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## Integration of Memes in Contextualizing the Development of Communicative Competence of Grade 11 STEM Students

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**Abstract:** This study was conducted to assess the development of the contextualization of Communicative Competence of the Grade 11 students of Colegio de San Juan de Letran on the use of Internet Memes in classroom teaching which utilized Stephen Krashen's *Affective Filter* as a theoretical underpinning. A 50-item validated pretest and posttest were the primary sources in determining the development of the communicative competence of the 50 students in the four components of Communicative Competence namely; Linguistic Competence, Discourse Competence, Sociolinguistic Competence and Strategic Competence. Based on learning gains, a prominent and significant development took place relative to the performance of the students in the meme group as compared to the non-meme group. The results of the study revealed that the non-meme group has lower gain (mean= 7.34, S. D=5.32) as opposed to the meme group (mean=14.84, S. D=9.74). It is highly recommended therefore, to utilize memes in classroom teaching to bring forth authentic learning and promising results. Conclusively, it is advised that curriculum developers look into this study, to be able to acquire valuable viewpoints on how to engage students more in the classroom discussions.

**Keywords:** *Internet Memes, Communicative Competence, Contextualization, Learning Gains*

### Introduction

The Philippines is reported by Digital in 2017 that Filipinos spend an average of 4 hours and 17 minutes per day on social media sites such as Facebook, Snapchat, and Twitter (Camus, 2017). It is also worth mentioning that the country has been taking the lead as of 2017 in the use of these sites as claimed by Rappler.com. In this connection, students have become more adept on the aforementioned medium thus; it gave rise to the exposure of different materials that could be found online.

In a study conducted by Jaucian (2014), it is asserted that a prominent example of online materials that students are exposed to are called Memes. Internet memes have begun to take part in many forms of social media. The Internet meme is a funny image, video or text that is spread rapidly by online users and like a virus it is contagious, traveling from one person to another until it takes on a life of its own. These are used to show emotion, humor, or portray something that people would understand in just a few seconds. Due to the many pressing issues the country is facing nowadays, the internet has been a home to various memes both political and educational as an array of memes to be posted and shared by its netizens. Students in turn, have been too responsive in making, sharing and posting memes. For example, millennials are known to be entitled of their own emotions, feelings and action. They specifically, are

entitled to voice out matters regarding school, grades, depression and troubles via online. In most cases, students share a great number of memes according to “Social Chain” (2017). It has then become a part of the students’ indulgence to social media sites.

In fact, a study by Chandler (2013) poses that internet memes are deserving of critical scrutiny since it prominently asserts a new communication form. He even reiterated that the effects and implications of the transmission of memes could lead to a systematic communication that is yet to be discovered. This study sought to reconcile clashing ideas on memes as a complete pastime versus an effective instructional classroom strategy in speech and oral communication classes. At present, memes have become the language of the students since most of the things they share online contain memes. This further opens a possibility that memes are “something” and can create and establish a large impact in the lives of the students. Equivalently, this motivated the researcher to venture on practices and ways to speak the language of the students in the classroom.

Correspondingly, this study determined the development in contextualizing topics on the four aspects of Communicative Competence namely, Grammatical Competence, Discourse Competence, Sociolinguistic Competence and Strategic Competence concerning students’ learning and how memes as a springboard in classroom instruction, can be of help to solve problems and issues in communication in terms of anxiety and nervousness. Moreover, another valuable concern of the study is the contextualization of topics in communication using memes for students to better fit into communicative contexts of communication. This academic undertaking further explored the effectivity of integrating memes in the development of the communicative development of the students in speech and oral communication classes.

As an underpinning of the study, Stephen Krashen’s Second Language Acquisition has established an anchor on the concept of acquiring a language. Nonetheless, it has been subjected to great scrutiny by both linguists and research enthusiasts. Singer (2016) stated that Krashen’s revolutionary work probes that the internet is truly the underground of education. This concept can be considered a thrust on explaining valuable concepts on second language acquisition as contextualized via technological education. The second language acquisition is divided into five hypotheses namely: 1) Acquisition Learning, 2) Monitor, 3) Natural Order, 4) Input and 5) Affective Filter. The most subtle point in Stephen Krashen’s Theory of Second Language Acquisition lies heavily on the *fifth hypothesis*, which is the Affective Filter. The affective filter cultivates focus on the real concept of language teaching and not language appreciation alone. It further explains that a debilitating anxiety on the part of the students makes acquisition of the language weak. It thus impedes language acquisition and the positive learning experience students must rightfully attain while in the classroom.

