LANGUAGE FEATURE APPLIED IN LOLCAT MEME AS SEEN IN ICANHAS.CHEEZBURGER.COM: A STYLISTIC STUDY

AN UNDERGRADUATE THESIS

Presented as Partial fulfillment of the Requirements for the Degree of Sarjana Sastra in English Letters

By

DANIEL PRADAH LAKSONO

Student Number: 104214050

ENGLISH LETTERS STUDY PROGRAM
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2015
LANGUAGE FEATURE APPLIED IN LOLCAT MEME AS SEEN IN ICANHAS.CHEEZBURGER.COM: A STYLISTIC STUDY

AN UNDERGRADUATE THESIS

Presented as Partial fulfillment of the Requirements for the Degree of Sarjana Sastra in English Letters

By

DANIEL PRADAH LAKSONO

Student Number: 104214050

ENGLISH LETTERS STUDY PROGRAM
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2015
A Sarjana Sastra Undergraduate Thesis

LANGUAGE FEATURE APPLIED IN LOLCAT MEME AS SEEN IN ICANHAS.CHEEZBURGER.COM: A STYLISTIC STUDY

By

DANIEL PRADAH LAKSONO
Student Number: 104214050

Adventina Putranti, S.S., M.Hum.
Advisor

Dr. Fr. Borgias Alip, M.Pd., M.A.
Co-Advisor

July 6, 2015
A Sarjana Sastra Undergraduate Thesis

LANGUAGE FEATURE APPLIED IN LOLCAT MEME AS SEEN IN ICANHAS.CHEEZBURGER.COM: A STYLISTIC STUDY

By

DANIEL PRADAH LAKSONO
Student Number: 104214050

Defended before the Board of Examiners
On July 29, 2015
And Declared Acceptable

BOARD OF EXAMINERS

Name
Chairperson: Dr. F.X. Siswadi, M.A.
Secretary: Dra. A.B. Sri Mulyani, M.A., Ph.D.
Member 1: Harris Hermansyah Setiajید, M.Hum.
Member 2: Adventina Putranti, S.S., M.Hum.
Member 3: Dr. Fr. Borgias Alip, M.Pd., M.A.

Yogyakarta, July 31, 2015
Faculty of Letters
Sanata Dharma University
Dean

Dr. F.X. Siswadi, M.A.

iv
STATEMENT OF ORIGINALITY

I certify that this undergraduate thesis contains no material which has been previously submitted for the award of any other degree at any university, and that, to the best of my knowledge, this undergraduate thesis contains no material previously written by any other person except where due reference is made in the text of the undergraduate thesis.

Yogyakarta, July 31, 2015

Daniel

Daniel Pradah Laksono
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma

Nama : Daniel Pradah Laksono
Nomor Mahasiswa : 104214050

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan
Universitas Sanata Dharma karya ilmiah saya yang berjudul

LANGUAGE FEATURE APPLIED IN LOLCAT MEME AS
SEEN IN ICANHAS.CHEEZBURGER.COM:
A STYLISTIC STUDY

Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan
kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan,
mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan
data, mendistribusikan secara terbatas, dan mempublikasikannya di internet atau
media lain untuk kepentingan akademis tanpa perlu meminta ijin kepada saya
maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya
sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal 31 Juli 2015

Yang menyatakan,

Daniel Pradah Laksono
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
For You...
ACKNOWLEDGEMENTS

Be my highest gratitude to Jesus Christ for His mercy, love, protection, and all blessings during years I spent finishing my study. Foremost, I would like to express my deepest gratitude to my family for their patience and love throughout my life.

I sincerely express my gratitude to my thesis advisor, Adventina Putranti, S.S., M.Hum. for her patience, guidance, motivation, and also support so that I can finish my undergraduate thesis. I would also thank my co-advisor, Dr. Fr. Borgias Alip, M.Pd., M.A. for his detailed corrections and valuable input. My extended gratitude also goes to all lecturers in English Letters Department for the help in finishing my study, and Mbak Ninik who has been patient in helping me with the administrative procedures and services.

Special thanks for all of my friends, especially Anindita, Joe, Andrew, Nino, Yudhytha, Pinta, Bibin, Yoga, and Dessi for their support, time, experiences, and share. My life as a student in Sanata Dharma would be meaningless without them.

Daniel P. Laksono
TABLE OF CONTENTS

TITLE PAGE .................................................................................................................. ii
APPROVAL PAGE ........................................................................................................ iii
ACCEPTANCE PAGE .................................................................................................... iv
STATEMENT OF ORIGINALITY ................................................................................ v
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH ........ vi
MOTTO PAGE ........................................................................................................... vii
DEDICATION PAGE ..................................................................................................... viii
ACKNOWLEDGEMENTS ........................................................................................ x
TABLE OF CONTENTS ............................................................................................. xi
ABSTRACT .................................................................................................................. xii
ABSTRAK .................................................................................................................... xiii

CHAPTER I: INTRODUCTION ...................................................................................... 1
A. Background of the Study ......................................................................................... 1
B. Problem Formulation ............................................................................................. 4
C. Objective of the Study ........................................................................................... 4
D. Definition of Terms ............................................................................................... 5

CHAPTER II: REVIEW OF LITERATURE .................................................................... 7
A. Review of Related Studies ..................................................................................... 7
B. Review of Related Theories ................................................................................ 10
1. Stylistics ............................................................................................................. 10
2. Syntax ............................................................................................................. 13
3. Morphology .................................................................................................... 18
4. Meme .......................................................................................................... 20
5. Computer-Mediated Communication (CMC) .................................................. 24
C. Theoretical Framework ....................................................................................... 27

CHAPTER III: METHODOLOGY .............................................................................. 29
A. Object of the Study .............................................................................................. 29
B. Approach of the Study ....................................................................................... 30
C. Method of the Study ........................................................................................... 31
1. Data Collection ................................................................................................. 31
2. Data Analysis ................................................................................................... 32

CHAPTER IV: ANALYSIS RESULT AND DISCUSSION ....................................... 34
A. The Syntactic differences in LOLcat Meme ...................................................... 34
1. Syntactic analysis ............................................................................................. 34
   a. Picture 1 .................................................................................................. 35
   b. Picture 2 ................................................................................................. 39
   c. Picture 3 .................................................................................................. 40
   d. Picture 4 .................................................................................................. 42
   e. Picture 5 .................................................................................................. 44
   f. Picture 6 .................................................................................................. 45
g. Picture 7 ..................................................................................................................... 46
h. Picture 8 ..................................................................................................................... 47

B. The effect of syntactic differences toward the uniqueness.......................... 51
   a. The way the unconventional English syntax is written ...................... 51
   b. The effect of unconventional English syntax................................... 54

CHAPTER V: CONCLUSION........................................................................................ 57
   A. Syntactic differences between LOLcat meme and conventional English .... 57
   B. The importance of unconventional English syntax toward uniqueness of
      LOLcat meme........................................................................................................... 57

BIBLIOGRAPHY ............................................................................................................. 58
ABSTRACT


The viral phenomenon of LOLcat meme makes many researchers study this internet meme. Although its words and sentences are odd, people can apply those unconventional English so that the meme becomes viral and even use it into other forms of meme such as Bible, books, and a musical theater. The fact that the English is unconventional but make the meme viral is what inspires this study. Henceforth, this study aims to find effects of unconventional English syntax towards the uniqueness of LOLcat meme.

In aiming the goal, this study has two problem formulations. First problem is finding the language style of LOLcat meme in a sense of syntax. Second problem is to find effects of unconventional English syntax toward the uniqueness of LOLcat meme in icanhas.cheezburger.com.

The writer took some steps in this study. The first step was compiling all unconventional sentences. Those unconventional sentences were grouped according to their purpose of utterance. Since the unconventional forms also occurred in LOLcat’s words, the next step was taken is analyzing every unconventional word morphologically. The morphological results strengthened the syntactic analysis: a next step of analysis the writer did. After finding the syntactic results, the writer analyzed it to find its style in a sense of syntax. At last, all of these results were used to answer the second problem formulation. In the second problem formulation, the writer saw the meme in its position among other internet memes.

The writer finds that syntactically, sentences in LOLcat meme are different from conventional English. Through omission, modification, and movement, LOLcat users modify the message. In omission, there are auxiliary verb, subject, and article deletion. Modification takes its part by changing the auxiliary verb in iz or is, adding suffix –z or –s in most verb, and changing have into has or haz without paying attention to the subject. In movement, the auxiliary verb and modal are usually placed after a subject in an interrogative yes/no question. These variations make LOLcat meme has simple English. The fact that these unconventional forms only occur in LOLcat meme makes the meme different than any other internet memes. Henceforth, the simplicity makes LOLcat meme is easy to be used. As a result, the meme becomes viral.
ABSTRAK


CHAPTER I
INTRODUCTION

A. Background of the Study

Internet nowadays is a part of human life. Many human activities are based on internet. Its speed and global range are powers that maintain the needs of human being. The rapid grows of smartphones, for example, show a proof how internet is really important towards human.

