

ABSTRACT

The thesis entitled "The Correlation Between Students' Exposure to English Memes on Instagram and Their Inferential Comprehension of in Multimodal Text at MAN Kota Blitar" was written by Nahru Falah Ahmad, NIM 1880510240008, Master's Program English Education Department, supervised by Dr. Ida Isnawati, M.Pd and Dr. Nursamsu, M.Pd.

Keywords: *memes, Instagram, exposure, students, comprehension, inference, multimodal, correlation, language, learning*

This study is motivated by the rapid development of social media, particularly Instagram, which exposes students to English memes in their daily lives. As multimodal texts combining visual and verbal elements, memes have the potential to support language comprehension, including inferential comprehension. However, it remains unclear to what extent such exposure is related to students' inferential comprehension ability.

Based on this background, the research question of this study is: Is there a significant correlation between students' exposure to English memes on Instagram and their inferential comprehension ability? This question is formulated to clarify whether frequent interaction with English memes contributes meaningfully to students' ability to understand implied meanings in multimodal texts.

The purpose of this study is to examine the relationship between students' exposure to English memes on Instagram and their inferential comprehension ability. By identifying the strength and significance of this relationship, this study aims to provide empirical evidence regarding the potential contribution of informal digital exposure to higher-order reading skills.

This research employed a quantitative approach with a correlational design. The sample consisted of 163 students. Data on students' exposure to English memes were collected through a questionnaire, while inferential comprehension ability was measured using a test. The data were analyzed using Spearman Rank correlation due to the non-normal distribution of the data.

The findings revealed that students had a relatively high level of exposure to English memes, with a mean score of 32.85. In addition, students demonstrated relatively good inferential comprehension ability. The Spearman Rank correlation analysis showed a statistically significant positive correlation between exposure to English memes and inferential comprehension ability ($r_s = 0.367$; Sig. < 0.001). However, the correlation strength was categorized as relatively low, indicating that inferential comprehension may also be influenced by other factors beyond exposure to English memes.

In conclusion, students' exposure to English memes on Instagram was associated with inferential comprehension ability through repeated interaction with multimodal texts containing contextual clues, humor, and implied meanings. Nevertheless, the relatively low correlation strength suggests that inferential comprehension is a complex ability influenced by multiple linguistic, cognitive, and environmental factors in addition to digital exposure.

ABSTRAK

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Kata Kunci: *meme, Instagram, paparan, siswa, pemahaman, inferensi, multimodal, korelasi, bahasa, pembelajaran*

Penelitian ini dilatarbelakangi oleh perkembangan media sosial, khususnya Instagram, yang membuat siswa sering terpapar English memes dalam kehidupan sehari-hari. Sebagai teks multimodal yang menggabungkan unsur visual dan verbal, meme memiliki potensi untuk mendukung pemahaman bahasa, termasuk inferential comprehension. Namun, hubungan antara exposure terhadap English memes dan kemampuan inferential comprehension siswa masih belum diketahui secara jelas.

Rumusan masalah penelitian ini adalah: Apakah terdapat korelasi yang signifikan antara exposure siswa terhadap English memes di Instagram dan kemampuan inferential comprehension mereka? Pertanyaan ini dirumuskan untuk mengetahui apakah interaksi dengan English memes berhubungan dengan kemampuan siswa dalam memahami makna implisit pada teks multimodal.

Penelitian ini bertujuan untuk mengetahui hubungan antara exposure siswa terhadap English memes di Instagram dan kemampuan inferential comprehension mereka. Dengan mengetahui kekuatan dan signifikansi hubungan tersebut, penelitian ini diharapkan dapat memberikan gambaran mengenai potensi kontribusi exposure digital informal terhadap kemampuan membaca tingkat tinggi.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel penelitian terdiri dari 163 siswa. Data exposure terhadap English memes dikumpulkan melalui angket, sedangkan kemampuan inferential comprehension diukur menggunakan tes. Data dianalisis menggunakan korelasi Spearman Rank karena data tidak berdistribusi normal.

Hasil penelitian menunjukkan bahwa siswa memiliki tingkat exposure terhadap English memes yang relatif tinggi dengan nilai mean sebesar 32.85. Selain itu, siswa juga menunjukkan kemampuan inferential comprehension yang relatif baik. Hasil analisis Spearman Rank menunjukkan adanya hubungan positif yang signifikan antara exposure terhadap English memes dan kemampuan inferential comprehension ($r_s = 0.367$; Sig. < 0.001). Namun, kekuatan korelasinya tergolong relatif rendah.

Kesimpulannya, exposure terhadap English memes di Instagram berkaitan dengan kemampuan inferential comprehension melalui interaksi dengan teks multimodal yang mengandung humor, petunjuk konteks, dan makna implisit. Meskipun demikian, inferential comprehension tetap merupakan kemampuan yang kompleks dan kemungkinan dipengaruhi oleh berbagai faktor selain exposure digital.