Lastly, affective filter advances the idea that motivating students go a long way in keeping them focused on their goal not to be more aware of grammatical rules, but on concepts that matter to them as far as language, acquisition is concerned. Further, the theory explains that when students experience meaningful interactions in the classroom that are relatable, they easily recognize it and eventually use these meaningful interactions on the production of meaningful language learning.

### *The History of Memes*

The definition of Internet Memes relies on a concept in evolutionary biology. According to Oxford professor Richard Dawkins (1976) the idea that living beings are genetically compelled to behave

in ways that are “good for the species” should be discredited. Dawkins accomplishes this by making one point clear: the basic units of genetics are not species, families, or even individuals but rather single genes—unique strands of DNA. He acknowledges that much of human behavior comes not from genes but from culture. Dawkins then proposed the term 'meme' (based on the Ancient Greek word *mīmēma* 'something imitated') to indicate all non-genetic behavior and cultural ideas that are passed on from one person to another.

The first recognized Internet meme was credited to Scott Fahlman (2007), he created the first smiley emoticon which he thought would help people on a message board to distinguish serious posts from jokes. He proposed the use of :- ) and :- ( for this purpose, and the emoticon smiley spread quickly to other communities and it soon became a meme.

The researcher found out that there are limited studies on internet memes here in the Philippines. However, there is a considered example of the first modern internet meme traced from the website called *Bert Is Evil*. The website hosts images of the puppet Bert a character from *Sesame Street* which was created by Filipino artist and designer Dino Ignacio in 1997 to which the meme aims to collect according to the website “*incriminating images and documents that prove that Bert is not the lovable harmless geek he so successfully makes us think*”. The popularity gained by the website went viral and due to the website's immeasurable popularity, it became too expensive for Ignacio to continue operating. Instead of shutting the site down, he proposed to allow anyone who was willing to mirror his original website the chance to host it. Many Filipinos saw potential with what they can do in terms of memes due to the success of the website Bert Is Evil. The more people who like and share, the stronger memes will be. Memes have apparently assisted in producing opportunities for many Filipinos, transforming nobodies into celebrities overnight. Memes became a great opportunity for online users to do communication by just using memes.

In a study of Baysac (2017), he cited that many teachers are already exploiting the trend of using memes not only in the Philippines but also in many parts of the world. He even specified that when humor is properly used and executed in the classroom with caution, it would truly influence the positive learning experience in a 21<sup>st</sup> century classroom. Baysac further revealed that humorous memes as an occurrence has undeniably limited literature and deserves further study. A quantitative design with larger number of respondents according to him would be recommended. This area in the literature even more propelled the researcher to venture on the use of memes to elevate students' motivation in learning and at the same time, develop their communicative competence.

### *Humor and Memes in Education*

Few communication education investigations have concentrated on the use of humor as an instructional method/tool in the intercultural college classroom (Franks, 2018). This has been an almost untouched area in literature in the past decade. However, linguists and language enthusiasts are becoming more concerned on how students would be hooked in the lesson.

Humor is a very good meter in knowing the state of the class if they are prepared with the lessons as ventured by Ashipaoleye (2013). These determine the mood of the class. The class seems to become more relaxed because of the humor into the lectures. For instance, a study made by Baysac, (2017), found that when students are given the traditional way of lecture and old techniques employed in the classroom teaching, the students become restless and they get bored in the lesson.

Memes have evidently marked the turning point of the 21<sup>st</sup> century education (Variety News Team, 2017). Being knowledgeable of what Memes are, is a way of securing that students understand how the world communicates and will eventually allow them to become literate on practices more important than reading and writing alone (Knobel & Lankshear, 2005). Memes, therefore, are claimed to be used in educational processes. According to Kariko, (2012), humor and creativity in utilizing memes are largely related to student achievement in their studies. He further stated that using memes is a great way to teach English classes.

