

Ideational Meaning and Morality in the Internet Memes of *9gag* about the Interaction between Teacher and Students

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ABSTRACT

As multimodal text, Internet memes encompassing verbal and visual elements have a significant function in producing meaning both independently and inherently. In addition, they are not only used to entertain the reader through humorous messages, but also used to convey moral message. This research investigated the ideational meaning and the critical message in the internet memes related to the interaction between teacher and students in teaching and learning activities. It was conducted to reveal experiential and representational meaning; inter-semiotic logical relations; the portrayed events; and the implied problems as criticism to both teachers and students contained in these Internet memes. They were obtained from Instagram account of @9gag. Focusing on the ideational meaning, it applied three theories, namely, transitivity system, representational component of visual grammar, and inter-semiotic logical relations. It also applied the theory of relevance to reveal the critical message behind these internet memes. Several studies, related to the internet memes both in multimodal discourse analysis and pragmatic study, have been conducted. Nevertheless, this present study is the development of those studies using different approach. Specifically, this study focused on internet memes concerning teachers and students interaction which have never investigated before. The results revealed five kinds of verbal processes; five kinds of visual processes; six logical relations between caption and image; five portrayed students' behaviours; nine problems implied in student figure; and six problems implied in teacher figure. Through this study, the readers are expected to understand both wisdom and un-wisdom messages of criticism in the Internet memes.

Key words: Meme, Multimodal, Ideational, Inter-semiotic, Relevance, Instagram

INTRODUCTION

The Internet meme is a modern cultural phenomenon that spreads certain information through Internet communication networks. Before being viral, the term "meme" has existed for a long time and was popularized by Richard Dawkins in his book, "The Selfish Gene". Dawkins (2006) defined a meme as an act of imitating ideas that spread from person to person. He (2006) also explained that the term "meme" comes from the Greek $\mu\acute{\iota}\mu\eta\mu\alpha$ (*mīmēma*), which means something that can be imitated. Furthermore, "meme" is related to the French word "mème," which means the same or similar, and the English word "memory," which means awareness of mind.

Shifman (2014), a researcher in the field of memetics, defined the Internet meme as "(a) a group of digital items sharing the common characteristics of content, form and / or stance; (b) that were created with awareness of each other; (c) were circulated, imitated and / or transformed via the Internet by many users." In other words, the Internet meme is a group of digital items that share the common characteristics of content, form, and / or attitude created in consciousness

with each other, then circulated, imitated, and / or changed over the Internet by many users. Shifman (2014a) stressed that digitalization is very important in spreading a culture, and in the digital era the Internet and its users are significant elements that lead to the spread of ideas. In addition to ideas and cultural items that spread through the digital world, so also do new media and agents. According to Davison (2012) "An Internet meme is a piece of culture, typically a joke, which gains influence through online transmission." He emphasized that Internet memes as online humour are unique in the case of transmission speed and fidelity of form.

By using the Internet, humour has become the dominant online communication mode and has increased significantly in scale and diffusion speed (Shifman, 2014a). Internet humour is any funny interaction or appearance that manifests on the Internet (Shifman, 2014a). One of the changes that has appeared is that Internet humour is no longer dominated by verbal forms; in other words, Internet humour currently tends to be based in visual forms that can spread quickly and easily throughout the world (Shifman, 2007, 2014a).

Internet humour has had a close relationship with the popular discourse of Internet memes since 2010 (Shifman, 2014a). Humour is sometimes used to produce social commentary memes; successful social commentary memes reach people at high speed, gain attention from the public, and ultimately raise awareness of a social practice or event (Knobel & Lankshear, 2006a) (Knobel & Lankshear, 2006b). Shifman (2014a) noted that “humorous Internet memes are often employed as forms of political and social participation.” Shifman (2014b) also argued that Internet memes can be “forms of persuasion or political advocacy,” “grassroots action,” and “modes of expression and public discussion.”

Internet memes can be found on various social media platforms, one of which is Instagram. Various Instagram accounts specifically share Internet memes with followers—a popular one is the @9gag account. In this case, Instagram as a social media platform provides a “container” for sharing information, such as photos, captioned images, and videos,¹ whereas the @9gag account as an Instagram user uses Instagram to publish its Internet memes.² The Internet memes of @9gag on Instagram have been filtered from its website, which is why they are more relatable and relevant to readers than on its website. One type of Internet memes that can be found on the Instagram account of @9gag is a stock character macro, often called “image macros” (captioned image). According to Magel (2016), a stock character macro is an image that represents a character that exhibits the behaviour to mimic, which is accompanied by the text or sentence above, in the middle, or below the image as a parody and criticism. Thus, this design indicates that Internet memes represent multimodal text. As Walsh (2006) stated, printed or linear texts are mono-modal texts, whereas multimodal texts are related to a variety of sensory modes, moving in a synchronized way to convey meaning. In other words, a multimodal text can be a combination of spoken and written languages, still or moving images, which can be presented on paper or electronic screen (Baharani & Ghafournia, 2015).

