

CHAPTER II

LITERATURE REVIEW

The researcher provides some supporting information and expert voices about the topic of this research. Thus, this chapter includes the explanation of writing ability in EFL context, students' attitudes in learning process, definition and aspects of descriptive text, Internet memes and relation between first impression and attitudes.

2.1. Writing Skills in EFL Context

2.1.1. The Definition and Importance of Writing

As stated in the latest curriculum in Indonesia or *Kurikulum 2013*, students have to master writing as one of the skills in English language learning (Amaluddin & Syaripuddin, 2019). The most general meaning of writing is a sequence resembling one's ideas starting from writing words into passages to form some information that can be understood clearly by the readers (Fata et al., 2018).

According to Sokolik (2003), writing can be defined in several ways. First, writing is seen as an action where the writers have to think and create ideas in their minds while typing it down to media, such as a piece of paper or in a computer software that allows the writers to type down and save the writings. Thus, in this first part, writing is defined as a combination of "*physical and mental act*". The *physical* act is when the writer inks down the words to become a text, whereas

the *mental* act is the comprehension of the ideas. Second, the aim of writing is either to “*express*” or to “*impress*”. These terms are used interchangeably. It cannot be doubted that most writers’ intention of writing is to express and show their feelings or ideas to impress the readers. One way to impress the readers is to display a product; in this case, the product is a well-arranged text. This is the part where Sokolik lastly explains that writing is “both a *process* and a *product*” where the writer “imagines, organises, drafts, edits, reads, and rereads” the writing before he or she can unveil it to the readers or audiences. This concludes that writing is treated as an action to create something that can be informed to other people in a written form.

When it comes to writing in an academic context, students are taught in order to achieve the curriculum’s objectives of the school, which have many benefits for students’ everyday lives. For example, writing can be a good way to express their feelings, develop critical thinking skills, make a useful argument, and improve other important language aspects such as vocabulary, grammar and phonology (Klimova, 2013). As mentioned by Maley (2009), creative writing can also develop one’s awareness on his or her inner self and feelings, because technically, it relates with one of the parts in the brain, which focuses on controlling feelings and intuition. This proves that writing

can be an advantageous path to communicate in written language and to reflect on one's self if it is mastered correctly.

However, many studies show the limitations in students' writing ability, especially in English as a Foreign Language (EFL) context. A statement from Al-Gharabally (2015), mentions that students usually feel judged when their written text is read by the teacher or others, because writing is usually seen as a term of assessment. This problem might affect students' mentality and attitudes towards writing. Thus, Al-Gharabally suggests that writing teachers or instructors should change students' negative perceptions of writing and give them positive reassurances of the advantages in writing. A study from Muslim (2014) shows that students ' lack of motivation due to their inability to express their ideas in a written form is one of the problems that occur in writing. As a result, they tend not to participate well in writing assignments which affect their academic score. A problem in students' writing ability, especially in descriptive text also appears in a study conducted by Sari et al. (2020). Based on their observation and preliminary data, it shows that students often make grammatical errors and mistakes on spelling, punctuation, vocabulary and tenses. These issues show that it is essential for writing teachers or researchers to solve those writing problems in order to develop students' writing

ability so that they can obtain the benefits of writing in their everyday lives fully.

2.1.2. Elements of Writing

As a way to make good writing, students need to pay attention to the guidelines and components of a text. According to Rezeki (2017), the indicators of a good text are not only can be seen in its appropriate grammatical and mechanical matter, but also its good unity, coherence, and cohesion. They can be defined as follows:

a. Unity

It means that the whole idea of a paragraph should talk about one topic only. Meaning that writers have to maintain topic sentences and supporting sentences about one main topic, so that the text will not go “off-topic”.

b. Coherence

It means that the ideas in the text should flow smoothly. Thus, the writing should be written in chronological order, using key words repetition and transitional signals to make it understandable to read.

c. Cohesion

It means that the writing should “stick together”, relate from one sentence to the other and be well structured. Here, writers usually

use writing devices such as connectors, articles and pronouns in the writings to make it cohesive.

There are also similar few other components of writing from Muslim (2014) that should be undertaken by students, which are:

a. Paragraphing

This means to choose a topic sentence carefully in the beginning of a paragraph, as it controls the rest of sentences to be logical information for the readers.

b. Ideas

This means to develop a topic sentence as the controlling idea and giving it supportive and related information.

c. Grammar and spelling

This means to convey understandable and clear meaning in the writing by using the right spelling and grammatical rules.

d. Punctuation

This means to use punctuation marks correctly, because it gives readers tone of speech and boundaries in reading the whole text. It also gives clarity in words meaning.

e. Handwriting

This means to manage the technicality in writing properly, such as the space between words, the drawing of letters, typos and the readability of the whole writing.