One of the functions that internet provides is the need of communication. In each smartphone that people have, for an example, there are many methods of communication which need an internet connection such as BBM (Blackberry Messenger), LINE, Whatsapp, and WeChat. The conventional method of text message or so called SMS is left behind and replaced by those methods. The existence of those methods gives people a new sensation of sending text messages. Beside their speed and global range, people can use what is called emoticon to enrich the meaning of each message.

Today, there is a kind of communication which uses picture of a cat with some sentences on it. This communication variation named as LOLcat meme. LOLcat meme is used as a tool to communicate based on internet. Different from internet-based text messaging, the communication occurs in a website called icanhas.cheezburger.com.

LOLcat meme first appeared in 2005, in a website called 4chan.com. LOLcat meme is basically a picture of a cat with some texts on it which called

captions. The cat poses in various ways and the captions are quite free. A meme below are created in 2007 and become one of the first generation of LOLcat memes (www.cnet.com/news/the-history-of-i-can-has-cheezburger/, 25 August 2008: 23 June 2015).

What makes LOLcat meme interesting is that since its appearance, it becomes an internet phenomenon and appears in many other websites such as 9gag.com, reddit.com and lolcatbible.com. The language used there is seemingly odd and more like content words rather than contextual. In making the sentence, users make it unconventionally, as seen from has which is functioned as a verb of I. Surprisingly, its viral phenomenon shows that many internet users understand the text and even use it in other posts.

That unconventional language inspires many researches in LOLcat meme including this paper. Inlinguistic studies, some researches have been done to analyze the LOLcat meme’s syntax, phonology, and morphology. However, in this study, the writer tries to understand more about LOLcat language. It aims to know the effect of unconventional English syntax towards the uniqueness of
LOLcat meme. This paper will explain how a question form *I can has* as shown in the picture can provide uniqueness of the meme.

To achieve that aim, this study uses stylistic analysis. As “a linguistic approach to literature” (Norgaard et al, 2010: 1), stylistics does its analysis from the linguistic aspects to non-linguistic aspects of texts such as poetry, short stories, or newspaper. The ending analysis of stylistics is to find how and why a text uses certain linguistic style. This method of analysis is what the writer sees as the most appropriate analysis in finishing this study. In this study, the writer focuses on finding the importance of unconventional English sentence towards the uniqueness of LOLcat meme. Before achieving the aim, it is surely logical that the writer has to understand how LOLcat meme differs from conventional English.

The writer determines the LOLcat style based on the syntactic analysis, because, as seen from the example, a caption is usually formed into sentences. The writer thinks it is important to know how a word connects with another word in forming a sentence. Through this method, the writer can understand the differences in syntax between LOLcat meme and conventional English sentences.

The data used in this paper are all LOLcat memes in icanhas.cheezburger.com which apply unconventional English sentences. As one example of my data is shown below,
While the sentence in the picture above is *I haz a cave*, the readers’ inner ear will be “I has a cave”. To understand how the sentences differ from conventional English, the writer uses a theory of syntax. However, as seen there that the unconventional form also occurs in its words, the writer uses a theory of morphology whenever it is necessary. The analysis result of morphology is very important to know how a LOLcat words is formed in English. The purpose of morphological analysis is explaining that the LOLcat word *haz* is similar with an English word *has*. When it is proven that *haz* is actually an English verb *has*, the writer can reveal the unconventional English syntax in LOLcat meme.

**B. Problem Formulation**

1. What are the differences between LOLcat meme and conventional English?
2. What is the effect of unconventional English syntax toward the uniqueness of LOLcat meme?

**C. Objectives of the Study**

In this study, the LOLcat meme is analyzed to understand the effect of unconventional English syntax in LOLcat toward the uniqueness of LOLcat meme. In achieving that aim, LOLcat meme is first analyzed to know how sentences in meme differ from conventional English. However, since most words in LOLcat language are modified, it is also important to analyze them through morphology. As a study to understand how the words are formed, morphology is seen as the most appropriate tool to prove that a word like *haz* (this word is shown
in a picture in the background of study) in LOLcat meme is actually refers to an English word *has*. This morphological analysis enriches the data revealing the style of LOLcat language in a sense of Syntax.

After revealing its style, the second objective will be accomplished. In this objective, the writer wants to find the importance of unconventional English syntax toward the uniqueness of LOLcat meme. While in the previous method the writer focuses on the linguistic variation, in this step the writer analyzes the non-linguistic context. In this process, the writer sees LOLcat meme in its position among other internet memes.

D. Definition of Terms

Most parts of this study mention about stylistics, syntax, morphology, and meme. Those terms are explained in the following paragraphs.

As a "study of style in language" (Verdonk, 2002: 3) stylistics concerns on how a text is presented and why it has been used. The basic analysis of stylistics is linguistic features such as phonology, morphology, syntax, and lexical. Results from those processes then is applied to know how and why a text works as it does through an informed, systematic, retrievable, and contextual analysis (Norgaard et al, 2010: 1). This basic understanding, therefore, makes stylistics is seen as the most appropriate tool in finding answers of this study.

Before finding the importance of such unconventional English syntax, the writer has to answer how the sentence different from conventional English. Henceforth, to analyze it, the writer uses syntax as his perspective. Andrew Carnie
defines it as “how sentences are structured” (Carnie, 2002: 3). This syntactic analysis is applied because words or caption in LOLcat meme are formed into sentences.

Moreover, as seen from the example shown before, the misspelled situation occurs even in a level of word. Hence, the writer sees it is important to know the English version of each misspelled word. Therefore, this research also uses the morphological analysis in a purpose to enrich the analysis of syntax. Morphology is defined as a part of grammar “that is concerned with words and word formation” (O’Grady, 2010: 112) focuses on the English version of each misspelled LOLcat word. It is important then, to show how haz is actually a LOLcat version of an English “has”.

At last, another important term in this research is meme. The theory of meme in this study is functioned as the core of non-linguistic context in seeing the nature of LOLcat meme. Richard Dawkins defined meme as a replicator, “an idea of a unit of cultural transmission.” (Dawkins, 2006: 192).
CHAPTER II

REVIEW OR LITERATURE

In this chapter, there are discussions about studies that are related with the research. The writer reviews related studies about LOLcat from the perspective of linguistics.

A. Review of Related Studies

The first research the writer finds is titled “I Can Haz Language Play: the Construction of Language and Identity in LOLspeak” by Lauren Gawne and Jill Vaughan. This research is written in 2011 and talks about LOLcat in lolcatbible.com from a linguistic perspective. The study aims to find reasons why people participate in using the LOLcat language. It begins with a linguistic analysis which covers phonetics and orthography, lexicon, morphology, syntax, and clause. Then, using community-generated website contents, the study analysis through the common language play strategies.

The study finds that in a sense of phonetics and orthography, LOLcat replaces “the:with tehor da. These replacements make people say it as /tə/ instead of /ðə/. The phonetic and orthographical modifications create a nuance in how the sentences are pronounced. If the sentences are being read, they “tend to be high pitched, with strong vowel distinctions and child-like intonation, but not exclusively.” (Gawne, 2011: 111)

In a sense of lexicon, words in lolcatbible.com consist of those which are borrowed from other computer-mediated genres, originated from "cat world"
and originated from LOLcat Bible (Gawne, 2011: 111). Words like *p0wn* and *kthxbai* are originated from gaming and chat board groups. However, values of dogs as the ultimate enemy and sofas as a mythical status enrich the lexicon from “cat world”. Moreover, LOLcat Bible also creates lexicon which is originated in the site such as *Happy Cat* which means Jesus and *Basement Cat* which means Satan.

While in morphology, this study finds that LOLcat Bible uses –z suffix to pluralize the noun: both for countable and uncountable. Moreover, verbs in past form have an–ed suffix such as *eated*, *sayed*, and *doed*. There are also two verbs which is irregular. Rather than adding the suffix above, these verbs have their own past form. These verbs are *rode* (a past form of ride) and *sed* (a past form of see).

In syntactic analysis, this study finds that the sentences are lack of existence of subject-auxiliary inversion in a question form, using *no* rather than *not* to make negative structure, and also double negations. In clauses, sentences in LOLcat Bible have tendencies to make it into three styles: *Do not want X*, *X has not/did not eated Y*, and *I am in your X, Y-ing your Z-s*. The X, Y, and Z there could be nouns or verbs.

As a conclusion, the study finds that users are modifying the language because they are playing with the rules of English. The use of ungrammatical form is not caused by the lack of language competency but users are tend to play with the language rules. Hence, English in LOLcat is unconventional because it occurs as a play language.
Another research was written by Jordan Lefler. The title, “I can has Thesis?: a Linguistic Analysis of LOLspeak”, described the linguistic features and the future of LOLcat language. The paper also conveys the phonemic and syntactic analysis and then explains the popularity of LOLcat meme and the future of it.

In phonemic analysis, this study finds that for consonants, there are many words which the s letter is changed into z as incheezburger, windoze, nayberz, haz, and iz. The modification also occurs for vowels where letters are used to represent a sound such as aito represent /æ/ so that says is written as saiz. Another example is the use of ee to represent /ɪ/ so that mocking becomes mokeeng.