According to Kress and Van Leeuwen (1996), multimodality refers to the manner in which people communicate using different modes at the same time. In other words, multimodality can be defined as the simultaneous use of multiple semiotic modes in product design or semiotic events and, in particular, how these modes are used to strengthen, complement, or be in a particular order (Kress & Van Leeuwen, 2006). Multimodality can also be regarded as a technical term that aims to show that the meaning made by people so far uses various semiotics (Van Leeuwen, 2005). In addition, Chen (2010) interpreted multimodality as “understanding how the source of verbal and visual semiotics can be used to realize the type and level of dialogic engagement in a text-book.” In other words, multimodal is a thorough analysis of text.

In their development, Internet memes are created not only to entertain readers through humorous messages but also to criticize social phenomena and world events behind the packaging of humour. One of interesting social phenomena the authors found in Instagram account of @9gag is the Internet meme about social interactions between teacher and

students during teaching and learning activities at the school. These interactions provide separate experiences for each concerned party. As both teachers and students, we definitely experience memorable events during teaching and learning activities. The things taught, done, and applied by the teacher leave an impression on students. Conversely, how students behave and act leaves a separate impression for their teachers. In this case, these memorable events are ideas for creating Internet memes to convey humour and criticism.

Based on this phenomenon, the authors detected certain ideas in these internet memes to build ideational meaning and criticism to teachers and students. Therefore, this study is conducted to answer the following questions: “how do verbal and visual modes of these internet memes construct ideational meaning and implied problems as criticism to students and teacher?” In line with the formulation of the research problem, this study aimed to reveal 1) ideational meaning consisting of: experiential meaning represented by the processes of verbal modes, representational meaning represented by the processes of visual modes, inter-semiotic logical relations and the portrayed events, and 2) implied problems which can be interpreted as criticism to teacher and students. These internet memes were analysed for each mode to find involved processes. Later, these modes were connected to find the logical inter-semiotic relations and the portrayed events. Meanwhile, both utterances and images were analysed to uncover the interpreted criticisms behind these internet memes. To answer the research problem, this research was executed by using a systemic functional-multimodal discourse analysis and pragmatics study.

LITERATURE REVIEW

With regard to Internet memes as multimodal text, this research was carried out in the realm of a systemic functional-multimodal discourse analysis (SFMDA) approach. Multimodality is realized based on social semiotics (Van Leeuwen, 2005). Kress (2009) stated that the function of each mode, the relationship between different modes, and important entities in multimodal text can be elaborated on by social semiotics. In systemic functional linguistic (SFL), the text is a unit of the use of language (Halliday & Hasan, 1976). This theory is one of the streams in linguistic discipline that introduces functional systems and systemic theories. SFL theory by Halliday is different from the systemic theory of language that views language as part of the social phenomena related to the social context in its use. Text is limited as a functional language unit in the social context (Halliday & Matthiessen, 2014). It means that text in this context represents complexity of clauses, phrases, groups of word, and / or sounds. The text under study using the SFL approach emphasizes meaning. This confirms that, regardless of how small the language unit is, as long as it has meaning in the social context, it is called text.

Starting from Halliday’s social semiotics approach to the verbal context, the movement toward multimodality research was founded by pioneers Michael O’Toole (1994) and Gunther Kress, as well as Theo Van Leeuwen (1996). Multimodal analysis emphasizes that all means of commu-

nication—both verbal and nonverbal—play an essential role in generating meaning because the content is informative. O'Halloran (2008) said that multimodal analysis includes the analysis of any type of communication that has the text of interaction and integration of two or more semiotic sources or means of communication to achieve the communicative functions of the text. SFL-based multimodal analysis is based on the concept of the language meta-function, that is, ideational function, interpersonal function, and textual function put forward by Halliday. This concept of language meta-function was later adopted by Kress and Van Leeuwen (1996) to develop the visual language meta-function component. A visual component device can be used as an alternative approach to the analysis of multimodal Internet meme text because of its ability to see how verbal text and visual text convey meaning and their relationship in shaping and conveying the meaning of text (Young & Fitzgerald, 2006).

