COVID 19 MEMES AS A TEACHING TOOL: ITS IMPLEMENTATION FOR TEACHING DESCRIPTIVE TEXT

by Faiza Hawa

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ABSTRACT

This study is an attempt to reveal the implementation of Covid 19 memes in teaching descriptive text for secondary high school students in Tahunan Jepara. In addition, this study also aims to find out the problems the students face during the process of implementing the memes for teaching writing. Since Covid 19 pandemic hinder everyone to gather in a period of time, so it is possible for the researchers to process this research online. It means that the distribution of instrument for collecting the data is done online. The data for this descriptive qualitative study were taken from both the students and the English teacher. 32 students were involved in this study. Questionnaire was distributed to students to gain some information related to the problems they experienced during the process of learning, while indirect interview was given only to the teacher to know how he or she implemented the Covid 19 memes for teaching descriptive text. The data were then processed by elaborating them descriptively. Then, the researchers did data reduction, data display and as final step the researchers draw conclusion of all. The results showed that Covid 19 memes inspired the students for ideas for writing descriptive text. It was exactly 88% students said so. While the rest of 12% said otherwise. Related to the problems in learning using Covid 19 memes, 78% students did not have any problems with it. While the rest of it said that they had problems in naming the terms (13%), in understanding the meme's content (6%), and in elaborating ideas in English sentences (3%)

Keywords : Covid 19 memes, Implementation, Teaching Writing, Descriptive Text

A. Introduction

Writing is communicating ideas, feelings, symbols and emotions into a piece of 'art' in the form of words arrangements in a piece of paper. As one of basic skills in English, writing is considered challenging because of its many involvements with many aspects such as mechanics, vocabulary, grammatical rules, contents, etc. Writing needs time and practices to produce a well-written text to convey messages.

As English is a compulsory subject in Indonesia, writing is given in all levels of education along with other English basic skills like reading and speaking. Writing is taught in a limited time in secondary high school. This problem causes students to not have much time for practicing writing at school. Based on 2013 curriculum, students are demanded to have

creativity skills. One of them, of course, creativity in producing any kinds of English text. Harmer (2004) said that creativity in writing is a series of process of finding self-discovery. That means that if one has already finished their journey of finding who they really are, what passion they possess toward something, and what potential they have in them, they lead to effective learning. In another words, self-discovery encourages effective learning.

Before doing this research, the researchers have done observation related to the process of teaching and learning in secondary school in Tahunan Jepara. We found out that students were not interested in joining the class, and have low motivation to study English more. This happened due to the lack of knowledge and interesting media to learn. To solve this problem, the teacher should find an interesting way or media for teaching writing. Meme can be an alternative way for solving the emerging problem in teaching and learning.

Memes appeared as the result of rapid development of information and technology. The universal language used in social media is responsible for the rapid growth of memes on the internet (Juditha: 2015). Like writing, memes are used as a media to express feelings and emotions pictured as a humor, satire, and even resistance found on internet through links, hastags, websites, videos, and pictures. Memes become popular since virtual users of the internet use them as a weapon to have opinion wars among the users of social media. People understand the content of the memes by seeing the meme's theme, design, part, and the language (Hartini, 2017).

Since pandemic Covid 19 paralyzed the world, so many memes about Covid 19 outbreaks on the internet. Creators use the memes to inform and educate people about Covid 19 spread prevention. Creators and people not only can use Covid 19 memes as a media to prevent the rapid spread of Covid 19, but now people also can use memes as a media to facilitate students in learning.

Some studies related to the use of meme pictures have been done by other researchers. The first, previous study is done by Mei Setya Chairena (2007). This research focused on student ability to write descriptive text. The purpose of this study is to know how well pictures give contribution to students in writing descriptive text by knowing the students' proficiency. The results of this study is pictures can contribute greatly to students and make the students compose their text easily. In this study, the writer concentrated on using picture card to improve the first grader of MA Al-Muayyad Surakarta in composing the descriptive text. The writer found out the effectiveness of using the picture card in teaching descriptive text. As the results, students felt comfortable, fun, and enjoy in learning how to write descriptive text well using picture card. The third study is carried out by Boris Ramadika (2019). In his study, he revealed that using memes in teaching writing can improve students' creativity in producing text. Memes helped students to find ideas and sights to be written down in their text. From those previous studies, no studies are attempted to figure out the implementation of memes in the teaching and learning process and the problems that followed. Based on that reason, we attempted to fill the gap by focusing this research on the implementation of memes in teaching writing, especially descriptive text.

