

ABSTRACT

Baihaqi, Raihan. (2026). The Implementation of Meme-Based Instruction in Teaching Reading for 7th Grade Students: A Case at SMP Muhammadiyah 8 Bandung.

Teaching reading in junior high school faces challenges due to monotonous texts and lack of visual support. This condition lowers student motivation. This research explores meme-based instruction to solve this issue. This study aims to explore the implementation of Meme-Based Instruction in teaching reading to seventh-grade students at SMP Muhammadiyah 8 Bandung. It also investigates students' responses and identifies the instructional challenges and benefits.

The researcher applied a qualitative case study design at SMP Muhammadiyah 8 Bandung. The participants are one class of seventh-grade students. The researcher selected three focal students for interviews. The researcher collected data through classroom observation, semi-structured interviews, and documentation. The researcher analyzed the data using thematic analysis.

The observation results show the successful implementation of meme-based instruction across three reading stages. English memes effectively function as visual scaffolds for descriptive texts. The interview results reveal positive student responses. Students demonstrate higher motivation and better vocabulary acquisition. The study also identified minor challenges regarding unfamiliar internet slang and cultural references.

In conclusion, meme-based instruction effectively bridges the gap between digital literacy and academic reading. It improves reading comprehension and classroom engagement. English teachers should integrate educational memes to teach descriptive texts. Future research should explore meme-based instruction for other language skills.

Keywords: *Meme-Based Instruction, Reading Comprehension, Descriptive Text, Multimodal Text, Junior High School.*