

HUMOROUS WRITING EXERCISE USING INTERNET MEMES ON ENGLISH CLASSES

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ABSTRACT

This study discusses Internet memes found by Internet users and how they appeal for them, by deconstructing what internet meme is and what it does. Analysis are conducted especially on how the relation between images, text, and meanings connect with each other to form social messages, political messages, universal emotions, or merely to make humor and entertain its users. Researcher examines five samples of internet memes on the internet and decodes their relation between images, texts, and meanings using semiotics. These samples are then introduced as writing assignments to two BINUS University's English department classes and one Global English Class. The study reveals that humor and creativity in using internet memes are related to the students' achievement in their studies.

Keywords: *Internet memes, images, text, semiotics, humor*

ABSTRAK

Penelitian ini membahas internet meme yang ditemukan oleh pengguna internet dan bagaimana internet meme menarik bagi mereka, dengan mendekonstruksi apa itu internet meme adalah dan apa efek yang dihasilkannya. Analisis yang dilakukan terutama pada bagaimana hubungan antara gambar, teks, dan makna yang terhubung satu sama lain untuk membentuk pesan sosial, pesan politik, emosi publik, atau sekedar membuat humor yang menghibur. Peneliti menguji lima sampel internet meme di internet dan menghubungkan antara gambar, teks, dan makna menggunakan semiotika. Sampel ini kemudian digunakan sebagai tugas menulis untuk dua kelas jurusan Bahasa Inggris BINUS University dan satu kelas bahasa Inggris global. Penelitian ini mengungkapkan bahwa humor dan kreativitas dalam penggunaan internet meme berhubungan dengan prestasi siswa dalam studi mereka.

Kata kunci: *meme internet, gambar, teks, semiotika, humor*

INTRODUCTION

According to Penguin English Dictionary, meme is a behavioral or cultural trait that is passed on by other than genetic means, e.g by imitation. The term is first coined in 1976 by Richard Dawkins, as an example of replicator, information copied in evolutionary process. Examples are habits, skills, stories, or games passed on by imitation. Range from valuable inventions, scientific theories, art creations, to ‘viruses of the mind’, such as chain letters or false beliefs.

Memes provide a powerful new way to combine few things such as, creativity, art, message, and humor in the internet culture. Public relations, advertising, and marketing professionals have effectively used Internet memes as a form of viral marketing to create marketing "hype" for their product or service. Internet memes are considered as cost effective and sometimes become a trend. The practice of using memes to market products or services is known as memetic marketing (Flor, 2000).

The term Internet meme according to Pcmag.com can be existed in the form of an image, video, story or joke that is voluntarily passed from one Internet user to another via e-mail, blogs and social networking sites. Considered a form of art, Internet memes are created to promote individuals, groups, movies, art, music and products, as well as to perpetrate a hoax or just be funny. They can disappear in days or last for years (PC Magazine, n.d.).

Memes are also used in education. Scott Stillar, who teaches English at the University of Tsukuba in Japan, thinks that one type of Internet memes, the Rage comics, are a great way to teach the English language. Rage comics themselves are cartoons using an ever-growing set of internet memes. He feels that Rage comics are special because they consist of well known faces and expressions—anger, shock, defeat, surprise, pleasure, success, or horror, which therefore mean to show universal feelings or emotions of varying degrees under a variety of conditions (Wolford, 2011). Rage comics are used as vehicles for sharing experiences with humor (Hoevel, 2011).

The writer intends to examine how students use their creativity in using these memes. This paper will also serve as an alternative way to understand what the students are currently thinking or feeling, without having to ask them bluntly.

The writer considers the urgency of this research as a way to keep up with the internet culture to show an alternative of communication and a cost-effective way of mass advertising. Additionally, it is to improve students’ media literacy concerning the study of signs/symbols, philosophy, and how images and text relates each other and creates a new meaning. These memes contain humor, universal emotions, social message, cultural message, political message, and many more. From the background study above, it also shows how effective it is in teaching language. Every meme has its own theme. Therefore, it allows the user to always come up with newer and more creative ideas in delivering its message.

METHOD

This study examines five samples of internet memes on the internet and decodes their relation between images, texts, and meanings using semiotics. Semiotic approach is basically qualitative-interpretative, that is a method that focuses itself on signs and texts as its study, as well as how researchers interpret and decode the texts and the signs themselves.

