

## Analysis of racial segregation in the film rosa park story

Melany Lilik Wahyuni<sup>1</sup>, Bela Rizky Utami<sup>2</sup>

English Literature<sup>1</sup>

English Education<sup>2</sup>

[Meylanililik07@gmail.com](mailto:Meylanililik07@gmail.com)  
[belarizkyutami83@gmail.com](mailto:belarizkyutami83@gmail.com)

### Abstract

In the United States, racial segregation persists. Black people suffered injustice as a result of this racial segregation. They are treated differently at work and are kept apart from white people in public places and schools. They could only study in particular schools, drink from particular fountains, and borrow books from a specific black-only library. Even though 75% of bus passengers at the time were black, this segregation was also implemented on the Montgomery Bus Line, which resulted in black people not being hired as drivers, being forced to sit in the back of the bus, and frequently being told to give up their seats for white people. As a result, something as innocuous as refusing to give up his seat to a white passenger became a significant act. It stands for resistance. Rosa Parks refuses to accept a system that treats her and her people differently.

**Key words:** *Segregation, Rosa Parks, Amerika, Diskriminasi*

---

### INTRODUCTION

Racial segregation in the United States (Fithratullah, 2021), as a general term (Ngestirosa et al., 2020), includes the segregation or separation (Sartika & Pranoto, 2021) of facilities and services (Pradana & Suprayogi, 2021) such as housing (Agustina et al., 2021), medical care (Nuraziza et al., 2021), education (EWK, 2018), employment (Qomariah & Sucipto, 2021), and transportation based on race (Kuswoyo et al., 2021). The term often refers to the legal (Setiawan et al., n.d.) or social coercion of African Americans (Samanik, 2018) from other races, but also refers to discrimination (Kuswoyo et al., 2020) against people of color by the white community (Amelia, 2021). The term refers to physical segregation (Pranoto, 2021) and the provision (Al Falaq & Puspita, 2021) of "separate but equal" facilities (Fithratullah, 2019), despite the fact that these facilities are often unequal (Oktavia & Suprayogi, 2021), as well as other forms of racial discrimination (Fakhrurozi & Puspita, 2021), such as segregation of roles within an institution (Nababan & Nurmaily, 2021), for example in the case of rosa parks in 1955 which sparked a bus boycott in the United States (Yudha & Mandasari, 2021) due to being separated from the white people's unit (Aminatun, 2021), but the law also controlled the racist actions of white people (Candra & Qodriani, 2019).

An African-American woman named Rosa Parks sat on a bench in the front row of the bus (Aminatun, Mulyah, et al., 2021). Some time later, the bus became full of passengers (Septiyana & Aminatun, 2021a). The bus driver asked Parks to move (Novanti & Suprayogi, 2021b) and gave up his seat to a white passenger (Nurmala Sari & Aminatun, 2021). Parks refused (Kardiansyah & Salam, 2020). His actions sparked one of the largest social movements in history (Mandasari & Wahyudin, 2021). Born Rosa Louise McCauley, she was born on February 4, 1913 in Alabama, United States (Aminatun, Ayu, et al., 2021). Rosa was educated at Alabama State University (Suprayogi & Eko, 2020), but unfortunately had to leave school (Puspita, 2021) because her grandmother fell ill (Handayani & Aminatun, 2020). Growing up in the South, Rosa very often faced racial discrimination and violence (F. M. Sari & Wahyudin, 2019). He became active in fighting for the African-American civil rights movement from a young age (Qodriani & Wijana, 2021). At the age of 19, Rosa married Raymond Parks (Fadilah & Kuswoyo, 2021), a young man who was also actively fighting to end racial injustice (Gulö & Nainggolan, 2021). Together, the couple works with many social justice organizations (Fitri & Qodriani, 2016). Rosa has also served as secretary at the National Association for the Advancement of Colored People (NAACP) (Amelia & Daud, 2020). By the time Rosa got on the bus (Septiyana & Aminatun, 2021b), she was already an administrator and leader of the African-American civil rights movement (Novanti & Suprayogi, 2021a). His age at that time was 42 years (Kasih, 2018). Although his bold actions have started a protest movement (Sinaga & Oktaviani, 2020), he has suffered consequences for refusing to give up his seat (Kardiansyah, 2021). He was arrested and also lost his job (KUSWOYO et al., 2013) at a convenience store in Montgomery (Oktaviani et al., 2020). After her arrest, black people in Montgomery (and people of other races who also sympathized with Rosa's case) organized (Qodriani, 2021) and promoted a boycott (Ayu & Aminatun, 2021) of local bus lines that lasted 381 days (Mandasari & Oktaviani, 2018). Martin Luther King, Jr. is the person appointed as the spokesperson and teaches the non-violent movement to all participants (N. R. Putri & Sari, 2021). This movement is also assisted by Rosa (Mulyah et al., 2020). Rosa's hard work proved invaluable to the Civil Rights Movement in Detroit (MULIYAH et al., 2021). He is an active member of several organizations working (Mandasari & Agusty, n.d.) to end racial injustice in the city (Ambarwati & Mandasari, 2020).

