Students' Attitudes towards Internet Memes in Writing Descriptive Text

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ABSTRACT

The aim of this research is to investigate students' attitudes in writing descriptive text using Internet memes as a writing medium and the reasons leading to the particular attitude that occurred. This qualitative descriptive research was conducted using purposive sampling to a class that consists of 13 fourth semester students of the English Language Education study program at Universitas Tanjungpura in Essay Writing course. There are two types of data collected in this research; they are primary and secondary data. The primary data were obtained from the semantic differential questionnaire and the semi-structured interview, which was conducted to five of the students, whereas the secondary data were acquired from students' writing scores of the Internet memes descriptive writing task. The findings reported that students have a positive attitude towards the task of writing descriptive text using Internet memes. Factors that influenced their positive attitude are the sense of enjoyment and casual feeling from the task, the sense of freedom and relatedness from their chosen memes, and the visual aid from the pictures that helps illustrate better description and helps them understand how to describe better in words. From the result, it is clear that the Internet memes pictures are helpful to boost their attitudes in writing descriptive text. It is suggested that by using fun writing media, such as Internet memes, writing teachers can put students in a comfortable learning atmosphere, so that they can absorb other important learning materials better.

Keywords: attitude, Internet memes, descriptive text, writing ability.

1. INTRODUCTION

1.1. Introduction

The adaptation from offline to online learning system during the Covid-19 pandemic forced teachers and students to utilize online learning resources from the Internet, one of them are social media. In this condition, teachers and/or instructors had to provide learning media that support students' learning needs. From this situation, it is found that social media such as *YouTube*, *Facebook* and *Instagram* are used the most for students to learn English (Al-Arif, 2019). Therefore, it could not be denied that besides using the Internet and social media for educational purposes, students also use social media to keep themselves entertained (Bal & Bicen, 2017). This shows that social media has a significant effect on students' English learning ability due to its frequent use on students' everyday life.

In addition, one of the challenges that are often found in students' learning and/or writing ability is their attitude. According to Merriam Webster dictionary, attitude is defined as "a bodily state of readiness to respond in a characteristic way to a stimulus (such as an object, concept, or situation)". An attitude occurs when a person experiences an exposure or interaction of a certain stimulus in a spontaneous way. From this situation, the person will process a first impression within just one-tenth of a second of the interaction or exposure (Willis & Todorov, 2006). First impression is a crucial step in understanding an occurrence. It defines as a sense of mental images, such as judgment, expectation and perception towards a person, place, idea or an object that occurs when someone first interacts or exposes directly with it (Cetin, 2020)

In academic context, if a new learning method or medium is exposed to the students for the first time, their minds will form a judgment, expectation and subjective views to it depending on their response about the same event from the previous memory. Therefore, they can show either negative or positive attitude that will affect their behavior in absorbing the learning materials. This statement is supported by some studies that report the impact of positive and negative attitudes on students' learning performances (Abdullah & Shah, 2014; Indah Sari et al., 2020; Jabali, 2018). In brief, they believe that a positive attitude leads students to feel encouraged, enjoyable and motivated, which results in good learning outcomes whereas a negative attitude tends to make students reluctant and discouraged from learning activities. Therefore, the researchers assumed that it is important to find and discuss students' attitudes towards the Internet memes as a medium in writing descriptive text and its causes as it may have affected their writing outcomes.

The meaning of memes is originally invented by Richard Dawkins as ideas and information that can be transmitted to others by particular carriers (Dawkins, 2006). Nowadays, Internet memes are broadly recognized as some kind of entertaining and humorous pictures, texts and/or video clips that include trendy and relatable information and news, which are often spread through social media platforms (Purnama, 2017). As memes gain its popularity, many researchers and teachers apply them as learning media as it brings more casual and informal learning atmosphere for students due to its humorous aspect.

Purnama (2017) discussed about making original memes in the form of pictures where the students put a description text to the memes (caption). Thus, the researchers concluded that there is a correlation between descriptive text and memes. Therefore, this research used descriptive text where the students used Internet memes in the form of pictures as the object to be described. Mansourzadeh (2014) stated that pictures function as visual aids that can intrigue students in getting new ideas. This implies that pictures can be a trigger for students to express more ideas into their writings because of its graphical attraction.