Semiotics is applied as a method to approach texts on media with an assumption that the media themselves are communicated through the elements of signs that they already carried. The signs that are carried on the media are also filled with certain interests that show their own complexity, because signs on media is certainly never carries a single meaning.

Analysis are conducted especially on how the relation between images, and the production of meanings connect with each other to form social messages, historical, religious, political, or just universal emotions. The researcher examines 5 samples of internet memes specifically the ones with image and caption that produce meaning. The relation between images, texts, and meanings is then decoded using semiotics. After the analysis, these 5 samples (plus 11 more samples) were then introduced and given to two BINUS University's English department classes and 1 Global English Class as writing assignment. The research shows many results, such as the students' humor in making jokes, their own feeling at particular subjects, etc.

Theoretical Framework

Modern semiotics analysis are said to be popularized by two figures, Ferdinand de Saussure, a linguistic expert from Switzerland (1858-1913) and Charles Sanders Peirce, an American philosopher (1839-1914). Ferdinand de Saussure (1916) states that a sign consists of two inseparable elements, that is as *signifiant* that has a meaning and absorbed within human's cognition (*penanda*), and *signifie* ('meaning' or the content of the sign). Barthes (2009) developed Saussure's theory by telling that a characteristic of a sign is based on a relation of two aspects; a form (signifier that he called as *expression*) and content (a signified that he called as *contenu*).

According to Saussure, signs always consisted of three faces: the sign itself, material aspect (letter, image, shape, motion, etc.) from signs that serve function to signify or the one produced by the material aspect (signifier), and the conceptual aspect that is pointed by the material aspect (signified). Meanwhile, signification is 'something that points' signifier to signified. In semiotic analysis, this concept of signification is important to be remembered because in searching the functioning of systems of signification, sometimes we have to find signified, because signifier is known while the signified is not yet clear, and vice versa.

Signs according to Peirce are something[s] that represent something[s] or refer to a particular meaning. If the meaning is based on a particular agreement or social convention, that sign is called symbols. So, every phenomenon that exists in the society, whether it is an object, behavior, even a thought, is seen as symbols that 'represent' or 'refer to' a particular meaning outside/beyond the sign itself.

The color, red, for instance; independently does not mean anything, except the color itself. But, if the color takes part as in culture, for example, is used in traffic lights (representative), then it will also represent "prohibition" (object) in human cognition. For its use in traffic lights, as a representative, the color red is related with 'prohibition' (object) is a result of social convention and even international convention.

Additionally Peirce states that signs exist because of a process that he called *semiosis*. This process starts with the insertion of an element of sign that exists on 'outside' into human's senses, which is representative or *ground*, that might be compared Saussure's signifier. If the process using our senses has already happened, the next process inside human cognition process is a referencing of what is called *object*, which is a matter (meaning) that is represented by representative. For example, when we see a red light, because we already know the valid convention, the red light is considered as 'prohibition' (object), which we may compare it to Saussure's signified.

The next process is called interpreting, which when we create an interpretation related with the situation that we are in right now. If the red light is located on the streets as a road sign while we're driving a car, we will interpret it as a law obligation to stop and then we will interpret it as a permission to proceed by law if the light changes into green. *Interpretan* affects our behavior during a particular situation.

The process of interpreting a sign's meaning from representative, objects and *interpretant* called '*semiosis*' happens really fast inside our mind. Since what actually sensed is representative, often times representative is called a sign. It is interesting that Peirce saw the *semiosis* as a never-ending continuous process (unlimited process). He thought that *interpretans* can be received by our mind and seen as a new sign, or a new *representamen*. Meaning, a red light that has been interpreted by human's cognition is extended into a new *representamen*, for instance it becomes a 'prohibition' sign that refer as 'sanctions for violators' which then creates an *interpretan* as a *law/prohibition that must not be violated*.

Then, the new *interpretan* transforms into even newer *representamen*, for example becoming 'a heavy financial sanction' that creates another *interpretan* *a sanction that would make us not afford to pay*. This is how *semiosis* continuous without an end.