## LITERATURE REVIEW

### Rosa Parks Redux: Racial Mobility Projects on the Journey to Work

1 December 2015 marks the sixtieth anniversary of Rosa Parks's defiant act (Afrianto et al., 2021). Her resistance reveals the possibility (Wahyudin & Sari, 2018) of an emancipatory racial mobility project in the urban United States (Rahmania & Mandasari, 2021). Racial disparities in commuting are not simply (Qodriani & Wijana, 2020a) a technical problem to be fixed (Suprayogi & Pranoto, 2020) but a political project that engages larger questions (S. N. Sari & Aminatun, 2021) about justice and the urban experience (N. Putri & Aminatun, 2021). Commuting as a racial mobility project connects multiple racial projects (Qodriani, 2021) in the city in housing (Kardiansyah & Salam, 2021), labor markets (Suprayogi et al., 2021), urban transportation systems (Puspita & Amelia, 2020) and reveals the varied ways in which mobility through the city confers advantage and disadvantage (Puspita & Pranoto, 2021). Empirical analysis remains necessary to focusing and sustaining attention on these racial patterns of inequality (Nurmalasari & Samanik, 2018). Out on the streets, the case of Rosa Parks illustrates how mobility confers subjective power through which political claims can be mobi-lized (Qodriani & Wijana, 2020b), a lesson exercised daily on the buses of Los Angeles by the BRU (Ayu & Pratiwi, 2021) and by other transportation acti-vists (Lestari & Wahyudin, 2020) fighting for racial justice on the journey to work (Aminatun & Oktaviani, 2019).

## METHOD

The method used in this study is a qualitative research method. The author uses data from written and electronic documents. From written documents, data is taken from articles. Namely "The northern promised land that wasn't : Rosa Parks and the Black Freedom Struggle in Detroit. The literature used is not only in print media but also in electronic media and films. Print media include books, novels, magazines, magazines, and journals. While the electronic media using the internet exploration. The historical approach in this study is used to see the existence of black people in America in the past so that the racism aspect of the roles of black people in the film can be revealed.

## RESULTS AND DISCUSSION

Racism is a serious problem for black people in America, because the difference in skin color between black and white is not only a biological problem, but has become a social problem. In this case, Rosa Parks in her story suggests that the issue of racial discrimination is no longer a biological concept, but rather refers to an understanding of the social and historical context. If the issue of racial discrimination is viewed from a biological point of view, then race will only become a debate that will never end and will then collide with the issue of the early creation of humans. The problem of creation, then will raise the question why are there white people and why should there be black people?

