# TWITTER MEMES FOR STUDENTS: AN INTERPRETATION AND THEIR PRAGMATICS ROLES

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## ABSTRACT

The internet has developed and is now widely used, particularly by social media users. Twitter might be considered one of the most well-known social media platforms, despite the fact that there are many other different types. Twitter has grown and expanded to serve people as a source of entertainment in addition to communication. Memes are frequently used by Twitter users to react to social events and to express their feelings. The present study looked into how memes on Twitter are interpreted and used practically. Fifteen data of memes were collected from @PictureFoIder. By using purposive sampling, the memes were purposefully chosen and documentation was used as a data collection method. The chosen memes in the study highlighted students' academic lives. The research revealed that people could express social events or problems ironically and sarcastically through memes. The finding could be employed as supplementary materials for English teacher to teach pragmatic competence.

**Keywords:** *English memes, pragmatics, Twitter*

## ABSTRAK

Pada saat ini internet telah berkembang dan digunakan secara luas, terutama oleh pengguna media sosial. Twitter merupakan salah satu *platform* media sosial yang paling populer, meskipun banyak jenis media sosial lainnya. Twitter telah tumbuh dan berkembang dan digunakan orang sebagai sumber hiburan selain komunikasi. *Meme* sering digunakan oleh pengguna Twitter untuk merespons peristiwa sosial dan mengungkapkan perasaan mereka. Penelitian ini meneliti bagaimana *meme* di Twitter diinterpretasikan dan digunakan secara praktis. Lima belas data meme dikumpulkan dari @PictureFoIder. Dengan menggunakan *purposive sampling*, *meme-meme* tersebut dipilih secara sengaja dan metode dokumentasi digunakan sebagai metode pengumpulan datanya. *Meme* yang dipilih dalam penelitian ini adalah *meme* yang menyoroti tentang kehidupan akademik siswa atau mahasiswa. Penelitian ini menemukan bahwa orang dapat mengungkapkan peristiwa atau masalah sosial secara ironis dan sarkastis melalui *meme*. Temuan penelitian ini bisa digunakan sebagai materi tambahan untuk guru bahasa Inggris dalam mengajarkan kompetensi pragmatik.

**Kata Kunci:** *Meme berbahasa Inggris, pragmatic, Twitter*

**INTRODUCTION**

Gwena et al. (2018) claimed there are five top SNS platform such as Facebook, Twitter, Instagram, WhatsApp, and Snapchat. Today, social media platforms have completely changed how people communicate, share information, and have discussions in the virtual world. Gleason and Manca (2019) affirmed that people use social media for entertainment, communication, business, and other fields, such as for promoting mental health (Aviva and Widyastuti, 2022). Novitasari and Hia (2021) have asserted that social media is the most popular among young people and internet users, in particular Twitter. Nevertheless, people have to be cautious as many netizens use social media to do cyberbullying (Novitasari and Hia, 2021).

Twitter has grown to be one of the most popular social media platforms for people all over the world. Its prominent usage among young netizens may be due to its real-time updates, concise messages, and active community. Twitter has also drawn youngsters with its real-time information, popular themes linked to the progression of current affairs, popular topics, and global dialogues. It has now evolved into a vibrant platform for exchanging thoughts, ideas, and opinions. Users may readily join in ongoing arguments through tweets by simply exchanging messages in texts, links, photographs, or videos via hashtags, mentions, and retweets (Duggan and Smith, 2013).

Most people use Twitter to get entertainment, to communicate with others, to share information and to convey their opinion about social events through a meme. Meme is cultural units of information (Dawkins, 2016) that is created in a unique way by integrating social and cultural aspects. Serving as an important online contemporary discourse, they commonly use symbols, images, or text that often embody cultural information, values, and ideas within a society. These aspects can be recognizable to those who are familiar with the culture or context from which the meme originates. They could contain one or more pictures with captions in order to present one's feeling or ideas of something. The commonest type of memes today are internet memes that are often digital pieces of information that spread swiftly online. These might include well-known sayings, entertaining captioned photos, or short videos that express a feeling or experience, and commonly they are humorous (Laineste and Voolaid, 2016).