In the same stance, Serrano (2018) launched and uploaded via YouTube, the Math Meme Project which is a video compilation of the best works of memes in Mathematics of her students. This is a way of showing that her students enjoyed learning the subject though dubbed as difficult by the help of Memes. The project was compiled to benefit students learning in Mathematics. The meme project earned millions of views online. Since Memes have gained prominence, it can be considered as a useful educational device for both teachers and students to promote clarity, pedagogy, and humor.

Memes indeed travel on a digital highway (Shifman, 2013) since it has become an inevitable part of the changes in the possible techniques and new ways to connect a student in the learning process. On top of all these educational and social reforms, several academic institutions started to follow the trend to better adhere to 21<sup>st</sup>-century learning. The Cambridge University is one of the big universities across the globe, which believed that memes have its fair share of place in the education.

In this light, the University offered the course “Cambridge Journal of Memeology” wherein, applicants must display a good command and proficiency in making memes. More so, a revolutionary course on Memes has been made available at the Brown University with the subject title of “Memes and the Language of the Internet” (Stambler, 2017). Further, the University of California is offering a class called “Linguistics 135: Memes: When Language and Culture Go Viral as part of its 2016 winter quarter roster.

Seminal contributions have been made by, Knobel & Lankshear (2005) when they stated that, Memes are considered as a New Literacy or a Big Literacy of the century and that research on memes should not be prohibited nor undervalued for students must have to attend to “social-ness” nowadays. They point out that meming are largely invested in the generation of meaning, societal experience and finding out one’s identity in the world. The said assertion of Memes becoming a revolutionary literacy in education, is likewise a reminder to educators that memes are important in revising critical practices when they posed that meming is a helpful practice for teachers to give premium on when crafting new forms of social participation.

As has been previously reported in the literature, the venue for communication has been too accessible and students in turn, have been exploring means to create meaning and connect with people. Teachers, in the same manner, must also join in the collaboration happening online. The results of students, having the luxury of time in enjoying being online, can set forth both worst and positively promising results in the classroom only when guided by their teachers and instructors. Similarly, Hill (2017) stated that educators who are experts in the field said that techniques such as Memes in the classroom could successfully work for the students for, they are considered as digital natives of the century.

Humor takes on a great role in the teaching and learning processes inside the classroom. Memes are deeply rooted in humor. This goes to show that when teachers have fully achieved on how to use memes in their classroom teaching, it could possibly create and a memorable lesson with the students. Lastly, if the teaching and learning processes would possibly be done strategically with the use of memes, then, positive learning experience can be achieved.

#### *Contextualization of Memes in Communication*

The basic function of memes is to put forward a specific emotion and contextual message (Reime, n.d.). Since meme is one of the widely explored and highly valued aspects in the social media, it can further take its rightful place in education. Thus, contextualization must be done for a meme to bear meaning for students to connect, reconnect and find significance in the lessons delivered in the classroom. Likewise, he also posited that a visual meme lays a foundation of a context, for when memes become a part of something, it, therefore, reveals the truth or a concept.

More so, the modernity in meaning paves way for truth to be applied in new undertakings such as the digital culture. Kariko (2012) claimed that that internet memes serve as a way to have fun with context, words, images, meaning, symbols, culture, and pop culture. Furthermore, Caffier (2018) pointed out that memes are already playing a role in shaping history and will be put in scrutiny in the same gravity as other up-to-date topics. This is the reason why context seems to be the best approach when memes are subjected to academic scrutiny.

Previous research can only be considered a first step towards a more profound understanding of memes in communication. Shifman (2013) substantiates that until the 21<sup>st</sup> century, mass communication researchers felt comfortable overlooking memes. This was because memes were once seen as just a popular pastime and not for academic use. Moreover, he stated that in communication, people become knowledgeable of memes through senses. Understand them then “repackage” them. This assertion only proves that the study of memes could be exploited, and communication happens through information of such memes expressed as a language (Jiang, 2012).