On the other hand, pragmatic study in this research has an important role in uncovering the implicit problem behind humor in the internet memes. According to Yule (1996), pragmatics is an unspoken or unwritten meaning (not yet communicated) in the mind of the speaker or writer. The purpose of this pragmatics is to go beyond our concern for social interaction and conversation analysis, look at the elements behind the forms and structures in the text, and pay more attention to psychological concepts such as background knowledge, beliefs, and expectations. In pragmatics, the reader or listener must explore what the speaker or writer has in mind. The pragmatic domain applied in this research was the theory of relevance (Sperber & Wilson, 1995) to highlight the relationship between utterances and images to make humor as a critical message in internet memes on the @9gag's Instagram account. According to Sperber and Wilson (1995), in every action, intensive communication communicates assumptions about the optimal relevance of each; a communication will be said to be successful if the speaker and speaker reach the optimal level of relevance; the communication is optimal, if the speaker can understand the intention of the speaker without excessive effort, and the meaning intended by the speaker is captured by the speaker who is equivalent to his/her efforts to obtain this information. Igwedibia (2018) added that relevance theory is a psychological model of understanding the cognitive interpretation of language, as well as an inferential approach to pragmatics.

There were several studies related to this study, namely 1) Kolbe's dissertation (2013) entitled *Internet Memes and Discourse Online: Online Meme Discourse and Global Appeal*, 2) Chandler's thesis (2013) whose title is *Meme World Syndrome: A Critical Discourse Analysis of the First World Problems and Third World Success Internet Memes*, and finally 3) another thesis written by Tricahyani (2016) with the title *Discourse Analysis of Humour on Memes (case study of 9gag.com)*. Kolbe's study discussed internet memes as a discourse and a worldwide phenomenon. He analysed how those memes were constructed by using semiotic and linguistic analysis. In answering the research question he used questionnaire to see how memes became worldwide. In addition, Kolbe used semiotic and linguistic analytical theo-

ries to answer his second research question. Saussure and Althusser's theories were used in Kolbe's study to analyse visual and verbal signs contained in internet memes. Semiotic and culture theory of Arthur Asa Berger was also used to reveal the humour involved in a culture that is developing in global community. Meanwhile, Chandler's study (2013) tried to reveal the assumption of ideologies contained in the material or memes content. The theories applied in his study were discourse analysis theories from Fairclough and Wodak since those theories were considered as closely related to social issues and the basic purpose of social change. Moreover, Chandler also used multimodal social semiotic theory from Kress and Van Leeuwen to clearly show the cultural meaning created and communicated through signs that have effect on each other according to social semiotic. Finally, Tricahyani's study (2016) focused on discourse and pragmatic deviance on 9gag memes. She applied Grice's cooperative principles and Leech's politeness principles to analyse verbal data (utterances).

Based on the review of aforementioned previous studies, the authors were able to position and show the novelty of the present study. Specifically the present study explored internet memes that focused on particular issue, namely teacher and students interaction represented by verbal element (caption) and visual element (image), which has not been discussed previously. The source of internet memes data was a social media, taken from Instagram account of @9gag. The present study was conducted interdisciplinary between Multimodal Discourse Analysis and Pragmatic. For multimodal Discourse Analysis, this study applied social semiotic approach, particularly Systemic Functional Multimodal Discourse Analysis, while for pragmatic part, it focused on Relevance theory.

Theoretical Framework

The study of systemic functional multimodal discourse analysis (SFMDA) in this research focused on ideational meaning while the study of pragmatics focused on the implied meaning. To uncover portrayed events and implied problems as criticisms to students and teachers, a total of 20 data points from @9gag's Instagram account were analysed using four mutually relevant theories, as shown in Table 1. These theories are about functional grammar in the transitivity system according to Halliday and Matthiessen (2014); visual grammar for representational meaning according to Kress and Van Leeuwen (2006); inter-semiotic logical relations according to Liu and O'Halloran (2009), and relevance according to Sperber and Wilson (1995).

These data were analysed in four stages. First, the transitivity system according to Halliday and Matthiessen (2014) was applied for analysing verbal modes. Second, the theory of visual grammar for representational meaning according to Kress and Van Leeuwen (2006) was applied for analysing visual modes. Third, inter-semiotic logical relations according to Liu and O'Halloran (2008) were applied for explaining the relationship between verbal and visual modes in determining the meaning of representation. Fourth, the relevance according to Sperber and Wilson (1995) was ap-

Table 1. Theoretical Framework of the Study

Verbal Discourse Analysis	Visual Discourse Analysis	Inter-semiotic Relations	Relevance
Transitivity system (Halliday & Matthiessen, 2014): • Participant • Process • Circumstance	Representational component (Kress & Van Leeuwen, 2006): • Participant • Process • Circumstance	Inter-semiotic logical relations (Liu & O'Halloran, 2009) • Additive • Temporal • Comparative (General & Abstractive) • Consequential (Consequence & Contingency)	Relevance theory (Sperber & Wilson, 1995) • Formulate a suitable hypothesis regarding the contextual assumptions referred to (implied premise) • Formulate a suitable hypothesis regarding the intended contextual implications.

plied for explaining that utterances and images in internet memes are relevant to be interpreted as criticism to teachers and students in teaching and learning activities at the school.