Johann and Bulow (2019) elaborated how and why memes can spread in social media. As it was reported that the most important factor of spreading meme was social institutions, such as media organizations and their journalists, and the way how they edited the pictures of meme to make them interesting. Memes can be published by the author in several languages to attract readers around the world with several functions. For example, people use memes to conduct communication because they contain speech acts understood among them (Grundlingh, 2017). As stated by Widiana (2015) that memes can convey criticism on a social phenomenon. They also can function as a medium to represent their voices in a fun way (Gleason and Manca, 2019; Laineste and Voolaid, 2016). Also they have goals to entertain and to advice people (Widiana, 2015). Even if many of them contain harsh, rude and taboo words, people use them to express criticisms in less rude ways (Widiana, 2015).

To date, there are some previous studies that have examined similar topic, related to linguistics and pragmatics.  For example, Rina et al. (2020) conducted a study using Grince's theory to analyze the implicature of memes in the internet. The qualitative study used three data sources: the websites from 9gag, know your meme and meme center. The researchers found that the dominant memes in the internet contained conventional implicature. They found six illocutionary forces involved in memes such as sarcasm, masculinity, loneliness, personal experience, social events, and false analogy.  Another study by Vasquez and Aslan (2021) examined memes with a set of picture macro that connected to some viral media events. They collected 220 pictures in a set concerning to media events from different platforms. The study focused on the different type of linguistic humor.  They revealed lots of wordplay applied in the memes. The combination of some elements and semiotic made the memes meaningful.

Studies have indicated that memes could be used to express political view. As a form of social criticism, memes have grown to be an important component of political and social communication. Internet memes are frequently utilized to make social and political statements as they have the ability to summarize and deride difficult concepts, making them more accessible to a wider audience (Shifman, 2013). A study by Soh (2020) investigated memes usage to do some political protest in Singapore and its use to express indirect communication by Singaporeans. Findings showed that memes used by people to express political position and to communicate with the government. It  was found that politicians also used some memes for their own political goals. A study by Du et al. (2020) analyzed memes that contain campaign texts. The result found that the data of the memes related to political theme. Because these memes shared by different parties (Democrats and Republicans), the memes had different characteristics shared by those two parties.

The commonest intention of publishing memes is for entertainment, particularly to elicit humorous messages with different intentions. Even if they function only for entertainment, politeness has to be considered accordingly. In particular when they are shared for people from different cultural background (Hakim and Novitasari, 2022; Hidayah, 2021). The creators of memes have to take civility into account in order to effectively convey their feelings. A study by Nita et al. (2021) examined  the creation of meme with multimodal elements in order to evoke humor and their function as speech acts. This qualitative method used multimodal and speech acts analysis. Data taken from 16 memes on the social media and internet websites. The technique of collecting data was documentation. The study reported that: meme could inform readers about the background knowledge of meme, the kinds of communicative illocutionary acts found (constative and directive illocutionary acts), and the effects in verbal and non-verbal perlocution on communication.  In another study, Joshua (2020) investigated memes on the internet peculiar to Nigerians to show humor and irony. He used the conversational memes from the internet as the data. This qualitative research applied General Theory of Verbal Humor (GTVH) to 30 selected memes. The finding showed that the memes on the internet were used to convey incongruity and irony.  A study by Piata (2016) offered a novel understanding using metaphor and humor converge via

memes. The researcher used three political advertisements in Greece's election campaign. It showed that metaphor and humor served some goals of election ads and political satire, and the metaphors evoked humor used to express criticisms

Regarding their meanings and linguistic functions, memes have been studied by several research. For example, a study by Widiana (2015) explored pragmatic meanings contained in meme comics. By applying socio-pragmatics approach, she found that meme comics were used by people to convey criticisms. Mostly, they used swear words, bad words and taboos topics relating to gender, sex, technology, law and so on. The study concluded that the use of memes can make the society living better life because of metal revolution. A study about ideational meaning in the memes was conducted by Ariyoga and Rahyono (2020). The data was taken from @9gag Instagram account. The theory used in this study was transitivity system, representational component of visual grammar and inter-semiotic logical relations. The finding showed that memes involved five verbal process, five types of visual processes, six logical relations between the caption and the picture, five students' behavior, nine problems in student figure, and six problems in teacher figure.