The assumption of white people that the black race is inferior causes the relationship between the two races to be often hostile / at odds. The conflicting relationship is also caused by discrimination, segregation, and stereotypical treatment of black people. As a result of this treatment, the terms white only, colored, and colored waiting room appeared. Likewise with the use of public facilities, black people are always placed separately from white people. For example, in bus terminals it is often found that there is a segregation of seats between blacks and whites. In fact, on the bus black people were not allowed to sit on the white people's seats, they had to sit at the back of the bus. For example, the incident that occurred on December 1, 1955 in Montgomery, when Rosa Parks, a black person sitting in a black seat, was evicted because a white person was about to sit but the seat was full, Rosa Parks objected to this treatment and finally Rosa Parks was arrested. 42-year-old Rosa Parks commutes to work as a tailor at the Montgomery Fair shopping center by bus. At that time, the law of segregation was still in effect, where the front of the bus was reserved for white citizens and the back seats were reserved for black citizens. There is no specific rule requiring drivers to demand that passengers give up their seats to anyone regardless of skin color. However, Montgomery bus drivers have adopted the custom of using signs to separate passengers by skin color. If necessary, the driver will even ask the passenger to hand over the seat to a white passenger. If they refuse, the authorities will intervene.

The three black passengers agreed to get out of their seats, but not Rosa. He refused and remained seated.

"Why don't you stand up?" asked the driver.

"I don't think I should stand up," he said.

The driver called the police and arrested Rosa, then placed her in custody. There was speculation that the woman was simply physically exhausted so the incident occurred.

"People say I didn't give up (the chair) because I was tired," he wrote in his autobiography,

"But that's not true. I'm not tired physically. The only thing I'm tired of is tired of giving up."

Rosa was given the opportunity to contact one person by telephone. She chose to call her husband. However, news of his arrest had spread fast. The local NAACP chairman ED Nixon immediately devised a plan to organize a boycott of Montgomery city buses. Advertisements were placed in various local newspapers and leaflets were printed, distributed in residents' housing. The African-American community was asked not to use city buses on Monday, December 5, 1955, which coincided with Rosa's trial. People are encouraged to stay at home, or to commute to work by taxi or on foot. With most of the African-American community not getting on the bus, a longer boycott would do the trick. They later formed the Montgomery Improvement Association, which chose Dr. Martin Luther King Jr. as leader. Rosa was found guilty of violating the segregation law. He was given a suspended sentence with a fine of \$10 plus \$4 for court costs. Meanwhile, the boycott sparked anger in most of Montgomery's white population and led to violence. Nixon and King's house was bombed. However, violence did not prevent the boycott, until the national and international press finally highlighted it. The bus boycott was a huge success, lasting 381 days. City buses were empty, many people driving cars and others taking taxis operated by African Americans. The relentless determination of the African-American community made the bus boycott in Montgomery one of the largest and most successful mass movements against racial segregation in history. Parks, who lost her job and experienced abuse, became known as the mother and civil rights movement.

Racial treatment, segregation, stereotypes against black people do not only occur in public facilities, but can also be seen in other fields, such as education, employment, and legal protection. The treatment of injustice in this field can be seen in the film *The Rosa Parks Story*.

A. Discrimination at work

This discrimination in the field of work can also be seen in the film *The Rosa Parks Story* (2002), Rosa Parks tried to apply for a job but was always rejected just because she was a black negro, whereas previously white people received good and friendly service, but were treated differently. With Rosa Parks who has come under fire that black people are unacceptable. Racial discrimination has caused black people to only work in the agricultural sector and domestic servants. The discrimination also determined that black people were only fit to work as hard workers. In this case, discrimination against black people has led to different treatment with white people. This treatment is the result of the assumption that the white race feels superior to the black race.

Regarding employment discrimination against black people, Davis (1991: 296) reveals that in the 19th century many black people worked as barbers and traders, but in the 20th century these jobs were largely replaced by white people. Thus, blacks were pushed to the bottom of the kind of work that whites disliked, such as manual labor, office janitors, or apartment guards.

#### B. Discrimination in legal protection

Racism has also had a negative impact on black people in legal protection. As inferior people, black people are very difficult to get equal rights in legal protection. This treatment is felt by black people in the film *The Rosa Parks Story*, in one scene a black man named Elijah is sentenced and locked up in prison for accusations of white people who are thought to have raped white children. This can be seen in the dialogue between Rosa Parks and Elijah who tries to help deal with the case. This can show that white people are depicted as having the privilege of giving views to black people. This view is based on the assumption that white people are superior while the black race is inferior. This is due to prejudice and discrimination against the black race so that this treatment causes suffering for the black community.

