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Digital Literacy via Readers' Responses towards Humor Presented in "9GAG Memes"

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Article Info	Abstract
	Language education by using digital literacy via reader response approaches towards humor presented in social media will attract the student attention during learning process. The purpose of this research is to analyze the text produced by learners in order to explain how they provide responses towards humorous, fearing, annoying, pitiful, and confusing memes.This research is a qualitative research. The approach of the research is descriptive approach. This research was a readers response analysis focusing on descriptive qualitative. The data collecting done by observation, documentation and questionnaires. The subject of the study are students of SMA Negeri 1 Pecangaan Jepara. The method applied in this research is General Theory of Verbal Humor and Reader 's Response Theory as the approach in which the researcher related the contexts of the data to the data analyzed in order to make replicable and valid inferences from data to its context. The result of the research shows digital literacy skill of the XII grade of SMA Negeri 1 Pecangaan Jepara students is quite good. The reader accepts the aspects of humor through their current contribution on their response inside their peer group.

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INTRODUCTION

Communication is a way to share information among people. The process involves participants to negotiate their role in this process based on their consciousness or unconsciousness. The participants involved in the communication process are called the senders and the recipients.

However, in the communication process, a sender must encode the information into an appropriate form to lead the recipients to understand the meaning of the message being conveyed. Online communication is not only conducted by using SMS and telephone anymore. It is developed further to the other patterns called social media.

Social media is computer-mediated tools which allow people to create, share or exchange information among people. People can also share ideas, pictures or videos in virtual communities and social network. Social media allows the users to use their own creativity and also exchange those user-generated contents in the memes.

Language as a tool for human communication grows up with the condition of its era. In this internet era, many new languages arise which mostly from computer-mediated communication, especially from social media used by a billion people around the world. The language is not only created but also managed simply from the name of software or application used. Crystal (2004) stated that internet language becomes the fourth media after writing, speaking and signing.

In the communication process in social media, the way people interact change. The technology becomes the latest part of the social process which causes each user having different responses toward the same thing presented. The responses of readers often being manipulated by the statements that were more humorous, more understandable, and more polite. The responses may vary according to the context of social media where the ambiguity may happen.

Humor is a popular choice to make people laugh in modern society. Humor makes fun of seriousness and manipulates the readers thought on their lighter side. A person has humorous character may create jokes to make the people around them laugh. These people like to use humor can only be understood by themselves and their community. It is ability can be developed over time by practicing.

Responses from the reader play a very important role in making issues about what important or unimportant in the interaction. The responses are affected by many different things. Severin (1988) suggests that different people react to the same message in a very different way. The reaction is related to the process of decoding, how people process specific information based on their own experience and knowledge.

There are several studies conducted related to reader's response, it is a group of studies focusing on Readers' Response analysis conducted in various literary text. Utami, Zaim & Rosimela (2014) try to find out the effect of reader response strategy and students' reading interest towards students reading comprehension of narrative text. They find that reader response strategy had significant effect in students' reading comprehension narrative text which resulted in achieving higher score.

Iskhak (2015) applies Reader-response theory to investigate its significance for teaching literature in EFL teacher education in Indonesia. The result of his study show that readers response strategies offer some benefits such as promoting aesthetic experience, empowering students' voices, and improving students' motivation and interest in reading achievement.

The present study also match with the study conducted by Iskhak *et. al* (2017) who applied readers' response theory by Rosenblatt on investigating the effect of readers' response journal on the quality of the students of teachers trainee's responses to literary works. The theory is suitable to be used in literature reading especially in seeing the reader as an active participant.

Nurazizah, Agustien & Sutopo (2018) investigate the students' ability in negotiating meaning in casual conversation. This study can

be related with the present study because there is also negotiation. In the study, the researchers finds that the students face language problems in conversation. However they use some strategies to compensate their language problems such as using minor clause, speaking in their native language, and doing non verbal communication.

Djiwandono (2013) aims to develop critical thinking skills and critical attitude of learners for learning language is suitable to be related with this present study. He applies a training to raise the learners awareness of thinking critically. The training finds that critical thinking skills will lead the students as the readers to have a good interpretation in learning in accordance with the improvement to find solution for problem encounter.

Kamal (2012) conducts study about the use of internet in language teaching and learning English as a foreign language. He find internet is an entity related to literacy and has significant implication for teaching and learning process.