It is widely assumed that humorous atmosphere is beneficial to teach learning materials for students (Martin, 2021). However, there are also some studies discovered the drawbacks of using humorous materials in teaching. According to Martin (2021), comedy in classroom can become offensive and awkward if it is used in inappropriate situation and condition. In addition, culture is also a crucial factor for students in understanding the humorous messages or jokes (Sambrani, et al., 2014). Thus, humorous materials in classroom should be used wisely.

Considering this fact, the present research tried to prove the effect of memes as a humorous teaching medium to students' attitudes, especially in writing descriptive text as they have a correlation. The research was also conducted considering the importance of descriptive text and writing ability in academic and everyday life context.

1.2. Research questions

It is important to study more of students' understanding and perception towards the Internet memes as a humorous writing medium as it affects their attitudes. Therefore, the researchers seek an opportunity to discover whether the students show favorable or unfavorable behavior towards the Internet memes in writing descriptive text.

In addition, the factors that influenced their attitudes are also the problem that the researchers intended to explore.

1.3. Significance of the study

The researchers hope this study will help both the writing instructors and students to understand the effect of Internet memes on writing ability in descriptive text and to motivate them to find other helpful writing media. Other than that, the researchers hope that this study will be useful for other researchers to be referred in conducting similar studies in the future.

2. METHOD

2.1. Research Design

This study used qualitative descriptive design according to the context of the research. Qualitative descriptive is a research design that aims to sum up and narrate participants' experiences towards a particular phenomenon and its characteristics Therefore, qualitative descriptive design was chosen to provide in-depth narration and explanation of findings and results of this present research problems and purposes.

A study from Seymen and Ferda (2015). in investigating employees' opinion of a business hotel in Istanbul, Turkey, also uses this research method to explain the participants' reasoning and behavioral aspects in forming their opinions towards a business hotel. This means that despite the other research designs, a qualitative study is also beneficial in interpreting attitudinal and psychological matters in a study.

Moreover, because the present research planned to analyze students' attitudes, such as perceptions and opinions, it was best to identify and examine the underlying issue of students' behavioral aspects qualitatively using this method.

1.2. Samples/Participants

This study was conducted to 13 fourth semester students of Essay Writing course at the English Language Education Department of Universitas Tanjungpura with purposive sampling. The researchers intended to conduct the research and give contribution in this suitable institution in order to obtain answers for the research problems and research purposes. The main reason why the researchers chose the 13 fourth semester students to be the participants of this study is, because they take Essay Writing course and they already took previous writing skill related courses, such as Writing Skill Development and Paragraph Writing. This implies that they are already familiar with writing transactional texts and its knowledge, especially descriptive text. Therefore, they are suitable to be participated in this study.

1.3. Instruments

The first instrument used in this research was an open-ended questionnaire of preliminary survey (pre-survey) to discover students' opinions on writing descriptive text without using Internet memes. Here, the researchers identified and evaluated students' opinions and perceptions towards writing descriptive text using conventional method with a pre-survey questionnaire to the 13 students of Essay Writing course. The questionnaire was consisted of 10 questions. It covered students' knowledge and understanding about descriptive text, their perceptions about writing descriptive text using pictures as media and their difficulties in writing descriptive text. This aimed to compare students' view and attitudes of writing descriptive text using the old method and the new one with Internet memes later. The table of specification of the questionnaire can be seen as follows.

Table 1. Pre-survey Questionnaire Specification

No.	Objectives	Questions
1.	To assess students' knowledge and understanding about descriptive text	1. What do you know about descriptive text?
2.	To assess students' perceptions about writing descriptive text using pictures as media	2. Is writing descriptive text difficult? If yes/no, why? 3. What media do you like to use in writing descriptive text (e.g. picture, videos, or using no media at all)? And why? 4. What do you think of writing descriptive text using pictures as media?
3.	To assess students' struggles and difficulties in writing descriptive text (method, vocabulary, grammar, text structure and technical matters)	6. What are the struggles or difficulties you often found during writing descriptive text with the method that you usually use? 7. Please explain any difficulty in terms of vocabulary or word choice in writing descriptive text (if you have any). 8. Please explain any difficulty in terms of grammar in writing descriptive text (if you have any). 9. Please explain any difficulty in terms of the structure of descriptive text, i.e. the introduction and description (if you have any). 10. Please explain any difficulty in terms of the language feature and technical matter in writing descriptive text, i.e. the adjectives, punctuations, conjunctions, etc. (if you have any). 11. From scale 1-10 how much do you like writing descriptive text? And why?