This study aimed at finding out the implementation of meme in teaching and learning writing descriptive text and finding out the problems that emerged caused by its implementation.

REVIEW OF RELATED LITERATURE
1. Picture
a. Definition of picture

      A picture is anything that is created visually in the form of two dimensions as an outpouring of feelings or thoughts (Hamalik 1986: 43). Strengthen this statement, Sharon added that picture is a portray of a thing and being visualized to attract attention on certain thing or being (1977:78). Picture can be occupied by anyone in all levels or anyone with different level of intelligence. Picture functions as a tool to convey lesson, information and to clarify something bias or doubtful. Picture is a weapon used by the teacher to deliver materials in an interesting way (Asnawir, 2002: 54).

b. Meme

      According to Ririen (2015 :3), memes are ideas contained in the form of images, illustrated text, videos or just words or phrases and are usually created when someone make or upload things on the internet, and spread widely. Every meme pictures contains certain messages, which are usually entertaining. In Merdeka.com site, state that a picture called a meme is actually a form of expression of someone who is shes through pictures. Besides containing pictures and texts, meme are often used as a means of expressing some expressions that are often used as jokes. And on the other statements meme phrases are generally applied to describe propagation of content such as jokes, rumors, videos, or websites from one person to another via internet (Shifman :2013).

2. Writing
a. General meaning of writing

      According Brown (2004:218), writing was a skill that was the exclusive domain of scribesand scholars in educational or religious. Almost every aspect of everyday life for "common" people was carried out orally. People consider writing as the most difficult ones because of its complexity; moreover, people still have to understand about the rules is constructing sentences in English, which is different from the rules in writing in native language, in order to compose grammatically correct sentences (Husna, et. All, 2013:1).

      In other side Gelb (1962: 12), writing is clearly system of human intercommunication by means of conventional visible marks, but it is evident from what has been saint that what the primitives understood as writing is not the same thing as what we do. For some people, writing is indeed difficult, therefore writing always presents in any activity, because it is an effective way to practice English, so in learning activity there must be writing activities that are already written in the syllabus. Writing play important part in English syllabus design. It has many purposes: it plays as a second plan for teaching grammar or play as a single major syllabus where to be able to write is regarded as an objective (Harmer, 2004:31)

3. Descriptive text

Descriptive text is a text to inform readers how a thing or being looks like (Linda Gerot in M Mursyid PW, 2005: 4). This text has two parts namely identification and description. Identification tells the reader what is being described, and the description tells the reader the appearance of the object being described, the parts, and its qualities and characters (Pardiyono, 2007:34).

Furthermore, descriptive text also has Language Features. Wadiman (2008: 122), states that there are some main linguistics characteristics owned by descriptive text:
a) Specific Participant

Descriptive text describes about specific object, non in general, and unique.
b) The use of Adjectives

Example : beautiful, sharp, strong, big, small, hansome, famous, and etc
c) The use of simpe present tense

And the last one is the social function. The social function of descriptive text is to describe person, place, or things.

RESEARCH METHOD

This study qualitative research. Qualitative research is is a research in which the data is presented in the form of words or others instead of numbers. The researcher took the data from eight grade students of SMPN 1 Tahunan Jepara online class. The researchers conducted online research because Corona virus was happening, so teaching and learning activities were carried out online from each student's home. The data were taken from documents, field notes and interview.

The researchers used qualitative descriptive method with case-studies from one test group to find out what and how meme pictures are used as media in writing descriptive text. Moreover, in this research the researchers put one group and retrieve the data for getting the result. Based on Creswell (2007), there are three steps to doing a case study, namely 1) Determining the data collection techniques; 2) Dissemination of data collection tools; and 3) Analysing the collected case study evidence.