Warny (2018) conducts study which can be related to the present study. This study aims to examine students' experience in using technology in learning English outside classroom. The students are expected to increase their English ability by using the advancemeent of technology as the new resources of information. The study examines the use of technology to encourage the development of learner autonomy which include aspects of learning motivation, metacognitive, awareness, self confidence and social skills.

Digital literacy is also related to the present study. There are some previous study which are used as the reference. Dynel (2016) proposes a study on humorous internet memes focusing on advice animal image macros. The study finds that humorous advice animal memes can be technically conceived as visual-verbal jokes. This study can be related to the present study since the study also focus on visual verbal jokes.

Putri & Himmawati (2015) conduct research about readers response upon 9GAG memes by English Lecturers Department. Humor attracts different responses from different readers. The parameter used to decide whether the readers get the idea of the humor come from the responses.

Purnama (2017) presents the importance of utilizing technology products to promote students' engagement in classroom activity. The study shows memes and Instagram can be used as one of the strategies to develop an innovative teaching and learning process. The study applies digital literacy which has specific purpose to apply technology in the classroom activities. Therefore the study has the most significant novelty to be studied further since the ability in using digital technology affect the improvement of students' understanding in literacy area.

The purpose of the present study is to analyze the text produced by learners in order to explain how they provide responses towards humorous, fearing, annoying, pitiful, and confusing memes. The problems which are mostly found in the present study is seen in text produced by readers. The text shows their subjective response towards the media presented. Their engagement in producing text is still based on their efference stance which mean that they only focus on what they see on the meme whereas in reader's response theory the readers should put theirselves on aesthetic stance to get more meaningful response.

METHODS

This study assumes that there are five assumptions relate to this study. First, it was assumed that learners provide different responses towards humorous memes. Second, it was assumed that learners provide different responses towards fearing memes. Third, it was assumed that learners provide different responses towards annoying memes. Fourth, it was assumed that learners provide different responses towards pitiful memes. Fifth, it was assumed that learners provide different responses towards confusing memes.

The method applied in this research is General Theory of Verbal Humor (1994) and Readers Responses Theory (1978) as the approach in which the researcher related the

contexts of the data to the data analyzed in order to make replicable and valid inferences from data to its context. The researcher also tapped into getting the possible responses from the readers by providing a responsive and interactive environment for the discussion.

The subject of the study is two groups consist of 5 students each. They represent thirty two students of the second grade of State Senior High School 1 Pecangaan Jepara majoring in language program. They were taken as the subject of the study and became the readers of "9GAG memes".

In collecting data, the researcher collects from 9GAG website and learners responses. The researcher observed the website to collect the data needed for the research. The researcher had the role in transcribing the memes into sentences. The researcher also collected learners responses towards humor presented in "9GAG memes" as readers responses. The researcher took the role as the data collector.

FINDINGS AND DISCUSSION

The analysis of the study focused on the response provided by the readers. How readers provide response towards humorous memes, how readers provide response towards fearing memes, how readers provide response towards annoying memes, how readers provide response towards pitiful memes, and how readers provide response towards confusing memes.
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Response towards Humorous Memes

Readers' responses towards humorous memes were represented by responses given by two groups of student consist of five students each. The readers provide responses towards three humorous memes. The example of responses provided by the readers were displayed in figure below;

No	Data	Response
1.		Athoinah: "*The picture tells a person who is hallucinating that he has girlfriend, when the original (truth) is not*".

Figure 1. Response towards humorous meme

The first humorous meme showed that the first group grasped the idea of the meme. Some member of the group even paraphrased the some important words in the meme to show their understanding about the humor implied which meant that they actively used their prior knowledge in aesthetic reading. The second group members reflected their responses on the meme to show their engangement in the transaction.

Only one readers showed his attachment in efference reading. M. Athoinah explained the aspect of meme which meant that he still used his prior knowledge in efference reading. However he showed his involvement in providing response towards first humorous meme.

No	Data	Response
1.		Hatta: "*You will be overdose haha*". Dien: "*So shocked he died*".

Figure 2. Response towards humorous meme

The second humorous meme also showed that the first group member show the understanding of the readers about the humor presented in meme. The second group also gave their own assumption towards the meme. The transaction between the reader and text shaped understanding response. The responses from Hatta and Dien showed their contribution to the transaction between the reader and text which shaped approprite response towards the meme.