Memes as an amplified application of humor may be a compelling way to deliver lessons in the classroom. Since memes are seemingly seen a thriving way to effectively deliver a lesson, teachers can scrutinize and experiment on these evolving aspects in educational reforms to better adapt to what student really need them to stay focused in the lessons. The literatures also revealed that memes evidently put a significant mark in the execution of newly planned and improved lessons in the modern classroom. Finally, these studies gained a considerable weight of importance and focus to give premium to the 21<sup>st</sup> century learning students must rightfully experience.

These literatures were seen beneficial and important in strengthening claims of the researcher that memes can ultimately take part in the education reforms in the educational process in teaching the English language. The studies both local and international were further used in the discussion of the results of the study to establish parallelism in highlighting the effectiveness of integrating memes in academic undertakings.

## Methods

### *Design*

For this study, the researcher used quantitative research. It was used to quantify data and generalize results from the findings. Moreover, the researcher utilized this process to measure the incidence of various views and opinions of the respondents on the use of memes to help them contextualize the standards of communicative competence through the internet memes.

Additionally, this academic undertaking made use of the Experimental Design. Experimental Design is based on comparison between two or more groups. These groups must be composed of subjects who are similar on all characteristics, which might influence the outcome of interest; otherwise, it is impossible to rule out the possibility that any observed differences at the end of the experiment were due to baseline differences between the groups at the start of the experiment.

### *Sample*

A purposive sampling technique in choosing the respondents of the study was utilized in this study. The researcher developed an informed consent form and contract as a written agreement of the researcher and the respondents. Since the purpose of the study was to know the integration of memes in contextualizing the development of communicative competence, the study set the qualifications and baseline in subsequence: 1) *currently enrolled as a grade 11 senior high school student of Colegio de San Juan de Letran*; 2) *pursuing Science, Technology, Engineering and Mathematics Strand (STEM)*, 3) *respondent has an average grade in English of 85-75*; and lastly, 4) *took a diagnostic test in Speech and Oral Communication*.

These qualifications were set since the Speech and Oral Communication in Context as per Department of Education's order must be taken during grade 11. Further, the researcher explained to the respondents the possible risks and circumstances the respondents might encounter in participating in the study. The researcher also discussed that confidentiality of all data given, videos taken, presented ideas and answers from the respondents after being kept, must all be destroyed and deleted six months after the study is completed. This is to make sure that direct identification given by the participants must be secured in the duration of the study. Benefits of the participation were also discussed.

### *Instrumentation*

In testing the objectivity of the study, the researcher followed procedure and protocol of the standards of the research locale. Further, the instruments used in this study went through thorough testing and validation to bring forth unbiased results. The pretest and posttest were used as main instruments of the study to determine the performance of the students.

The pretest–posttest design involves obtaining a pretest measure of the outcome of interest prior to administering some treatment, followed by a posttest on the same measure after treatment occurs. Both groups were measured before and after the experimental group was exposed to a treatment. In this study, pretest and posttest were developed and used to pinpoint significant differences in the results of tests and the comparison of the results before and after the intervention process. Moreover, to avoid components that may affect and may threaten the internal validity of the academic work, pretest and posttest were rephrased to eliminate familiarity.

The researcher prepared a posttest and pretest in line with the mechanics given by the research locale. In validating the instruments and tools of the study, the researcher selected experts in the field to validate the pretest and posttest. Adjustments were made in terms of the proper distribution of the items per topic as advised by both validators. In terms of the lesson plans for the meme and non-meme group, the lesson plans were used in the study as a guide in teaching the lessons of the meme and non-meme group. The Lesson plans were approved and validated by the department's academic chairperson to make sure that all competencies were followed.

### *Data Gathering Procedure*

The researcher wrote a letter addressed to the Letran Research Center (LRC) Coordinator and the Senior High School Department Principal, Academic Chairperson and Faculty teachers that were involved in the process. This is to ensure that no protocols and established rules of the research locale were violated. After writing a permission to the people involved in the process, the researcher oriented the students, class advisers handling the students for both groups that all information remained private and confidential.

