

ABSTRACT

Anjani, Virgi Bellia. 2022: The Use Memes to Promote Students' Critical Literacy in EFL student.

Critical literacy is understood as an active reading skill to get in-depth information. However, this is important to implement especially for students in today's era who face many hoaxes and texts that spread. In nowadays era, where technology is increasingly sophisticated, memes can be suitable for increasing students' critical literacy especially to students that has a low interest in literacy. Therefore, this research is to investigate the implementation of meme and students respond to it. This study aims: (1) to find out how teachers implement memes to promote critical literacy in EFL students, (2) to find out students' responses about their interest and enthusiasm for critical literacy learning through memes.

This research used qualitative approach with a case study design. The participants of this research consisted of an English teacher and 24 students at IX grade which 5 of them took as a representative participant. A purposive sampling technique used in the research. In collecting the data, this study used two techniques which are observation and interview with open-ended questions.

The findings of this study show several points based on the observation and interview. First, the teacher used the three phase technique to implement memes in promoting students critical literacy in reading class. Second, based on their responses in learning critical literacy using meme, the majority of students agreed that they feel interest with meme because it simple and easy to understand. In addition, meme has a humor aspect that made the learning process enjoy and fun.

In conclusion, the use of meme in learning critical literacy can attract students' motivation. So that, teacher can implements this media as a reference to get students attention in promoting critical literacy in reading class. However, this study is recommended for those English teacher, students, and future researcher.