question 1	0,711	0,361	Valid
Question 2	0,605	0,361	Valid
Question 3	0,842	0,361	Valid
Question 4	0,814	0,361	Valid
Question 5	0,737	0,361	Valid
Question 6	0,654	0,361	Valid
Question 7	0,754	0,361	Valid
Question 8	0,770	0,361	Valid
Question 9	0,827	0,361	Valid
Question 10	0,752	0,361	Valid
Question 11	0,818	0,361	Valid
Question 12	0,797	0,361	Valid
Question 13	0,853	0,361	Valid
Question 14	0,692	0,361	Valid
Question 15	0,805	0,361	Valid
Question 16	0,591	0,361	Valid
Question 17	0,536	0,361	Valid
Question 18	0,499	0,361	Valid
Question 19	0,536	0,361	Valid
Question 20	0,612	0,361	Valid

Upon comparing the calculated r values with the observed r values, it was determined that the calculated r values consistently exceeded the observed r values. Consequently, the validity of all items in this research is confirmed.

Further, reliability test was conducted to make sure the precision of the questionnaire utilized in this study. Here is the outcome of the reliability test:

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Table III.5 Reliability Statistics

Cronbach's Alpha	N of Items
0,946	20

The outcome of the reliability analysis indicates that the Cronbach's Alpha coefficient is 0.946, which significantly exceeds the commonly accepted minimum threshold of 0.6. This high value of Cronbach's Alpha demonstrates that the data exhibits excellent internal consistency and reliability. Consequently, the results suggest that the instrument used in this research reliably measures the intended construct, ensuring that the data is dependable for further analysis and interpretation.

F. Data Analysis

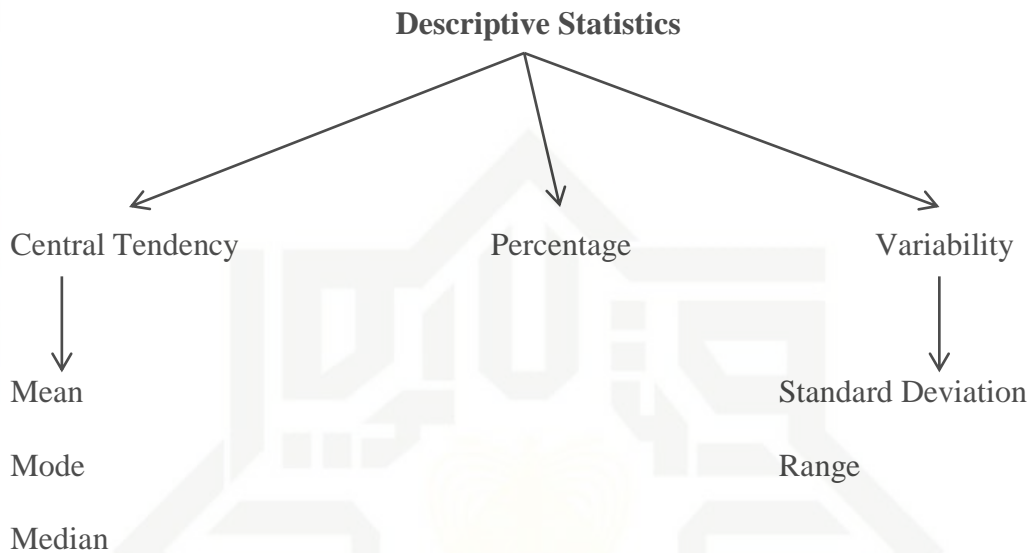
The data collected was analyzed using the SPSS statistical package. A descriptive statistics analysis was carried out to see the score of teachers' answers. It can be seen on the chart below (Creswell, 2012).

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Figure III.1 Charts of Descriptive Statistics



Measures of Central Tendency: Central Tendency indicates to one number that summarizes the entire set of data/measurements which are central to the complete set. It describes the center position of any distribution for a given data set. The researcher analyzes the frequency of the data point in the distribution describing it using a mean, median and mode that measures the most common patterns of the analyzed data set. It is the most informative description of the characteristics of any population (Sharma, 2019). There are three measures of central tendency: a) Mean: described as the sum of the variables 'values/the total number of values; b) Median: the middle value; c) Mode: the most often occurring value.

Percentage frequency distribution was used to display data that specified the percentage of teachers 'perceptions that exist for each data point or grouping of data points. It is a particularly useful method of expressing the relative frequency of survey responses. The process of created a percentage frequency distribution is

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held by first identified the total number of responses to be represented, then counted the total number of responses within each data point or grouping of data points, and then divided them by the total number of responses. The sum of all the percentages corresponding to each data.

Measures of Dispersion or Variation: This provides information about the range or spread of the values described for a variable. It analyzes the spread out of distribution that is set for a data set. For example, the measures of central tendency can give the average of a given data set, however it cannot describe how the distribution of data set was done. The key measures of dispersion are as following: a) Range: It is defined as the difference between smallest and the largest value of the complete data set; b) Standard Deviation: It is the measurement of average distance between each quantity and means which is how the set of data spreads out from the mean. A high standard deviation means that the data points are spread at wider ranges of values, whereas a low standard deviation means that the data points are close to the mean.