The second instrument, which functioned as secondary data was descriptive writing assignments. The researchers gave students two types of descriptive writing tasks to discover their scores from both of the tasks that were used as a comparison to their attitudes. The first task was a usual descriptive text that talked about role models. The topic was chosen because it was considered that they were already used to doing writing tasks with that kind of topic in their experience. The next writing task was an instruction to describe an Internet meme of their choice in the form of descriptive text. This aimed so that the students were exposed to the comparison between writing with a conventional method and the new one with Internet memes.

The next instrument used was a semantic differential questionnaire. Semantic differential questionnaire was used as one of the primary data in this study to obtain students' opinions and perceptions as a way to assess their attitudes towards Internet memes in writing descriptive text. Semantic differential is a questionnaire that includes a series of points (usually seven points) of bipolar adjectives or opposite adjectives where they are placed at the ends of the scales (Divilová, 2016). It aims to represent one's attitude towards particular objects, concepts or activities. The use of this type of questionnaire is to obtain "deeper layers of thinking and feelings of the respondent[s']..." (Divilová, 2016, pg. 1859). This type of scale is often used in gaining attitudinal information. The questionnaire was given after the students finished their second meeting of doing descriptive writing assignment with Internet memes.

The last technique of data collection was semi-structured interview. In this study, a semi-structured interview technique was used to provide another primary data and to give the researchers more personal and broader image of students' perceptions and opinions on Internet memes in writing descriptive text in order to examine their attitudes. In this study, the interview was held after the questionnaire was given. The interview rubric consisted of seven questions divided into three categories that assessed students' experiences, perspectives, and opinions towards Internet memes in writing descriptive text.

Furthermore, the interview was conducted according to the analysis of most chosen scales in the semantic differential questionnaire. After the questionnaire was analyzed with percentage analysis, five students were found to choose the most chosen scales from the questionnaire that range from scale three (negative attitude) to scale seven (very positive attitude).

1.4. Data analysis

In this study, there are four instruments of data collection; they are pre-survey questionnaire, descriptive writing assignments, semantic differential questionnaire and interview

transcript. Here, the researchers used thematic analysis from Braun and Clarke (2006) for analyzing two out of the instruments, which are pre-survey questionnaire and the interview transcripts.

The interview transcripts and the open-ended pre-survey questionnaire consisted of textual information, which contained students' opinions and perceptions in writing descriptive text to both writing methods. Therefore, to find a pattern response from students' answers, the researchers used thematic analysis from Braun and Clarke (2006) to analyze them. Thematic analysis is considered as the most appropriate method to analyze textual data that aimed to understand a person's attitudes, experiences and thoughts towards an object, activity, ideas and/or other interactions (Kiger & Varpio, 2020). The method consisted of several steps. They are, familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing the analysis report. In this research, the researchers transcribed the audio from the interview first and followed by conducting the other steps of thematic analysis stated above and applied the same steps for the pre-survey questionnaire.

Besides, to analyze the semantic differential questionnaire, the researchers applied percentage calculation technique. The percentage was applied to calculate each chosen scale of the questionnaire. This aimed to calculate the frequency of positive and negative attitudes that occurred during the program. After the analysis, the researchers described the result of the percentage to see how much students choose each scale in questionnaire using the indicators of percentage as follows.

Table 2. Indicators of Percentage

Percentage	Meaning
100%	= All students
76-99%	= Most students
51-75%	= More than half of the students
50%	= Half of the students
26-49%	= Less than half of the students
1-25%	= Few students
0%	= No students

By using those indicators, the researchers measured how much students chose a particular point of the scale that represents positive or negative attitudes towards Internet memes in writing descriptive text. Thus, the researchers could identify which attitude influenced them the most during the intervention.

In addition, the meanings of seven scales in the questionnaire were specified according to the translation of scales mentioned by Krosnick and Presser (2009) as can be seen in Table 3.

Table 3. Scales Specification

Scales	Meaning
1 (VN)	- Very negative (very dislike the program)
2 (MN)	- Moderately negative (dislike the program a moderate amount)
3 (SN)	- Slightly negative (dislike the program a little)
4 (N)	- Neutral (neither like nor dislike the program)
5 (SP)	- Slightly positive (like the program a little)
6 (MP)	- Moderately positive (like the program a moderate amount)
7 (VP)	- Very positive (very like the program)

Lastly, to analyze students' descriptive text writing assignments the researchers used a writing rubric obtained from (Heaton, 1988). The researchers adopted this rubric to assess students' descriptive writing ability based on the first and second assignments. The rubric can be seen in the following table.