No	Data	Response
1.		Sherly: *"What kind of plant are you? Why do you want to do photosynthesis?".*

Figure 3. Response towards humorous meme

The third humorous meme presented the understanding of the first group member about the misconception of the meme. They tried to explain by questioning the meme through paraphrasing important concept. The second group member showed their awareness towards the message implied. Most of response given showed engangement in the ideas of the meme. Sherly described that she understand very well about the context of the meme. Based on the fact, she even showed her curiousity by questioning about what kind of plant and why human want to do photosynthesis.

The responses provided by learners in the form of humorous response have confirmed the theory of proposed by Raskin (1985) and Attardo (1994). As shown in the the analysis of data findings, the laughter is employed by the readers in providing response.

Response towards Fearing Memes

Readers' responses towards fearing memes were represented by responses given by two groups of student consist of five students each. The readers provide responses towards three fearing memes. The example of responses provided by the readers were displayed in figure below;

No	Data	Response
1.		Sherly: *"Mother asks the child to buy an apartment and drive her child away, and from there his son was afraid"*.

Figure 4. response towards fearing meme

The first fearing meme showed that the first group enganged towards the meme by answering the prohibition in the meme. The second group member retold the meme. They showed their understanding by explaining the meme which was the indicator of reading comprehension. one readers, Sherly explained the meme in detail. She provided her response out the feeling of the child after being scolded by the mother.

No	Data	Response
1.		Edgina: *"Because Korea is nuclear expert".* M. Athoinah: *"Don't bomb my country haha".*

Figure 5. Response towards fearing meme

The second fearing meme presented multiple ideas from the transaction between the first group member and the meme. The member of the meme emphasized the message implied in the meme to show their engagement. The second group conducted the transaction with the meme to shape appropriate responses based on the assumption of the text. There were two readers provide similar response about nuclear which meant they understand the message implied on the meme.

No	Data	Response
1.		Syifa: *"Honestly grandma had been suspicious why her name had never been called by grandpa".* Dien: *"Safe zone haha".*

Figure 6. Response towards fearing meme

The third fearing meme showed the first group member who noted most part of the meme. They addressed issues shown in the meme. The second group member elaborated the idea of the meme. The response given mostly sutable with the theme implied in the meme. Frome the response provided by the readers, Syifa and Dien wanted to show the reason why grandpa apply white lies. The response were mostly suitble with the humor implied in meme. The reader understand that grandpa afraid to call grandma using her name because he want to save his marriage life.

The responses provided by learners by showing their understanding that the meme was fearing have confirmed the theory of proposed by Ohman (1986) and Beattie (1779). Ohman's (1986) analysis of fear is relevant to some complexities. There is an expectation of failure to reach a goal in fear. It is cited as one of the core basic emotion. It provokes response to warn about dangerous situation, unexpected obstacles or failures. Fear helps person to navigate potential danger. In providing response in the the analysis of data findings, the the readers mostly employed the response of feeling inferior which showed their fear. However the readers' engangement in providing response towards fearing memes showed their self confidence in involving theirselves in using technology as one of learning media

Response towards Annoying Memes

The readers provide responses towards three annoying memes. The example of responses provided by the readers were displayed in figure below;
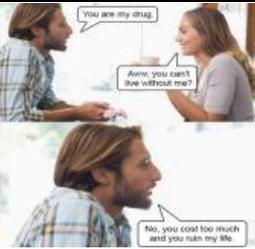
No	Data	Response
1.		Syifa: *"Sweet at the beginning, bitter at the end haha....".* Hatta: *"It's like flying into the cloud then dropped to the deep of the sea. It's hurt me bro haha".* Lula: *"It was like falling from eiffel tower".*

Figure 7. response towards annoying meme

The first annoying meme showed that the first group comprehend the meme easily. They justified the meme to show their understanding. The second group member gave the same response by joking towards the meme instead of feeling annoyed eventhough they were detected to be annoyed from their anger expression. The responses from Syifa, Hatta, and Lula were detected to be annoyed by the meme but turned it to be a joke. They threw sarcasm instead of saying it directly that they felt annoyed by the boyfriend's answer.

No	Data	Response
1.		Syifa: *"Maybe he has brain failure haha".*

Figure 8. response towards annoying meme

The second annoying meme presented multiple justification from the transaction between the first group member and the meme. Most member of the group commented to show they enjoy being a part of the transaction. The learners engange in the process of aesthetic

reading. The second group members were also caught to be involved in the conversation. They also give their justification towards the meme. Only Syifa provided different response. She guessed the illness which was suffered by the the patient and turned it as a joke.