Those criteria are important for students to learn in order to achieve good and readable writing. On the other hand, writing teachers also have to aid students in writing for EFL context. Few of the tips for them that can be applied in the classroom as stated by Al-Gharabally (2015) are:

- a. Using brainstorming and mind mapping technique to discuss the idea planning
- b. Taking notes of the ideas briefly
- c. Questioning the plan of writing
- d. Making a draft of writing
- e. Revising and correcting the draft
- f. Applying peer review method in a group or pairs
- g. Final revising of the writing

By applying these in the classroom and supervising students while making the writings, they could obtain maximum quality into their writing outcomes. Al-Gharabally also argues that writing teachers should not only correct students' mistakes in writing, but also to focus more on the underlying cause of their errors, such as their attitudes, so that both the students and teacher know the stem of the problem and find solutions to solve it. In addition, it proves that attitudes also have a big impact in forming students' perceptions,

feelings and motivation in learning writing. Thus, it is important for the researcher to investigate it more in this study.

2.2. The Correlation between Pictures and Text

One of the writing challenges that mostly found in classroom is the lack of encouragement that leads to the lack of creativity in writing (Muslim, 2014). Encouraging can be defined as the act of giving stimulation and inspiring someone with spirit and hope (“Encourage,” n.d). In academic context, this means that students have to be encouraged enough in order to gain creativity and improve their writing. From this statement, it is clear that attitudes can be the main factor in determining students’ writing outcome. Thus, one of the answers for this problem is to use pictures as media in teaching writing.

According to Mansourzadeh (2014), pictures function as visual aids that can intrigue students in getting new ideas. This implies that pictures can be a trigger for students to develop more ideas into their writings because of its graphical attraction. Another research finding that supports this statement is from Fata et al. (2018). Based on the interview in their research, they found that using pictures as media to write is not only make students more enthusiastic and interested, but also improve students’ vocabulary in writing.

Therefore, based on those results, this research used Internet memes in the form of pictures as a medium in writing descriptive text to the fourth semester students of English Language Education study program at Universitas Tanjungpura. Thus, this allowed the students to engage more and show their responses better in writing using pictures.

2.3. Descriptive Text

Before discussing the definition of descriptive text, it is important to know the meaning of the word 'descriptive'. A 'descriptive' is an adjective of the noun 'description', which means, information that provides characteristics of a person, object, or event ("Description," 2021). Therefore, commonly descriptive text can be defined as the writing that describes something or someone; it is the way to say how or what someone or something appears like (Philips et al., 2010). Winshon and Burks (1980) also argues that other than physical objects or events, one also can describe emotions, such as happiness, sadness, and fear. This means that description can give the audience a sense of impressions to feelings and visual image.

According to Anderson and Anderson cited in Irawan (2019) the objective of this text is to describe a particular subject by revealing its characteristics without influencing personal opinions. This implies that descriptive text is a factual text that can make the readers visualise the thing that is being described by using their five senses, such as sight,

hearing, smell, taste and touch (Sari et al., 2020). Anderson and Anderson also mention that this type of text differs from information report that is subjected to a common group, whereas in descriptive text, the subject is specified (“Descriptive Text in Teaching English, 2011”).

2.3.1. Generic Structure and Language Features of Descriptive Text

2.3.1.1. Generic Structure

The generic structures of descriptive text are similar to other structures of text; they consist of introduction and thesis. According to McLean (2012), the introduction is the first part of a descriptive text where it explains the tone and the point of the text. This is also the part where the writer begins to describe the subject that will be discussed throughout the story. Meanwhile, the thesis is the writer’s overall impression of the subject. It is the guide for the readers to visualise the writer's perspective in the text.

“As the sun hits my face and I breathe in the fresh air, I temporarily forget that I am at a sporting event. But when I open my eyes and look around, I am reminded of all things American. From the national anthem to the international players on the field, all the sights and sounds of a baseball game come together like a slice of Americana pie.” (McLean, 2012, p. 784)

From the example above, it can be seen that the first sentence is the introduction where the writer describes the environment to set the tone in the text. Then, the writer guides the readers as he or she tries to discuss the main point of the text, which is the baseball game in the thesis part of the last sentence.