During slavery, black people were often treated arbitrarily in law, for example in southern America black people were often sentenced to hang without going through a legal process or known as Lynching. This is very clearly seen in 1982, as also revealed by Funchs (1984:121) that as many as 154 black people in the south were hanged by illegal hanging.

## CONCLUSION

The Rosa Parks Story depicts the treatment of segregation and stereotyping of black people as the victims of discrimination. In this instance, the film functions not only as a medium for entertainment but also as one that can convey information about the lives of black Americans. Racism against black people has resulted in a variety of forms of discrimination: First, black people are subjected to discrimination in the workplace, where they are hired as servants and laborers. The movie demonstrates this: The Story of Rosa Parks as a hard worker who is regarded as careless, dishonest, and lazy. gathered an overview of the past life of black people. Black people are also depicted as always accepting stupid and disgusting forms of discrimination in the movie The Rosa Parks Story. a political endeavor that addresses larger issues of justice and urban experience. There are advantages and disadvantages to traveling as a project for racial communication that connects various racial and other projects in cities related to housing, the labor market, urban transportation, and various modes of mobility through cities. This race exhibits a pattern of inequality. Rosa Parks shows how to grant property rights to anything that can be moved on the street. BRU and other transportation activities hold daily lessons on Los Angeles busses. On her way to work, Rosa fights for racial justice.

The most well-known journey in history is depicted in the iconic photograph of Rosa Parks sitting in front of the bus. In 1955, Rosa Parks was on her way home from work when she refused to give her seat to a white passenger. This act of civil disobedience set off the Montgomery bus boycott and brought civil rights to the forefront of the national conversation. Cities in the so-called "post-race era" sixty years later continue to generate severe racial disparities. I used Rosa Parks' difficult journey to frame a racial mobility project that reveals life experiences across sectors of national inequality, generates future racial inequality, and spans historic urban racial discrimination processes. According to my definition, commuting is a project of racial mobility that organizes, redistributes, and mobilizes resources in relation to body movement throughout space along racial lines. This framework connects discourses on mobility and race, which both emphasize the dynamics of power and politics. This article aims to silence geographers on the intersection of

geography, mobility, and the struggle for racial justice in cities by presenting travel to work as a project of racial mobility.

## REFERENCES

- Afrianto, Sujatna, E. T. S., Darmayanti, N., & Ariyani, F. (2021). Configuration of Lampung Mental Clause: a Functional Grammar Investigation. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*, 539(Icla 2020), 222–226. <https://doi.org/10.2991/assehr.k.210325.039>
- Agustina, E. T., Wahyudin, A. Y., & Pratiwi, A. A. (2021). *The Students ' Motivation and Academic Achievement at Tertiary Level : A Correlational Study*. 1(1), 29–38.
- Al Falaq, J. S., & Puspita, D. (2021). Critical Discourse Analysis: Revealing Masculinity Through L-Men Advertisement. *Linguistics and Literature Journal*, 2(1), 62–68.
- Ambarwati, R., & Mandasari, B. (2020). THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS' PRONUNCIATION AND VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 1(2), 50–55.
- Amelia, D. (2021). UPAYA PENINGKATAN KOSAKATA BAHASA INGGRIS MELALUI STORYTELLING SLIDE AND SOUND. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(1), 22–26.
- Amelia, D., & Daud, J. (2020). Freudian Tripartite on Detective Fiction: the Tokyo Zodiac Murders. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(2), 299–305. <https://doi.org/10.30743/ll.v4i2.3139>
- Aminatun, D. (2021). *STUDENTS ' PERSPECTIVE TOWARD THE USE OF DIGITAL COMIC*. 2(2), 90–94.
- Aminatun, D., Ayu, M., & Mulyah, P. (2021). ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Aminatun, D., Mulyah, P., & Haryanti, H. (2021). the Effect of Using Dictogloss on Students' Listening Comprehension Achievement. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 262–269. <https://doi.org/10.33578/pjr.v5i2.8246>
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting Students' Autonomous Learning Skill through Language Learning Application. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214–223. <https://doi.org/10.31002/metathesis.v3i2.1982>