RESULTS AND DISCUSSION

The writer analyzes five samples of internet memes, with three sub-samples each. Specifically only on images that contain characters and humor-based captions, these memes are posted anywhere on the internet from 4chan.org or 9gag.com, and they are even shared by users on social media network Facebook. The writer takes three samples and their varieties of random memes and then analyzes them on how the image and the caption are used to create meanings to provide entertainment to user. Memes that are analyzed are taken from a site called memegenerator.net, one of the many sites that provide memes to be customized according to its users.

Success Kid Meme

Below is the first example of internet meme (Figure 1).



Figure 1. Sampe 1: Success Kid Meme.

Figure 1 shows a character called Success Kid, an adorable toddler clenching a fist while expressing a determined and victorious pose towards the viewer. The cheeky-faced angelic baby first showed up in early 2008 and spread across several social media networks. The early months of Success Kid showed the picture of the baby with the caption "Ima F*ck You Up", making it both funny and offensive. The image eventually transformed into the same photo with a different

tagline/caption. Today the photo is used to depict different episodes of successful events along with accompanying text. Success Kid appears to be hilarious and witty, saying many of the things that we wish we could say but do not have the courage to do so.

There is something so funny about the juxtaposition of an adorable little baby with such a fierce look of determination on his face, accompanied with a variety of texts to create meanings that represent universal emotions. The first image of Success Kid is accompanied with a caption that says “Puzzle Says 2-4 years, only took 1”, which gives meaning to the picture that the toddler feels victorious for completing a puzzle for only 1 year that normally takes 2-4 years. On the second image, the caption is written differently by another user: “Fart in class, nobody notice it!!” that depicts an everyday life situation when a student farts in class without nobody noticing it. Again, the text and the image is coherent to be juxtaposed with one another. The last image of the Success Kid has a caption that says “Murdered someone, got away with it”, which of course is quite impossible for a baby to murder someone intentionally (even get away with it). In reality, there are laws to punish someone to commit a murder, and usually people will not be able to get away with it because the authorities will do whatever they can to arrest them. The image and the text creates a meaning of how good the feeling is after killing someone and get away with it. This image and the text are combined with each other for entertainment purposes.

The Most Interesting Man in the World Meme

This meme is called as The Most Interesting Man in the World (Figure 2), which it all began when as a commercial of Dos Equis Beer. The company released a set of commercials with this character, with each one showing his extreme level of interestingness and charm. The ads were aired locally in 2006, and gained much more attention when they went national in 2009.

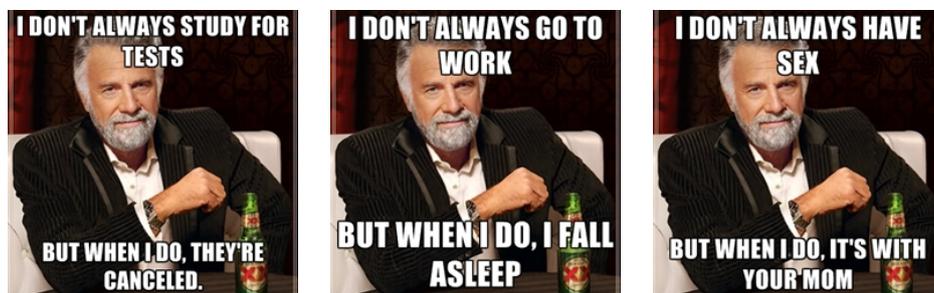


Figure 2. Sample 2: The Most Interesting Man in the World.

Actor Jonathon Goldsmith is the one who playing the role, along with the voice of Will Lyman doing the narration. The YouTube video became a trend in 2009, reaching over one million views. The Most Interesting Man in the World character has since appeared on its own, and has featured the key catchphrases spoken at the end of the commercial: “I do not always drink beer, but when I do, I prefer Dos Equis.”

The main formula of this meme parody is taken from one of the lines in the commercial: “I do not always do X, but when I do, I Y,” like shown above.

The first image says “I do not always study for test, but when I do, they’re cancelled”, it shows how he feels unlucky/lucky (depends on the interpretation) to study sometimes but to have the tests cancelled by the teacher. The second image says “I do not always go to work, but when I do, I fall asleep” that can possibly mean he is an incompetent worker but still being proud about it, which is funny considering the image shows a charming and trustworthy old man. While the function of the

third image that says “I do not always have sex, but when I do, it’s with your mom” is to mock the viewer that the meme has sex with the viewer’s mom, of course this caption only serves as a joke and entertainment purposes.