After analyzed the data by using Descriptive Statistics, the researcher was continuing to analyze it by categorized them into Katz and Kahn range Likert scale (1978) as follow:

Table III.6 The Range of Scale

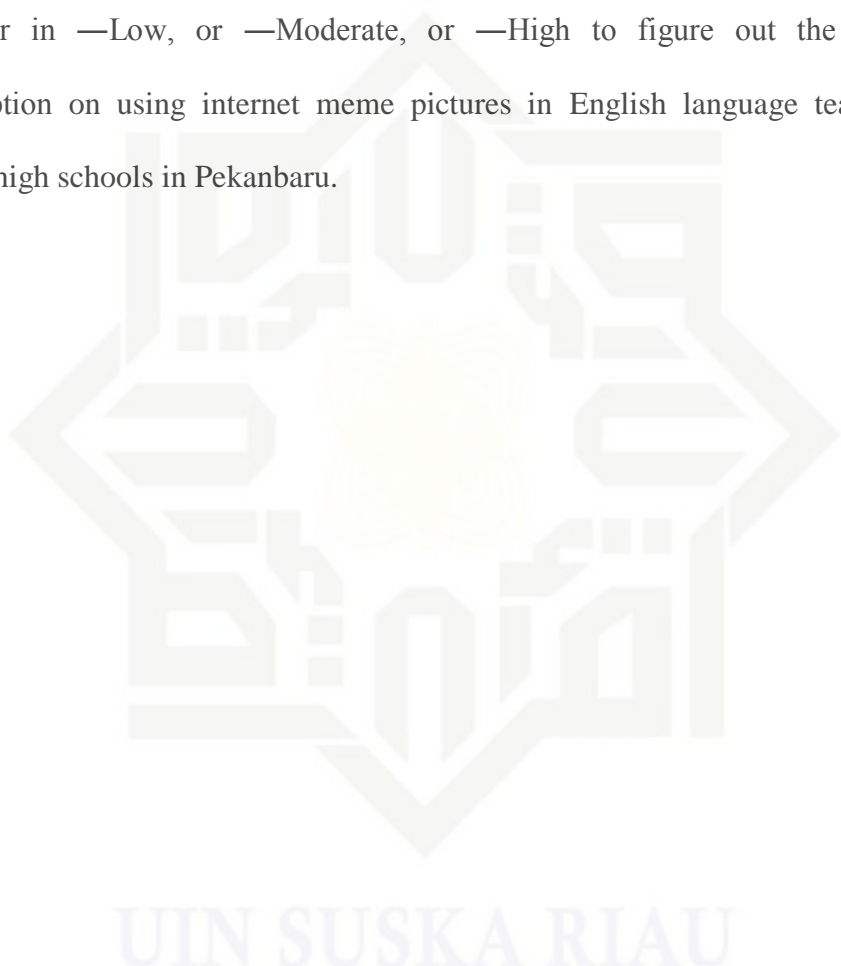
No	Range	Category
1	1.00 – 2.49	Low
2	2.50 – 3.99	Moderate

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3	4.00 – 5.49	High
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This range level is importantly used to identify the category of the scores whether in —Low, or —Moderate, or —High to figure out the teachers ‘perception on using internet meme pictures in English language teaching at senior high schools in Pekanbaru.



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CHAPTER V

CONCLUSION AND SUGGESTION

There are 2 sections that will be explained in this part. The first section is the conclusion that is related to the research findings. The second is a suggestion for the teacher, the students, and the future researcher.

A. Conclusion

Based on the research findings, educators in Pekanbaru demonstrate overwhelmingly positive views regarding the integration of internet memes in teaching English at Senior High Schools (SMA) and Vocational High Schools (SMK). The study reveals a prevailing belief among teachers that internet memes represent a valuable and innovative approach to enhancing English language learning. Teachers perceive memes as effective tools capable of significantly improving teaching quality through engaging and unconventional methods. Specifically, educators highlighted that memes have the potential to boost student motivation, simplify the comprehension of English concepts, and foster the development of communication skills in English.

Moreover, the research findings indicate that the use of internet memes can contribute to enhancing teachers' self-confidence in delivering English lessons. This aspect is pivotal as it suggests that memes not only facilitate student learning but also empower educators to create dynamic and meaningful learning environments. By leveraging memes' visual and humorous elements, teachers feel

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better equipped to engage students and address diverse learning needs effectively.

The positive reception towards internet memes among educators in Pekanbaru underscores their potential as a transformative educational tool. This conclusion serves as a robust foundation for further exploration into the strategic implementation of memes in the educational context of Pekanbaru. Future research can delve deeper into optimizing meme-based instructional strategies, examining their long-term impact on student learning outcomes, and exploring their compatibility with traditional teaching methodologies in secondary schools. By continuing to explore innovative approaches like internet memes, educators can enrich teaching practices, promote student-centered learning experiences, and adapt to the evolving landscape of education in Pekanbaru and beyond.

Based on the research findings, it was evident that internet memes exert a significant influence on shaping students' understanding of English language concepts. Teachers acknowledge that memes serve as effective tools in aiding students' comprehension of English concepts, facilitating better retention of vocabulary, and enhancing understanding of grammar principles. The research findings underscore that the integration of internet memes into English language teaching not only enhances the effectiveness of learning but also contributes to making the learning process more enjoyable and engaging for students. This positive perception among teachers highlights the potential of memes to enhance the quality of education in Pekanbaru's high schools and vocational schools.