In a different study, Ajayi (2020) examined the memes on Facebook to show the way linguistic, culture, situation, experience, and national presuppositions for Nigerians to tease some phenomena. Data were collected from 15 memes from Senior Pikin, Warehouse of Laughter, and Rant HQ on FB. The data was analyzed by pragmatic analysis, Common Ground theory, and Odebunmi's Mutual Contextual Beliefs theory. The research indicated that the memes in Nigeria communication contexts contained some issues; materialism and status, gender and stereotype, electricity, religion, and so on. Beskow et al. (2020) studied Meme-Hunter related to deep learning model. The researchers collected images from the internet and compared them. The data taken from memes that related to 2018 US Mid-term elections on Twitter. The paper found that there is a meme evolution that proposed by Richard Dawkins existed.

As discussed above, the use of meme has many roles or functions. However, after reviewing the existing literature, we have learned that little research has investigated sarsastic and ironic memes about students' life. The present research addresses this gap. The study investigated illocutionary force, in particular implied meaning of memes on Twitter relating to students' life. The data of the study were 15 memes about students' life collected from a Twitter account: @PictureFoIder.

**METHOD**
The present study employed qualitative research, with the descriptive type. This approach was well-suited to the study's objectives, as it aimed to accurately describe a phenomenon based on the unique characteristics of the research objects (memes) and comprehensively explored various aspects of social life depicted in the use of the memes. Using purposive sampling technique, the study examined memes collected from a Twitter account: @PictureFoIder. The study selected memes that concerned only with students' academic life. By employing documentation technique the study obtained a total number of 15 memes. They took the form of humorous images and texts shared by netizens. The memes were selected by the

following criteria. First, they should directly relate to the experiences, challenges, and situations commonly faced by students. Second, their contents should be amusing or satirical reflecting  the life of the intended audience, in this case, students. Third, the memes have gained popularity or have gone viral. Fourth, as they are often a combination of images and text, the study selected the ones that were visually appealing and effectively conveyed the intended humorous message. Finally, the study selected memes that do not contain offensive or inappropriate messages. For ensuring the trustworthiness of the qualitative data, expert judgment was utilized as a validation method in which two lecturers with pragmatic background were assigned to validate the data.

In order to better analyze the meaning of the memes, contextual analysis was employed, namely the study investigated contextual elements that surrounded the use of the memes. The procedure for doing the contextual analysis was  as follows: (1) The researchers investigated social phenomena related to meme topics. (2) The social phenomena were employed as the contextual background to analyze the meaning of the memes. (3) Images and texts of the memes were employed to analyze the methods by which the meme writers express the intended meanings. By this technique, the study could interpret whether a meme expressed criticism, joke, advice, and other acts.

**FINDINGS**

This section describes two general types of meme: Sarcasm and Irony memes.  As a form of online discourse, these internet memes expressed many different meanings. They were mostly humorous and satirical, and they were intended to convey a specific message in an easily shareable writing format.

## 1. Sarcasm Memes

Sarcasm memes refer to internet memes that use sarcasm as a hilarious aspect. They commonly use text, graphics, or both to express satirical message, and they employ irony, exaggeration, or absurdity. The following are some examples.