In this study, the researchers had a role as an observer a data collector and data analyzer. In this case, the researchers collected the data taken from questionnaire fulfilled by students, then analyzed it using qualitative descriptive method. The researchers used open-ended question to get some information from the students. After giving the questions, the researchers did the interview section to the teacher. Next, the researchers made the result of the result of questionnaire into percentage and charts. Furthermore, the researcher analyzed all the data then interpreted it. The data is analyzed using the theory of Miles and Huberman (1994: 10) concept. There are three steps to do it. They are as follows:
1. Data reduction

In reducing the data, the researchers are responsible to select, simplify, abstract, and transform the data from transcription. The data is the result of the questionnaires dan interviews that explained in this research. In this step the researchers divided the data based on the necessity of research from the questionnaires and interview.
2. Data display

In the data display, the researcher observed the data carefully. Data display helps the researchers to know the situation and decide what should be done about the data that has been obtained in this study. The researcher identified the impact of Corona's meme picture through the result of questionnaires and interview on teaching descriptive text. This step is the core since its result is what the researchers use to draw an inference. After identifying the process, the researcher presents the data in tables and charts.

3. Drawing conclusion

The conclusions will not be reached without the completion of data collection. The data must be resolved first then the researcher can draw the conclusions. On writing the conclusion, the researcher concluded based on the results of the analysis.

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research was conducted in SMPN 1 Tahunan Jepara in which the population was the second semester students of the eight grade students in the academic year 2020/2021. Due to COVID-19 pandemic in Indonesia, the researcher delivered questionnaires and interview. The researcher functioned Google form to gain the data of questionnaires. The researcher used qualitative descriptive method with case-studies from one test group to find out what and how meme pictures are used as media in writing descriptive text. The sample was 32 students in VIII H class.

1. The implementation of Corona's meme picture in teaching writing descriptive text

The researcher had joined the class for the implementation of Corona's meme pictures in teaching writing descriptive text on 16th September, 2020. COVID-19 pandemic in Indonesia brought the teacher to modify their teaching model. In this case, the teacher delivered the materials by using online method. Teacher functioned *WhatsApp* group application in teaching writing descriptive text. The teacher opened the class by starting the discussion about what would they do in writing class. Then, the topic was given after giving apperception about the previous materials.

The teacher showed the sample picture and arranged the picture based on the structure of a descriptive text (identification and description parts) to the students. She gave Corona's meme picture to explain the physical characters and some clues of Corona virus. In this stage, students had to finish their writing. By using corona's meme picture, they got the opportunities to find more ideas and clues to describe it. Thus, students had a chance to edit and to revise their writing before they submitted it to the teacher.

The researchers observed that the teacher did all of the stages in the writing class. In the class, while the teacher was delivering the material, the students stayed quiet and pay more attention to the instructions and explanations. If they find it hard

to process the materials on their mind, they would ask the teacher immediately. Seeing this situation, it can be concluded that they stayed clam during the learning process, but very active after it indeed.

2. **The use of Corona's meme pictures to help the students in writing descriptive text**

The data and information were gained from the questionnaires. It contained some points such as: the student's responses to write descriptive text, the students' opinion on using meme to write descriptive text and the students' responses in using Corona's meme picture to write descriptive text. The questionnaires were given by using Google form. The researcher started the investigation on the students' responses to write descriptive.

The researcher discovered students' opinion on the use of meme to write descriptive text. The data were mentioned on the table as follows:

Table 4.1
The students' opinion on using meme to write descriptive text

Students' responses	Percentage
So interesting because it did not make boring	38%
Creative because it helped me to write descriptive text	31%
Very good because It's the something new for me	22%
Hesitated	9%

From the data above, 38% students confirmed that meme was very interesting to help them on writing descriptive text. There were 31% students also reported that meme was a creative media to make it easy on writing descriptive text. 16% students said that meme was good media because it could be something new to help them on writing descriptive text. Then, 9% students were hesitated the use of meme on writing descriptive text. The result of data showed that the students mostly confirmed that meme could give the positive impacts on writing descriptive text.