In analysing ideational meaning, activities in both verbal and visual modes are signified as processes. The verbal processes in transitivity system analysis include material, behavioural, mental, verbal, relational, and existential. Each process involves participant and circumstance. In the representational component analysis, the visual process consists of a narrative and a conceptual representation. A narrative representation includes action, reaction, mental, and verbal, whereas a conceptual representation includes analytical, symbolic, and classificational. As well as processes on verbal elements, each visual process involves participant and circumstance. Four types of logical relations exist in the inter-semiotic logical relations analysis: additive, temporal, comparative consisting of general and abstractive and consequential consisting of consequence and contingency.

In analysing implied meaning, there are two main steps in the relevance theory, namely: a) formulate a suitable hypothesis regarding the contextual assumptions referred to, which is called the implied premise, which is related to memory or construction by developing assumption schemes taken from memory; b) formulate a suitable hypothesis regarding the intended contextual implications, which are called the implications of the conclusions, which are deduced from the explanatory speech and from the context.

METHOD

In line with its purpose, this study focused on uncovering ideational meaning and implied problems as criticism to students and teachers through Internet memes posted by Instagram account of @9gag. This study used a qualitative approach supported by a quantitative approach. The qualitative approach was applied to find the meaning and message built through the verbal and visual modes, whereas the quantitative approach was applied to conclude the frequency meaning of the findings.

The research data were Internet memes that contain the context of interactions between teachers and students in teaching and learning activities at school marked by the keyword 'teacher' on the caption of the Internet meme. In contrast, readers are assumed to be students by using the pronouns 'you', 'I', and 'me', and the possessive adjectives 'my' and

'yours'. This issue provides information on the relationships between teachers and students from a global view, as the followers of Instagram account of @9gag are global audience. The data were obtained from the @9gag account on Instagram through an indirect observation technique. The selected data were published from the beginning of 2016 to the end of 2017 (this study was conducted in 2018). The data selected during that time period is considered to be able to represent and have actualization in reflecting current conditions. A total of 20 data points were obtained based on this observation technique. Existing texts on the data that were obtained were transcribed and identified based on messages presented through images and texts. The analysis was done gradually, starting from verbal texts analysis, visual text analysis, and relationships between texts and images.

FINDINGS AND DISCUSSION

A total of 20 data points were analysed in four steps: verbal analysis, visual analysis, inter-semiotic relations analysis, and relevance. Each step was analysed using different analytical theories. This research resulted in five findings, namely: 1) the processes found in verbal modes, 2) the processes found in visual modes, 3) inter-semiotic logical relations, 4) the portrayed events, and 5) implied problems as criticism to teachers and students.

The Processes Found in Verbal Modes

In the first step, the authors applied the theory of a transitivity system to analyse the verbal mode. This analysis is instrumental in determining the processes realized by the represented elements in the clauses. The represented elements in question include processes, participants, and circumstances.

As shown in Table 2, as many as 39 processes are found in the captions of these research data. These processes are identified into five types from six types of transitivity system processes. These five types include material, behavioral, mental, verbal, and relational, whereas existential is not covered in the results of this analysis. Based on the frequency, the material process is the highest, reaching 13 times. However, it only has a point number higher from the verbal process at 12 times. Both processes were sequentially followed by relational at 8 times, mental at 4 times, and behavioral at 2 times. Related to the other processes, the material process is concrete and, hence, is easy to be understood by

readers (followers). The material process realizes dynamism and actions (Attar, 2014). Material processes, with strong power and determination, are mainly attributed to describe the actions (Zhang, 2017). On the other hand, verbal process shows that verbal activities by saying or utterance can also give impression in mind. Overall, these processes found in these Internet memes recall readers' everyday routines and experiences from the points of view of both student and teacher. The following is the example 1 of the material process analysis on datum (20):

Figure 1, datum (20) shows caption "Today in calculus a kid in my class spent the whole period plotting points on his calculator to draw my teacher" which correlates with the image 'Student's drawing by using a calculator is similar to a teacher who is teaching in class (left column)' and 'a frizzy-haired teacher is teaching in front of the class (right column)'. This meme was posted by 9gag account on 19th October 2017 and got 874,030 likes and 4,176 comments.

This verbal meme mode contains a clause, namely "Today in calculus a kid in my class spent the whole period plotting points on his calculator to draw my teacher". This clause involves act 'spent' that is interpreted as 'material' process. The act done by 'a kid' in this event is a physical act which causes something that previously existed to be gone. Therefore, this clause is classified as material clause.

The clause includes two participants and three circumstances. First participants is marked by 'a kid' who acted as an 'actor', the person who do material act, while the second participant is marked by 'the whole period plotting points' which occupies the goal position, something that is subject to material act.