Figure 1: Meme 1 (source:
https://twitter.com/PicturesFoIder/status/1650670691727835136/photo/1)

The first meme is an example of sarcasm. The author used the meme to mock students who do not know the other example of something. The author utilized two images of a man with two different expressions to represent 'the correct and incorrect' remarks about the students' behavior. The important point of the meme is the abbrevation "etc". The abbreviation "etc" is frequently used in educational settings, particularly when students do writing tasks or essays. The abbreviation stands for *et cetera* that means '*and so forth*' or '*and other things*'. Although its application in academic writing can be useful, however it could be troublesome, that is, when students are requested to provide several examples or cases but they commonly use "etc" only. In other words, instead of describing each example separately, they simply write "etc" to indicate that there are more examples that could be added. This may allow them to save time and space in their writing, making it shorter.

However, the sarcasm meme above contain criticism to students' writing ability in a hilarious way. It implies that when students have to complete their assignments and do not know the other examples, they just type "etc" instead of writing the complete instances. The meme writer teased students' ability by the use of "etc" as a indication of their lack of effort. In other words, the "etc" in a student's paper could just be their way of stating that they have reached the edge of their knowledge, which should not be asked anymore.
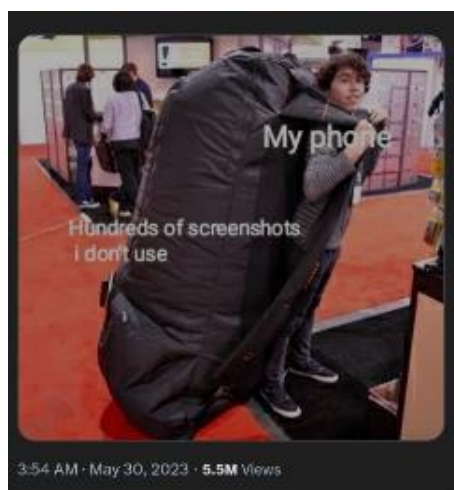
Figure 2: Meme 2 (source:
https://twitter.com/PicturesFoIder/status/1663287614324248576)

The meme number 2 shows a picture of a student is carrying his huge black-bag, by which the author of this meme made it to tease students. Mostly, students capture something from their phone. Because of that their phones are full of screenshots that might be rarely used.

The humour of this meme comes from its ability to connect with students who are frequently forced for a certain tendency in this digital era. The man in the meme is burdened by his excessively huge backpack that is used as a metaphor for students' digital behaviour. Many students nowadays use their smartphones to snap photographs or screenshots. This behaviour has resulted in an excess of photographs and screenshots kept on their mobile phones, but they rerely use them. The sarcasm in the meme is that students' phones, like the man carrying the massive backpack, may sometimes be loaded with a surprising number of digital photographs, but many of them are rarely used. While the meme mocks students' behaviours, it also functions as a friendly reminder for them to manage digital mess and prioritize the use of their digital data more effectively.

Figure 3: Meme 3 (source:
https://twitter.com/PicturesFoIder/status/1662124279813513218)

The sarcastic humour of the meme number 3 is on the caption *'extreme sport.'* It  is used by the meme writer to refer to a situation when students do not finish their homework and instead, they do their homework in the classroom when the class is about to begin and the teacher collects their homework.

The humour is triggered when the first caption of the meme asks *What is an extreme sport?* Then, the second caption answers *Doing your homework while the teacher is collecting it.* As the teacher gathers students' homework, for those who did not yet finish it, this can cause their adrenaline heightened by the fear of getting caught by the teacher, which in turn causes their heartbeats to race. That is the reason the meme dubbed it as *'extreme sport'*. The pragmatic meaning of the *'extreme sport'* implied by the meme could also refer to the behaviour of lazy students who have dared to walk in the last-minute turmoil of their academic success.



Figure 4: Meme 4 (source:
https://twitter.com/PicturesFoIder/status/1658828992521142278)

A popular meme usually shows different facial expressions. A lot of authors use pictures of a cartoon character to help them deliver their messages. The author of meme 4 intends to tease and deliver a message that students can learn English from internet easily. In other hand, when they study English at school, they feel silly. In fact, while learning English at schools is obviously beneficial, it frequently brings difficulties and make it more difficult than learning it online. Internet resources offer very rich of multimedia information, such as movies, interactive lessons, and audio materials that can help students who have a variety of learning styles.