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Furthermore, the study reveals that the use of internet memes can boost teachers' confidence in their ability to deliver effective English language instruction. This newfound confidence can potentially catalyze positive changes in traditional teaching methods, fostering a more dynamic and innovative approach to education in secondary schools. By leveraging the visual and humorous appeal of memes, educators can create immersive learning experiences that resonate with students' digital fluency and cultural interests.

These conclusions underscore the need for further research into the optimal integration of internet memes into educational curricula. Future studies should focus on exploring innovative strategies to maximize the educational benefits of memes, examining their long-term impact on student engagement and academic performance. Additionally, research efforts can delve into addressing practical considerations such as curriculum alignment, cultural relevance, and professional development for educators. By advancing our understanding of how internet memes can be effectively utilized in educational settings, educators can harness these digital tools to foster a more inclusive, interactive, and effective learning environment in Pekanbaru's secondary education institutions and beyond.

B. Suggestion

Based on the conclusion above, the researcher suggests the vocational/senior high school teacher and the future researcher.

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1. For Teacher of Vocational/Senior High School

Based on the results of this research, several valuable suggestions can be provided to both teachers and future researchers to enhance the integration of internet memes in English language education. Firstly, teachers are encouraged to continue exploring the creative potential of using internet memes as a tool for English language learning. This can involve actively creating and incorporating memes that are relevant to the subject matter, thereby enriching the learning experience and making it more engaging and meaningful for students. By integrating memes into lessons, teachers can tap into students' digital literacy and cultural interests, fostering a dynamic learning environment.

Moreover, it is crucial for teachers to receive adequate training and support in effectively integrating internet memes into their teaching practices. Professional development workshops and resources can equip educators with the necessary skills and strategies to utilize memes in ways that align with educational objectives and curriculum standards. Understanding how to select appropriate memes, integrate them seamlessly into lesson plans, and leverage their visual and humorous elements effectively can maximize their educational impact.

Additionally, teachers are advised to continually assess the impact of using internet memes in their teaching. This involves soliciting feedback from students to gauge their responses and engagement levels, as well as monitoring learning outcomes related to comprehension, retention of vocabulary, and mastery of grammar concepts. By collecting and analyzing data on student performance and attitudes towards meme-based learning activities, educators can make informed

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adjustments to their teaching strategies, ensuring continuous improvement and effectiveness.

2. For Future Researcher

For future researchers, there are several avenues for further exploration that can deepen our understanding of the impact of internet memes on English language learning. Firstly, research can be expanded to conduct more extensive and detailed case studies across a broader range of schools and participants. This approach would provide richer insights into how internet memes influence various aspects of language learning outcomes, including vocabulary acquisition, grammar comprehension, and overall student engagement.

Furthermore, comparative studies can be undertaken to explore the differential effects of using internet memes in different educational contexts, such as high schools and vocational schools. By examining these contexts, researchers can identify nuanced differences and similarities in how memes are perceived and utilized by educators and students, as well as their effectiveness in enhancing learning experiences.

Another fruitful area for future research is the development of specific pedagogical strategies centered on internet memes. This could involve creating comprehensive teaching guides that outline best practices for selecting, creating, and integrating memes into lesson plans effectively. Additionally, researchers can explore innovative strategies for using memes to address specific learning objectives and evaluate their impact on student learning outcomes over time.

Moreover, longitudinal studies can be conducted to assess the sustained

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impact of meme-based instructional approaches on student motivation, language proficiency, and overall academic performance. By tracking student progress and perceptions over an extended period, researchers can provide valuable insights into the long-term benefits and challenges associated with incorporating memes into language education.

Ultimately, these research endeavors aim to empower teachers with evidence-based insights and practical tools to harness the full potential of internet memes in English language teaching. By advancing our understanding of how memes can be strategically employed as educational resources, both educators and future researchers can contribute meaningfully to enhancing teaching practices and optimizing student learning experiences in diverse educational settings.

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UIN SUSKA RIAU

ruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
n pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
ngan yang wajar UIN Suska Riau.
banyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

MEAN	3,60	3,40	3,30	3,50	3,50	3,40	3,65	3,40	3,60	3,60	3,65	3,60	3,30	3,65	3,60	3,45	3,25	3,65	3,50	3,55	
MEDIAN	4	4	4	4	4	4	4	4	4	4	4	4	3,5	4	4	3,5	3	4	4	4	
MODE	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
STD. DEVIATION	0,68 1	0,883	0,979	0,827	0,688	0,940	0,587	0,821	0,598	0,681	0,489	0,598	0,801	0,671	0,681	0,605	0,786	0,489	0,607	0,605	
RANGE	2	3	3	3	2	3	2	2	2	2	1	2	2	2	2	2	2	1	2	2	

Appendix 2 – Statistic Descriptive and Data Frequency

Statistics

	Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7
N Valid	20	20	20	20	20	20	20
N Missing	0	0	0	0	0	0	0
Mean	3,6000	3,4000	3,3000	3,5000	3,5000	3,4000	3,6500
Median	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000
Mode	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Std. Deviation	,68056	,88258	,97872	,82717	,68825	,94032	,58714
Variance	,463	,779	,958	,684	,474	,884	,345
Range	2,00	3,00	3,00	3,00	2,00	3,00	2,00
Sum	72,00	68,00	66,00	70,00	70,00	68,00	73,00