- Ayu, M., & Aminatun, D. (2021). Virtual Literature Circle: Innovative Strategy to Teach Reading in Higher Education. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Ayu, M., & Pratiwi, Z. F. (2021). THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS' VOICE. *Journal of Research on Language Education*, 2(2), 93–99.
- Candra, L. K., & Qodriani, L. U. (2019). An Analysis of Code Switching in Leila S. Chudori's For Nadira. *Teknosastik*, 16(1), 9. <https://doi.org/10.33365/ts.v16i1.128>
- EWK, E. N. (2018). Redefining Hybridity of Chicano Literature in Jimenez's Fictions. *The Center for Asia and Diaspora*, 8(2), 293–319. <https://doi.org/10.15519/dcc.2018.06.8.2.293>
- Fadilah, R., & Kuswoyo, H. (2021). Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Fakhrurozi, J., & Puspita, D. (2021). KONSEP PIIL PESENGGIRI DALAM SASTRA LISAN WAWANCAN LAMPUNG SAIBATIN. *JURNAL PESONA*, 7(1), 1–13.
- Fithratullah, M. (2019). Globalization and Culture Hybridity; The Commodification on Korean Music and its Successful World Expansion. *Digital Press Social Sciences and Humanities*, 2(2018), 00013. <https://doi.org/10.29037/digitalpress.42264>
- Fithratullah, M. (2021). Representation of Korean Values Sustainability in American Remake Movies. *Teknosastik*, 19(1), 60. <https://doi.org/10.33365/ts.v19i1.874>
- Fitri, E., & Qodriani, L. U. (2016). A study on flouting maxims in Divergent novel. *Teknosastik*, 14(1), 32–40.
- Gulö, I., & Nainggolan, T. (2021). The Functions of Nias Personal Pronouns. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Handayani, E. T., & Aminatun, D. (2020). STUDENTS' POINT OF VIEW ON THE USE OF WHATSAPP GROUP TO ELEVATE WRITING ABILITY. *Journal of English Language Teaching and Learning*, 1(2), 31–37.
- Kardiansyah, M. Y. (2021). Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi. *English Language and Literature International Conference (ELLiC) Proceedings*, 3, 419–426.
- Kardiansyah, M. Y., & Salam, A. (2020). The Translator's Strategy as a Cultural Mediator in Translating Indonesian Novel into English. *4th International Conference on*

- Language, Literature, Culture, and Education (ICOLLITE 2020)*, 413–418.
- Kardiansyah, M. Y., & Salam, A. (2021). Reassuring Feasibility of Using Bourdieusian Sociocultural Paradigm for Literary Translation Study. *Ninth International Conference on Language and Arts (ICLA 2020)*, 135–139.
- Kasih, E. N. E. W. (2018). Capitalism as The World View in Valdez's The Dirty Social Club. *Language in the Online and Offline World 6 (LOOW): The Fortitude, May 2018*, 105–109.
- Kuswoyo, H., Sujatna, E. T. S., Indrayani, L. M., Rido, A., & Indrayani, L. M. (2020). Theme Choice and Thematic Progression of Discussion Section in Engineering English Lectures. *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 27(4.6), 1–10.
- KUSWOYO, H., SUJATNA, E. V. A. T. S., & CITRARESMANA, E. (2013). Theme of imperative clause in political advertising slogan. *Research Journal of English Language and Literature*, 1(4), 162–168.
- Kuswoyo, H., Tuckyta, E., Sujatna, S., Indrayani, L. M., & Macdonald, D. (2021). *SOCIAL SCIENCES & HUMANITIES 'Let 's take a look ...': An Investigation of Directives as Negotiating Interpersonal Meaning in Engineering Lectures*. 29(1), 47–69.
- Lestari, M., & Wahyudin, A. Y. (2020). Language learning strategies of undergraduate EFL students. *Journal of English Language Teaching and Learning*, 1(1), 25–30.
- Mandasari, B., & Agusty, S. T. P. (n.d.). MOBILE LEARNING: THE IMPACT OF WHATSAPP USAGE IN ENGLISH LANGUAGE LEARNING. *Section Editors*.
- Mandasari, B., & Oktaviani, L. (2018). The Influence of Nias Language to Bahasa Indonesia. *Premise: Journal of English Education and Applied Linguistics*, 7(2), 61–78.
- Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 150–158.
- MULIYAH, P., AMINATUN, D., Hakim, L. N., & SEPTIANA, L. (2021). MONKEY STORIES: A NEW MEDIA FOR DIGILTAL ENGLISH LEARNING. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., & Sitepu, S. S. W. (2020). EXPLORING LEARNERS' AUTONOMY IN ONLINE LANGUAGE-LEARNING