The dynamic technique and materials provided online allows English learners to immerse themselves in the practical language use accommodatingly. English lessons can be designed according to their preferences that could result in a more

convenient learning experience. This message is depicted in the meme by a picture of the two students with different physical description and expressions. The first image portrays a student who appears exhausted, with bulging and red eyes. His brain appears to be empty and thin. He is breathing in fatigue. The second image shows a student with a bigger head posture, indicating a head full of knowledge or information. He also appears to be less weary and smarter than the student in the first image.



Figure 5: Meme 5 (source:
https://twitter.com/PicturesFoIder/status/1660996617502339072)

The humor of the meme 5 lies in the caption *"A Chinese guy's TikToks went viral and people realized he responds to all comments with three lovely emoticons because he does not speak any English"*. From pragmatics view, the author intends to show the importance of learning English. Students should learn English more in order to understand the meaning of expressions and make use of them in real communication. If people write something in English, students can understand what it means, otherwise they will get misunderstand.

When English learners are unable to respond to comments in English on social media site such as *TikToks*, it is generally becasue they are afraid of making mistakes rather than a lack of understanding. They may be nervous of being criticized for using incorrect grammar that can make them embarrasing. The gap between comprehending written English and being able to answer it confidently might be large. However in online communication, emoticons can be very functional. They can be a rescuer when it comes to English writing. Their usage could become a technique that masks the writers' lack of writing skills. In other words, emoticons can become their English writing's 'linguistic acrobats' as they can fill in the blanks and communicate emotions in a very short way. So many non-native speakers do not have a good command of English and still intend to communicate with others,

sometimes all they need is just a few *emojis* to make their writing works, as it is described by the meme 5 above.



Figure 6: Meme 6 (source:
https://twitter.com/PicturesFoIder/status/1658334573334282240)

The humorous message of meme 6 is on the caption *"The biggest scam in history"* that belongs to sarcasm meme. The author probably would like to convey a message that students should know and learn about the names of places without translating them word-by-word. If they do, they will get misunderstanding about the places. For example they might think that Greenland as a land which is full of green, meanwhile Iceland means a land that is full of ice.

The meme becomes a reminder to everyone, especially language learners, that a literal translation can lead to incorrect perceptions, such as Greenland is not always as green as its name suggests, or Iceland is not merely an arctic tundra with ice. The meme above advocates students to learn the importance of learning the names of locations beyond their meaning in its surface-level.
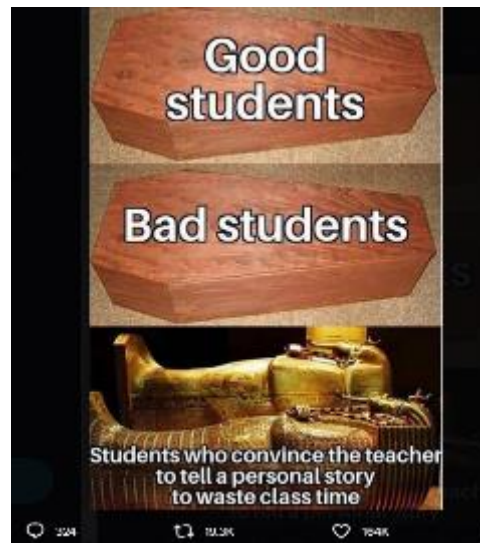
Figure 7: Meme 7 (source:
https://twitter.com/PicturesFoIder/status/1661384701477548037)

The author of meme 7 classifies tree types of students in relation to how their academic career is remembered by others: (1) good students means students with good attitudes and grade, (2) bad students means students with bad attitudes and grade,  and (3) very bad students who often make teachers talk about their personal story to make them do not study in the class and waste the time.