Regarding the circumstances, the first is marked by 'Today in calculus' functioning as the circumstance of time that signifies the time when the event happen. The second circumstance is marked by 'in my class' functioning as the circumstance of place, a marker of the place where the process occurs. The last circumstance is marked by 'to draw my teacher' functioning as the marker of the purpose why the process is done. In this

clause, 'a kid' refers to another student told by the utterer, who also is a student in calculus class, and meanwhile the utterer in the clause is indicated by possessive phrase in circumstance marked by 'in my class' and 'to draw my teacher'.

The material process found in the clause is the interaction between teacher and students portrayed in verbal mode. In this clause, the utterer in his/her experience as a student wants to communicate a unique event that made him/her impressed in the teaching and learning activity in the class. The unique event mentioned is that other student spent the time in calculus class just to draw the teacher using ordinate dot in the calculator.

The Processes Found in Visual Modes

In the second step, the authors applied the theory of visual grammar to representational meaning according to Kress and Van Leeuwen (2006) to analyse the visual mode. This analysis consists of narrative and conceptual representations and is instrumental in determining the processes realized by the represented elements in visual propositions. The represented elements in question include processes, participants, and circumstances.

Table 3 shows that frequency of the symbolic process is reaching 16 times and is followed by other processes, namely, action at 5 times, reaction at 3 times, and classificational and verbal at 1 time. The result of the visual analysis indicates that the symbolic process is most frequently found. That is, images on internet memes tend to present the figurative meanings displayed by the characters in the picture. The figurative meanings show implied meanings displayed by gestures, expressions, body language, formations, and figures. This display can complement the lack of detailed explanations in verbal texts (captions). In the visual process, almost all visual modes represent student figures; it means that students in

Table 2. Frequency and percentage of verbal mode processes

Process	Frequency
Material	13
Behavioral	2
Mental	4
Verbal	12
Relational	8
Existential	-
Total	39

Example 1: Material process

Today in calculus a kid in my class spent the whole period plotting points on his calculator to draw my teacher

Clause	<i>Today in Calculus</i>	<i>a kid</i>	<i>in my class</i>	<i>spent</i>	<i>the whole period plotting points</i>	<i>to draw my teacher</i>
Analysis	<i>Circumstance (time)</i>	<i>Actor</i>	<i>Circumstance (place)</i>	<i>Material</i>	<i>Goal</i>	<i>Circumstance (purpose)</i>

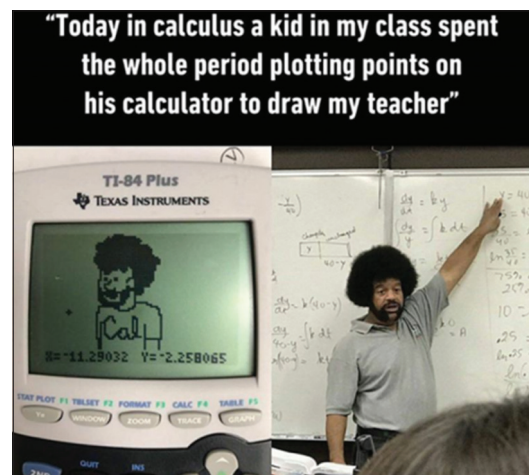


Figure 1. Datum (20)

Source: <https://www.instagram.com/p/BabXZabnflV/>

these events are participants who most contribute to build the meaning of representation. The following is the example 2 of the symbolic process analysis on datum (1):

Figure 2, datum (1) shows top caption “Teacher: what inspired you to write this essay?” and bottom caption “Me: due day” which correlates with the image ‘white hamster wearing black eyeglasses that seems adorable’. This meme was posted by 9gag account on 1st of February 2016 and got 610,757 likes and 20,428 comments.

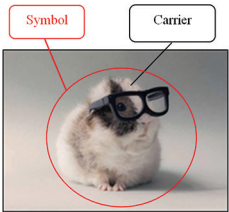
The above visual mode shows a hamster with black-framed glasses. Its furs are dominantly white, while its face is partially black. The hamster just stayed put, with its head and gaze directed to the right of the screen. The hamster looked innocent and cute. The presence of those visual elements can form visual proposition ‘the white hamster wearing black eyeglasses seems cute’. It contained symbolic

suggestive process. This process is marked by the meaning presented by the participant in the picture. The visual proposition of symbolic suggestive involves only one participant. It is represented by the Hamster which is called as carrier. That is to say, the hamster is considered as a particular sign that has particular meaning behind its presence. In this case, the presence of white hamster represents an “innocent and cute figure”. In addition, the thick black-framed glasses have close association with an innocent student, thus, it gave the impression that the hamster is the representation of innocent and cute student. The symbolic process is the reaction of student toward the teacher represented by visual mode in this datum. Regarding the verbal mode, the figure of hamster and its activity are the representation of students answering teacher’s question innocently as stated in the caption.