For syntactic analysis, the study determines that there are four sentence structures in LOLcat. Those are \{subject\} + (can) + (has) + [noun phrase] + (?) as in I can has cheezburger (Lefler, 2011:39), \{subject\} + (has) + (a) + [noun phrase] as in I has a bag (Lefler, 2011: 40), [noun phrase] + \{subject\} + (has) + \{pronoun\} as in chrissmessperit. I haz et (Lefler, 2011: 40), and (I’m) + (in) + [determiner phrase]+ \{verb present progressive\} + [determiner phrase] as in I’m in urwindoze, flashing urnayberz.

Although two researches above cover the linguistic perspective, this research analyzes deeper of its language phenomenon. While other researches focus on the linguistic phenomenon of LOLcat meme, this study aimson the effect of unconventional English syntax to the uniqueness of LOLcat meme. Through an
analysis of stylistics this study starts the analysis from the meme’s linguistic feature to the meme’s nonlinguistic feature.

B. Review of Related Theories

1. Stylistics

As a basic theory of this study, stylistics has a big role in finishing this research. Stylistics is defined as “the analysis of distinctive expression in language and the description of its purpose and effect” (Verdonk, 2002: 3) and focuses on a text of a language. Although it often refers to a linguistic approach of literature, (Norgaard et al, 2010: 1), the texts studied through stylistics varies into news report, advertisement, and academic writing.

What people call as a text actually consists of many different types. Defining a text is important in stylistics (Verdonk, 2002: 11) because each text has different nature and function. Each type of a text has different style of language and different intention towards readers. A newspaper title, for an example, has different typography, diction, and vocabulary than a blurb. Moreover, Verdonk in his book mentions that although a text is “meant to be read silently, the way their sounds and word-stresses are patterned often appeals to our inner ear” (Verdonk, 2002: 4). He gives an example of a newspaper headline, Life on Mars – War of the words. The strong stressed nouns in that headline (life, Mars, war, and words) are divided into two phrases which create a balance between them. The initial sounds from ‘war’ and ‘words’ are alliterate, which please readers’ ear and rhyming the sound. This sound effect can make the headline memorable (Verdonk, 2002: 4-5).
In analyzing through stylistics, a researcher goes from linguistic to non-linguistic context. For a linguistic context, a text is analyzed to reveal how words and/or sentences in it are different than any other texts. Those differences are called foregrounding elements. Foregrounding elements can be word-choices, grammar, sounds, or sentence structures. Foregrounding makes the text prominent and thereby raises the reader’s interest or emotions (Verdonk, 2002: 6).

This study uses foregrounding elements introduced by Geoffrey Leech and Mick Short. They explain that foregrounding elements are placed under four general categories: lexical categories, grammatical categories, figures of speech, and cohesion and context (Leech and Short, 2007: 61). Those elements make a text distinctive than other texts.

Lexical categories pay attention in the part of speech in a sentence. In their book, they give notes in what lexical categories convey. It varies from vocabulary, noun, verb, adjective, adverb (Leech and Short, 2007: 61-62).

Through grammatical categories, the analysis consists of sentence type and complexity, clause type and structure, noun phrase, verb phrase and any other phrases, and word class (Leech and Short, 2007: 62-63).

For figures of speech, a researcher considers the tendency of features which are foregrounded by virtue of applying some norms of communication into language code. In this elements, grammatical and lexical are included by means that formal and structural repetition or even rhetorical form gives some effects toward the reader’s interpretation. Vowel and consonant sounds, rhyme and alliteration are also included in phonological schemes which become one of the
focuses in figures of speech. The last focus is tropes, which means finding any obvious violations of linguistic code (Leech and Short, 2007: 63-64).

While in cohesion and context, the focus is in how the connection among texts occurs. Cohesion deals with connection between sentences or internal organization in the text. In context, a researcher considers the external relations of a text or a part of a text, seeing it as adiscourse presupposing a social relation between its participants and a sharing by participants of knowledge and assumptions (Leech and Short, 2007: 64).

While in linguistic context the writer focuses on the text, non-linguistic context provides a more complex analysis since its focuses on external features of a text which influences the style of a text. Verdonk gives an example that the non-linguistic context varies from the type of a text, text’s policies, type or readers, the writer’s perception towards the readers’ knowledge, or the writer’s creative talent (Verdonk, 2002: 7).

Non-linguistic context is done from the type of a text. A text actually does not consist of one characteristic: it varies in different types such as newspaper titles, twitter statuses, poetry, play scripts, and e-mail. Each type of text conveys different characteristics of language. For example a newspaper title is usually formed into bold and capital letters because its function is to drag reader in reading the news. Contradict to text message where bold and capital letters refer to shouting and indicate that the writer really means his words (Crystal, 2001: 35).
Hence, defining the type of a text is very important to analyze the non-linguistic context. Each type of a text has particular functions on how it is used. A researcher then continues his analysis on the discourse of the text. As discourse deals with the nature of a text, the researcher has to analyze the text’s position in wider perspective. In here, he sees beyond the text, for examples the writer’s condition, time the text are made and its societal condition, the communication condition, or even the target reader of the text.

2. Syntax

To analyze the form in LOLcat meme, this research uses the study Syntax. Andrew Carnie in his book, “Syntax: A Generative Introduction” defined it as “how sentences are structure” (Carnie, 2002; 3). This study deals on how sentences are structured. It gives reasons why in a sentence like a big red apple, the word *big* explains *apple* instead of *red*.

a. Arguments

Within most English sentences, verbs provide a crucial part of the meaning. In syntax, the verb or predicate means the relation between an individual being talked and the real word (Carnie, 2002: 49). The entities which are connected by a verb are called arguments.

As in a sentence “I met her at the restaurant last week”, the verb “met” connects “I” and “her”. Those two entities are elements in the real world which is needed by the verb itself. More precisely, the verb indicates that the first argument “I” does an action to the second argument “her”.
By grouping the verb into the number of its argument, verbs are divided into transitive, intransitive, and ditransitive. Verbs like “smile”, “arrive”, “die”, or “walk” are called transitive since they only need one argument. However, verbs like “kill”, “meet”, “see”, “kiss”, or “admire” need two arguments. Therefore, they are called transitive. Finally, for verbs which have three arguments are called ditransitive. Examples of Verb in this category are “award”, “put”, or “give”.

b. Thematic Roles

While verb in syntax has its own category, arguments between the verb itself have particular categories. It is useful to interpret contextual clues that can provide language learners about the content of the language. That strategy is called thematic role which is “particular semantic terms that are used to describe the role that the argument plays with respect to the predicate.” (Carnie, 2002: 219)

According to Carnie, there are 9 thematic roles: agent, experiencer, theme, goal, recipient, source, location, instrument, and beneficiary.

1. Agent

An agent is a doer of certain actions. The agent is typically the subject as in “Peter kicked the ball”. In that sentence, “Peter” is an agent who did an action. Moreover, the characteristic of this thematic role is the use of dynamic verb.

2. Experiencer

An experiencer is an argument that feels or perceives an event. This kind of thematic role is related to feeling, emotion and uses stative verb. The example of this role is “the trooper in the trooper hoped for a promotion”.
3. Theme

A theme is a term to call entities which bears actions, are moved, experienced or perceived. In a sentence like “Peter kicked the ball”, “the ball” is the theme.

4. Source and Goal

In this thematic role, source refers to the location from which someone or something originates while goal refers to the location that serves or should serve as the destination. As an example a sentence “The delegates left Mexico City for Buenos Aires” has “Mexico City” as its source and “Buenos Aires” as its goal.

5. Recipient

Recipient only occurred with verbs that denote a change of possession. An example of recipient is “the man” in a sentence “She gave her money to the man.”

6. Location

Location is a thematic role to indicate a place where an action occurs. An example of location is “at school” in a sentence “We are at school.”

7. Instrument

Thematic role instrument is the thing with which the action is done. This kind of thematic role is used to bring the state of affairs described by the verb. A sentence like “She wrote with a pencil” has “a pencil” as its instrument.

8. Beneficiary

This kind of thematic role is the role of the individual for whose benefit some action is undertaken. Example: The chef baked Jessica a cherry pie.
Sometimes the beneficiary noun phrase is often introduced with the preposition “for”, example: The chef baked a cherry pie for Jessica.

c. Sentence Form

In terms of forms, Pam Marshall in her website, k12reader.com divides into: interrogative, imperative, declarative, and Exclamatory. (Marshall, k12reader.com: 16 December 2014). Those processes are closely related with Speech Acts in Pragmatics.

1. Interrogative

An interrogative sentence is indicated by adding a question mark (?) at the end of a sentence. These types of sentence are divided into:

a. Yes/no interrogative

Through this method, the respond can only be answered by a yes or no. The yes/no interrogative uses “be” and “do/does” structures as in “Are you crying?”.

b. Alternative interrogative

This method gives hearer choices of answer. Some examples are “Should I call or e-mail you?” and “Would you prefer black or white coffee?”. Although responses are still predictable, responds toward this kind of interrogative are more various than a yes/no interrogative.

c. Wh-interrogative

The wh-interrogative starts with wh-word and provides an open answer as in “When will you go there?”. Through this question, the responds are
unpredictable.

d. Question tag

A question tag transforms a declarative sentence into an interrogative sentence as in “you will not go to his party, will you?”. The transformation is occurred by contradict the form of the sentence: if the declarative sentence is negative, the interrogative sentence is formed into negative. A question tag is used as an indication of uncertainty within the speaker.