Philosoraptor Meme

The meme called Philosoraptor below (Figure 3) wonders about all the questions in our lives that we should be asking. Unlike normal philosophers, Philosoraptor is a character who has the courage, the fortitude, and the insight to ask innocent questions such as “If a vegetarian eats vegetables, does a humanitarian eat humans?”



Figure 3. Sample 3: philosoraptor meme.

The meme is considered as a wildly intelligent looking dinosaur, accompanied with philosophical statements or questions about the society, cultural phenomena, etc. The Philosoraptor is shown to be able to pick apart and examine all flaws related in the poor treatment of gay people in the society. Philosoraptor states: “Why do the religious say that sin is natural, but homosexuality is unnatural, even though they consider it a sin?”

The first image says “If feminists hate men so much, then why do they dress like them?” creates an argument/debate that feminists dress like men even though they probably hate the idea of men being more superior than them, which gives the idea that the way they dress is backfiring at them. The second image says “What if God plays Sims... and we are the characters” refers to a video game called the Sims where people can play as God to have characters in the game to build houses, get a job, have relationships, have sex with other characters, etc. This caption creates an annoying but brave idea that God is possibly playing a game with humans in real life and He can actually control them in such a way to His amusement. The last image is a question that asks “If Satan punishes the evildoers, doesn’t that make him good?” to challenge viewers to think that Satan is actually serving under God to punish bad people, which automatically means that Satan is in fact doing a good thing, not as bad as what people thought.

Good Guy Greg Meme

Below is a character called Good Guy Greg (Figure 4), which is a refreshingly nice character, a rare type of meme in the meme world.



Figure 4. Sample 4: Good Guy Greg.

At first, he may seem irresponsible, but as soon as users are familiar with him, he's a hilariously helpful guy. The meme shows a photo of a man, smiling around a homemade cigarette. Viewers might see the meme smoking not only a homemade cigarette, but probably smoking a *ganja* (weed, joint, pot). Good Guy Greg is depicted as a really good guy, easygoing, kind, always keeps his cool. He may not be the smartest character, or may not get all the jokes, but he does nice things.

The variations of this meme have Greg in full good guy mode, not quite getting the joke but still being really nice. Notable examples of Good Guy Greg include his photo with the lines: "Disappears for half an hour – shows up with Burger King for everyone."

The first image says "Crush is breaking up with her BF, help them go back together", shows how Good Guy Greg even helps his crush (a girl that he likes) to go back with her ex-boyfriend. While in reality it is rare to have someone to do the thing that Good Guy Greg does, normally someone would seize and take advantage of the situation. The second image says "Knows you're broke, buys you pizza" shows how we want to have an ideal friend that do nice things to us when we are in the need, in other words, this image and text how we long for an ideal friend (or even to be an ideal person), same with the third image that says "borrows *ur* car, fills up gas and change oil", how good The Good Guy Greg (read: ideal friend/man) is to even change the oil of the car that he borrows.

High Expectation Asian Father Meme

High Expectations Asian Father (Figure 5) plays a role as a stereotype of highly demanding, perfection-seeking Asian parent, as he pushes his children beyond the limits of endurance in matters of education and even overall performance.



Figure 5. Sample 5: High Expectation Asian Father.

The meme was developed and became popular in 2010. Even though it only serves a stereotype for Asian fathers, the meme is still popular and relevant with all people who have ever had someone push them to do better. Much of the humor lays in the perception of Asian parents, especially

of the first generation, pressuring their children to study harder and do better or suffer their anger in the form of grave disappointment, humiliation, even harsh punishments.

The meme shows a photo of the head of an Asian man wearing glasses, with a wrinkled forehead, along with a sense of disappointment and wonder on his face. High Expectation Asian Father has some variations from mispronunciation of words, misunderstanding certain words and phrases; ensuing from their improper use. The meme is famous for pushing his children to getting A grades in school, for example, “remember, you’re an Asian, not a *Bsian*!!!”