The next process was to ask the list of students who have an average grade in English of 85-75. The students who were chosen, read the contract and the informed consent given and explained to them by the researcher. Only 61 among 70 students signed the informed consent who were the same students who took the diagnostic test. After such, the scores of the 61 students were tabulated and the last 50 students who obtained the lowest grades were picked. Students in the odd numbers were assigned to the meme group and the even numbers were assigned to the non-meme group to ensure that students have almost the same abilities in the English language. The researcher explained thoroughly what the pretest was for and made sure that the respondents fully understood their right in the conduct of the study. The researcher taught the meme group first using the meme lesson plan incorporating memes starting from the motivation up to the evaluation part of the conduct of the study. In the end of all the lessons, the students in the meme group generated their own memes and posted it in Facebook. Finally, after all of the lessons were conducted in a span of one week, the researcher administered the posttest and utilized the same room and time of the day.

The results were computed and tabulated by the researcher. Further, the researcher made use of appropriate statistical treatments to determine the performance of the students. Moreover, the learning gains were put forward in the end of the discussion of this study to highlight the importance of memes in the classroom discussion.

### *Results and Discussion*

Memes have taken its own rightful place in the everyday life of the students. Every meme carries with it a social construct and thus contextualizes its own form in the light of someone's understanding and comprehension. The user of memes also adjusts such meme for own his or her own benefit and shares whatever he or she sees applicable in terms of the situation or event. This study has taken advantage of the fact that students nowadays, tagged as millennials, undeniably have a life online. This paved way for the researcher to venture on the use of memes as a classroom technique in teaching the standards and strategies of communicative competence to the students.



Twenty-five respondents from the control group and 25 respondents from the experimental group were chosen in the study. Different teaching strategies were employed. In testing the strategies, pretest and posttest were administered to both groups and results were interpreted via statistical tools. In this chapter, the results of the data gathering are revealed to shed light if memes can ultimately be used in classroom instruction.

Before teaching the meme group and non-meme group, both groups took a 50-item pretest. The pretest is composed of the different standards under grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Moreover, the students answered items on the different level of difficulties for each topic up to labeling the communicative competence used and meme generation through giving blurb or caption fitted for the meme.

Table 1 shows the frequency of the distribution of the pretest scores of the meme group and the non-meme group in terms of communicative competence.

**Table 1 Frequency Distribution of the Pretest Performance of the Meme Group and the Non-meme Group in terms of Communicative Competence**

Scores	Non-meme Group		Meme Group		Verbal Interpretation
	F	%	f	%	
9-10	0	0	0	0	Advanced
7-8	0	0	0	0	Proficient
5-6	4	16	7	28	Approaching Proficiency
3-4	8	32	9	36	Developing
0-2	13	52	9	36	Beginning
<b>Total</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	
<b>Mean</b>	<b>2.96</b>		<b>3.28</b>		
<b>Standard Deviation</b>	<b>1.43</b>		<b>1.24</b>		

Table 1 puts forward the frequency distribution of the scores of the meme group and the non-meme group in terms of their understanding of communicative competence. In the non-meme group, 13 or 52 percent of the students are in the beginning level while in the meme group, 9 students are in the beginning level or equivalent to 36 percent. Further, in the non-meme group, 8 students or 32 percent of the students are in the developing level whereas in the meme group, 9 or 36 percent of the students are in such level. In terms of approaching proficiency, 4 or 16 percent are in such level in the non-meme group while the meme group has 7 or 28 percent which falls under the approaching proficiency group. No student is under the proficient and advanced level in terms of communicative competence. Since both groups are in same stance, this means that students are almost on same level in terms of understanding the concept of communicative competence. Lastly, the non-meme group has a mean of 2.96 and a standard deviation of 1.43 while the meme group has 3.28 mean and a standard deviation of 1.48.

The results led the researcher to the understanding that students in both groups would need help in terms of learning communicative competence and that there is more to improve in terms of learning the

language. The results also mean that the readiness of the students in advancing to a higher form of learning is to be able to concretize the concepts of communicative competence via authentic examples they will experience in the workplace.