2. Imperative

An imperative sentence is uttered to express request, command, and desire/wish. Some words like “do not”, “hope”, and “please” indicate the imperative sentence as in “Do not go there!” and “I hope she is fine.”

3. Declarative

This type is probably the most common sentence in English. Its purpose is to give information to the receiver such as “I will arrive early.”

4. Exclamatory

Exclamatory sentence is used to express emotion of the speaker. It doesn’t really matter what the emotion is, moreover whether the real emotion is uttered or not. As an example a sentence “oh, this is exactly as I want!” will have the same intention as “Wow!”

3. Morphology

As one of tools to analyze the form in LOLcat language, this research uses the study Morphology. William O’Grady in his book, “Contemporary
linguistics” defined morphology as “the part of grammar that is concerned with words and word formation” (O’Grady, 2010: 112). This study deals on how words are structured. As an example is the suffix -s in English. This suffix is used to create the plural form and to describe the activity of the first singular subject. Therefore, this suffix can only be attached in noun and verb words. People can attach an –ssuffix with car as in I bought five cars but not in beautiful as in she is beautifuls.

Changing some letters in a word can distinguishes its pronunciation (Katamba, 1993: 89). The affixation of –th in a word wide [waɪd], changes how people pronounce it (which become width [wɪd]). This little example shows that the sound of the words is affected by the morphological changes.

Moreover, in terms of Syntax, the change in morphology also affects the Syntax or the sentence structure of a language. As an example is the affixation of –s suffix to indicate the plural form. If a singular subject the girl, the sentence will be the girl is in the classroom. However, when the suffix –s is added to indicate that there are more than one girl in the classroom; the sentence will be the girls are in the classroom. In here, the verb is is changed into are as a respond towards the plural subject.

In the sense on how words are formed, words in LOLcat have similar sight appearance towards texting language. In an example of a meme in chapter I, most words are modified into something new and different form as someone types btw which means by the way in his text message. David Crystal in his book, “Txtng: The Gr8 Db8”, divides those processes into pictograms and logograms,
initialisms, omitted letters, nonstandard spellings, and shortenings (Crystal, 2008: 37-62). A brief explanation about those processes is shown below,

a. **Pictogram and logogram**

Pictogram is any kind of texting words which uses visual shapes or pictures to represent an object or concept. Emoticon is an example of pictogram. On the other hand, logogram represents words, part of words, and noises by using single letter, number, or typographic symbol. The examples of logogram are 2 which means *to*, *b4* which means *before*.

b. **Initialism**

Initialism is a text which reduces the words to their initial letters as in *NATO* or *FBI*. In texting, initialism occurs as in *Y* which represents *yes* and *GF* which means *girlfriend*. Moreover, in texting, initialism occurs to reduce phrases as in *BTW* (*by the way*), to abbreviate the whole sentences as in *CMIIW* (*correct me if I'm wrong*).

c. **Omitted letter**

While initialism omits all letters except the first, omitted letter deletes letters in the middle (called *contractions*) or in the end called (*clippings*). Almost any word can be abbreviated through this method and there is no consistency among texters.

d. **Nonstandard spelling**

In texting, most texters are consciously manipulating the words they typed. However, the result of this manipulation cannot be concluded as mistakes.
When the text variations are not any other variations, they are put into the nonstandard spelling. Examples of nonstandard spelling are *shud*(should), *cuz* (because), and *fone* (phone).

e. **Shortening**

In shortening, the meaningful elements are dropped as in *lit crit* (literary criticism), *gov* (government), or *pos* (positive).

4. **Meme**

The concept of meme is introduced by Richard Dawkins in 1976 to explain about cultural spreading, human behavior, and development in a society (Buchel, 2012: 17). Dawkins starts this conclusion by seeing the biological replicator: gene.

“Meme” is derived from the Greek word “mimeme” means imitation (Dawkins, 2006: 192). While gene and meme propagate among human, their method of propagation becomes a distinctive feature among them. In gene, propagation occurs through sperm and eggs. Therefore, its copying process occurs from generation through generation. However, in meme, propagation occurs widely because it is copied from brain to brain. With this method, meme spreads in more human than gene. Meme varies from tune, concept, ideas, or fashion which propagates through advertisement, news, communication, or even humming. As a biologist, his theory explains the mechanism on how animal behavior can go to a cultural evolution.

As gene is selected in which the best gene is fitted with nature, not all meme can propagate widely. Some memes may be transmitted in a particular
period of time, but when the transmission stops and a meme does not be propagated, that meme dies. This is also a natural selection which leaves the fittest meme such as songs, beliefs, brands, or scientific laws to survive. The survived memes does not only consist to them which is good or logical because some of them may odd or illogical. The need of a meme is not how good the meme is but how the core idea of it can catch its receiver’s attention (Blackmore, 1999: 57). As an example, in everyday life, people receive thousands pieces of various information and ideas, but only some of them is remembered and even fewer of them is shared with someone else. This fact happens because people have a lack capacity to remember all ideas and time to share. Thus, only the most interesting, themost memorable, and the most useful memes are transmitted.

Since not all memes can survive, it is reasonable to ask what qualifications which make certain memes survive while others do not. Dawkins argues that there are three characteristics which make an idea can survive: fidelity, fecundity, and longevity.

Fidelity refers in how close the imitation toward the original meme (Blackmore, 1999: 58). It shows how strong the idea of the meme is. In this characteristic, the idea should remain intact in order for the meme to success. Through other words, fidelity is an ability of a meme to be memorized. The more meaningful the idea to the people is, the bigger its chance to propagate widely.

Fecundity refers to the rate an idea is being copied (Ritt, 2004: 123). If idea A is copied five times per minute while idea B is copied ten times per minute, the chance for idea B to get people’s attention is bigger.
The last characteristic is longevity which is related with time (Ritt, 2004: 123). The longer an idea can survive, the more it can be copied to a fresh mind. An example of a meme which has a strong longevity is a concept of afterlife in religion or god because those things have survived for thousands years.

Those concepts of meme also occur in internet and language. In the following paragraphs, the writer reviews how the meme works in internet and language.

Meme also occurs in language. The development of meme in language is well explained by Susan Blackmore in 1999 and Nikolaus Ritt in 2004. While meme is basically an idea which is spread from brain to brain, meme in language is proven through the development and the evolution of the language itself.

As explained before that in order to success, a meme should have three characteristics: fidelity, fecundity, and longevity. According to Blackmore, the function of language is to spread meme. Language improves fecundity of a meme because through language, the meme can propagate in a longer distance and to more brains. Imagine a person wants to spread an idea, “she runs away!” With a shouting in a language, people can hear the meme, and reacts towards it, even in the dark. The spreading will be different if the person spreads the idea through gestures, signs, or facial expression. Indeed, people could get the message. However, the hearer must see the person first. It is problematic if the message is spread in the dark place. Hence, through language, the meme can propagate higher.

To maintain fidelity, one strategy is by digitalizing the sound. It is
known that digital sound is more accurate than analogue, which means the propagation of a meme will have a high fidelity if it is digital.

For longevity, a meme in a brain could not last long since some events are hard to remember and therefore hard to copy. Hence, only memes which have a high fidelity can stay longer and more possible to spread. Language here exists to help people in memorizing the meme, as it is troublesome to remember dance steps, but remembering, “slow, quick, slow, slow” is easy. Using sentences rather than any meaningless noises, people are easy to repeat stories or sentences.

The inventions of writing system and internet communication really increase the three characteristics of a language. While speech language provides fidelity and fecundity but can be problematic in longevity, writing and internet system maintain the need of longevity. Through writing, the meme stays in those symbolic-written languages. Although it is unknown how long human develops such symbols, it is incredible in understanding that “signs can be used to stand for the whole words, for syllables, or for just single sounds” (Blackmore, 1999:207).

Through internet, the three characteristics grow much stronger. In fidelity, the internet as a world-wide system provides meme which can be accessed at any time. The meme may stay in a computer in Singapore, but people from any different places in the world, as long as he/she has an internet connection, can propagate the meme through reading or copy and paste at any time. Feature of copy and paste provides a high fidelity. When a person copies the meme from a source, and pastes it to his computer, the meme propagates from the source to his computer. As long as it is not be deleted, the meme stays in those computers.
Since, the meme in a computer could stay forever as it is, meme in internet has a strong longevity. No matter how many times the meme are copied, the meme stays there.

Coming into an internet, there is a term which is so called internet meme. Although it is slightly different with original meme since it indicates humorous situation, the internet meme also provides ideas which is spread using internet as its media. A research done by Bc. Branislav Buchel in 2012 concludes how a meme in the internet can be called an internet meme. An internet meme rapidly spreads by means of electronic communication such as e-mail, forums, imageboards, or chats. Moreover, they are formed into media objects such as videos, pictures, texts, or audiorecordings. Internet memes also, transgress social and cultural boundaries, their successful spread is almost always very surprising and unexpected, and they are often humorous imitations of some product or concept. (Buchel, 2012: 30)

4. Computer-Mediated Communication (CMC)

Although the term Computer Mediated Communication (CMC) is similar to Netspeak, Netlish, Weblish, Internet Language, cyberspeak, electronic discourse, electronic language, or interactive written discourse, this term focuses on the medium of communication (Crystal, 2001: 17). Internet which is a product of this communication provides speed and global range. Internet is well spread, by means that the communication can be conducted instantly. Because of internet, people may give and receive information easier and faster. There is no national
boundary that can limit the spreading of information. Moreover, internet is affordable and easy to be accessed.