Statistics

	Item_8	Item_9	Item_10	Item_11	Item_12	Item_13	Item_14
N Valid	20	20	20	20	20	20	20
N Missing	0	0	0	0	0	0	0
Mean	3,4000	3,6000	3,6000	3,6500	3,6000	3,3000	3,6500
Median	4,0000	4,0000	4,0000	4,0000	4,0000	3,5000	4,0000
Mode	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Std. Deviation	,82078	,59824	,68056	,48936	,59824	,80131	,67082
Variance	,674	,358	,463	,239	,358	,642	,450
Range	2,00	2,00	2,00	1,00	2,00	2,00	2,00
Sum	68,00	72,00	72,00	73,00	72,00	66,00	73,00

Statistics

	Item_15	Item_16	Item_17	Item_18	Item_19	Item_20
N Valid	20	20	20	20	20	20
N Missing	0	0	0	0	0	0
Mean	3,6000	3,4500	3,2500	3,6500	3,5000	3,5500
Median	4,0000	3,5000	3,0000	4,0000	4,0000	4,0000
Mode	4,00	4,00	4,00	4,00	4,00	4,00
Std. Deviation	,68056	,60481	,78640	,48936	,60698	,60481
Variance	,463	,366	,618	,239	,368	,366
Range	2,00	2,00	2,00	1,00	2,00	2,00
Sum	72,00	69,00	65,00	73,00	70,00	71,00

Hak Cipta Dilindungi undang-undang
 1. Dilarang mengutip, salin, atau menyalin dalam bentuk apapun tanpa izin UIN Suska Riau.
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Frequency Table

Item_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	2	10,0	10,0	10,0
3,00	4	20,0	20,0	30,0
4,00	14	70,0	70,0	100,0
Total	20	100,0	100,0	

Item_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	1	5,0	5,0	5,0
2,00	2	10,0	10,0	15,0
3,00	5	25,0	25,0	40,0
4,00	12	60,0	60,0	100,0
Total	20	100,0	100,0	

Item_3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	1	5,0	5,0	5,0
2,00	4	20,0	20,0	25,0
3,00	3	15,0	15,0	40,0
4,00	12	60,0	60,0	100,0
Total	20	100,0	100,0	

Item_4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	1	5,0	5,0	5,0
2,00	1	5,0	5,0	10,0
3,00	5	25,0	25,0	35,0
4,00	13	65,0	65,0	100,0
Total	20	100,0	100,0	

Hak Cipta Dilindungi Undang-undang
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan dan menyebutkan sumber.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Item_5

	Frequency	Percent	Valid Percent	Cumulative Percent
2,00	2	10,0	10,0	10,0
3,00	6	30,0	30,0	40,0
4,00	12	60,0	60,0	100,0
Total	20	100,0	100,0	

Item_6

	Frequency	Percent	Valid Percent	Cumulative Percent
1,00	1	5,0	5,0	5,0
2,00	3	15,0	15,0	20,0
3,00	3	15,0	15,0	35,0
4,00	13	65,0	65,0	100,0
Total	20	100,0	100,0	

Item_7

	Frequency	Percent	Valid Percent	Cumulative Percent
2,00	1	5,0	5,0	5,0
3,00	5	25,0	25,0	30,0
4,00	14	70,0	70,0	100,0
Total	20	100,0	100,0	

Item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
2,00	4	20,0	20,0	20,0
3,00	4	20,0	20,0	40,0
4,00	12	60,0	60,0	100,0
Total	20	100,0	100,0	

Item_9

	Frequency	Percent	Valid Percent	Cumulative Percent
2,00	1	5,0	5,0	5,0
3,00	6	30,0	30,0	35,0
4,00	13	65,0	65,0	100,0
Total	20	100,0	100,0	

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 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Item_10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	2	10,0	10,0	10,0
3,00	4	20,0	20,0	30,0
4,00	14	70,0	70,0	100,0
Total	20	100,0	100,0	

Item_11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3,00	7	35,0	35,0	35,0
4,00	13	65,0	65,0	100,0
Total	20	100,0	100,0	

Item_12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	1	5,0	5,0	5,0
3,00	6	30,0	30,0	35,0
4,00	13	65,0	65,0	100,0
Total	20	100,0	100,0	

Item_13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	4	20,0	20,0	20,0
3,00	6	30,0	30,0	50,0
4,00	10	50,0	50,0	100,0
Total	20	100,0	100,0	

Item_14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	2	10,0	10,0	10,0
3,00	3	15,0	15,0	25,0
4,00	15	75,0	75,0	100,0
Total	20	100,0	100,0	

- Hak Cipta Dilindungi Undang-Undang
- Dilarang menyalin sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
 - Dilarang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Item_15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	2	10,0	10,0	10,0
3,00	4	20,0	20,0	30,0
4,00	14	70,0	70,0	100,0
Total	20	100,0	100,0	

Item_16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	1	5,0	5,0	5,0
3,00	9	45,0	45,0	50,0
4,00	10	50,0	50,0	100,0
Total	20	100,0	100,0	

Item_17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	4	20,0	20,0	20,0
3,00	7	35,0	35,0	55,0
4,00	9	45,0	45,0	100,0
Total	20	100,0	100,0	

Item_18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3,00	7	35,0	35,0	35,0
4,00	13	65,0	65,0	100,0
Total	20	100,0	100,0	