The first image says “You get A- on exam? That’s Asian F” shows a disappointment of the Asian father toward his child for only getting an A- (A minus) instead of A (or even A+), it also means how grade A- is actually grade F for Asians. The second image says “You need to go to the doctor? At your age, I was a doctor” is to humiliate his child that he/she is not a doctor yet, unlike his father who already became a doctor at his/her age. The Asian father didn’t even try to get the child to go see a doctor for his/her sickness, instead he scold him and feel disappointed at him for not becoming a doctor yet. The last image is an example how the Asian father misunderstood a word by yelling “Vitamin C? Why not vitamin A?” Shows how stereotypical Asian fathers are sometimes not really smart to misunderstand certain words, clouded by his extreme expectation for his son to get grade As in school.

Humorous Writing Memes Exercise for BINUS UNIVERSITY’s Students

The researcher also did an experiment to two classes at Bina Nusantara; one first semester class students of English Department (01PAG) and one third semester of English Global Smart class (03PBM). The researcher gave handouts consisting of 12 memes for them to fill in. Those memes are: (1) High Expectation Asian Father (HEAF); (2) Bad Luck Brian (BLB); (3) The Most Interesting Man in the World (TMIMW); (4) Good Guy Greg (GGG); (5) Grumpy Cat (GC); (6) Scumbag Steve (SS); (7) Success Kid (SK); (8) Y U No...? (YUN); (9) Lazy College Senior (LCS); (10) Overly Attached Girlfriend (OAG); (11) Futurama Fry ‘not sure if X or Y’ (FF); (12) Unhelpful Teacher (UT) (See Appendix).

In this experiment, students are given freedom to fill out the memes with their own understanding. These memes, of course, are humor regarding everyday life situations. The researcher took five best samples from each class, and then analyzed them to see their understanding on these memes. In 01PAG class, Bill Lorenzo (student ID 1601277031) has a very interesting insight on these memes. For HEAF, for example, he wrote “Facebook? You face book and study or back in the closet!”. He also did an interesting one about BLB, “Eats chilli dog, catches a cold”. For TMIMW, he related the meme with one of them most popular culture icon in the world, Justin Bieber. He wrote, “I do not always say never, but when I do, I rub it in Justin Bieber’s face”, relating it to one of his songs *Never Say Never*. Bill also did a good one using the GC meme, he wrote, “Twinkle twinkle little star, I want to hit you with a car.” And finally, using the UT, he wrote “You got that question wrong, now go figure out yourself why,” which he probably said this due to his experience with a teacher in the past.

Next in PAG is Amira Intan Amir, she did a good one with BLB, she wrote “Travel with a plane for the very first time... Snake plane.” As a student, she expressed her feelings about her grades, by saying “Grades, Y U No increase?” in YUN. She also probably shared her disappointment about her teacher by saying “Wants you to collect (submit) the assignments on time, still forget to check on them after 2 weeks holiday” in UT. And finally, using the OAG, she wrote “I deleted all of your friends number, you do not need them, you always have me.”

A 7th semester student who is repeating the Paragraph Writing course, Jovinus Chandra (ID 1200975715), wrote two interesting jokes using the memes. Using SS, he wrote “Invites you to dinner,

asks you to cook.” While in UT, he wrote “Gives you exam, that she hasn’t taught you yet,” probably expressing his frustration on doing an exam that his teacher hasn’t taught yet, or in other words, a real-life past experience. Next is Linda Tanuwijaya, she gave an interesting remark using HEAF, she wrote “So you are a B-Boy? Why can’t you be A-Boy?” indicating the funny yet misunderstood HEAF about what a B-Boy is, due to his high expectation of A’s for his son’s school grades. Amira also did a good one using the OAG, she wrote “I will get my name tattooed on your face, so whenever you look yourself on the mirror you’ll forever remember me.” And finally, probably expressing her frustration in losing weight, using the YUN, she wrote “Fat, Y U NO burn?”

The last student in 01PAG is Debby Andita, who gave three interesting captions in some of the memes. In HEAF, she wrote “Gets an A-, grounded.” While in BLB, she wrote “Gets a phone number from a hot girl in Thailand, is actually a guy.” Finally, probably expressing her frustration on people who do not return pens in a class after borrowing them, she wrote “Borrows a pen in class, actually returns it to you after class” in GGG.