Table 3. Frequency and Percentage of Visual Mode Processes

Analysis	Process	Frequency
Narrative Representation	Action	5
	Reaction	3
	Mental	-
	Verbal	1
Conceptual Representation	Analytical	-
	Symbolic	16
	Classificational	1
Total		26

Example 2: Symbolic process

	Process	<i>Symbolic suggestive</i>
	Participant	<i>The white hamster (Carrier)</i>
	Circumstance	-

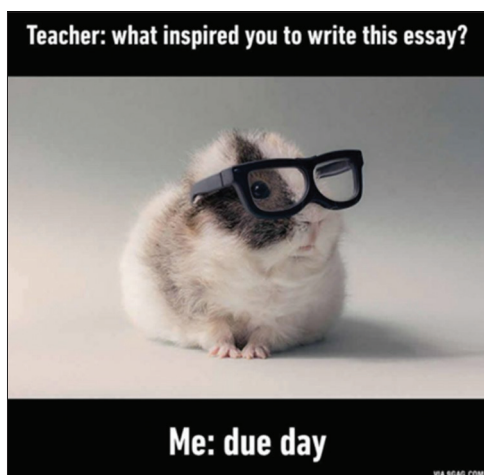


Figure 2. Datum (1)

Source: <https://www.instagram.com/p/BBNg6SjjJ9A/>

Inter-semiotic Logical Relations and the Portrayed Events

In the third step, the authors applied the theory of logical inter-semiotic relations analysis according to Liu and O’Halloran (2009). This analysis explains the relation between verbal and visual modes to obtain the logical and relevant meaning of both modes. According to Tomášková (2017), the relations of text-images often grow into a solid and complex network that connects one or two streams of text, namely mainstream texts and sequences of texts that comment on images, and series of images, and develop complex texts into visual narratives. The results of the inter-semiotic relations analysis yielded two findings. The first finding is a logical relation between verbal mode and visual mode. The second finding is the portrayed event of students’ behaviour.

Table 4 shows that the visual and verbal modes in this research data have four main relations: additive, temporal, comparative (general and abstractive), and consequential (consequence and contingency). Table 4 also shows that consequential is the most commonly found relation. Consequential is a relation that integrates the verbal and visual elements through consequential logic. This relationship is divided into two types: consequence and contingency. That is, the verbal mode has direct or indirect effects on the visual mode, and vice versa. In other words, a definite or indefinite relationship exists between the two modes. In this case, the figure of a student in an Internet meme refers to the context of the caption. The use of a humorous figure and distorted illustrations is intended to increase attractiveness and refine the criticism that is packaged in a humorous way. Table 4 also shows that frequency of consequential reaches 9 times consisting of consequence at 5 times and contingency at 4 times. It is sequentially followed by additive at 5 times, comparative at 5 times consisting of abstractive at 4 times and general at 1 time. The last, temporal is only at 1 time. This analysis contributes to exposing the portrayed events. The five portrayed events are shown in Table 5.

These five portrayed events include delinquency, innocence, misfortune, nervousness, and saturation. The findings of the portrayed events based on frequency from high to low include misfortune, delinquency, nervousness, innocence and saturation. The results of the analysis indicate that the

Table 4. Frequency of Inter-semiotic Logical Relations

No	Logical inter-semiotic relations	Frequency
1.	Additive	5
2.	Temporal	1
3.	Comparative	
	General	1
	Abstractive	4
4.	Consequential	
	Consequence	5
	Contingency	4
Total		20

Table 5. Portrayed events

No	Portrayed Events	Frequency
1.	Students' nervousness	3
2.	Students' saturation	2
3.	Students' misfortune	7
4.	Students' delinquency	6
5.	Students' innocence	2
Total		20

event of misfortune experienced by students is the most often found event in this study. That is, students in this misfortune are often shown bad luck or unpleasant in teaching and learning activities. In this case, the student's misfortune is the impact of the process performed by the teacher represented in the verbal mode. In that event, teachers are often positioned as the cause of what is experienced by students, whereas students tend to be objects that accept the impact of what the teacher does to them. This misfortune is a form of criticism with regard to resentment, bad luck, and unpleasant events experienced by students. For the event to not offend the parties who experienced it, it is realized in internet memes. The intention is that the misfortunate event is not a live burden or has protracted pressure. Although misfortune is an adverse event or can be embarrassing, it can actually be material for self-introspection through the humorous packaging of internet memes. In addition, delinquency event caused by students is the next most found event. This shows that students in delinquency event are often positioned as a source of problems in teaching and learning activities in schools. The following is an example of inter-semiotic logical relations analysis of datum 2:

Figure 3, datum (2) shows the verbal mode: "When the teacher says, "Partner Up!" But you do not have a single friend in that class", which correlates with the image: 'Mr. Crab (cartoon character in Spongebob) seems confused and panicked among people surrounding him'. This @9gag posting was published on March 17, 2016 and got 498,508 likes and 16,756 comments (dynamic). The context of this datum shows that the teacher wants all of the students to have a partner for group work, but one student does not have a friend in the class.