In addition, the main question was about the students' responses in using Corona's meme picture to write descriptive text. The responses were mentioned as follows:

Table 4.2
The students' responses in using Corona's meme picture to write descriptive text

Students' responses	Percentage
Corona's meme picture helped me to create the ideas to write descriptive text	41%
Corona's meme picture made my writing descriptive text to be easier.	25%
Corona's meme picture made the topic clearly and understandable	22%

There is no significant impact	12%

From the table above, 41% students reported that corona's meme picture helped them to create the new ideas on writing descriptive text. Then there were 25% students who said that corona's meme picture made their writing descriptive text to be easier. 22% students reported that Corona's meme picture made the topic clearly and understandable. Furthermore, there were only 12% students who confirmed that Corona's meme picture did not give significant impact to the writing descriptive text. So, it could be said that the students mostly experienced that Corona's meme picture had given positive impact in writing descriptive text.

In addition, to know if Corona's meme pictures helped the students in writing descriptive text, here is the graph for easily understanding the data, as follows:

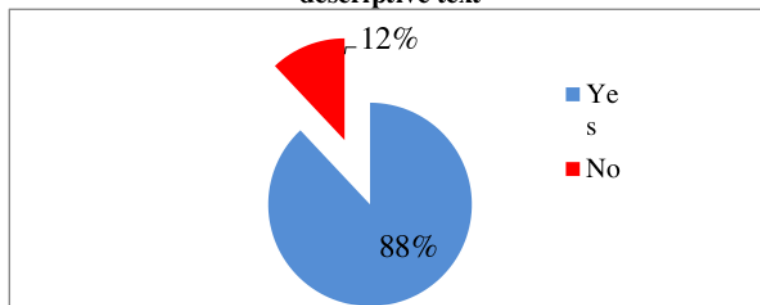**The students' responses if Corona's meme picture helped them on writing descriptive text**

Figure 4.1

From the result of the graph, 88% students confirmed that Corona's meme picture successfully helped the students on writing descriptive text. Then only 12% students who reported that Corona's meme picture could not help them on writing descriptive text.

Furthermore, the result of interview with the teacher also showed that Corona's meme picture helped the teacher to create the creative learning. The teacher never used the meme media on teaching descriptive text. She usually applied object picture and caricature to help the students understand the topic. So, the existence the corona's meme picture to help students on writing descriptive text gave the positive impacts on teaching and learning activity in SMPN 1 Tahunan Jepara.

3. **The problems faced by the students in writing descriptive text using Corona's meme pictures**

As mentioned previously, the researcher wanted to know the problems faced by students. There are 32 students who were given the questionnaires. The

questionnaires are set to obtain information about students' problem when writing descriptive text using Corona's meme picture.

The students' responses related to problems were faced by students in writing descriptive text using Corona's meme picture.
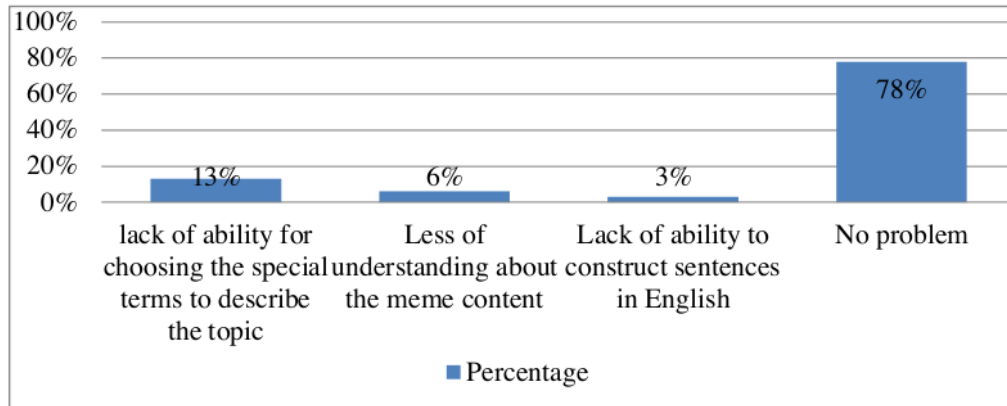