2.3.1.2. Language Features

In order to make a good descriptive text, students have to apply qualities that a descriptive text should have. The qualities are dominant impression, mood and logical development (Wishon & Burks, 1980).

a. Dominant Impression

Dominant impression is some kind of a topic sentence or controlling idea that guides the readers to meet the author's perspective in his or her written description. By that means, the author gives the audiences the characteristics of the main subject, so that the readers have visual imagination throughout the writing. Look at the following example.

“The bank clerk had a look of trustworthiness about him. He had clear, intelligent eyes surrounded by plain, old-fashioned eye-glasses. One could trust those eyes. The few hairs left on his balding head were neatly and carefully brushed into place. He seemed to have counted each hair as

carefully as he probably counted his money. His shoulders were rounded from years of leaning over his desk, as if he and the desk were one and the same. His suit was plain and sensible. It was obvious that this same suit had served him for several years, just the sort of good, long-term investment the bank no doubt believed in. In short, everything about him seemed as solid, sensible, and reliable as the institution he worked for.” (Wishon & Burks, 1980, p. 129)

It can be viewed that the author gives visual description of the subject as shown in the underlined words. The writer also describes his personality by using the phrase ‘trustworthiness about him’.

b. Mood

Other than describing physical characteristics of the subject of a description, the feeling or mood of the environment in the text should be maintained too. When creating mood, the author should select words that give the text a sense of emotions carefully whether it is sadness, happiness, or anxiety.

“During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback,

through a singularly dreary tract of country: and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher, I knew not how it was—but a sense of insufferable gloom pervaded my spirit.” – Edgar Allan Poe, “The Fall of the House of Usher” (Wishon & Burks, 1980, p. 129)

Here, the author maintains the emotions by using adjectives such as, dull, dark, soundless, alone, dreary, melancholy, and gloom to express loneliness and sadness as shown in the underlined words.

c. Logical Development

To make a good descriptive text, the writer should arrange the ideas and sentences in a logical pattern, so that the readers can read it smoothly. In order for the text to be logical, he or she may start from a general statement and continue to specific details. The writer also can start from specific details to general impressions.

“In the valley of Rociada, the biggest river runs south from high hills, then turns to the east. Where it turns is the village of Rociada. A few miles above that is Upper Rociada. Each village has about twenty adobe houses, a church, a store and a dancehall, built around a center square. Since adobe is

not painted, the villages look like the earth around them, from which they are built.” (Oliver La Farge. Behind the Mountains)

As seen in the underlined passages, the author uses logical development from general to specific statements in the writing. First, the author talks about the valley, and proceeds to the river, then the hills, and the village. Lastly, he describes the specific details of the surroundings of the village.

These generic structures and language features are the components of making a good descriptive writing. If students do not include at least one of them in their writings, then the text will not be as readable and entertaining as the complete ones. Therefore, it is important for writing teachers to address these when teaching descriptive text to the students. These are the examples of good descriptive texts that can be used as references:

a. Example 1



A Friendly Clown

On one corner of my dresser sits a smiling toy clown on a tiny unicycle—a gift I received last Christmas from a close friend. The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colours merge in a dark line that runs down the centre of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the centre and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colourful figure greets me with a smile every time I enter my room.

Source:thoughtco.com

^{b.} Example 2



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The Best Pizza in Town and Maybe the World

I have suffered a great deal because of my terrible addiction to pizza. Basically, I enjoy pizza too much. In fact, I enjoy it so much. People in my hometown of Cabimas, Venezuela, laugh at me and call me the Pizza King of Cabimas, but it is a name that I'm proud of. I have eaten pizza in many places, and none is as good as the pizza of Cabimas.

The best place to eat pizza in Cabimas is at Papa's. Customers have to wait in line to get a table but the wait is worth it. Once they are seated, pizza-lovers can choose from many varieties of pizza, such as pizza with shrimp and smoked oysters or pizza with pine nuts and garlic, but my favourite is the sausage and pepperoni. First of all, it is big. When the waiter puts it down in front of me, I feel happy because I will get enough to eat. It smells of garlic, oil, and spices and it looks delicious too. The sauce oozes out from under a layer of rich melted cheese. The best part is the first bite. I sink my teeth into a slightly crunchy crust, think tomato sauce and gooey cheese, and I am in heaven.

I can eat two of these pizzas in one night, even though I know I will have a stomach ache afterwards.

Now that I am in the United States, I am trying different kinds of pizzas here. I have never seen so many different pizza restaurants! I am convinced that the best pizza in the world is at Papa's restaurant a couple of blocks from the house where I grew up.