Item_19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	1	5,0	5,0	5,0
3,00	8	40,0	40,0	45,0
4,00	11	55,0	55,0	100,0
Total	20	100,0	100,0	

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
 2. Dilarang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 3. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Item_20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2,00	1	5,0	5,0	5,0
3,00	7	35,0	35,0	40,0
4,00	12	60,0	60,0	100,0
Total	20	100,0	100,0	

Appendix 3 – The Outcomes of Validity and Reliability Test

Correlations

		Item_1	Item_2	Item_3	Item_4	Item_5	Item_6
Item_1	Pearson Correlation	1	,617**	,719**	,674**	,850**	,572**
	Sig. (2-tailed)		,000	,000	,000	,000	,001
	N	30	30	30	30	30	30
Item_2	Pearson Correlation	,617**	1	,422*	,640**	,508**	,456*
	Sig. (2-tailed)	,000		,020	,000	,004	,011
	N	30	30	30	30	30	30
Item_3	Pearson Correlation	,719**	,422*	1	,801**	,744**	,572**
	Sig. (2-tailed)	,000	,020		,000	,000	,001
	N	30	30	30	30	30	30
Item_4	Pearson Correlation	,674**	,640**	,801**	1	,659**	,720**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	30	30	30	30	30	30
Item_5	Pearson Correlation	,850**	,508**	,744**	,659**	1	,681**
	Sig. (2-tailed)	,000	,004	,000	,000		,000
	N	30	30	30	30	30	30
Item_6	Pearson Correlation	,572**	,456*	,572**	,720**	,681**	1
	Sig. (2-tailed)	,001	,011	,001	,000	,000	
	N	30	30	30	30	30	30
Item_7	Pearson Correlation	,582**	,325	,910**	,716**	,569**	,289
	Sig. (2-tailed)	,001	,079	,000	,000	,001	,122
	N	30	30	30	30	30	30
Item_8	Pearson Correlation	,582**	,779**	,582**	,716**	,446*	,289
	Sig. (2-tailed)	,001	,000	,001	,000	,014	,122
	N	30	30	30	30	30	30
Item_9	Pearson Correlation	,488**	,583**	,610**	,592**	,456*	,286
	Sig. (2-tailed)	,006	,001	,000	,001	,011	,126
	N	30	30	30	30	30	30
Item_10	Pearson Correlation	,628**	,392*	,628**	,614**	,570**	,352



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruhnya tulisan ini tanpa mencantumkan dan menyebutkan sumber.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Sig. (2-tailed)	,000	,032	,000	,000	,001	,057
N	30	30	30	30	30	30
Pearson Correlation	,545**	,220	,750**	,561**	,661**	,593**
Item_11	Sig. (2-tailed)	,002	,243	,000	,001	,000
N	30	30	30	30	30	30
Pearson Correlation	,586**	,199	,863**	,632**	,597**	,348
Item_12	Sig. (2-tailed)	,001	,293	,000	,000	,059
N	30	30	30	30	30	30

Correlations

		Item_7	Item_8	Item_9	Item_10	Item_11	Item_12
Item_1	Pearson Correlation	,582	,582**	,488**	,628**	,545**	,586**
	Sig. (2-tailed)	,001	,001	,006	,000	,002	,001
	N	30	30	30	30	30	30
Item_2	Pearson Correlation	,325**	,779	,583*	,392**	,220**	,199*
	Sig. (2-tailed)	,079	,000	,001	,032	,243	,293
	N	30	30	30	30	30	30
Item_3	Pearson Correlation	,910**	,582*	,610	,628**	,750**	,863**
	Sig. (2-tailed)	,000	,001	,000	,000	,000	,000
	N	30	30	30	30	30	30
Item_4	Pearson Correlation	,716**	,716**	,592**	,614	,561**	,632**
	Sig. (2-tailed)	,000	,000	,001	,000	,001	,000
	N	30	30	30	30	30	30
Item_5	Pearson Correlation	,569**	,446**	,456**	,570**	,661	,597**
	Sig. (2-tailed)	,001	,014	,011	,001	,000	,000
	N	30	30	30	30	30	30
Item_6	Pearson Correlation	,289**	,289*	,286**	,352**	,593**	,348
	Sig. (2-tailed)	,122	,122	,126	,057	,001	,059
	N	30	30	30	30	30	30
Item_7	Pearson Correlation	1**	,619	,653**	,622**	,603**	,868
	Sig. (2-tailed)		,000	,000	,000	,000	,000
	N	30	30	30	30	30	30
Item_8	Pearson Correlation	,619**	1**	,795**	,713**	,365*	,545
	Sig. (2-tailed)	,000		,000	,000	,047	,002
	N	30	30	30	30	30	30
Item_9	Pearson Correlation	,653**	,795**	1**	,552**	,625*	,686
	Sig. (2-tailed)	,000	,000		,002	,000	,000
	N	30	30	30	30	30	30
Item_10	Pearson Correlation	,622**	,713*	,552**	1**	,565**	,744
	Sig. (2-tailed)	,000	,000	,002		,001	,000
	N	30	30	30	30	30	30
Item_11	Pearson Correlation	,603**	,365	,625**	,565**	1**	,803**
	Sig. (2-tailed)	,000	,047	,000	,001		,000
	N	30	30	30	30	30	30



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Pearson Correlation	,868**	,545	,686**	,744**	,803**	1
Item_12 Sig. (2-tailed)	,000	,002	,000	,000	,000	
N	30	30	30	30	30	30