Next class is 03PBM, which consists of Information System students with TOEFL score above 450, meaning that they have better English than the first semester English Department students (01PAG). First is Andiga (1501163073), he wrote two interesting jokes using the BLB and LCS; for BLB, he wrote “Discovers porn for the first time... his grandparents.” While for LCS, he wrote “Homework: read page 10-20... Great, no homework then”, which probably tells us how students are not really interested in reading. Even though it’s only a joke, the researcher is certain that there’s a little bit of truth in this comment, meaning teachers really need to improve the reading culture of the students. Next is Albertus A. (1501152050), he wrote three clever jokes using the TMIMW, YUN, and UT. First, using TMIMW, he said “I do not always get assignment, but when I do, it’s about 9gag,” commenting on the rarity of doing this kind of exercise in English writing. Then, in YUN, he wrote “Y U No? Print these memes in color???” commenting on how the researcher should have given the handouts in colors, not just a black and white copy. Lastly, using the UT, he wrote “Always said ‘All students have same potential to success’... Use term ‘idiot’ at least 5 times per session,” probably expressing his disappointment on teachers who do that kind of thing, or it also probably came from his past real-life experience.

Next is Felix (1501167866), who, using the TMIMW, he wrote “My house doesn’t always get flooded, but when it does, it’s on exam [day],” probably expressing his rare moment in experiencing flood during exam day. Meanwhile, using the SS, he wrote “Stop smoking... his own cigarettes,” probably expressing his experience in having a bad friend who stopped smoking his own cigarettes. After Felix, next is Ragnar Kumara (1501156250) who wrote three interesting jokes using the BLB, TMIMW, and YUN. In BLB, he wrote “Finally gets the love of his life... Alarm clock rings.” In this meme, Ragnar cleverly used his imagination in creating a situation where someone is having a love of his life when he suddenly realizes that it is only a dream when the alarm clock rings. Next, using the TMIMW, he wrote “I do not always caption memes, but when I do, all the funniest ideas are gone.” He cleverly expresses how he used to have funny ideas to caption these memes but they are already gone. Lastly, using the YUN, he wrote “Money, Y U No have sex and multiply?” which is also clever, since it is not easy to write a good joke.

Ignatius Albert (1501144566) has two interesting jokes that he came up using these memes, one is using the BLB, which he wrote “Download national anthem, death sentenced for piracy.” This is a clever joke since it is rare to have someone penalized for downloading a national anthem (especially in Indonesia) let alone given a death sentence. The other one he used SS in which he wrote a very funny joke by saying “Sees your binusmaya logged on... write love letter to Dean.” The last student in PBM is, Yesika Kristina, who made some interesting jokes using the GGG, SS, OAG, and FF. Using the GGG, she wrote “Borrow[s] your NDS ytd... ‘I filled in some new games’” that serves as the opposite of SS, in which she wrote “Borrow[s] your NDS ytd... ‘What NDS?’” depicting an example of a good friend and a bad friend. Next in OAG, she wrote “Couple tee [shirt]? How about

couple ring?” depicting a possessive girl who wants to keep her lover using couple’s ring, similar to wedding ring. Lastly, in FF, she cleverly wrote “Not sure if it’s chocochips... or raisin[s],” showing how chocolate chips and raisins can really look the same at first glance

In the 03PBM class, the researcher also found similar captions between the students, regarding BINUS University’s Entrepreneurship class subject. Femme (1501170135) for example, shares her frustration about the class subject using the YUN, in which she wrote “B.E.C, Y U No make it simple?” Femme’s classmate, Ernie (1501145575), also shares her frustration about the class subject. She wrote, “Entrepreneurship... Y U No make everything easier?” The same goes to Aditya Gisella (1501152025) and anonymous student in 03PBM, they wrote “BEC... Y U No make all simple?” and “Entrepreneurship class... Y U No missing from this world?” Although this assignment is humorous, the researcher thinks that these similar jokes that the students share together need to be taken seriously by BINUS Entrepreneurship Center, so that they can improve the class subject and support BINUS UNIVERSITY’s goal.