In this kind of communication, the basic form is writing. The combination of speed and writing makes internet language is called a “written speech” (Crystal, 2001: 25). Messages are written and read so often as it is being spoken. When a user communicates to another user via chatting, it can be seen that they communicate as they are talking. However, there are some differences between spoken and written language.

In a speech communication, both speakers are present. In here, when one person utters a message, the message will be received by the hearer with no time-lag. Contrary, in writing communication, time-lag does exist. When one person writes a message to another person, the message cannot be seen by the recipient until that person sends it from his computer. This delay may take 2-3 seconds, but delay with more than 5 seconds will frustrate both sides (Crystal, 2001: 31).

While speech communication provides sound and visual, writing communication only has text. Sound and visual actually strengthen the message itself (Crystal, 2001: 34). When a woman says hi to another man, her intonation and gesture can convey the meaning of hi itself. If they are old friends who have not been met in several years, the intonation would be high with a big smile on their face. However, if they are friends in the same company, the intonation would be flat and there would be no continuous communication.
On the contrary, text communication does not provide that. Therefore, people create some properties to emphasize the meaning of the message written in text communication. People use capitals, spacing, and particular characters and apply them as in WHAT? to express loudness, HOW to express the loud and clear “voice”. People also repeat the punctuation marks as in no!!!!!! or repeat the letters as in ookkaaayy...!.

Since internet is viral and people need speed in their communication, they modify the way they communicate each other. Nowadays, people are no longer type ok to show agreement but simply would type k or :) (this symbol is called emoticon). This kind of modification is especially occurring in synchronous chatgroups where internet users both present. The use of emoticon and replacement some letters does not occur in e-mail or WWW where,

the use of spelling, grammar, vocabulary, and other properties of the discourse (the ways that information is organized globally within texts, so that it displays coherence, logical progression, relevance, and so on). (Crystal, 2001: 197)

The correct linguistics form is important since WWW, e-mail, and asynchronous chatgroups is used to inform a company profile, news, products, and many more. Hence, the information contains there should be coherence and understandable in order to avoid misunderstanding from the message receiver.

C. Theoretical Framework

In conducting this research, the writer uses stylistics approach. Stylistics helps the writer to analyze the text applied in LOLcat meme. Stylistics helps the
writer as a guide in aiming the goal of this study. Starting from LOLcat’s linguistic feature, this study uses syntactic analysis. The syntactic analysis is chosen because captions are usually formed into sentence. The goal of this process is to find how LOLcat language differs from conventional English syntax. Since syntax focuses on how a word connects to another word to make a sentence, to strengthen the syntactic results, the writer uses morphological analysis to understand how the words are formed. The morphological analysis explains that words such as *sumthin* is actually derived from conventional English word *something*.

Likewise, through the non-linguistics context, stylistics helps the writer to solve the second problem formulation that is finding out importance of such unconventional English syntax towards the uniqueness of LOLcat meme. As a newspaper title is written in bold and capital letters to draw reader’s attention in reading the news, unconventional English syntax in LOLcat meme must be used to maintain certain causes. Inhere, the writer sees LOLcat meme in its position among other internet memes.

As an internet meme, LOLcat meme has certain ideas in each picture. Those ideas are spread through a unique language with a combination of a picture of a cat. Although the language is unique, it can be well spread and be accepted by many people. As a written language, that uniqueness can survive in the internet. Henceforth, this paper wants to find the importance of unconventional English syntax towards the uniqueness of LOLcat meme.
Computer-Mediated Communication is important because LOLcat meme occurs in a website. Hence, the nature of LOLcat meme occurs in a computer. The theory supports this study in analyzing the data.
CHAPTER III

METHODOLOGY

A. Object of the Study

LOLcat meme becomes a viral phenomenon in internet since its appearance in 2005. According to Anil Dash, LOLcat is a sub-species of the image macro of a cat. In his website, dashes.com, he categorizes that image macro into “Im in your X Y-ing your Z”, “invisible item”, and “LOLcat”. In this research, the writer analyzes 8 LOLcat memes posted in icanhas.cheezburger.com which have unconventional sentences.

LOLcat meme first is appeared in 4chan.com, shows a picture of a cat with a phrase “Caturday” in it. This form than reappeared, mostly every Saturday, with other cats’ poses. The phrase in that meme develops since the appearance of “I Can Has Cheezburger?” meme which became a name of a website, icanhas.cheezburger.com, in 2007. In another word, LOLcat meme only needs 2 years since its appearance so that it has its own website. By the time goes by, many cat pictures with phrases appear in meme sharing website like 4chan.com, reddit.com, and 9gag.com. The similarity between those posts is that most language used in there is reduced.

According to statstool.com, icanhas.cheezburger.com has around 48,000 visitors and 439,800 page views per day (cheezburger.com.statstool.com/: 23 June 2015). Visitors come from countries around the world such as Canada,
Germany, India, and French (cheezburger.com.statstool.com/: 23 June 2015). This website is dedicated to LOLcat meme and only consists of this meme.

In comparing to other internet memes, LOLcat meme is the only meme which has its own website. It inspires many internet users to send their message via this meme. The concept of LOLcat meme is also used to write a book (Eric Nakagawa in I Can Has Cheezburger?: A LOLcat Colleckshun), to show a musical theater (Kristyn Pomranz and Katherine Steinberg, I Can Has Cheezburger: The MusicLOL!). The musical theater was a part of FringeNYC 2009), and to translate the Holy Bible (this work done by Martin Grondin and can be accessed in lolcatbible.com).

B. Approach of the Study

As explained in previous chapters, this study aims to find the importance of unconventional English syntax towards the uniqueness of LOLcat meme. Hence, a theory of stylistics is applied because it studies the expression of a language and describes the expression’s purpose and effect. Since LOLcat language is formed in sentences, the writer focuses on the Syntax in analyzing the style of LOLcat language. To strengthen the syntactic result, the writer also analyzes its morphology to find any differences between LOLcat words with conventional English words.
C. Method of the Study

1. Data Collection

This study used a sampling study to answer the questions. It means that the writer only used some LOLcat memes in icanhas.cheezburger.com which had unconventional English syntax. The sampling study was done as proves that such unconventional syntax occurred in the meme. The writer focused on the text of LOLcat meme. The sampling study was chosen because in icanhas.cheezburger.com, people could not see when the picture was posted. Moreover, as known that internet is always evolving, it is logical that many more memes can be uploaded endlessly. Therefore, the writer thought a sampling study is more appropriate in this study.

Syntax was applied in order to find the unconventional English of LOLcat meme shown in icanhas.cheezburger.com. The writer took 8 memes which have unconventional sentences randomly. The writer compiled those sentences and divided them according to their sentence form. The sentences were analyzed to find any differences with conventional English syntax.

After the unconventional English syntaxes were revealed, the writer focused on the meme’s non-linguistic context. As a product of internet and means to propagate, the non-linguistic context, therefore, was seen from the position of LOLcat in the internet. While internet is a world-wide system and LOLcat is not the only internet meme in it, how the unconventional syntax maintain its virality can be seen through the nature of internet.
2. Data Analysis

There are some steps to analyze this research. To answer the first question, the writer did some steps. First, the writer collected the unconventional sentences. Since this study focused on syntax, the data used here form in sentences. In addition, to conduct the analysis, the writer only compiled unconventional sentences from icanhas.cheezburger.com.

Second, the writer put sentences into groups. All those unconventional sentences were analyzed according to the form of those sentences; they are declaratives, imperatives, or interrogatives. Third, the writer collected and compared the unconventional words. By looking at each word in those sentences, this procedure aimed to find any unconventional words and compared them to find their conventional English version. In this procedure, the writer used Oxford Dictionary and any other sources related to phonology, morphology, and grammar.

Fourth, the writer analyzed the word-formation of the words. In a surface, the unconventional words were similar with the writing system in texting. Hence, in this study, the writer analyzed those words using a theory of texting by David Crystal. The goal in this process was revealing its version in English words. The last step to solve the first question in the problem formulation, the writer analyzed the sentence structure of LOLcat meme. In here, the writer compared sentences in LOLcat meme with the conventional English and then analyzed it to know the sentences’ differences in LOLcat meme with conventional English.
Likewise, to answer the second question in the problem formulation, the writer used all results from the previous analyses to reveal its importance. Focused on the nature of internet meme, the writer used all data from the previous procedure and tried to answer how those unconventional English syntaxes maintain the uniqueness of LOLcat meme. After all steps were done, the writer could see the phenomenon and drew the whole conclusion of the analysis.
CHAPTER IV
ANALYSIS RESULTS AND DISCUSSIONS

In this chapter, the writer shows the analysis of LOLcats meme. This chapter is divided into two parts. The first part answers the first problem formulation. It analyzes meme’s words and sentences to reveal how they contribute to the style.