Correlations

	Item_13	Item_14	Item_15	Item_16	Item_17	Item_18
Item_1 Pearson Correlation	,485	,143**	,419**	,366**	,067**	,374**
Item_1 Sig. (2-tailed)	,007	,450	,021	,047	,726	,042
N	30	30	30	30	30	30
Item_2 Pearson Correlation	,469**	,298	,203*	,076**	,368**	,148*
Item_2 Sig. (2-tailed)	,009	,110	,281	,689	,046	,436
N	30	30	30	30	30	30
Item_3 Pearson Correlation	,693**	,488*	,699	,366**	,267**	,261**
Item_3 Sig. (2-tailed)	,000	,006	,000	,047	,154	,163
N	30	30	30	30	30	30
Item_4 Pearson Correlation	,608**	,503**	,641**	,263	,342**	,191**
Item_4 Sig. (2-tailed)	,000	,005	,000	,160	,065	,311
N	30	30	30	30	30	30
Item_5 Pearson Correlation	,590**	,195**	,507**	,456**	,125	,356**
Item_5 Sig. (2-tailed)	,001	,302	,004	,011	,511	,054
N	30	30	30	30	30	30
Item_6 Pearson Correlation	,635**	,263*	,455**	,286**	,417**	,205
Item_6 Sig. (2-tailed)	,000	,161	,012	,126	,022	,277
N	30	30	30	30	30	30
Item_7 Pearson Correlation	,525**	,534	,716**	,369**	,179**	,296
Item_7 Sig. (2-tailed)	,003	,002	,000	,045	,345	,113
N	30	30	30	30	30	30
Item_8 Pearson Correlation	,525**	,634**	,553**	,227**	,412*	,296
Item_8 Sig. (2-tailed)	,003	,000	,002	,227	,024	,113
N	30	30	30	30	30	30
Item_9 Pearson Correlation	,812**	,672**	,582**	,524**	,404*	,408
Item_9 Sig. (2-tailed)	,000	,000	,001	,003	,027	,025
N	30	30	30	30	30	30
Item_10 Pearson Correlation	,436**	,649*	,773**	,450**	,151**	,413
Item_10 Sig. (2-tailed)	,016	,000	,000	,013	,426	,023
N	30	30	30	30	30	30
Item_11 Pearson Correlation	,832**	,500	,732**	,625**	,353**	,473**
Item_11 Sig. (2-tailed)	,000	,005	,000	,000	,056	,008
N	30	30	30	30	30	30
Item_12 Pearson Correlation	,650**	,537	,799**	,565**	,122**	,427
Item_12 Sig. (2-tailed)	,000	,002	,000	,001	,522	,019
N	30	30	30	30	30	30

Correlations



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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan atau menyebutkan sumbernya.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		Item_19	Item_20	TOTAL
Item_1	Pearson Correlation	,067	,277**	,711**
	Sig. (2-tailed)	,726	,138	,000
	N	30	30	30
Item_2	Pearson Correlation	,368**	,469	,605*
	Sig. (2-tailed)	,046	,009	,000
	N	30	30	30
Item_3	Pearson Correlation	,267**	,277*	,842
	Sig. (2-tailed)	,154	,138	,000
	N	30	30	30
Item_4	Pearson Correlation	,342**	,327**	,814**
	Sig. (2-tailed)	,065	,078	,000
	N	30	30	30
Item_5	Pearson Correlation	,125**	,354**	,737**
	Sig. (2-tailed)	,511	,055	,000
	N	30	30	30
Item_6	Pearson Correlation	,417**	,423*	,654**
	Sig. (2-tailed)	,022	,020	,000
	N	30	30	30
Item_7	Pearson Correlation	,179**	,161	,754**
	Sig. (2-tailed)	,345	,394	,000
	N	30	30	30
Item_8	Pearson Correlation	,412**	,404**	,770**
	Sig. (2-tailed)	,024	,027	,000
	N	30	30	30
Item_9	Pearson Correlation	,404**	,677**	,827**
	Sig. (2-tailed)	,027	,000	,000
	N	30	30	30
Item_10	Pearson Correlation	,151**	,174*	,752**
	Sig. (2-tailed)	,426	,357	,000
	N	30	30	30
Item_11	Pearson Correlation	,353**	,492	,818**
	Sig. (2-tailed)	,056	,006	,000
	N	30	30	30
Item_12	Pearson Correlation	,122**	,239	,797**
	Sig. (2-tailed)	,522	,203	,000
	N	30	30	30

Correlations

		Item_1	Item_2	Item_3	Item_4	Item_5	Item_6
Item_13	Pearson Correlation	,485	,469**	,693**	,608**	,590**	,635**
	Sig. (2-tailed)	,007	,009	,000	,000	,001	,000
	N	30	30	30	30	30	30
Item_14	Pearson Correlation	,143**	,298	,488*	,503**	,195**	,263*