Source: pdfcoffee.com.

In this study, the researcher gave the students Internet memes as a medium to be described.

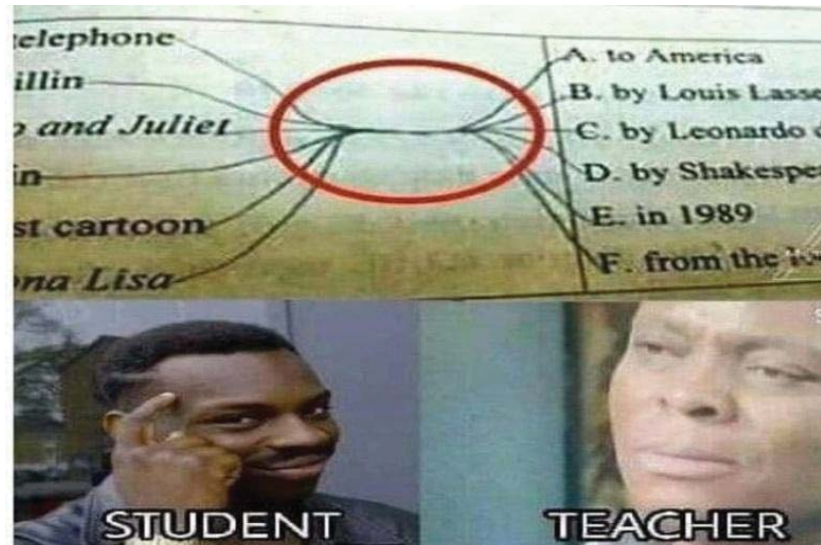
2.4. Internet Memes

The meaning of memes is originally invented by Richard Dawkins as ideas that grow in one's mind that can be transmitted to others by particular carriers (Dawkins, 2006). In line with this statement, Purnama (2017) states that, recently, the carriers or vehicles, which connect one's mind to the other, have developed in the form of humorous, catchy pictures and text. Thus, those are what some people know as memes. Most people often associate memes as pictures, texts or videos that contain humorous and trendy statements and often ridicule the situation that is happening in a particular occasion. However, those are only the vehicle of the real idea and meaning behind it.

Commonly, memes are used for communication purposes among netizens, because its functions are similar with how languages work.

According to Putra and Triyono (2016), there is a term to describe the resemblance of social culture on the Internet, namely 'Internet culture'. This term explains how netizens communicate through the Internet using social media platforms, which includes memes as one of their communication tools. They also state that the objective of memes is to transmit ideas, information and propaganda in a convenient way. However, there are also cases where memes are used to share lies, hate and other negative purposes. Therefore, in analysing memes, several qualities have to be obtained in order for it to be appropriate; they are relevancy, originality, and comfortableness.

The relevancy is when the picture and text of the memes are related to each other, so that the memes have meaning. For example, in the *Student and Teacher* meme. Here, the meme implies that a student tries to manipulate his or her answer of matching texts by combining all the lines into a single line. This is done, so that the teacher can be tricked to assume that all the answers are correct.



Picture 2.1 Student and teacher meme.

(pinterest.com)

Under the picture of the answer, there is the student and the teacher's reaction to the trick. With the relevancy of the image and the text, thus, it can be seen that the meme becomes understandable and meaningful.

The second aspect is originality. This means to make a meme, the creator has to use his or her ideas in the form of catchy text authentically and it should be different from the others. However, the creators cannot put random pictures in the meme as it can violate the aspect of relevance. In addition, they could use the same images for the memes and even modify it if necessary.

The last aspect of the memes' qualities is comfortableness. This represents that meme creators cannot use images such as gore, pornography, sadistic behaviour and filthy pictures in particular memes, because they are

considered disturbing for some viewers. However, creators can still produce such memes if necessary under the tag of *Not Safe for Work* (NSFW) label and put it in specific places of this genre, so that it cannot be mixed with other common humorous memes.

A meme creator should follow and apply those qualities in producing memes before he or she can be accepted in meme society. Those aspects are also tools to indicate whether one understands or not what the true meaning and functions of a meme is.

Nowadays, the Internet allows people to share information easily. Thus, as the technology progresses, so do Internet memes. As seen in the above explanation of memes definition, it can be concluded that Internet memes are the memes that can be spread and found on the Internet (Diaz, 2013). One of the popular memes carriers that exist on the Internet are social media. In social media platforms, such as *Instagram*, *Facebook*, *LINE*, and *Telegram*, people are allowed to share any type of memes. This makes Internet memes very well-known among youngsters.