Verbal analysis showed that this datum's caption contains the verbal and relational processes. The verbal process

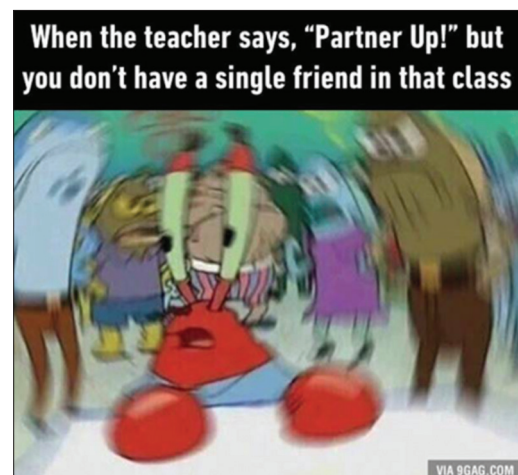


Figure 3. Datum (2)

Source: <https://www.instagram.com/p/BDDhxVojJ4V/>

is marked by 'says', whereas the relational process is marked by 'do not have'. In contrast, a visual analysis showed that the image of this datum contains the symbolic suggestive process. This process is shown by the meaning of a participant's presence. In other words, Mr. Crab in the image shows panic and confusion, which are seen in his gaze and facial expression with an opened mouth.

In addition, the caption and the image in this datum are known to have an inter-semiotic consequence relation; therefore, it contributes to exposing the causal meaning contained in these data. According to Liu and O'Halloran (2009), this relation is formed when a causal relationship exists between the visual and verbal elements whose effects can be ensured. In this case, the verbal and relational clauses in this caption impact the symbolic suggestive process of the image. The existence of 'teacher' in the clause represents the teacher's figure in the reality of the interaction with his or her student, who is characterized by 'you' in the caption and shown by Mr. Crab in the image. Hence, the teacher's instruction to students to join in pairs (When the teacher says, "Partner Up!") causes one of the students to become panicked and confused because the student has no friends in class (but you do not have a single friend in that class). The conclusion is that the student has an introverted attitude, which confirms, that this Internet meme is a representation of his or her misfortune during the teaching and learning activity in class.

Implied Problems as Criticism to Teacher and Students

The analysis result on captions and images using relevance theory by Sperber and Wilson (1995) showed that humour in these internet memes was relevant to be used as criticism, especially towards teachers and students. In this case, the criticism is the issues appeared as the consequence of behavior or activities performed by the teacher or students during teaching and learning activities. Those issues are listed in Tables 6 and 7 below:

Based on the table 6, there are 9 issues on students, namely low-confident student, easily bored student, introverted student, passive student, slowly working student, disrespectful

Table 6. Students' problems

No.	Students' Problems	Frequency
1	Low-confident student	4
2	Easily bored student	2
3	Introverted student	1
4	Passive student	2
5	Slowly working student	2
6	Disrespectful student	3
7	Lazy student	1
8	Dishonest students	1
9	Hyperactive student	1
Total		17

Table 7. Teachers' problems

No.	Teachers' problems	Frequency
1	Discriminative teacher	1
2	Indiscipline and irresponsible teacher	1
3	Less communicative teacher	1
4	Teacher's burdensome task	1
5	Unclear teacher's instruction	1
6	Teacher's eccentric and excessive appearance	1
Total		6

student, lazy student, dishonest student, and hyperactive student. The most found problem in student figure is that inferior student or low confident student. This reveals that students' mental health and psychological issues are the main and fundamental issues in interacting with teachers.

Based on the table 7, there are found 6 issues on teachers, namely discriminative teacher, indiscipline and irresponsible teacher, less communicative teacher, teacher's burdensome task, unclear teacher's instruction, and teacher's eccentric and excessive appearance. These problems show that the teachers are judged as not to perform their duties professionally that can influence the quality of teaching and learning activities in class.

From this results, problems on the students figure are the most commonly found. This means that events relating to student problems are considered more effective and relevant to the reader or followers of these internet memes than events that involve the teacher's problems since the readers or followers of these Internet memes are considered to have more experience as students than as teachers.

With regards to this study, the issues found behind the mentioned humour are included as revealing criticism that revealed issues commonly experienced by teachers and students in teaching and learning activities at school. The following is the example of relevance analysis implying 'passive student' and 'discriminative teacher':

Figure 4, datum (3) shows caption "When other people have their hands raised but the teacher calls on you" which correlates with the image 'a black girl (afro) sitting among six white kids rising up their hand in the classroom'. This

**Figure 4.** Datum (3)

Source: <https://www.instagram.com/p/BDLCTj9DJ16/>

meme was posted by 9gag account on 20th of March 2016 and got 651,639 likes and 29,801 comments.