It further shows that the respondents from both groups are still in the process of developing their communicative competence. The results also entail that there is still a lot to improve in terms of honing the respondents' competence in communicating.

It can be aptly stated that all the respondents in the study shared the considerable likeness of the competence in terms of knowledge of communicative competence and that, it opens possibilities of assisting the respondents in developing their communicative skills through the integration of memes in classroom instruction as claimed by (Baysac, 2017) when he mentioned that memes deserve further exploration as an important technique in motivating the students to learn and develop their understanding of concepts.

Further, table 2 presents the difference between the performance in the pretest of the meme group and the non-meme group in the four components of communicative competence.

**Table 2 Difference between the Performance in the Pretest of the Meme Group and the Non-meme Group in the Four Components of Communicative Competence**

COMPETENCE	N	Mean		SD		Mean Difference	df	$\alpha$	P-value	Decision
		Non-meme	Meme	Non-meme	Meme					
<b>Communicative Competence</b>	50	2.96	3.28	1.43	1.24	.32	48	.05	.402	<i>Accept Null Hypothesis</i>
<b>Grammatical</b>	50	2.96	3.44	1.40	1.36	.48	48	.05	.224	<i>Hypothesis</i>
<b>Sociolinguistic</b>	50	4.00	3.92	1.38	1.42	-.08	48	.05	.841	
<b>Discourse</b>	50	3.80	4.32	1.85	1.49	.52	48	.05	.279	
<b>Strategic</b>	50	3.80	4.32	2.22	1.41	.52	48	.05	.327	

Table 2 presents the differences of the pretest scores of the two groups in terms of the competencies. In communicative competence, the controlled group obtained a mean of 2.96 and SD of 1.43 as compared to the experimental group that has 3.28 mean and an SD of 1.24. Further, in grammatical competence, the control group acquired a mean of 2.96 and an SD of an SD of 1.40 while the experimental group obtained a mean of 3.44 and SD of 1.36. Moreover, in terms of sociolinguistic competence, the control group garnered 4.00 of mean and an SD of 1.38 whereas, the experimental group obtained a mean of 3.92 and an SD of 1.42. Also, the control group for discourse competence has a mean of 3.80 and an SD of 1.85. On the other side of the coin, the experimental group has mean of 4.32 and an SD of 1.49. Lastly, for the strategic competence, the control group has a mean of 3.80 and an SD of 2.22 while the experimental group got a mean of 4.32 and an SD of 1.41.

From the above table, the statistics clearly shows that there is no significant relationship between the pretest scores of the control group and the experimental group in terms of competencies. This puts forward that the respondents were properly chosen for the study and that the study would be great way for them to develop their competence.

Table 5 shows the frequency distribution of the post-test performance of the meme group and the non-meme group in terms of communicative competence.

**Table 3 Difference between the Performance in the Post-test of the Meme Group and the Non-meme Group in the Four Components of Communicative Competence**

COMPETENCE	N	Mean		SD		Mean Difference	df	$\alpha$	P-value	Decision
		Non-meme	Meme	Non-meme	Meme					
<b>Communicative Competence</b>	50	3.36	4.44	1.47	1.36	1.08	48	.05	.01	<i>Reject Null Hypothesis</i>
<b>Grammatical</b>	50	3.48	4.20	1.46	1.26	.72	48	.05	.058	<i>Accept Null Hypothesis</i>
<b>Sociolinguistic</b>	50	4.24	5.04	1.45	1.37	.80	48	.05	.051	<i>Hypothesis</i>
<b>Discourse</b>	50	4.36	4.88	1.68	1.42	.52	48	.05	.244	
<b>Strategic</b>	50	4.48	5.36	2.02	1.50	.88	48	.05	.087	

Table 3 presents the differences of the posttest scores of the two groups in terms of the competencies. In communicative competence, the controlled group obtained a mean of 3.36 and SD of 1.47 as compared to the experimental group that has 4.44 mean and an SD of 1.36. Further, in grammatical competence, the control group acquired a mean of 3.48 and an SD of 1.46 while the experimental group obtained a mean of 4.20 and an SD of 1.26.