While there are still many arguments about ethical codes on Internet memes, it is no doubt to say that Internet memes are indeed very trendy entertainment among people, especially in this century (Putra & Triyono, 2016). Furthermore, it not only can entertain people, but also can contribute to other scientific matters, especially in the educational field.

2.4.1. The Importance of Internet Memes as A Communication Tool

Internet memes can be a great application to express people's feelings and thoughts towards everyday life events. How it is presented to other people and its informality in language, which resembles how people normally communicate in everyday life, make it easily acceptable for almost everyone of all ages (Iloh, 2021).

The widespread Internet memes has made it very similar to how communication is done among humans. It cannot be doubted that every day, almost everyone encounters Internet memes on most social media platforms that he or she uses. Consequently, Internet memes have become units of cultural representation and language transmission for some people. According to Iloh (2021), one of the factors that imply the fecundity of Internet memes is the flexibility of its usage when applied in various contexts. In this case, Internet memes are an adaptable medium. Thus, people can easily edit and modify it according to the context of messages that they intend to share. However, to understand the messages and context of Internet memes, people have to pay attention to the cultural context of memes interpretation. Based on a statement from Handayani et al. (2016), two aspects that create the concept of Internet memes are media representation and public opinion. In media representation, it is argued that meaning formation and stereotypes obtained from the media; in this case, news media can shape ideas and concepts in people's minds. Thus, they can represent someone's points of view towards particular information.

Moreover, public opinion, which means the opinions that majority of people hold towards a subject matter, also takes part in shaping Internet memes concept. Therefore, in relation to Internet memes, people can have different perspectives and meanings in interpreting memes according to their beliefs, assumptions, and other cultural aspects. This means that people have to be mindful in creating or sharing Internet memes on social media to avoid misunderstanding.

Other useful aspects of Internet memes are its sense of humour and casualness. In formal communication, some people often follow boundaries to maintain their manner and politeness, especially in academic context. As a result, many people in academic fields such as students, teachers and researchers, have distant relationships, where they usually have a difficult time expressing their feelings and thoughts effectively. Therefore, Internet memes can be a good medium to bridge insecurity that exists among them. For example, before teachers or researchers begin their activities with the students, they can use the following meme to break up the silence.

Which Rihanna are you today?



Picture 2.2 “How are you?” meme

(Mayvonn, 2019, as cited in Iloh, 2021)

Those aspects that create Internet memes concept are the essential part of the importance of Internet memes as a communication tool. In conclusion, people still always have to pay attention to the language usage and suitability in the cultural context of Internet memes in order to convey the messages effectively as a means to entertain people.

2.4.2. Internet Memes Usage in EFL Context

Currently, the benefits of the Internet, such as flexibility and efficiency are two of many reasons why it is so popular among people of any kind, especially in the educational field. It can be seen clearly that the Internet has given teachers and students many opportunities to discover new educational aspects that have not existed before. Thus, many teaching and learning

media can be obtained from the Internet. One of the learning media that can be found on the Internet, which is categorised in visual images, is Internet memes. Internet memes become well known since their characteristics are attractive, humorous and shareable. Therefore, it brings the sense of longevity and fecundity among students of this digital era, which makes it acceptable as learning media in the classroom (Purnama, 2017).

Another researcher states that by using “Rage Comics” type of memes creation to do English assignments with the right technique, the students of two Japanese universities became more motivated and engaging in doing the activities and it is found that their language proficiency had improved (York & Stiller, 2013). This occurs because it is believed that the psychological stimuli, which include multi-modal input, are achieved where students comprehended the lesson by using visual aid. In addition, a study using Internet memes for writing exercises for BINUS University’s English department students conducted by Kariko (2012) has proved that comical Internet memes and creativity are related. The result found that students have a variety of meaningful explanations in expressing their ideas over memes in the form of writing. Thus, it has a significant impact on their writing achievement.

From those explanations above, it is assumed that Internet memes have contributed many positive effects on students’ English language skill. Nevertheless, it is still essential for the teachers to classify and analyse

Internet memes in appropriate classification before exposing it to the students, so that it can be successfully implemented.