No	Data	Response
1.		Lula: *"This what my mother always said hahaha".*

Figure 9. response towards annoying meme

The third annoying meme showed the first group member reply to the meme. They taught other readers what they learnt from the meme to show their understanding of the meme. The second group member generated multiple ideas to lead the readers to write different kind of responses. Lula even had her own response by comparing the situation on the meme with her own experience at home. Her honest response showed that it was well known for teenager that mother is scary person at home. She made her mother self-esteem as a joke in order to give appropriate response towards the meme.

The responses provided by learners by showing their understanding that the meme was annoying have confirmed the theory of proposed by Attardo (1994) and Hobbes (1840). Hoobes suggested laughter is triggered from the feeling of superiority with respect to others. It also can be triggered by feeling superiority with respect with ourselves. The feeling of superiority is equivalent with the feeling of inferiority felt by others or ourselves in a past moment. In providing response in the the analysis of data findings, the the readers mostly employed the response of feeling inferiority.

Response towards Pitiful Memes

The readers provide responses towards three pitiful memes. The example of responses provided by the readers were displayed in figure below;

No	Data	Response
1.		Hatta: *"I am poor boss! But don't lower my life!".* Lula: *"You are too honest boss".*

Figure 10. response towards pitiful meme

The first pitiful meme showed that the first group aware about what happen in the meme. They concentrated on the meme which led them to feel the same way as the worker. The second group member played their role to give response towards the meme. They tried to be involved in the conversation and gave the approriate response. Hatta's response and Lula's response were concentrated to answer the boss statement. They tried to involve in the conversation done between the boss and his worker.

No	Data	Response
1.		Zuni: *"Actually apple is fruit haha".*

Figure 11. response towards pitiful meme

The second pitiful meme attracted the readers to answer the meme. They pretended to be one of the consumer of specific product. They showed their understanding of the message implied. The second group constructed specific responses to the relevance of the meme. They related the meme to the real situation. Zuni gave her response by relating apple with the real situation. Apple on the meme was kind of device, but on the real situation was kind of fruit.

No	Data	Response
1.		Dien: *"It's not clear if there's a difference"*.

Figure 12. response towards pitiful meme

No	Data	Response
1.		Sherly: *"Are you hungry? No I'm sleepy haha"*. M. Athoinah: *"What is your status? I"m online"*.

Figure 13. response towards confusing meme

The third pitiful meme showed the first group member attractively enganged and interested to the conversation. They interacted with the meme by giving related answer. The second group member showed their interaction by supporting and acknowledging the meme. Dien's response which was not match with the message implied on the meme. She questioned the fact about the difference between the tea bag and Germany team. Whereas the meme meant to not only compare in normal way but also violated it to construct humor for the meme. It meant Dien has lack of knowledge background about violation which caused humor.

From majority of responses provided by learners by showing their understanding that the meme was pitiful have confirmed the theory proposed by Stein & Trabasso (1992). Stein & Trabasso stated in sadness there is a failure to attain or maintain a goal. Pity expresses a negative evaluation of bad situation of others. Sometimes it insult or humiliate the recepient. The recepient of the humiliation is suffered but cannot improve the situation. In providing response in the the analysis of data findings, the the readers mostly employed the response of feeling pitiful towards humor presented in the memes.

Response towards Confusing Memes

The responses towards three pitiful memes were provided by readers. The example of responses provided by the readers were displayed in figure below;

The first confusing meme showed that the first group presented the indicator of reading comprehension. Most of the member repeated the question of the meme own their own language. The second group member attempted to engange in the meme seriously. They pretended to be involved in the conversation. Sherly's response and M. Athoinah repeated the question of the meme on their own language. The repetition showed the understanding of the readers towards the message implied on the meme.

No	Data	Response
1.		M. Athoinah: *"Starbucks always spell people name's incorrectly"*.

Figure 14. response towards confusing meme

The second confusing meme showed the understanding of the first group member. The member of the group noticed pattern and the theme of the meme which show their engagement. The second group member gave their responses by recalling the detail of the meme. One of the group member even noticed special pattern on the object spoken. M Athoinah's response showed he knew the most famous information about starbuck which liked to spell the customer's name incorectly.