The second part answers the second problem. In a purpose to find effects of using the style, the writer sees the LOLcat meme and its context. While in the previous procedure the writer focuses on linguistic context, in here the analysis goes into the non-linguistic context.

A. The syntactic differences in LOLcat meme

The explanations below try to find out how the syntactic differences in LOLcat. In this part, the language written in LOLcat is compared to conventional English. Each picture is shown then words and sentences contain in the picture are analyzed.

The writer ends this part by putting all syntactic analysis results in one table. It is written in the table any features in the sense of syntax that the writer finds in each picture. Before showing the table, the writer explains every data and its features.
1. Picture 1

Picture 1 consists of 2 sentences: the first which written *wut u mean, buggin u?* and the second sentence which written *Iz way over heeer.*

In this meme, the writer finds something new on how the unconventional words written here are made. For the first sentence, it has a nonstandard spelling feature. In this nonstandard spelling, users implement the pronunciation; the words written in this meme are created as any influences of pronunciation. In here, when a reader reads *wut u mean buggin u?* his inner ear produces “what you mean bugging you?”. There, a *wut* word is derived from conventional English word “what”. “What” in English is pronounced /wʌt/, /waːt/, or /wat/. For the vowel in “what”, it has a similar sound with a word like “cut” /kʌt/. In simple words, letter *u* sometimes is pronounced /ʌ/. The user then rewrites the letter *u* because it shares the same vowel. Consequently, -ha-in “what” is replaced, which is finally forms into *wut.*

Besides nonstandard spelling, the first sentence also applies logogram to replace “you” with a letter “u” since both of them have the same
pronunciation/\textipa{juː}/. Moreover, a clipping feature also occurs by deleting g in conventional English word “bugging” which becomes *buggin*.

As seen above, according to the morphological analysis, the conventional English version of the first sentence is *what you mean, bugging you?*. In English, this sentence is called a verb clause where one sentence describes another sentence in a same utterance. “Mean” is a transitive verb which needs two arguments. “You” as an experiencer, becomes the first argument, while “bugging you?” is a clause which becomes the second argument and also the theme of the sentence. However, the word “bugging” itself is a transitive verb which needs two arguments. Hence, the agent of “bugging” is missing. By looking at the second sentence and the picture, the writer can determine what the word is. At the second sentence, the subject is “I”. Hence, the subject for the word “bugging” in the meme is “I”, not “we” or “she” or another pronoun.

Therefore, according to the analysis, the writer concludes that the conventional English sentence is “what do you mean I’m bugging you?” and “what do you mean? Am I bugging you?”. This conclusion comes up because in the sentence, there are two verbs: “mean” and “bugging”.

Henceforth, as an interrogative wh- question, the auxiliary verbs (“do” and “am”) and the subject of the second clause (“I”) are omitted. The modification makes the sentence only consists of verbs (“mean” and *buggin*) and its arguments.

For the second sentence, there is an *Iz* word which does not exist in English. With a capital letter of *Iz*, the writer finds that it refers to the
conventional English word “I”. While reading the word, reader’s inner ear will hear /ʌɪz/ which is quite similar when people utter I’m /ʌɪm/. Therefore, letter z in the sentence is an abbreviation of an auxiliary verb.

In defining what z refers to, the writer uses data from datum picture 3. Picture 3 shows that LOLcat meme has an auxiliary verb iz. This auxiliary verb is what then, in picture 1, be attached with “I”. Similar to English “I am” which is abbreviated into “I’m”, the words I iz is abbreviated into Iz. When a reader reads the word iz, it creates a similar voice with a conventional English auxiliary verb “is”. In English, “is” is pronounced /ɪz/. In here, the writer concludes that iz is a nonstandard spelling using pronunciation implementation of an English auxiliary verb “is”. Instead of using “is”, users rewrite that pronunciation (/ɪz/) so that iz is written in the meme instead of “is”.

The word heeer is written by repeating the letter e to express feelings. It is applied to maintain the need of writing as talking (Crystal, 2001: 34-35). While letter e is repeated, it means a long voice in speaking. Writing system like this is usually used in text messages to show that the speaker means the word. When the word is not applying repeated letter, it could be referred to conventional English “her”.

To define on what that word really is, the writer sees the word before heeer. There is a preposition “over”, written before heeer. In conventional English, a preposition “over” can form an adverbial phrase to give a particular position. Since there are only two subjects (“I” and “you”), the writer concludes that heeer is heer with repeated letter and derived from an English word “here”.
instead of “her”. This conclusion comes up because in conventional English, “here” is pronounced /hɪə/. Since letter e in English is pronounced in various sounds ([ɛ] as in “elegant”, [iː] as in “evil”, or [ɪ] as in “kid”), the diphthong of that word is be assumed by LOLcat users as double e. Hence, this pronunciation then is used to rewrite the word from “here” into heer.

Therefore, if the words are rewritten using conventional English words, the sentence will be “I is way over here”. According to the purpose of that utterance, the sentence is a declarative sentence because it is functioned as information towards the hearer. Syntactically, as a declarative sentence, the subject “I” has a verb “is” which is different with conventional English sentence. To express the simple present form, the verb for “I” is “am” (Azar, 2006: 6). However, the pronoun “I”, which is functioned as a subject, has an iz as its verb which is similar with “is”.

By modifying its auxiliary verb, LOLcat users turn a conventional English sentence “I’m way over here”, into I’z way over heer. Words “way over” is used to emphasis the considerable extent.
2. Picture 2

In picture 2, there is only one sentence placed at the bottom of the picture. A Sentence *I tink I getz sampler* in that picture will be the datum.

As written there, *tinkis* derived from an English word “think” which is modified through contraction process by deleting hletter. Moreover, the *getz* word occurs as an effect of pronunciation implementation. *Getz* is borrowed from conventional English word “get” with a -z suffix.

"Get” as a verb, is sometimes has a suffix when it is used to describe the action of the third singular person in a simple present tense. The suffix for this word is -s so it becomes “gets”. In phonology, “gets” is pronounced /gets/ because [t] is voiceless. However, the suffix -sis pronounced /z/ when it is after the voiced nonsibilant final segment (Fromkin, 2011: 229) such as comes/kʌmz/. On the contrary, in this datum, “gets” is rewritten into getz which, when it is being read, creates inner ear as if the [t] is voiced. The writer concludes that this modification occurs through influences of other voiced-nonsibilant-final-segment words. Sound
[z] in other voiced-nonsibilant-final-segment words is then rewritten by LOLcat users in this meme.

Hence, the conventional English version of that sentence will be “I think I gets sampler” and formed in a declarative sentence. As a verb clause, the syntactic style in *I gets sampler* occurs since the verb “get” has –ssuffix to explain “I”. In conventional English, suffix–sis added in a verb if it describes the third singular person in a simple present tense (Azar, 2006: 53).

3. Picture 3

For picture 3, there are 2 sentences which are used as data in this study. The first phrase is written *mustache contest* and the second sentence *I iz winner?*

In the first phrase, it is written *mustache contest*. The word *mustache* derives from conventional English word “moustache” with a contraction feature by deleting the oletter. It is also an adjective of a noun “contest”. In conventional English word, “contest” is a countable noun. Henceforth, it needs an article if it is a singular event. However, in this datum, the article is omitted, leaving the phrase only consists of “moustache” and “contest”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
For the second phrase, the writer uses the result as shown in datum picture 1. Sentence *I iz winner* is similar to “I is winner?” where *iz* is a nonstandard spelling through implementing the pronunciation of an auxiliary verb “is”. From this morphological finding, it is known that subject “I” has an “is” as its verb.

This form is different from conventional English grammar. In its grammar, ”am” is a be form for pronoun “I” (Azar, 2006: 7). Moreover, the article “the” is omitted. “The” in that sentence has a function to refer to a specific winner which is a moustache contest. Therefore, according to conventional English grammar, article “the” in that sentence is important.

As an interrogative yes/no question, the question in the meme is formed into a sentence. According to conventional English grammar, a yes/no question has a be form which comes before a subject as in a sentence ”Am I doing this right?” (Azar, 2006: 24). However, in this datum from icanhas.cheezburger.com, “be” in the question comes after the subject.

While in conventional English grammar, people will write “am I the winner?”, in icanhas.cheezburger.com, the sentence is modified into *I iz winner*?.

Therefore, for the first phrase, while in conventional English people will write “a moustache contest”, LOLcat users will write *mustache contest*. This first phrase is important to this datum because it gives the theme of this picture. As seen from the picture that there is a white cat with black fur right above its mouth, people will simply refers it as a moustache. However, with the caption in the first phrase, readers know that the theme in this picture is not about a moustache but a contest. Without this first phrase, readers will now understand the
meaning of the second phrase: it will remain unknown what kind of game the cat joins so that it becomes the winner.

4. Picture 4

In this picture, the sentence is divided into 3 parts: top, middle, and bottom sentences. The analysis focuses on the top and the bottom sentences.