The meme hilariously describes that the good and bad students are symbolized by the identical picture, that is, when they graduate or even die, everything is gone and not remeberred anymore. They rest in peace. However, the last type of students is extraordinary one that is symbolized by Pharaoh coffins. The meme implies that the last type students are remarkable, like the Pharaoh of ancient Egypt, they have a lasting impact on history. Even after the end of their academic career or life, they are remeberred by teachers and classmates for many years due to their bad habits.



Figure 8: Meme 8 (source:
https://twitter.com/PicturesFoIder/status/1656403860963876865)

The humor of meme 8 lies on the use of two pictures of world globe but with different colorization. The first globe represents the visual form of 'Indonesia', then the second globe represents 'Outdonesia'. It might translate that, 'in' means inside, and 'out' means outside. In fact, it is a mistake if students name other countries outside of Indonesia as 'Outdonesia'.

The fundamental message of the meme is critical, that is, students need to learn the exact names of other countries. *Outdonesia* is a made-up word that highlights the possible countries outside Indonesia but to make fun of those who cannot name other countries. This made-up name could be possibly inspired by the fact that Indonesian students who cannot mention the names of foreign countries commonly just refer them to general terms such as *di luar negeri* and *luar Indonesia* (lit. Out-Indonesia ).

## 2. Irony Memes



Figure 9: Meme 9 (source:
https://twitter.com/PicturesFoIder/status/1663679996257505281)

Meme 9 belongs to irony meme that depicts how expectation and the reality is different. The meme 9 shows an experience relating to students' life during Covid-19 pandemic. During the pandemy, students are required to study online from home. The class was conducted using online video call platform. In online classes the teacher's and students' voice matters.

However there is always occasion that they forget to unmute the mics while they are explaining important subjects and this can add drama to their virtual classroom experience. The meme 9 shows a student who are explaining a project in the online the class confidently, however he has forgetten to unmute his microphone. His explanation was not heard by anyone and he had to repeat what he wanted to deliver in the class. The meme might also imply that online classroom often waste time.

Figure 10: Meme 10 (source:
https://twitter.com/PicturesFoIder/status/1658551217000177664)

Meme 10 is an irony meme written for students who often learn English as their foreign language through online platforms. It is generally understood by English learners that there are two general accents in English: British and American. However, English accents often brings confusion to students who learn English online via Youtube. As they more and more watch and learn video tutorials of English accents randomly, their speech could begin to resemble a linguistic hybrid; on the one hand they sound like the Queen Elizabeth's English, but on the other hand, they sound like New Yorkers in the US.



Figure 11: Meme 11
(https://twitter.com/PicturesFoIder/status/1658565505236586519/photo/1)

The author of meme 11 seems to show the importance of punctuation in understanding meanings in English. Correct pause and punctuation could help understanding of spoken words. The meme above playfully shows a student's experience with pauses that seems to be like understanding mysterious language.

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His puzzled expression reflects his confusion about dealing with complexities of pauses, intonations, and timing. What makes this meme ironic and funny at the same time is the clever incorporation of the numbers "Two Zero Two Four" above the options. The humour lies in the illogicality of the situation in which a student is perplexed by a basic aspect of language.



Figure 12: Meme 12 (source:
https://twitter.com/PicturesFoIder/status/1658865382646489090)

Meme 12 categorizeses students based on their ability to ask questions, humorously reflecting a spectrum of brain capabilities. The humour of the meme lies in the connection of the different levels of linguistic competence, that is, from the detailed to the incredibly super concise. First, it is "the ordinary" students who ask questions with a proper grammar. This is the standard question that could ensure clarity in communication. Next, it is "the clever" students, whose skill lies in expressing a message with the fewest words, making their question concise and efficient. Then, it is the "the genius," whose question is so straightforward and very simple, and they master the art of direct communication, avoiding all complexities. Finally, it is the "the super genius," who employ a symbol to convey an entire question. In this case, the meme humorously highlights the United Kingdom's flag representing the question, "UK means are you okay?".