In 01PCG class, most of the students do not really seem to show much understanding toward the internet memes. It can be concluded that way because the researcher had problems in finding good jokes or humor written by the students. Therefore, they have yet to show any creativity, unlike the other classes (01PAG & 03PBM). In this class, for example, Yuliana (1601229505) wrote using the HEAF, “Get C in one class, lose internet”. She also wrote using the FF, “Not sure if she’s a girl, or just beautiful boy.” Lastly, she also didn’t know that it is inappropriate to write “F**k off!” in which she wrote using the GC. The latter, however, shows that the internet memes can be used in revealing student’s emotion. William James (1601266425), only gave one interesting joke, in which he wrote, using the FF, “Not sure if a pig or cat stung by bees.” Meanwhile, Cynthia (1601252073), wrote two interesting ones, using the GC and FF, she wrote “You do not laugh at my meme? Good!” and “Not sure if they are laughing at my joke, or just faking it.” Winih Widya Utami (1601246562) wrote two interesting ones also, using the OAG and FF, she wrote “Baby, you have to reply my texts, or I will call your mom” and “She is a beautiful girl, not sure if she’s Arabian or Indian.” Lastly, Vania Natalia (160128160), wrote two interesting jokes, using the TMIMW and the OAG, she wrote “I do not always fall in love, but when I do, she has a husband” and “Y U No reply my text 2 second[s] ago?”

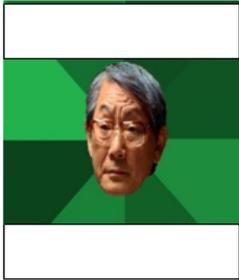
CONCLUSION

Internet memes serves as a humorous way to have fun with context, words, images, meaning, symbols, culture, popular culture, etc. The fact that it only needs an image of something or someone accompanied with a caption/text can generate different meanings. It can be interpreted and customized anyway the user wants it. Take Good Guy Greg meme for example, it is only picture a young Caucasian man smiling around a homemade cigarette which is then called as Good Guy Greg, while in reality we do not really know if the guy’s name is Greg, and if he is a good person. Even if it was, it would take a research to find the truth that he really is a ‘good guy Greg’.

Internet memes allow users to produce meanings according to the theme of a picture; it also contains language formula as shown in The Most Interesting Man in the World meme. Sometimes users also write/generate meanings while not following the formulas/themes, just to have fun with it. Internet memes require users to be creative in producing meanings in respect to symbols, words, and contexts. It is similar on how advertisements in the form of images works; an image + word[s] = meanings. Internet memes are examples of how images, texts, art, language, creativity, myths, and popular culture relate with each other, which then is open for multi-interpretation regarding its user. These memes contain humor, as well as reflecting universal emotions, social message, cultural message and many more.

Appendix

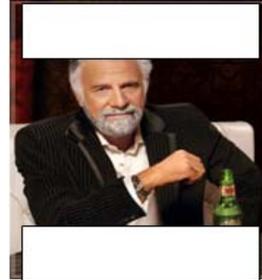
Students Memes Writing Exercise Template:



High Expectation Asian Father



Bad Luck Brian



the Most Interesting Man in the World



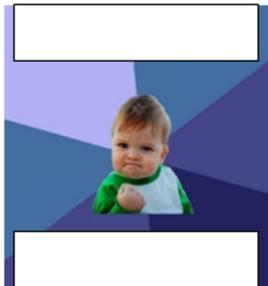
Good Guy Greg



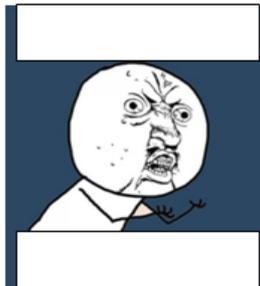
Grumpy Cat



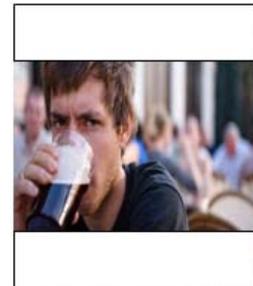
Scumbag Steve



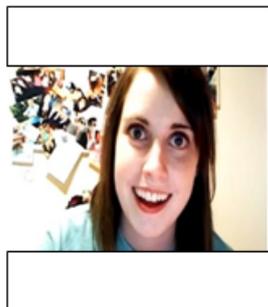
Success Kid



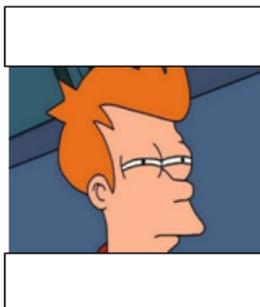
Y U No ...?



Lazy College Senior



Overly Attached Girlfriend



Not Sure If ...



Unhelpful teacher