Figure 4.2

Based on the graphic above, one of the emerging problems was about the lack of ability for choosing the special terms to describe the topic (13%). The participants are also still lacked of understanding about the meme content (6%), then it followed by the lack of ability to arrange sentences in English (3%). The students who did not have problem with the use of Corona's meme picture to write descriptive text had the highest percentage (78%). This table below also supported a statistical summary of the problem faced by students on writing descriptive text using Corona's meme picture. The order was stated from the hardest to the easiest.

Table 4.3
The frequency of problem in using Corona's meme picture to write descriptive text

No	Problems in writing online diary	Frequency	Percentage
1.	No problem	25	78%
2.	Lack of ability for choosing the special terms to describe the topic	4	13%
3.	Lack of understanding about the meme content	2	6%
4.	Lack of ability to arrange English sentences	1	3%
	Total		100%

The table above showed that the students in 8H class of SMPN 1 Tahunan Jepara mostly did not have problem with the use of Corvid 19 memes picture to write descriptive text, thus some students had the problems such as the lack of ability for choosing the special terms to describe the topic, the lack of understanding about the meme content and the lack of ability to arrange English sentences.

B. Discussion

This section presented more explanation to answer the problems of this study. The researchers provided detail explanation about the data that have been analyzed. So that it could be more understandable.

Covid-19 pandemic has brought a drastic change in how learning and teaching are conducted in the world of education, including in Indonesia. The problem is that distance learning has not been part of most educational institutions in Indonesia (Putri et al., 2020). Many countries decided to close the schools and universities as a precaution measure to its spread. The United Nations (UN) confirmed that education is one of the sectors affected significantly by the pandemic. Even worse, school closures happened on a broad scale, and so unprecedented that disturbing learning and teaching. The ABC News on March 7, 2020 reported that school closures have occurred in more than dozens of countries due to the COVID-19 outbreak. The UNESCO states that this corona pandemic threatens 577 million students in the world. This case forced every teacher in Indonesia to develop their teaching and learning media for online activities.

Based on the result of the observation on 16th September 2020, it could be seen that the use of Corona's meme picture for the eighth grade students of SMP N 1 Tahunan Jepara could help them to solve their problems of the writing descriptive text.

The teacher gave apperception about the previous materials before starting the writing process. Herbart in Nasution (2010), said apperception setting is generating interest and attention to do something. Apperception setting is important, as the opening in learning. By apperception setting, the teacher can give student preparation before get the lessons. According to Thompkins (2004), there are three stages of writing process such as: pre, whilst, and post writing. In the pre- writing stage, teacher opened

the class by starting the discussion about what would they do in writing class. This stage included introducing the material, and explaining the concept of writing descriptive text.

In whilst-writing stage, the students begin to write, organize their idea, developing their idea into sentences, and arrange them into good structure (Hogue, 2003). In this stage, teacher showed the sample picture and arranged the picture based on the structure of a descriptive text (identification and description parts) to the students. The teacher continued gave Corona's meme picture to explain the physical characters and some clues of Corona virus. The students were asked to write descriptive text in the form of Corona virus. Then, post-writing is the last stage of writing process. In this stage, students had to finish their writing.

Hogue (2003) stated that post-writing is called editing and revising step. In this stage, students had an opportunity to edit and to revise their writing before they submitted it to the teacher. From the observation result, the teacher did all of the stages in the writing class. Even the writing class was using in virtual learning, most of the students in this study paid attention and followed the teacher's instruction carefully by being conducive while the teacher was teaching. If students felt confused how to write a descriptive text by using the Corona's meme picture, they asked the teacher without any doubt. Therefore, from the observation result, the students seemed enthusiastic during the teaching and learning process.