Table 4. Writing Rubric

Writing Elements	Score	Category
Content	30-27	Excellent to very good (knowledgeable, substantive)
	26-22	Good to average (some knowledge of subject, adequate range)
	21-17	Fair to poor (limited knowledge of subject, little substance)
	16-13	Very poor (does not show knowledge of subject, non substantive)
Organization	20-18	Excellent to very good (fluent expression,

ideas clearly stated)

	17-14	Good to average (somewhat choppy, loosely organized but main ideas stand out)
	13-10	Fair to poor (non-fluent, ideas confused or disorganized)
	9-7	Very poor (does not communicate, no organization)
Vocabulary	20-18	Excellent to very good (sophisticated range, effective word/idiom choice and usage)
	17-14	Good to average (adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured)
	13-10	Fair to poor (limited range, frequent errors of word/idiom form, choice, usage)
	9-7	Very poor (essentially translation, little knowledge of English vocabulary)
Language use	25-22	Excellent to very good (effective complex constructions)
	21-19	Good to average (effective but simple constructions)
	17-11	Fair to poor (major problems in simple/complex constructions)
	10-5	Very poor (virtually no mastery of sentence construction rules)
Mechanics	5	Excellent to very good (demonstrates mastery of conventions)
	4	Good to average (occasional errors of spelling, punctuation)
	3	Fair to poor (frequent errors of spelling, punctuation, capitalization)
	2	Very poor (no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing)

3.FINDINGS AND DISCUSSION

3.1. Findings

The research questions, which asked about students' attitudes and the reasons leading the attitude to occur, are answered in this section. The researchers used primary data from the semantic differential questionnaire and semi structured interview transcripts. The data were supported with secondary data from the pre-survey questionnaire and the writing tasks.

1. **Students' Positive Attitudes towards Internet memes in Writing Descriptive Text**

Based on the analysis of the pre-survey questionnaire, it was found that nine out of ten students who responded had difficulties writing descriptive text with the conventional method they often use, which does not incorporate any picture as a writing medium, particularly in the aspects of word choice and ideas development. Some of the students' statements can be read as follows.

> *"I often find myself stuck at finding the correct words to describe something. I usually just find the words in a dictionary, or Google them."* **(Student 1)**

> *"The difficulty that I usually find is when I have to relate each sentence to make it a complete paragraph."* **(Student 3)**

From this finding, it is interesting to see that they have a bad view about using the conventional method in writing descriptive text. In other hands, they still can do the task, but they also face some problems in the process and it clearly affected their attitudes towards the method. Because of many writing problems they face, they may feel unmotivated in doing the activity with conventional method.

In line with the problem and the research questions, the researchers used the semantic differential questionnaire to measure students' attitudes as primary data. Based on the analysis of the semantic differential questionnaire, it showed that the most chosen scales were 5 (slightly positive) and 6 (moderately positive), which had 84% votes of students and the least chosen scale was 1 (very negative) that had 0% of votes. This implies that students had chosen the statements from the questionnaire that had positive attitude implications to it more than the negative ones. The items with positive attitude implication are such as, *"I think it was easy to do"*, *"I think it was a simple task"*, and *"I understood the task clearly",* whereas the negative attitude implication are such as, *"I this it was difficult to do"*, *"I think it was very complicated"*, and *"I was confused with the task"*. The result of the scales frequency can be seen as follow:

Table 5. Frequency of Each Chosen Scale

Scales	Number of students	Frequency (out of 100%)
1 (VN)	0	0% (No students)
2 (MN)	3	23% (Few students)
3 (SN)	5	38% (Less than half of the students)
4 (N)	10	76% (Most students)
5 (SP)	11	84% (Most students)
6 (MP)	11	84% (Most students)
7 (VP)	9	69% (More than half of the students)

From this result, it can be concluded that most students showed a positive attitude towards Internet memes in writing descriptive text. More than half of the students also showed a very positive attitude. In addition, only few to less than half of the students showed a slightly and moderately negative attitude towards the intervention.

The next evidence of students' positive attitudes can be seen from the interview transcripts. The interview was conducted according to the most chosen scales in the semantic differential questionnaire. Thus, five out of thirteen students were chosen to be interviewed. The interviewees were; a student who chose the most scales of slightly negative attitude (scale three), the neutral attitude (scale four), the slightly positive attitude (scale five), the moderately positive attitude (scale six), and the very positive attitude (scale seven).