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	Sig. (2-tailed)	,450	,110	,006	,005	,302	,161
	N	30	30	30	30	30	30
	Pearson Correlation	,419**	,203*	,699	,641**	,507**	,455**
Item_15	Sig. (2-tailed)	,021	,281	,000	,000	,004	,012
	N	30	30	30	30	30	30
	Pearson Correlation	,366**	,076**	,366**	,263	,456**	,286**
Item_16	Sig. (2-tailed)	,047	,689	,047	,160	,011	,126
	N	30	30	30	30	30	30
	Pearson Correlation	,067**	,368**	,267**	,342**	,125	,417**
Item_17	Sig. (2-tailed)	,726	,046	,154	,065	,511	,022
	N	30	30	30	30	30	30
	Pearson Correlation	,374**	,148*	,261**	,191**	,356**	,205
Item_18	Sig. (2-tailed)	,042	,436	,163	,311	,054	,277
	N	30	30	30	30	30	30
	Pearson Correlation	,067**	,368	,267**	,342**	,125**	,417
Item_19	Sig. (2-tailed)	,726	,046	,154	,065	,511	,022
	N	30	30	30	30	30	30
	Pearson Correlation	,277**	,469**	,277**	,327**	,354*	,423
Item_20	Sig. (2-tailed)	,138	,009	,138	,078	,055	,020
	N	30	30	30	30	30	30
	Pearson Correlation	,711**	,605**	,842**	,814**	,737*	,654
TOTAL	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000
	N	30	30	30	30	30	30

Correlations

		Item_7	Item_8	Item_9	Item_10	Item_11	Item_12
Item_13	Pearson Correlation	,525	,525**	,812**	,436**	,832**	,650**
	Sig. (2-tailed)	,003	,003	,000	,016	,000	,000
	N	30	30	30	30	30	30
Item_14	Pearson Correlation	,534**	,634	,672*	,649**	,500**	,537*
	Sig. (2-tailed)	,002	,000	,000	,000	,005	,002
	N	30	30	30	30	30	30
Item_15	Pearson Correlation	,716**	,553*	,582	,773**	,732**	,799**
	Sig. (2-tailed)	,000	,002	,001	,000	,000	,000
	N	30	30	30	30	30	30
Item_16	Pearson Correlation	,369**	,227**	,524**	,450	,625**	,565**
	Sig. (2-tailed)	,045	,227	,003	,013	,000	,001
	N	30	30	30	30	30	30
Item_17	Pearson Correlation	,179**	,412**	,404**	,151**	,353	,122**
	Sig. (2-tailed)	,345	,024	,027	,426	,056	,522
	N	30	30	30	30	30	30
Item_18	Pearson Correlation	,296**	,296*	,408**	,413**	,473**	,427
	Sig. (2-tailed)	,113	,113	,025	,023	,008	,019
	N	30	30	30	30	30	30



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Hak cipta milik UIN Suska Riau
 State Islamic University of Sultan Syarif Kasim Riau

Pearson Correlation	,179**	,412	,404**	,151**	,353**	,122
Item_19 Sig. (2-tailed)	,345	,024	,027	,426	,056	,522
N	30	30	30	30	30	30
Pearson Correlation	,161**	,404**	,677**	,174**	,492*	,239
Item_20 Sig. (2-tailed)	,394	,027	,000	,357	,006	,203
N	30	30	30	30	30	30
Pearson Correlation	,754**	,770**	,827**	,752**	,818*	,797
TOTAL Sig. (2-tailed)	,000	,000	,000	,000	,000	,000
N	30	30	30	30	30	30

Correlations

	Item_13	Item_14	Item_15	Item_16	Item_17	Item_18
Pearson Correlation	1	,636**	,620**	,541**	,518**	,290**
Item_13 Sig. (2-tailed)		,000	,000	,002	,003	,120
N	30	30	30	30	30	30
Pearson Correlation	,636**	1	,769*	,336**	,520**	,137*
Item_14 Sig. (2-tailed)	,000		,000	,070	,003	,470
N	30	30	30	30	30	30
Pearson Correlation	,620**	,769*	1	,582**	,358**	,367**
Item_15 Sig. (2-tailed)	,000	,000		,001	,052	,046
N	30	30	30	30	30	30
Pearson Correlation	,541**	,336**	,582**	1	,143**	,554**
Item_16 Sig. (2-tailed)	,002	,070	,001		,450	,001
N	30	30	30	30	30	30
Pearson Correlation	,518**	,520**	,358**	,143**	1	,351**
Item_17 Sig. (2-tailed)	,003	,003	,052	,450		,057
N	30	30	30	30	30	30
Pearson Correlation	,290**	,137*	,367**	,554**	,351**	1
Item_18 Sig. (2-tailed)	,120	,470	,046	,001	,057	
N	30	30	30	30	30	30
Pearson Correlation	,518**	,520**	,358**	,143**	1,000**	,351
Item_19 Sig. (2-tailed)	,003	,003	,052	,450	,000	,057
N	30	30	30	30	30	30
Pearson Correlation	,769**	,445**	,310**	,677**	,518*	,290
Item_20 Sig. (2-tailed)	,000	,014	,095	,000	,003	,120
N	30	30	30	30	30	30
Pearson Correlation	,853**	,692**	,805**	,591**	,536*	,499
TOTAL Sig. (2-tailed)	,000	,000	,000	,001	,002	,005
N	30	30	30	30	30	30

Correlations

	Item_19	Item_20	TOTAL
Item_13 Pearson Correlation	,518	,769**	,853**
Item_13 Sig. (2-tailed)	,003	,000	,000