For the top sentence, it is written there, *I know we is in recession*. The readers’ inner ear will be “I know we is in recession”. In sense of morphology, the sentence applies clippings for deleting the letter *w* in “know” so it is written as *kno*.

Despite clippings, the sentence also applies a nonstandard spelling. It occurs in the word *reseshon*, since it is created through an influence from other similar words. In English phonology, it is known about words which have palatal fricative sounds such as “shogun” /ʃəʊɡʊn/, “sheep” /ʃiːp/, or “fish” /fɪʃ/. Many *sh* letters in a word are sounded as [ʃ] sound. In “recession”, however, although the words does not convey *sh* letters, its English pronunciation is /rɪˈsɛʃ(ə)n/ which conveys the [ʃ]. Users then rewrite letters *sh* from other words because
those letters share the same sound as “recession”. It is different from datumpicture 3 where users implement the sound /iz/ into iz.

Henceforth, according to the morphological analysis, the conventional English words for that sentence are “I know we is in recession” and it expresses a declarative sentence. In syntactic level, the top sentence shows differences. “Is” is used rather than “are” as an auxiliary verb of “we”. To indicate the present tense in conventional English grammar, “we” has an “are” as its auxiliary verb (Azar: 2006: 92). Although “is” is not written izes in previous data (picture 1 and 3), how those words connect to each other are still different from conventional English sentence.

Moreover, there are two possibilities in that sentence because on the word “recession” does not have article or suffix. In conventional English, that word is a countable noun. Therefore, if “recession” in that sentence is singular, it should have an article “a” before the word. However, if the word “recession” is plural, it should have a suffix –s after that word.

While in conventional English people will say “I know we are in a recession” or “I know we are in recessions”, LOLCat users will write it into I kno we is in reseshon.

For the bottom sentence, a question is written I can has real toy?. This question form is morphologically correct. However, in term of syntax, the question is formed into a sentence as shown before in picture 3. According to conventional English question form, a modal such as “can” appears before a
subject (Azar, 2006: 357). On the contrary, in the text above, the modal appears after the subject “I”.

Another difference appears in the verb of the text. “Has” is written instead of “have”. According to conventional English, the auxiliary verb for a first person singular noun is “have”.

As shown in several previous data, there is a possibility that an article is omitted. “Toy” as a countable noun should have an article to show its singularity. However, in the text, there is no article to show singularity or a –ssuffix to show plurality.

Based on analysis above, the writer concludes that users of LOLcat meme write “I can has real toy?” rather than “can I have a real toy?”.

5. Picture 5

There is only one sentence in this meme which is “I dont getz it.” The word "getz" in that sentence conveys the same implementation of pronunciation as occurs
in datum picture 2. The word getz comes from an English word “gets”. “Gets” consists of a morpheme “get” and is followed by –s suffix. Its pronunciation is /gets/ because [t] is voiceless. However, as an influence of other voiced-nonsibilant-final-segment words such as “comes”/kʌmz/, getz is written rather than “gets” because LOLcat users rewrite the sound ([z]) into the written word as a feature of nonstandard spelling.

From this morphological analysis, it is known that I don’t getz it is similar to “I don’t gets it”. As a declarative sentence, the verb is different from conventional English in term of syntax because a first singular person does not have an –s suffix in its verb. Since the verb “get” has a –z suffix which is similar to –s suffix, according to conventional English grammar, getz should not be added with a subject “I”.

6. Picture 6

In this picture, the datum used is the bottom sentence. The top sentence is syntactically correct. As written there, don’t use dis kitteh is an imperative sentence. According to lolcatbible.com, dis kitteh are similar to conventional English words “this kitty” which refer to the cat in the picture (lolcatbible.com, 18 Dec 2011: 8 June 2015). The occurrence of “don’t” indicate the command to not
use the kitty in the picture. Since the top sentence is syntactically correct, it is excluded from the data.

The bottom sentence needs a syntactic analysis without any morphological analysis. That sentence conveys an auxiliary omission “is”. As a declarative sentence, there is something missing in the sentence. By looking at the past participle word “broken”, it is known that the sentence is formed into a passive sentence. According to conventional English sentence, a passive form has an auxiliary verb before the verb as in “is gone” or “was burnt”. Therefore, for the verb “broken”, there must be an auxiliary “is” before it. However, in the datum above, the auxiliary verb is omitted. The omission also occurs in an article “the”. That article is important to show a specific safety seal and not another safety seal.

As a conclusion, LOLcat users will write safety seal broken while in conventional English syntax, people will write “the safety seal is broken”.

7. Picture 7
Although the sentences are written into two parts, they are actually a single complete sentence because the bottom part explains the top part. It is written *don’t puts all urkitteh in one basket*.

Morphologically, that sentence uses logogram for *ur* which represents “your” since *ju:/* has similar pronunciation to “you” /ju:/ . As the result, “your” is changed into *ur*. Moreover, it also applies a nonstandard-spelling feature in *kitteh* which synonymous with “kitty” (lolcatbible.com, 18 Dec 2011: 1 December 2014)

Unlike other data which has a verb with a–z ending (datum picture 2 and picture 6), the imperative sentence in this picture has a –s suffix in the verb *puts*. Henceforth, this sentence differs from conventional English sentence since the subject (“you”), which verb does not need a –s suffix.

8. Picture 8

Those three lines of phrases consist of two sentences because the second line follows the first line. Hence, those two sentences are *U play Jurassic Park wif me? And I be T-Rex Rahr!!!*

For the first sentence, it applies logogram and non-standard spelling. The logogram occurs in a word which represents “you”. Both of those words
shares similar pronunciation (/juː/). Instead of using “you”, users write it as u.

The non-standard spelling occurs in a word wif. The writer concludes that this writing comes up as an assimilation process in phonology. According to Victoria Fromkin, assimilation is,

A phonological process that changes feature values of segments to make them more similar. (Fromkin 2011: 571)

Syntactically, u in that sentence is functioned as an agent, with play as an intransitive verb. The word Jurassic park is a theme while me is a beneficiary. Henceforth, wif derives from a conventional English preposition “with” which ending -th is replaced with –f. This replacement is affected by the following voiced bilabial nasal [m] in the following word. The conventional English words “with me” has voiceless dental fricative [o] in “with” is changed into voiceless labiodental fricative [f] because [f] is closer and easier to pronounce before pronouncing voiced bilabial nasal [m] in “me”. This effect is what then LOLcat users reuse in the sentence.

Based on the analysis, the English word for the sentence is “you play Jurassic Park with me?”. In a syntactic context, the sentence only consists of basic information about who, what, and with whom. Links between that information does not occur in the sentence. These absences affect an unknown tense. The sentence could be a present continuous tense or simple future tense. If it is a present continuous sentence, the deletion occurs in the auxiliary verb “are” and suffix –ing which make the sentence becomes “are you playing Jurassic Park with me?”. However, if it is a simple future tense, modal “will” is omitted. When a modal “will” is added, the sentence becomes “will you play Jurassic Park with
me?”. This double interpretation affects the following sentence.

As seen that the bottom sentence is *I be T-Rex Rahr!!!* the word *rahr* is onomatopoeia or a word which is similar another sound. According to urbandictionary.com, *rahr* is onomatopoeia to represent a roar sound (urbandictionary.com/define.php?term=Rahr, 23 March 2015). This onomatopoeia is used to represent a sound of a big wild animal. Since onomatopoeia is not a focus of this study, the part is going to be analyzed is *I be T-Rex.*

The ambiguous meaning of the previous sentence affects the interpretation toward this sentence. If the previous sentence is in a present continuous tense, the sentence would be “I am a T-rex”. However, this sentence would be “I will be a T-rex” if the previous sentence is in a simple future tense.

Based on syntactic analysis from data picture 1 until picture 8, the writer concludes that most pictures have two lines of caption, although some of them have one line or more than two lines. The language in LOLcat uses omission, modification, and movement in its message delivered. The omission occurs by deleting subject (picture 1), auxiliary verb (picture 1, 6, and 8), article (picture 1, 3, 4, and 6), and modal (picture 8). In modification, LOLcat users change “am” into “is” (picture 1 and 3), “are” into “is” (picture 4), “have” into “has” (picture 4), “get” into “gets” (picture 2 and 5), and “put” into “puts” (picture 7). At last, the movement occurs by putting modals in front of the subject in a yes/no interrogative so a question form changes into a statement. All data results are put in the table below.
<table>
<thead>
<tr>
<th>NO.</th>
<th>DATA</th>
<th>OMISSION</th>
<th>MODIFICATION</th>
<th>MOVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Picture 1</td>
<td>- “Do” as an auxiliary verb</td>
<td>- Change “am” into “is”</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “I” as a subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Am” as an auxiliary verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “The” as an article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Picture 2</td>
<td>-</td>
<td>- Change “get” into “gets”</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Picture 3</td>
<td>- “A” as an article</td>
<td>- Change “am” into “is”</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “The” as an article</td>
<td>- Auxiliary verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“is” comes after the subject to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>express yes/no interrogative</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Picture 4</td>
<td>- “A” as an article omitted if the noun is singular</td>
<td>- Change “are” into “is”</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Suffix –sis omitted if the noun is plural</td>
<td>- Change “have” into “has”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Picture 5</td>
<td>-</td>
<td>- Change “get” into “gets”</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Picture 6</td>
<td>- “Is” as an auxiliary verb</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “The” as an article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Picture 7</td>
<td>-</td>
<td>- Change “put” into “puts”</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Picture 8</td>
<td>- If it is a simple present continuous sentence: “Are” as an auxiliary</td>
<td>- “Be” is modified</td>
<td>-</td>
</tr>
</tbody>
</table>
verb and suffix –ing.
- If it is a simple future sentence: “Will” as a modal.