Moreover, in terms of sociolinguistic competence, the control group garnered 4.24 of mean and an SD of 1.45 whereas, the experimental group obtained a mean of 4.24 and an SD of 1.37. Also, the control group for discourse competence has a mean of 4.36 and an SD of 1.68. On the other side of the coin, the experimental group has mean of 4.88 and an SD of 1.42. Lastly, for the strategic competence, the control group has a mean of 4.48 and an SD of 2.02 while the experimental group got a mean of 5.36 and an SD of 1.50.

The table shows that that there is no significant relationship between the four components of communicative competence namely; grammatical competence, sociolinguistic competence, strategic competence and discourse competence.

**Table 4 Difference between the Performance in the Pre-test and Post-test of the Non-meme Group in the Four Components of Communicative Competence**

COMPETENCE	N	Mean		SD		Mean Difference	df	$\alpha$	P-value	Decision
		Pre	Post	Pre	Post					
<b>Communicative Competence</b>	25	2.96	3.28	1.43	1.24	.32	24	.05	.235	<i>Accept Null Hypothesis</i>
<b>Grammatical</b>	25	2.96	3.44	1.40	1.36	.48	24	.05	.130	
<b>Sociolinguistic</b>	25	4.00	3.92	1.38	1.41	-.08	24	.05	.784	
<b>Discourse</b>	25	3.80	4.32	1.85	1.49	.52	24	.05	.279	
<b>Strategic</b>	25	3.80	4.32	2.22	1.41	.52	24	.05	.193	

Table 4 presents the differences of the pretest and posttest scores of the control group in terms of the competencies. In communicative competence, the pretest obtained a mean of 2.96 and SD of 1.43 as compared to the posttest that has 3.28 mean and an SD of 1.24. Further, in grammatical competence, the pretest acquired a mean of 2.96 and an SD of 1.40 while the posttest obtained a mean of 3.44 and an SD of 1.36. Moreover, in terms of sociolinguistic competence, the pretest garnered 4.00 of mean and an SD of 1.38 whereas, the posttest obtained a mean of 3.92 and an SD of 1.41. Also, the pretest for discourse competence has a mean of 3.80 and an SD of 1.85. On the other side of the coin, the posttest has mean of 4.32 and an SD of 1.49. Lastly, for the pretest, it has a mean of 3.80 and an SD of 2.22 while the posttest got a mean of 4.32 and an SD of 1.41.

The table shows that that there is no significant relationship between the four components of communicative competence namely; grammatical competence, sociolinguistic competence, strategic competence and discourse competence.

**Table 5 Difference between the Performance in the Pre-test and Post-test of the Meme Group in the Four Components of Communicative Competence**

COMPETENCE	N	Mean		SD		Mean Difference	df	$\alpha$	P-value	Decision
		Pre	Post	Pre	Post					
<b>Communicative Competence</b>	25	3.28	4.44	1.24	1.36	1.16	24	.05	.000	<i>Reject Null Hypothesis</i>
<b>Grammatical</b>	25	3.44	4.20	1.36	1.26	.76	24	.05	.001	
<b>Sociolinguistic</b>	25	3.92	5.04	1.41	1.37	1.12	24	.05	.001	
<b>Discourse</b>	25	4.32	4.88	1.49	1.43	.56	24	.05	.002	
<b>Strategic</b>	25	4.32	5.36	1.41	1.50	1.04	24	.05	.000	

Table 5 presents the differences of the pretest and posttest scores of the experimental group in terms of the competencies. In communicative competence, the pretest obtained a mean of 3.28 and SD of 1.24 as compared to the posttest that has 4.44 mean and an SD of 1.36. Further, in grammatical competence, the pretest acquired a mean of 3.44 and an SD of 1.36 while the posttest obtained a mean of 4.20 and an SD of 1.26. Moreover, in terms of sociolinguistic competence, the pretest garnered 3.92 of mean and an SD of 1.41 whereas, the posttest obtained a mean of 5.04 and an SD of 1.37. Also, the pretest for discourse competence has a mean of 4.32 and an SD of 1.49. On the other side of the coin, the posttest has mean of 4.88 and an SD of 1.43. Lastly, for the pretest, it has a mean of 4.32 and an SD of 1.41 while the posttest got a mean of 5.36 and an SD of 1.50.