From the transcription, four out of five students mentioned "fun, enjoyable and entertaining" to describe their impressions towards the task of writing descriptive text with Internet memes, which implied a positive attitude. The statements can be seen as follows.

"I think, when I used memes to do our project, it was quite fun and enjoyable, because in the memes writing task we also learn about how people express their feelings through the memes." **(Student 2***)*

"I think writing descriptive text using memes is very interesting because apart from writing, I can also enjoy the meme and feel the meme (relate to the meme)" **(Student 3)**

However, one student said that the program was hard to do and did not suitable to be applied in an academic context. He said:

"For me personally, I think using memes as a platform to write descriptive text is kind of not as effective because I think when using memes, it's hard to describe, because some memes are very hard to describe and you need to understand the origins of it to get the actual meaning of the memes. So, it's really hard to use a meme as a medium to write descriptive text." **(Student 1)**
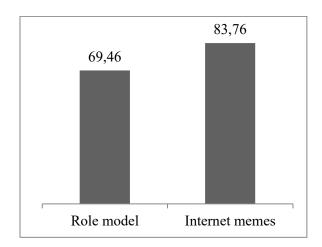
As the Student 1 chose mostly the scale three (slightly negative) in the semantic differential questionnaire, he showed unfavorable responses towards the intervention. However, he also mentioned that the program could be a good refreshment task for downtime in the class as it was very laid back and humorous, he said:

"I think one of the advantages of using memes is that it's very, very laid back, I guess. So there is not as much pressure to search it, to fact check it because it's all up to the person's interpretation of the meaning of the memes. So I guess it's easier to understand, but hard to describe, I guess you could say that." **(Student 1)**

In conclusion, for the most part students showed positive attitudes towards the program. They felt that it was a fun, enjoyable and interesting task, because it was incorporated with some humorous pictures and they could freely write their thoughts about the meme they had chosen. However, the students who showed negative attitudes might have felt the task was not in their typical academic style, so they felt uncomfortable doing it.

Another evidence of students' positive attitude was shown from the average scores of students' writing tasks. Based on both students' descriptive text assignments scores, it showed that the average score of the second task was increased by 14.3 points. The average score for the first task was 69.46 and the second task was 83.76. There was also some plagiarism issue from two of the students' assignments of the first task. The comparison can be seen in the following chart.

Chart 1. Comparison of Students' Average Score

This shows that students did not feel confident and motivated enough to make an original descriptive text by themselves. Compared to the second task, there was no plagiarism issue and their answers were more authentic. It can be seen from their word choice and handwriting that showed some connection between their ideas and the meme that they chose in the descriptive text. This finding shows that students had favorable perceptions towards the second task that their average writing score increased.

2. Reasons Leading to Students' Positive Attitudes towards Internet memes in Writing Descriptive Text

a. The Sense of Enjoyment

When the students were asked questions to investigate their impressions and feelings when doing the Internet meme task in the interview like *"How is your impression of using Internet memes in writing descriptive text?"* and *"How do you feel when making a descriptive text using memes?"* Most of them said that they felt enjoyable while doing the task. They also said that the task was fun to do. Two of the students said in the interview, that:

"It was quite fun and enjoyable, because in the memes writing task we also learn about how people express their feelings through the memes." **(Student 2)**

"I really like this method in writing descriptive text. Because the first reason is because it's fun and it's entertaining." **(Student 3)**

Based on data from the semantic differential questionnaire, more than half of the students also voted on a very positive scale on statements that represent their understanding of the task. Less than half of the students also chose very positive scale on statements that represent the comfort in doing the task and its easiness to understand scale.

Thus, the evidence implies that they showed positive attitudes towards Internet memes because they enjoyed the task. It is also obvious that the sense of humor in Internet memes made it a fun and casual task, which had affected their writing outcomes.

b. The Sense of Freedom and Relatedness in Expressing Feelings through Internet Memes

The students also mentioned the other reason that influenced their positive attitudes towards Internet memes which was the sense of freedom and relatedness in expressing their thoughts. Because they chose the memes by themselves, they felt more free to express their ideas and relate to the memes. They said:

"I think writing descriptive text using memes is very interesting because apart from writing, I can also enjoy the meme and feel the meme (relate to the meme)." **(Student 3)**

"I feel free to make the paragraph because as I said before, it is based on the thing that I like so I can express it freely, I can express it wider because the thing that It's something that I have ever felt before." **(Student 5)**