By omitting those parts of speech, sometimes the language does not have any tenses as in picture 8. The most important part in every sentence in LOLcat is the message or the head of the sentence. It is proven since the main subject and main verb are written as in conventional English.

B. The effect of syntactic differences toward the uniqueness

LOLcat meme is not the only meme in the internet. Until this day, knowyourmeme.com confirms that there are 2,116 of internet memes (www.knowyourmeme.com/memes: May 10, 2015). Exists among those numbers, LOLcat meme has free word variations. While other memes have patterned sentences, LOLcat meme talks about many topics such as moustache contest, safety seal, recession, or meat sampler. Therefore, to understand how the unconventional English strengthen the uniqueness of LOLcat meme, this paper will analyze deeper. Further explanations are shown in the following paragraphs.

1. The way the unconventional English syntax is written

LOLcat meme only has limited space in writing the message. As appear in all data, no sentences are typed on the face of the cat’s picture. They are typed in the top and/or the bottom from the whole picture. The picture is not covered because it gives a big role in delivering the message. The writer finds that in order to catch the message, readers have to correlate the words with the picture.
For an example in a picture 3 where there is a picture of a cat which has black fur right on its mouth. In order to give the humorous situation, the word there (mustache) tries to inform that the fur is a moustache. Henceforth, sentences in LOLcat meme are meant to describe the picture.

Since LOLcat only has limited space, sentences written there are usually consist of one sentence (picture 2 and picture 5), two sentences (picture 1, picture 3, picture 6, picture 7, and picture 8). There is only one picture (picture 4) which has three sentences.

Based on this nature, the writer thinks it is logical that the unconventional English is created because the limited space. However, as an internet product, LOLcat meme is not the only meme. As known before that internet meme nowadays are 2,116 (www.knowyournememecom/memes: May 10, 2015), LOLcatmeme has free word variations while other memes have patterned sentences. According to the previous analysis, topic which is talking in LOLcat meme varies from declarative, interrogative, and imperative. Therefore, concluding that the conventional English appears as a result of limited space is too shallow.

From analysis result before, it is proven that sentences in LOLcat memes are syntactically different from conventional English. The unconventional English in LOLCat meme is changed through omission, modification, and movement. As one of many internet memes, LOLcat meme is the only meme among hundreds memes which provides distinctive variations.
In omission, the English sentences in LOLcat usually omit the auxiliary verb (picture 1, picture 6, picture 8), subject (picture 1), article (picture 1, picture 3, picture 4, picture 6), suffix (picture 4), and modal (picture 8). These deletions make sentences in LOLcat meme only consist of thematic roles. The deletions are problematic as seen in countable nouns in picture 4 (recession and toy). Since both the article and the suffix is omitted, the information whether the noun is singular or plural is unknown. This ambiguity also occurs in picture 8 where the deletion makes the tense in the picture is unknown. In the first sentence in picture 8, u play Jurassic park with me?, the tenses could be in simple present continuous or simple future.

Omission of subjects, verbs, articles, and modals, shows that in LOLcat language, the core idea of a sentence is the most important part than other elements. If the core idea of the sentence is “play”, creating a sentence like u play Jurassic Park wif me? is enough among LOLcat users although there is a confusion in tenses.

In modification, the data show that LOLcat meme only has “is” and “has” as its auxiliary verb (picture 1, picture 3, picture 4). These auxiliary verbs occur when it is functioned as the main verb. Moreover, some verbs have a suffix –s without paying attention on what the subject is (picture 2, picture 5, picture 7). In picture 2 and picture 5, “get” is written getz although the subject is “I” while in picture 7 “put” has a suffix –sin describing the action of “you”. Although in other pictures this style does not occur, what happen in these memes are interesting because the syntax differs than conventional English syntax.
Through modification, the data show that English in LOLcat only has “is”, “has”, and suffix-added verbs. It does not matter what the subject is, as the main verb, these verbs are allowed to use in LOLcat meme. This fact makes English in LOLcat has minimum rules of verbs.

For movement, picture 3 and picture 4 use this feature. In forming a yes/no interrogative question, these pictures put the auxiliary verb “is” and modal “can” after the subject. While in a conventional English sentence people write “can I borrow your pencil?”, unconventional English in LOLcat will write I can borrow your pencil?.

2. The effect of unconventional English syntax

By using omission, modification, and movement, English in LOLcat provides simple rules in delivering the message. Occurrences of izor is and hazor has as its auxiliary verbs of any subjects makes them easy to create any sentences in LOLcat language. In other words, while in conventional English people has to remember that a subject “I” should has an auxiliary verb “am”, or “we” which is followed by “are”, LOLcat meme just need is or izas verbs of any subjects.

This simplicity also appears in forming a passive sentence. As seen from picture 6, the auxiliary verb is omitted. In that data, the word which should be is broken is modified so that the word left is broken. This deletion indicates that in a passive form, the auxiliary verb is not important: by writing the verb itself into a past participle form indicates that it is a passive sentence.

This fact also occurs for verbs with a suffix –s. In conventional English grammar, a verb should have a suffix when the verb describes a first
singular person in a simple present tense. However, in LOLcat meme, the adding of a suffix –s are allowed without paying attention to the subject.

Despite the simple form, this meme allows its users to use any kind of cats in any poses with any phrases. The picture can consist of one cat or two, sitting in front of a butcher or inside a plastic. Phrases in it express various ideas from interrogative, declarative, and imperative. Therefore, besides creating a simple style, LOLcat meme also has freedom for its users.

Moreover, the fact that many words are written through influences of pronunciation such as iz, u, or haz indicate that the meme wants to show how the message is sounded, not just how it is written. This is effective as a kind of standard sound. Since icanhas.cheezburger.com can be accessed by any users from all around the world, readers can read “is” as /ɪz/. However, when the pronunciation of “is” is written, readers will read it as /ɪz/.

Henceforth, based on analysis from picture 1 until 8 and sees LOLcat meme in its position among other internet memes, the writer concludes that LOLcat meme provides simplicity and freedom to its users in delivering users’ message. These features are very useful for LOLcat meme. While other internet memes has standard sentences and pictures, LOLcat meme exists with free yet limited features. Free in here means that LOLcat users are allowed to use any kind of sentences and pictures but limited because the picture must shows at least one cat and the sentences are not allowed to cover the cat.

Since LOLcat meme is the only internet meme which provides such feature, internet users do not have another choice when they want to create
messages which are simple and free (although it is very possible that other internet memes with the same feature will emerge). Simplicity and freedom are identities of LOLcat meme. Those features make LOLcat meme unique, attracting, and easy to be memorized. Although the texts are seemingly hard to read, the virality shows that users can get the meaning easily.
CHAPTER V
CONCLUSION

As a result from the analysis, the writer concludes two important things:

A. Syntactic differences between LOLcat meme and conventional English

Although in a surface the words and sentences are odd and seemingly hard to understand, the language style occurs in a simple way. Although users are free to manipulate captions, there are some kinds of “standardization” of the language written in LOLcat meme.

In a sense of morphology, users usually manipulate the words through clipping, logogram, contraction, and nonstandard spelling. In nonstandard spelling, users even rewrite the sound from another word. Some words are seemingly become standard as they appear in several memes such as *iz*, *haz*. There is also a suffix –*z* which is actually derives from an English suffix –*s*.

In a sense of syntax, there are three variations that LOLcat users apply; omission, modification, and movement. The omission occurs by deleting subject (picture 1), auxiliary verb (picture 1, 6, and 8), article (picture 1, 3, 4, and 6), and modal (picture 8). In modification, LOLcat users change “am” into “is” (picture 1 and 3), “are” into “is” (picture 4), “have” into “has” (picture 4), “get” into “gets” (picture 2 and 5), and “put” into “puts” (picture 7).

B. The effect of unconventional English toward virality of LOLcat meme

LOLcat is an internet meme which consist of a squared picture with some captions on it. The captions themselves are not meant to cover the picture
because readers get the message by combining information from the text and the picture. Comparing to other memes, topics in LOLcat varies in many ideas (play, toy, bugging, sampler, and safety seal) and forms into declarative, imperative, and interrogative sentences. This freedom should be provided in words which are written in limited space.

Since LOLcat meme exists among many internet memes, LOLcat meme should have features so it can survive among other memes. The fact that LOLcat meme is the only meme which provides simplicity and freedom, makes it different from any other memes. This uniqueness is what makes LOLcat meme viral among other internet memes. Although sentences in LOLcat meme look odd, those features make this meme easy to be used by internet users.
BIBLIOGRAPHY


Icanhas.cheezburger.com


Knowyourmeme.com


Statstool.com