Figure 13: Meme 13 (source:
https://twitter.com/PicturesFoIder/status/1658766623174541314/photo/1)

Meme 13 associates students' ability based on the ways they make social contacts. It is represented by the words they are using, which suggests a level of social intelligence.  The first type of student uses a generic greeting (saying 'hello'), representing ordinary students having normal brain. The second type is labelled as students with "clever brain," who like to be more informal communicating with their friends. They commonly like to have a closer relationship and a more relaxed interaction. The third type is called the "genius brain", who take an unconventional way of communication (uplifting their eyebrows in greeting). Geniuses are often mysterious as they are able to connect unrelated ideas. Additionally, they often do not always use conventional ways, making them unpredictable.



Figure 14: Meme 14 (source:
https://twitter.com/PicturesFoIder/status/1656332609587232768)

Meme 14 is cleverly written, illustrating the complexity of emotions agitated by technological advancements. It shows a student's rapid change in expression that captures a humorous irony. The meme playfully illustrates a dichotomy of a student's reaction as realizing the advantages and disadvantages of ChatGPT. On one hand, ChatGPT is a useful tool that can help students to complete various tasks, making their academic life more convenient. The meme illustrates this with a picture of a smiling student. On the other hand, the opposite side of the meme reveals a contrasting expression on the student's face. He suddenly becomes to realize that ChatGPT may potentially replace his future jobs.



Figure 15: Meme 15 (source:
https://twitter.com/PicturesFoIder/status/1658783557379080193)

Meme 15 contains a clever linguistic twist that is very entertaining. The humour in the meme is generated from a clever twist on the concept of pronouns in English (he/him) in connection to the iconic singer, Michael Jackson. He is known for incorporating the distinctive vocalization 'hee..hee' into his songs. The meme humorously suggests that instead of using the English conventional 'he/him' pronouns, Michael Jackson used 'hee/hee'.

## DISCUSSION

The data above demonstrate how memes were used as a part of modern online communication. They can express intention in a quick and easy way. The combination of comedy and related social events makes memes a favoured mode of communication, particularly in social media (Shifman, 2013). Some data above showed that memes provide people a unique way to express sarcasm in humorous and creative ways, similarly reported by previous researchers (e.g., Gleason and Manca, 2019; Laineste and Voolaid, 2016; Rina et al. 2020). In addition, with a creative combination of images and text, memes could express humour and satire, similarly reported by Joshua (2020). Whether they relate to current events, social trends, or everyday accidents, memes enable people either to mock or criticize real-

world events. In line with Widiana (2015), the finding shows that while memes could be employed to criticize target persons or events, they are able to maintain courteous communication through the shared humour they playfully produce. For example, meme 1 criticizes students who often use 'etc' as they do not know the other examples to write in their essay. Meme 4 criticizes the difficulties of learning a foreign langue in classrooms.

As commonly discussed by previous research memes are often associated with humour (e.g., Joshua, 2020 ; Nita et al., 2021; Piata, 2016) and sarcasm (e.g., Rina et al., 2020), however they could also be used to convey positive advice or moral teachings. By combining relatable events with inspiring messages, memes can encourage positive behaviours. For example meme 2 that mocks students' behaviours but it contains a friendly reminder for them to manage digital mess and use digital data more effectively. Meme 3 advocates positive behaviours to students, that is, students have to study diligently and to avoid making troubles in the classrooms otherwise they will get punishment. Such memes can inspire students as the memes can communicate life lessons and encourage personal growth in a comical way. Some memes in the data above show that they can become clever ways of criticizing foreign language learners. Some of them humorously highlight the struggles and challenges faced by foreign language learners, particularly English learners. For example, meme 9, 10, 11, 14, and 15 combined humorous images with relatable captions that could make them understood. Meme 9 is a familiar meme that generally happens in online classes. It occurs when a teacher or student delivers their material, opinion, or presentation. The human error specifically happens with the mic button, as most of them forget to turn on the mic before speaking. Meme 10 has a similar issue to meme 9. This meme explains when someone wants to learn English through online platforms and learns it from random sources. Those sources can make them confused about pronunciation and vocabulary. Given the fact that English has two common accents (British and American), there is a possibility that students may be confused in determining which accent to use or they may mix the two accents.