- IN STAI SUFYAN TSAURI MAJENANG. *Getsempena English Education Journal*, 7(2), 382–394.
- Nababan, R. M., & Nurmaily, E. (2021). *THE HYPERMASCULINITY AS SEEN IN THE MAIN CHARACTER IN RAMBO : LAST BLOOD MOVIE*. 2(1), 25–32.
- Ngestirosa, E., Woro, E., & Strid, J. E. (2020). *Reconstructing the Border : Social Integration in Reyna Grande 's The Distance Between Us*. December.
- Novanti, E. A., & Suprayogi, S. (2021a). Webtoon's Potentials to Enhance EFL Students' Vocabulary. *Journal of Research on Language Education (JoRLE)*, 2(2), 83–87. <https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index>
- Novanti, E. A., & Suprayogi, S. (2021b). WEBTOON'S POTENTIALS TO ENHANCE EFL STUDENTS' VOCABULARY. *Journal of Research on Language Education*, 2(2), 83–87.
- Nuraziza, N., Oktaviani, L., & Sari, F. M. (2021). EFL Learners' Perceptions on ZOOM Application in the Online Classes. *Jambura Journal of English Teaching and Literature*, 2(1), 41–51. <https://doi.org/10.37905/jetl.v2i1.7318>
- Nurmala Sari, S., & Aminatun, D. (2021). Students' Perception on the Use of English Movies to Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 2(1), 16–22. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Nurmalasari, U., & Samanik. (2018). A Study of Social Stratification In France In 19th Century as Portrayed in 'The Necklace 'La Parure'' Short Story by Guy De Maupassant. *English Language & Literature International Conference*, 2, 2. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3570>
- Oktavia, W. R., & Suprayogi, S. (2021). GRAMMATICAL COHESION IN BORIS JOHNSON'S SPEECH ENTITLED CORONAVIRUS SPREAD IN UK. *Linguistics and Literature Journal*, 2(1), 8–16.
- Oktaviani, L., Mandasari, B., & Maharani, R. A. (2020). IMPLEMENTING POWTOON TO IMPROVE STUDENTS'INTERNATIONAL CULTURE UNDERSTANDING IN ENGLISH CLASS. *Journal of Research on Language Education*, 1(1).
- Pradana, F. A., & Suprayogi, S. (2021). *CRITICAL DISCOURSE ANALYSIS ON CHINESE AND AMERICAN NEWS WEBSITES*. 2(2), 84–92.
- Pranoto, B. E. (2021). Insights from Students' Perspective of 9GAG Humorous Memes Used in EFL Classroom. *Thirteenth Conference on Applied Linguistics (CONAPLIN*