The questionnaires were given by using Google form to find out if Corona's meme pictures helped the students in writing descriptive text. The researcher started from investigating the students' background on writing descriptive text. Mostly, the students liked the topic of descriptive text. It happened because descriptive text has the simple generic structure such as identification and description. This simple structure made the students to have more practices in writing. The students could use their imagination to describe everything.

The investigation on using meme to write descriptive text also showed students' attitude. They mostly confirmed that meme could give the positive impacts on writing descriptive text *(see table 4.1)*. The students said that meme was very interesting to help them on writing descriptive text. They thought that meme is a media to make things humorously. The students would be free to write descriptive text. That's why meme becomes such a creative and engaging tool to promote learning. Otherwise, few students were hesitated to use meme on writing descriptive text. It happened because they never use meme on writing descriptive text before.

Furthermore, most of the students experienced that Corona's meme picture had given positive impact in writing descriptive text *(see table 4.2)*. The students reported that corona's meme picture helped them to create the new ideas on writing descriptive text. The Corona's meme pictures contained some clues to help them on writing. From the clues, they would have the ideas to finish their writing. Because meme lightened up the topic and put students in a creative frame of mind to find solutions, so this media made their writing descriptive text to be easier. The students also confirmed that Corona's meme picture made the topic clearly and understandable. It happened because the content of meme was very creative and interactive. The content of Corona's meme picture helped them to mention every point to describe Corona virus. It allowed students for much more creative thinking.

Based on the figure 4.1, we knew if Corona's meme pictures could help the students in writing descriptive text. The graph showed that Corona's meme picture successfully gave the contribution on their writing descriptive text *(see figure 4.1)*. From 32 students, 88% students confirmed that Corona's meme picture successfully helped the students on writing descriptive text. This number was very significant because only 12% students who reported that Corona's meme picture could not help them. So, it could be said that this media was successful to help eight grade students of SMP N 1 Tahunan Jepara on writing descriptive text.

The result of interview with the teacher also showed that Corona's meme picture helped the teacher to create the creative learning. The meme media is interesting media for teacher because she never used this media on teaching descriptive text. Thus, implementing the meme media with the topic of COVID-19 is very relevant to use. Before recognizing the Corona's meme picture, she usually applied object picture and caricature to help the students understand the topic. So, the existence the corona's meme picture to help students on writing descriptive text gave the positive impacts on teaching and learning activity in SMPN 1 Tahunan Jepara.

Moreover, the researcher investigated the problems faced by students when writing descriptive text using Corona's meme picture. From the result of questionnaire, the students mostly did not have problem when using Corona's meme picture to write descriptive text. It was proved by the percentage on figure 4.2. The students who did not have problem with the use of Corona's meme picture to write descriptive text had the highest percentage (78%). It happened because the content and instruction were very clear and well-structured. They could practice the descriptive text theory using this media. It really worked to help them on writing descriptive text. In addition, the researcher found that there were some problems faced by them once writing it using Corona's meme picture, namely the lack of ability for choosing the special terms to describe the topic (13%), the lack of understanding about the meme content (6%) and the lack of ability to translate into English (3%).

The students had the problem on choosing the special terms to describe the topic. Four students got the difficulties on this term. There were some glossaries of COVID-19 term such as pandemic, quarantine, incubation period, community spread, social distancing, vaccine, and herd immunity. The questionnaires showed the participants' responses. One of the participants said *"saya bingung banyak istilah tentang COVID-19, jadi saya kesulitan membedakannya"*. As we know that there is two generic structure of descriptive text namely identification and description. Identification serves to introduce the reader about the object or something that we have described before we tell about its properties. Thus, in description section, they will describe the phenomenon in parts, qualities, or/and characteristics. The students needed to know these terms on describing Corona virus.

The next problem was about the lack of understanding about the meme content. Two students got the problem on its content. The outright definition of a meme is hard to nail down. The term is often associated with an image that portrays a particular concept or idea. The images which convey the message are often altered and built upon. It evolves the original idea into something else entirely. In this case, the students were confused with the meaning of every picture. This problem is showed from the participants' responses. One of the students said *"Gambarnya bermacam macam, jadi*

saya bingung memahami maksud meme tersebut". Actually, the meme contained some preventive measures to reduce the chances of infection. The content of meme included staying at home, avoiding crowded places, keeping distance from others, washing hands with soap and water often and for at least 20 seconds, practicing good respiratory hygiene, and avoiding touching the eyes, nose, or mouth with unwashed hands. The students needed to know the meaning of every act on Corona's meme picture.