Besides speaking skills, students also need to learn other English skills. Meme 11 shows us how important the use of punctuation is. When a speaker uses incorrect punctuation, a listener will be confused and misunderstand. To anticipate the mentioned problem, students should learn about punctuation.

The importance of learning pronouns in English is highlighted in meme 15. Generally, there are two pronouns for humans: she/her and he/him. However, an error is found when an image of Michael Jackson appears. The correct pronoun for MJ is he/him, not hee/hee. The use of "hee/hee" shows the author's sense of humor because when MJ performed on stage, he often said "hee/hee."

Related to the development of technology, meme 14 is relatable to students. In this era, students can finish their assignments easily using ChatGPT. It is a platform that can help them in their academic life, but it can also be an enemy since, in the future, ChatGPT may steal students' dream occupations.

Meme 12 and 13 use similar pictures about human brain capacity. In meme 12, the author tries to illustrate a student's habit of asking about someone's

condition through a simple text. The simplest text shows how close they are to their friends. It is similar to meme 13. In order to greet someone, students use several ways. When they feel really close to someone, they use the simplest greeting, which involves using their eyebrows instead of their lips.

By reflecting what they did, the students themselves could also make the memes as a source of comic relief. However, it is important to be cautious when using memes to criticize learners' abilities in learning foreign language. Memes that highlight mockery or humiliation could discourage the learners' confidence. Therefore the intention, commonly known as illocution (Ananta, 2023; Julian and Mandarani, 2023), underlying such memes is crucial, as they can either motivate foreign language (English) learners to persevere or induce negative emotions among them, in particular those from different cultural backgrounds, who may have different perception towards the intended meanings of the memes. Hence, as advocated by studies (e.g., Hakim and Novitasari, 2022; Hidayah, 2021), politeness is crucial in multicultural communication so that cyberbullying could be shunned (Novitasari and Hia, 2021). As memes are cultural units of information that are created in a unique way by integrating social and cultural aspects (Dawkins, 2016), when they are used as teaching media, teachers should be aware of the cultural messages reflected by the memes. For example meme 7 and 8 contain specific information for a certain cultural group. Nevertheless, incorporating local culture coud be beneficial for encouraging foreign language learners (Wahyuningtyas and Savitri, 2022). Based on the findings above, meme 7 illustrates the three types of students: good, bad, and very bad students. The humour shows that very bad students are a type of student who has a bad attitude, grades, and often makes teachers share their life stories, wasting time instead of learning. These types of students are depicted with an expensive coffin because they are considered special students.

Moreover, a sarcastic meme about students is shown in meme 8. In learning English, students are expected to learn not only the basic skills but also the names of countries in English. The humour in this meme is evident when the author uses the prefixes "in" and "out." When these prefixes are added to the word "donesia," students may assume that the country's name is Indonesia, and the other country name outside of Indonesia is called "Outdonesia.

**CONCLUSION**

The findings of the research were resulted in the interpretation and the practical significance of the research data, which, in this study, consisted of 15 memes that were considerately chosen. We found that the memes effectively captured the good connection between students' daily lives and their academic journeys. The most important findings within this research was the importance of the pragmatic intentions behind publishing these memes. Memes showing genuine experiences of students might inspire students to learn better. Moreover, the research outcomes present valuable resources for English tutors or educators who could use them as supplementary materials for teaching pragmatic competence.

Additionally, they could become a point of reference for future researchers exploring into similar research area, that is, providing a foundation to explore the connection of memes and student life further. In summary, we believe that this simple research could contribute not only to our understanding of students' academic life but also to the pedagogical materials available to English teachers or tutors and research opportunities in the future.

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