2.5. Attitudes in Academic Scope

The definition of an attitude in psychology is a mental state of people's inner tendency to evaluate and distinguish entities, such as an object, a person, a place or an ideology to be favourable or unfavourable (Eagly & Chaiken, 2007). Evaluation is a mental response that involves processing and assessing beliefs, feelings, and behaviours towards a particular entity. Attitude is unconsciously experienced, even though the person who experiences it is somewhat conscious. However, attitudes can still be measured objectively by methods such as direct questioning and/or using scales of measurement.

From this statement, an attitude can be seen as a person's way of thinking or feeling about almost everything that he or she encounters in his or her life. It is the mental process of labelling objects or situations to be right or wrong and liked or disliked, which can affect one's way of behaving or feeling towards those objects. Therefore, in academic context, it is fair to say that attitudes have an important role in shaping students' behaviours in learning process.

According to Zahroh et al. (2020), there are three elements that shape the concept of attitude in EFL context, which are behavioural, cognitive and affective or emotional. The behavioural aspect is what most people know

about the attitude process, it is how people behave and respond when exposed in a particular situation or an object. The second, cognitive aspect includes the beliefs and understanding of the knowledge given. It is believed that every belief, feeling and intention towards particular information can contribute to a certain attitude, which affects students' way of expressing themselves in the learning process. The last aspect is affective or emotional. This is when students show favorable or unfavorable feeling while engaging learning process in the classroom.

From description above, it can be concluded that these three elements are interrelated and responsible for creating attitudes that occur in EFL context. Hence, it is crucial to pay more attention to this matter.

2.5.1. Importance of Attitudes in Writing

As one of the difficult language skills to master, writing has become a subject that is widely used as a research topic. Therefore, many researchers and teachers try to discover the most effective teaching writing media and techniques that are suitable for their students in the classroom. However, still many researchers or teachers overlook the importance of attitude in contributing students' writing performance (Jabali, 2018).

Some researchers argue that positive and negative attitudes have a major impact on students' learning performances (Abdullah, 2014, Jabali, 2018, & Sari et al., 2020). They believe that a positive

attitude leads students to feel encouraged and motivated, which results in good learning outcomes whereas a negative attitude tends to make students reluctant and discouraged from learning activities. Another study also shows that students often feel judged when their teachers evaluate their writings (Al-Gharabally, 2015). This implies that writing has a negative connotation for the students, which results in low self-esteem and affecting their attitudes towards writing activities. Evidence shows that even though teachers are responsible in selecting media and techniques for teaching writing appropriately, they are also responsible in giving attention to students' attitude in the writing process, so that they can balance all the learning aspects and achieve good writing outcomes.

In short, attitude is an important element to indicate students' interest in a particular lesson. With analysing their attitudes, teachers can see how they express their feelings and emotions towards the learning process and whether they like or dislike the materials given. Thus, teachers can find the solution for the problems and improve their learners' potentials in EFL learning skill.

2.6. Relation between First Impressions and Attitudes

An attitude occurs when a person experiences an exposure or interaction of a certain object, place, idea or another person directly. From this process, one will have a first impression within just one-tenth of a

second of the interaction or exposure (Willis & Todorov, 2006). First impression is a sense of mental images, such as judgement, expectation and perception towards a person, place, idea or an object that occurs when someone first interacts or exposes directly with it (Cetin, 2020).

Given the definition of an attitude, that is an evaluation and judgement to particular entities to be likeable or dislikeable, first impression is a crucial first step in forming an attitude (Andromeda, 2009). This implies that an impression, whether negative or positive, can form a perception to the objects exposed and create an attitude. Some examples of positive impressions are feeling engaged, enjoyed, confident and interested while negative impressions are agitated, uninterested, and unmotivated.

In academic context, if a new learning method or medium is exposed to the students for the first time, their minds will form a judgement, expectation and subjective views to it depending on their response about the same event from the previous memory. Therefore, they can show either negative or positive attitude that will affect their behavior in learning. For example, students may feel unmotivated towards the new learning methods or media because of their negative view due to some factors, such as difficulty level, accessibility, and usability level that will not make them learn properly and vice versa, which will affect their learning outcomes. Thus, the present research tried to discover students' attitudes in writing descriptive text by trying Internet memes pictures as a new writing medium.

In addition, to have a first impression, one should be stimulated by a visual appearance of the object. Bar et al. (2006) explained that a person would shape a mental image of the particular entity that will create a positive or negative impression by looking at visual properties such as graphic, faces and colors. This implies that one will be able to show an impression, therefore form an attitude to media such as pictures and symbols. By that means, the writing medium that was used in this research is appropriate, because the Internet memes were in the form of pictures.