No	Data	Response
1.	BOSS: This is the third time you have been late to work this week. Do you know what that means? ME: It's Wednesday?	Dien: *"Boss does not ask you the name of the day, but boss means that you go out from the office. You discharge girl haha.... This because you come late third time this week".*

Figure 15. response towards confusing meme

The third confusing meme presented the participation of the first group member. They tried to construct new responses by focusing their attention on the relevance. The second group member interested to the meme. Their response showed their clarification to the relevance of the question and the answer. Dien tried to provide longer response by showing her understanding. She expained that come late three times will cause the boss fire the worker. She understand the boss implicit meaning and shared the information to the other reader.

The theory proposed by Freud (1974) explained to a theory of "mimetic representation". The theory stated that we expend a large packet of energy to understand something large and a small packet of energy to understand something small. The responses provided by learners by showing their understanding that the meme was confusing. The readers mostly applied the response of feeling confusion towards humor presented in "9GAG memes".The responses which were produced by the readers showed their active engagemenet in reading activity.

CONCLUSION AND SUGGESTION

Based on research questions that were asked at the beginning of this thesis, some conclusions can be drawn. Conclusions in this research are about the response of each aspect of humor that are presented in "9GAG memes". According to the whole analysis, the researcher has the conclusions related

to humor implemented in "9GAG memes" and how readers provided responses towards humor implemented in "9GAG memes".

First, it finds that the readers provide different response towards humorous memes. Second, it finds that the readers provide different response towards fearing memes. Third, First, it finds that the readers provide different response towards annoying memes. Fourth, it finds that the readers provide different response towards pitiful memes. Five, it finds that the readers provide different response towards confusing memes.

In the first research question the present study analyzes the response towards humorous memes presented in "9GAG memes". It is found that readers sucessfully experience both reading activity, efferent reading and aesthetic reading. The responses from the readers are clearly identified the theory proposed by Rosenblatt (1978). It means humorous memes meet the readers understanding towards message implied. Therefore it is based on general theory of verbal humor proposed by Attardo (1994).

In the second research question the present study analyzes the response towards fearing memes presented in "9GAG memes". It is found that readers sucessfully experience both reading activity, efferent reading and aesthetic reading. The responses from the readers are clearly identified the theory proposed by Rosenblatt (1978). It means humorous memes meet the readers understanding towards message implied. Therefore it is based on general theory of verbal humor proposed by Attardo (1994).

In the third research question the present study analyzes the response towards annoying memes presented in "9GAG memes". It is found that readers sucessfully experience both reading activity, efferent reading and aesthetic reading. The responses from the readers are clearly identified the theory proposed by Rosenblatt (1978). It means humorous memes meet the readers understanding towards message implied. Therefore it is based on general theory of verbal humor proposed by Attardo (1994).

In the fourth research question the present study analyzes the response towards pitiful

memes presented in "9GAG memes". It is found that readers sucessfully experience both reading activity, efferent reading and aesthetic reading. The responses from the readers are clearly identified the theory proposed by Rosenblatt (1978). It means humorous memes meet the readers understanding towards message implied. Therefore it is based on general theory of verbal humor proposed by Attardo (1994).

In the fifth research question the present study analyzes the response towards confusing memes presented in "9GAG memes". It is found that readers sucessfully experience both reading activity, efferent reading and aesthetic reading. The responses from the readers are clearly identified by the theory proposed by Rosenblatt (1978). It means humorous memes meet the readers understanding towards message implied. Therefore it is based on general theory of verbal humor proposed by Attardo (1994).

Finally, the researcher suggests for those who would like to conduct research on digital literacy to use more platforms on the internet. 9GAG memes which are used as digital literacy tools in this research aim to get the idea about how to incorporate memes into classroom activity to educate the learner. It is also aimed to teach the learners how to give response in such context to show the learner's comprehension of key concept in digital literacy.

To sum up, in my data, digital literacy via readers response towards humor presented in "9GAG memes" can be considered as useful strategy to enrich the learner's English proficiency since learners provide different responses towards each meme. Knobel and Lankshear (2008) states since digital literacy helps broaden insight and latest information in getting new knowledge in education field. The teacher should maintain the concept from manual into digital by developing the concept of digital literacy. Digital literacy will give contribution towards students' engagement in classroom activity effectively.

Digital literacy via Readers' Response Theory deserves to get more attention from the educators and the students since it is new trend in EFL context. The weakness of this present study is it does not focus on how to measure the quality of subjective response from the readers but it is concerned with the implementation of digital technology in teaching learning process. The present study recommends to next researcher to explore more about the same topic to uncover the nuances of digital literacy via readers' response to understand the way the readers' engage in classroom interaction by the application of technology.

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