The researcher also found that there was one participant who had problem on translating into English. To make a good writing, the participant needed to master about grammar. The researcher argued that grammar and writing are in special "cooperation" in which writing descriptive text needs formal language patterns, standard grammar, and mechanics of writing. Moreover, it was a problem that made student got difficulty to finish his or her writing. In this case, the student was too worried about their grammar's ability. It was showed by the participant's response. One of the participants said *"Grammar saya jelek, jadi saya tidak bisa mengubah kedalam bahasa inggris".* Unstructured grammar might link unrelated points, an illogical or confused argument and lack a real focus. But, the student should not worry about this matter. The student just makes sure to mention every point in writing descriptive text using Corona's meme picture.

From the explanation above, the researcher stated that Corona's meme picture could be implemented for teaching descriptive text on SMPN 1 Tahunan Jepara. The Corona's meme picture helped the students to finish their writing descriptive text. There were some reasons if it helped students namely Corona's meme picture helped them to create the ideas to write descriptive text, made the writing descriptive text to be easier, and made the topic to be clearly and understandable. Students mostly did not have the problem with the use of Corona's meme picture on writing descriptive text. Otherwise, some students still got the difficulties such as the lack of ability for choosing the special terms to describe the topic, the lack of understanding about the meme content and the lack of ability to arrange sentences into English.

The researcher did not find any other study that analyzed the use of Corona's meme on teaching descriptive text. Also, there is no researcher who used the object of the study that the researcher used in this study. But, the writer found many studies that the topic is in writing descriptive text, and the writer choose three among them to be put in the previous studies such as: the study from Chairena (2007), Istiqomah (2016), and Suryani (2016). The result obtained in this study is in line with Istiqomah (2016) which reported that teaching learning process using picture media gives opportunities for the students to study descriptive text with fun and interactive.

CONCLUSIONS AND SUGGESTIONS
A. Conclusions
From the study above, several conclusions can be formulated as follows:
1. Corona's meme picture could be implemented for teaching descriptive text on SMPN 1 Tahunan Jepara. The result of the observation based on virtual class showed that the teacher used the Corona's meme picture as media to teach writing descriptive text to the students attractively. The teacher also could give good atmosphere to the students in the class when the teaching and learning was going on.

2. Corona's meme picture successfully helped the students on writing descriptive text (88%). Then only 12% students who reported that Corona's meme picture could not help them on writing descriptive text. There were some reasons if it helped students namely Corona's meme picture helped them to create the ideas to write descriptive text, made the writing descriptive text to be easier, and made the topic to be clearly and understandable.

3. Students mostly did not have the problem with the use of Corona's meme picture on writing descriptive text (78%). Otherwise, the researcher still found that there were some problems faced by them once writing it using Corona's meme picture, namely the lack of ability for choosing the special terms to describe the topic (13%), the lack of understanding about the meme content (6%) and the lack of ability to arrange sentences into English (3%).

B. Suggestions

Based on the analysis and explanation in the previous chapter, the writer would like to give some suggestions to the teachers, the students and the next researcher:

1. The teachers

Meme picture is one of the interesting media, but teachers should create the other interesting and develop this meme as the students' need. The teacher also should combine meme picture with other media to help students on learning the other text types. It is also necessary to provide pair work or group work activities.

2. The students

The students should manage themselves to always have positive attitudes towards English. They also should have motivation on learning for their own benefits. It is important for them to always practice writing so that they could improve their skills. In addition, they also should manage themselves to work in pairs, in groups, or individually.

3. The next researcher

The next researcher should develop the meme media on teaching descriptive text using more sophisticated media, such as three dimensional pictures. Thus, they also should adjust the media to teach in virtual learning activities related to text types. So, the students can experience the creative learning activity.

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