From these statements, it is clear that the students did the task better because they were free to choose the memes that relate to their experience. Therefore, they understood the context and felt confident in writing the description of the memes.

c. The Visual Aid of Using Internet Memes in the Form of Pictures

The last considerable reason for students' positive attitudes towards the program was the attractiveness of using pictures in writing descriptive text. When the students were asked about the types of media they like to use in writing descriptive text in the pre-survey questionnaire, most of them said that they like writing descriptive text with pictures as media. They said:

"I like using pictures, because it is easier to describe something using a picture." **(Student 1)**

"I do like using pictures in writing descriptive text. Because with pictures I can get the idea about what I will write from looking at the picture." **(Student 5)**

A statement from one of the interviewees also describes how the pictures really helped her when doing the assignment. It can be read as follows:

"I like it (doing the task) a lot. Because it is quite fresh to see a picture while we are doing our assignment and we can imagine something fun like that. So, that's the part I like the most." **(Student 3)**

Based on this evidence, it proves that first impressions to visual appearance could influence and form students' attitude. It also shows that the second writing assignment had three aspects that caused students' positive attitudes towards the intervention and their writing outcomes.

3.2. Discussion

The above findings suggest that there are correlations between Internet memes as a humorous writing medium and students' positive and negative attitudes. The students' positive attitude are indicated when the frequency of chosen scale from the semantic differential questionnaire range from 5-7 scales. They also said that it helped them write better, either in technical or conceptual matters. Thus, this confirms that Internet memes can make students more creative and innovative as stated in the previous study by (Purnama, 2017). Moreover, as stated from the interview transcripts, they felt more enjoyable and interested in doing the tasks because of its graphical attraction. This also demonstrates the significant impact of pictures to EFL learners as mentioned by Mansourzadeh (2014).

It is believed by some studies that a positive attitude can lead students to feel encouraged and motivated, which results in good learning outcomes whereas a negative attitude tends to make students reluctant and discouraged from learning activities (Abdullah & Shah, 2014; Indah Sari et al., 2020; Jabali, 2018). An evidence for the former statement can be seen in the increasing students' average score to 14.3 points when using Internet memes as a writing medium. On the other hand, an example for the latter statement can be seen in the interview session where Student 1showed a negative attitude towards the Internet memes due to its casual and informal atmosphere, which is not suitable to be applied in writing academic text.

Where using humorous materials have many benefits for both the teacher and students, it can be argued that not all humorous teaching materials can be applied in all situations in the classroom. Antón-Sancho et al. (2022) stated that using humorous teaching resources, especially memes is risky. It has the potential to be misused as a plain comedy without any actual learning aids. In addition, Nasiri and Mafakheri (2015) also discussed that many teachers do not pay attention in using humorous materials. They mentioned that the materials are either unrelated to the course or unuseful to learn. Moreover, they also stated that teachers could affect students'

self-esteem and lower their confidence if they use humor inappropriately. Consequently, both teachers and students have to be mindful with using humor in the classroom.

4. CONCLUSIONS

4.1. Conclusion

This research aimed to investigate students' attitudes towards Internet memes in writing descriptive text and the factors that influenced them to show the attitude in doing the task. It can be seen from the findings that most of the students had a positive view about writing descriptive text with Internet memes and only less than half of them had a negative view about the task as seen from the questionnaire analysis and interview transcript.

In addition, based on the evidence, it is crucial for both students and writing instructors to consider those findings related to humorous materials in preparing descriptive text writing assignments in the future, so that students can discover new descriptive writing media that may suitable for them. This research also proved the theories related to the benefits of using Internet memes in the form of pictures to write descriptive texts provided in the introduction.

4.2. Suggestions

Since descriptive text is one of the useful type of writings that can improve students' vocabulary and ideas, it is likely to be used in their everyday lives. Therefore, it is essential for both students and writing teachers to learn more about descriptive text and try to discover other trendy and popular writing media that can give positive impacts on students' descriptive writing ability, such as Internet memes.

Moreover, regarding the instruction of writing descriptive text using Internet memes, the researchers recommend to specify the topic of the Internet memes rather than telling the students to choose it freely. This can give students boundaries while choosing the memes on the Internet and it may give the audiences a different result that could become a comparison between each study. Therefore, further research in this area and/or other lacking areas in this study would help for the improvement.

Lastly, the research findings above could not be generalized out of the research context since there will be many different components that might affect students' attitudes among different writing courses.

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