The utterance "When other people have their hands raised but the teacher calls on you" constructs an assumption that there is a teacher offering the whole class to answer a question. Students who would like to answer the question raise their hands, but in this particular event there is a student who does not raise her hand, whereas all of her friends are raising their hands. Eventually, the teacher points the student who does not raise her hand to answer the question. The implication is that the student who does not raise her hand has to answer the question.

Meanwhile, the image in this meme displays 6 white students raising their hands, and a black female student that is not raising hers and showing surprised and annoyed expression. This image created an assumption that the black female student is the representation of student that is pointed by teacher because she does not raise her hand. Further, by reviewing the history of the black race, the black female student showed in the picture is the symbol of discrimination or victims of injustice. In other words, the white students are those who have rights to answer the question, instead, the teacher points the black female student. That is why the black female student feels surprised and annoyed for the teacher's action. The implication is that the pointed students must feel upset and surprised.

The humour in these memes is triggered by the deviance of the assumption both in utterance and image. Such deviance is found in the utterances containing assumption that the students who have right to answer is those who raise their hands. Generally, the teacher will point those who have the courage to raise their hands to answer teacher's question. Nevertheless, that assumption is purposely biased towards the assumption stating that the teacher will rather point student who does not raise her hand to answer the question.

Additionally, the deviation of assumption found from the picture was showed by the "presence of the black female student among white students" that is portrayed as student who gets pointed by the teacher because she does not raise her hand. The pointed student's expression and gesture seems

to be exaggerated. Thus, the deviation of assumption in the picture is considered to be exaggerating the visualization of the utterance so that it creates humour in the meme.

Humour constructed by such deviation of assumption is used as a criticism towards teacher and student. It can be inferred by drawing the conclusion from contextual implication in the utterance and image implying a problem in teaching and learning activity. On the one hand, the teacher in the meme is regarded as being discriminative towards one of the students since he/she pointed the black female student who does not raise her hand while there are so many white students raising their hands. Thus, the teacher in this case must act objectively and not judge based on race. On the other hand, the student is likely to be passive, so at the moment she is pointed by the teacher for not being participatory, she feels bothered and protested against the teacher's act as shown from her surprised and wondering expression and gesture.

CONCLUSION

Internet memes are created based on current ideas regarding actual events and are relevant to the reader. Actual and relevant events as referred to in this study are interactions between teachers and students in teaching and learning activities in schools. The event stimulates the reader that the things conveyed in these internet memes can be a shared experience between the creator and meme reader, so that the reader can feel and be part of the events conveyed in this internet meme.

This study revealed that the ideational meaning in these internet memes was constructed by certain elements. These elements were realized by verbal and visual modes. In this case, verbal and visual modes can develop ideational meanings both independently and dependently. Independently, the verbal mode in these internet memes produced experiential meanings that were represented by verbal processes, such as material, behavioral, mental, verbal, and relational. Meanwhile, the visual modes in these ones were realized by processes that were divided into narrative and conceptual representations. The narrative representation included action, reaction, and verbal, while the conceptual representation included the symbolic and classificational. Dependently, the presence of both modes was also interrelated (not separate) in constructing the meaning of these internet meme events. This means that both the caption and the image in the internet meme interact with each other and have a logical relation, so that the two signs (text and image) can produce integrated meanings in the form of the portrayed events related to students' behaviour at school.

In addition to formulating an actual and relevant event for the reader, these internet memes can also cause amusement as well as arouse the reader's awareness of the implicit problems they contain. The humour in these internet memes were manifested by the assumptions and contexts involved in utterances and images, while the critical messages in these ones were derived from drawing conclusions on contextual implications. Critical messages obtained from drawing conclusions were problems surrounding teaching and learning activities in schools experienced by both teachers and stu-

dents that had an impact on each party. However, internet meme content is expected to be accountable to both the creators and the spreaders. Internet memes can be useful if we as creators, spreaders, or readers can use them wisely.

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ENDNOTES

1. Instagram is a social photo sharing website. Instagram users can share their daily experiences and other important moments with other users through photo, image, and video shots. In addition, users can comment on the submissions of other Instagram users. This interaction is an important part of Instagram (Mattern, 2017)
2. 9gag is an Internet meme website set up in 2008 by Ray Chan, Chris Chan, Marco Fung, Brian Yu, and Derek Chan. 9gag is based in Hong Kong and the United States. In addition to its own site, 9Gag has several accounts on social media, namely, Facebook, Twitter, and Instagram (knowyourmeme.com).

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