- 2020), 72–76.
- Puspita, D. (2021). TED-Talk: A Listening Supplemental Material for Learning English. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Puspita, D., & Amelia, D. (2020). TED-TALK: A SUPPLEMENT MATERIAL TO PROMOTE STUDENTS' AUTONOMY IN LISTENING. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 8(2), 91–102.
- Puspita, D., & Pranoto, B. E. (2021). The attitude of Japanese newspapers in narrating disaster events: Appraisal in critical discourse study. *Studies in English Language and Education*, 8(2), 796–817.
- Putri, N., & Aminatun, D. (2021). USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK? *Journal of English Language Teaching and Learning*, 2(1), 45–50.
- Putri, N. R., & Sari, F. M. (2021). INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL. *Journal of English Language Teaching and Learning*, 2(1), 23–31.
- Qodriani, L. U. (2021). English interference in bahasa Indonesia: A phonology-to-orthography case in Instagram caption. *English Language and Literature International Conference (ELLiC) Proceedings*, 3, 349–355.
- Qodriani, L. U., & Wijana, I. D. P. (2020a). “Drop your ‘Hello!’ here!”: Investigating the Language Variation Used in Online Classroom for Tertiary Level in Indonesia. *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 617–623.
- Qodriani, L. U., & Wijana, I. D. P. (2020b). Language Change in ‘New-Normal’ Classroom. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 385–389.
- Qodriani, L. U., & Wijana, I. D. P. (2021). The ‘New’ Adjacency Pairs in Online Learning: Categories and Practices. *Ninth International Conference on Language and Arts (ICLA 2020)*, 121–125.
- Qomariah, L., & Sucipto, A. (2021). Sistem Infomasi Surat Perintah Tugas Menggunakan Pendekatan Web Engineering. *JTSI-Jurnal Teknologi Dan Sistem Informasi*, 2(1), 86–95.
- Rahmania, A. H., & Mandasari, B. (2021). STUDENTS' PERCEPTION TOWARDS THE

- USE OF JOOX APPLICATION TO IMPROVE STUDENTS' PRONUNCIATION. *Journal of English Language Teaching and Learning*, 2(1), 39–44.
- Samanik. (2018). *A Contextual Approach: Business Presentation to Accelerate EFL Learners' English Speaking Skill Samanik Universitas Teknokrat Indonesia*.
- Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, 3(1), 64–73. <https://doi.org/10.26858/ijole.v1i1.7064>
- Sari, S. N., & Aminatun, D. (2021). STUDENTS' PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 2(1), 16–22.
- Sartika, L. A., & Pranoto, B. E. (2021). *Analysis of Humor in the Big Bang Theory By Using Relevance Theory : a Pragmatic Study*. 2(1), 1–7.
- Septiyana, L., & Aminatun, D. (2021a). the Correlation Between EFL Learners' Cohesion and Their Reading Comprehension. *Journal of Research on Language Education*, 2(2), 68–74.
- Septiyana, L., & Aminatun, D. (2021b). THE CORRELATION BETWEEN EFL LEARNERS' COHESION AND THEIR READING COMPREHENSION. *Journal of Research on Language Education*, 2(2), 68–74.
- Setiawan, D. B., Prameswari, S. R., & Putri, S. R. (n.d.). *MENINGKATKAN KEPERCAYAAN DIRI ANAK-ANAK PANTI ASUHAN*. 23–28.
- Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach Speaking for Elementary School Students. *Journal of English Language Teaching and Learning*, 1(1), 1–6.
- Suprayogi, S., & Eko, P. B. (2020). The Implementation of Virtual Exhibition Project in English for Tourism Class for University Students. *Academic Journal Perspective: Education, Language, and Literature*, 8(2), 87–97.
- Suprayogi, S., & Pranoto, B. E. (2020). VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS' PERSPECTIVES. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7(2), 199–207.
- Suprayogi, S., Samanik, S., Novanti, E. A., & Ardesis, Y. (2021). EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme. *Celt: A Journal of Culture, English Language Teaching*

*& Literature*, 21(1), 1. <http://journal.unika.ac.id/index.php/celt/article/view/2871>

Wahyudin, A. Y., & Sari, F. M. (2018). The effect of Instagram on the students' writing ability at undergraduate level. *The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL)*, 1–10.

Yudha, H. T., & Mandasari, B. (2021). *THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL*. 2(2), 74–79.