N	30	30	30
Pearson Correlation	,520**	,445	,692*
Sig. (2-tailed)	,003	,014	,000
N	30	30	30
Pearson Correlation	,358**	,310*	,805
Sig. (2-tailed)	,052	,095	,000
N	30	30	30
Pearson Correlation	,143**	,677**	,591**
Sig. (2-tailed)	,450	,000	,001
N	30	30	30
Pearson Correlation	1,000**	,518**	,536**
Sig. (2-tailed)	,000	,003	,002
N	30	30	30
Pearson Correlation	,351**	,290*	,499**
Sig. (2-tailed)	,057	,120	,005
N	30	30	30
Pearson Correlation	1**	,518	,536**
Sig. (2-tailed)		,003	,002
N	30	30	30
Pearson Correlation	,518**	1**	,612**
Sig. (2-tailed)	,003		,000
N	30	30	30
Pearson Correlation	,536**	,612**	1**
Sig. (2-tailed)	,002	,000	
N	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability

Case Processing Summary

	N	%
Valid	30	100,0
Excluded ^a	0	,0
Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,946	20



Item Statistics

	Mean	Std. Deviation	N
Item_1	3,6667	,60648	30
Item_2	3,7333	,58329	30
Item_3	3,6667	,60648	30
Item_4	3,7333	,44978	30
Item_5	3,7000	,53498	30
Item_6	3,7000	,59596	30
Item_7	3,7333	,52083	30
Item_8	3,7333	,52083	30
Item_9	3,7000	,46609	30
Item_10	3,6000	,72397	30
Item_11	3,6333	,55605	30
Item_12	3,6333	,61495	30
Item_13	3,6667	,54667	30
Item_14	3,6667	,66089	30
Item_15	3,8000	,40684	30
Item_16	3,7000	,46609	30
Item_17	3,5667	,56832	30
Item_18	3,5333	,50742	30
Item_19	3,5667	,56832	30
Item_20	3,6667	,54667	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	69,7333	55,030	,669	,943
Item_2	69,6667	56,230	,554	,945
Item_3	69,7333	53,789	,817	,941
Item_4	69,6667	55,885	,793	,942
Item_5	69,7000	55,528	,703	,943
Item_6	69,7000	55,666	,607	,945
Item_7	69,6667	55,540	,723	,943
Item_8	69,6667	55,402	,741	,942
Item_9	69,7000	55,597	,807	,942
Item_10	69,8000	53,407	,708	,943
Item_11	69,7667	54,599	,793	,941
Item_12	69,7667	54,116	,766	,942
Item_13	69,7333	54,409	,832	,941
Item_14	69,7333	54,685	,644	,944

1. Dilarang mengutip, menyalin, atau menjiplak sebagian atau seluruh isi karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

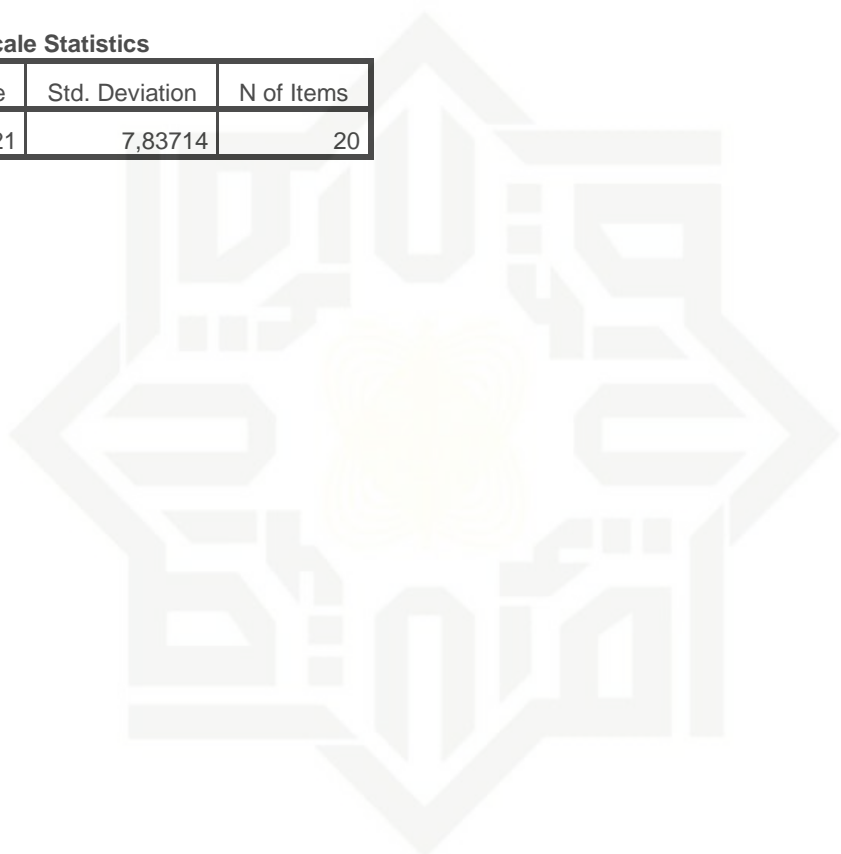


2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Item_15	69,6000	56,455	,785	,943
Item_16	69,7000	57,321	,550	,945
Item_17	69,8333	56,971	,481	,946
Item_18	69,8667	57,706	,448	,947
Item_19	69,8333	56,971	,481	,946
Item_20	69,7333	56,478	,565	,945

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
73,4000	61,421	7,83714	20



UIN SUSKA RIAU