The table shows prominently that there is a significant difference in all the components of communicative competence and that memes when used in classroom instruction is ultimately seen effective to develop the competence of the students in contextualizing their learning. More so, the table shows that the study of memes must be give light and premium for it may open doors to new ways of learning the English language.

**Table 6 Difference between the Learning Gains of the Meme Group and the Non-meme Group in the Four Components of Communicative Competence**

Group	N	Mean	SD	Mean Difference	Df	$\bar{\alpha}$	p-value	Decision
<b>Non-meme Group</b>	25	7.34	5.32	7.50	48	.05	.001	<i>Reject Null Hypothesis</i>
<b>Meme Group</b>	25	14.84	9.74					

Table 6 shows the learning gains the groups obtained after the pretest and posttest taken by the groups. In terms of the learning gains, the control group has a mean of 7.34 with a standard deviation of 5.32. On the other hand, the experimental group has a mean of 14.84 with a standard deviation of 9.74. This exhibits that respondents in the experimental group obtained a way higher gain in terms of learning than, that of the control group which substantiates Shifman (2013) assertion that memes must not be overlooked and thus must take part in the many important aspects of learning of the students.

Further, the table reveals the outcomes of the difference of learning gains of in the control group and the experimental group. It evidently shows that the non-meme group has lower gain mean= 7.34, S. D=5.32 as opposed to the meme group mean=14.84, S. D=9.74.

Since it also shows that the P-value is .001 that is lower than the significant level, then the **null hypothesis is rejected and the alternative hypothesis is accepted**. This implies that that there is a significant difference in the pretest and posttest scores of the experimental group.

The last table significantly concludes that integration memes with caution are very important tool to aid a teacher in terms of developing the student's communicative competence.

This concept is held true when Kariko (2012) claims that memes can contribute to a students' learning of language in fun and meaningful ways.

## Conclusions

Based on the findings, these conclusions in subsequence were drawn:

1. Students learning of communicative competence is very low and greater opportunities of learning are seen beneficial to help students develop the four components of communicative competence.
2. The students in both groups were equal in terms of their knowledge on communicative competence.
3. The use of traditional techniques such as pictures, board work, graphic organizers and discussions helped the students in developing his or her communicative competence.
4. The respondents for the meme group have the same level of knowledge on the four components of communicative competence.
5. The respondents for the non-meme group have the same level of knowledge on the four components of communicative competence.
6. The respondents in the meme group were able to contextualize authentic situations in learning the four components of communicative competence through memes and thus supports that fact that

humor could relatively take a big role in the students' enhancement of learning of the English language.

7. The internet memes helped in the development of learning as reflected in the learning gains on communicative competence of the students in the meme group.

## Recommendations

Based on the conclusions drawn in this study, the following are recommended:

1. Speech and Oral Communication instructors should find the utilization of memes as a useful underpinning in teaching the English subject with both humor and enthusiasm especially in the topics that concern the communicative competence of the students.
2. Students must help themselves in practicing their communication competence through determining the standards involved and violated in the communicative competence through the array of memes they see while browsing.
3. Traditional techniques must still be utilized alongside with the 21<sup>st</sup> century techniques in teaching as it still seen very beneficial and vita part of classroom discussion.
4. Students should expose themselves on authentic situations they would find online and must see it as opportunity to develop their communicative competence through the available online materials.
5. Students must see memes as a way of understanding the authentic situations through the patterns and situations involved in the memes and must consider it as a way of understanding how one must develop his or her own communicative competence.
6. Students and teachers must welcome the opportunity of learning new techniques in teaching the communicative competence via the use of memes in the classroom discussions.
7. Future researchers should use this study to venture more on ways on how to incorporate humor and memes in discussion or in any ways or techniques the students would learn best.

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