

## The civil rights movement against racism in America in the Rosa Parks story (film)

Mesiliyanti<sup>1</sup>, Bela Rizky Utami<sup>2</sup>  
English Literature<sup>1</sup>  
English Education<sup>2</sup>

[Mesiliyanti00@gmail.com](mailto:Mesiliyanti00@gmail.com)  
[belarizkyutami83@gmail.com](mailto:belarizkyutami83@gmail.com)

### Abstract

The purpose of this research is to identify the kinds of American civil rights movements against racism that Rosa Parks inspired. The Rosa Parks Story is a story about a black American woman who is in prison just because she doesn't want to give a white man a bus seat. Racism is a case that has existed for a long time and is still a social problem today. This study employs a sociological approach as its theoretical framework. The research method is a type of qualitative research in which problems are described and theory is used to analyze them. Every scene in the movie is used to gather data. Stereotype, social level, and political level are the three categories of social problems identified by the findings. Additionally, the majority of people who experience social inequality are black, according to the study. The researcher comes to the conclusion that differences in skin color are the root cause of the forms of racism depicted in the Rosa Parks movie.

**Key words:** *Racism, Sociological approach, Stereotype, Social level, and Political level.*

---

### INTRODUCTION

In what came to be known as the African-American civil rights movement (Qodriani & Wijana, 2020a), disenfranchised African-Americans (Puspita, 2021) who had been treated unfairly staged large-scale demonstrations from 1954 to 1968 (Mandasari & Oktaviani, 2018). Pastor Martin Luther King Jr. led a movement to end racism (Qodriani & Wijana, 2020b) and achieve equality (Lestari & Wahyudin, 2020). According to (Aminatun & Oktaviani, 2019) this view is also common (Qodriani, n.d.) because most white people believe (Mulyah et al., 2020) that African Americans have achieved racial equality (Amelia & Daud, 2020) in the United States over the past decade (Suprayogi & Eko, 2020). However, this case does not necessarily support the assertion that we have developed into a racialized society (Novanti & Suprayogi, 2021b). Despite the fact that racism is prevalent in this generation (Ayu & Sari, 2021), this indicates it (Simamora & Oktaviani, 2020).

The presence of a black president can not reverse centuries of racial injustice (Kardiansyah, 2021). Consistent with (Handayani & Aminatun, 2020) the legacy of slavery prompted the region, of black human beings in American society (Aminatun, Ayu, et al., 2021). He stated that we had no longer lengthy gone approaches enough (Puspita &

Pranoto, 2021) to offer blacks the same rights as whites (Kardiansyah & Salam, 2020). Institutional racism takes area while a set of assumptions (Sinaga & Oktaviani, 2020), behaviors (Septiyana & Aminatun, 2021a), and techniques of country-wide establishments (Septiyana & Aminatun, 2021b) along with community businesses (E. Putri & Sari, 2020), police (Rahmania & Mandasari, 2021), schooling (Fadilah & Kuswoyo, 2021), media (Suprayogi & Pranoto, 2020), government (Utami et al., 2020), and housing benefit one location (Suprayogi, Samanik, et al., 2021) at the same time (Gulö & Nainggolan, 2021) as harming the alternative primarily (Afrianto et al., 2021) based on race (Oktaviani et al., 2020). The film entitled *The Rosa Park story* (2002) is one of the literary works that uncover the trouble of institutional racism (Nurmalasari & Samanik, 2018). The film starts offevolved with information approximately (N. R. Putri & Sari, 2021) Emmett till's murder unfolds (Ambarwati & Mandasari, 2020), and ends on the night time of December five, 1955, after the Parks trial (MULIYAH et al., 2021), as well as the day of the one-day boycott of the Sir Bernard regulation bus device (Novanti & Suprayogi, 2021a). It follows Parks, her husband, Raymond, ED Nixon, who prepared the boycott, and Professor Jo Ann Robinson, a prominent activist on the ladies' Political Council, and Dr. Younger Martin (Kasih, 2018). Luther King, Jr., amongst other things, within quick time among his infamous refusal to give up his seat and his trial (Qodriani, 2021). It is not a very tough movie (Kardiansyah & Salam, 2021), with lots of procedures (N. Putri & Aminatun, 2021). It is much about the kind of human beings (Wahyudin & Sari, 2018) who choose carefully to fight for their rights (Puspita & Amelia, 2020), their dignity (Ayu & Aminatun, 2021), and their essential humanity (Mandasari & Wahyudin, 2021). It is a film with a very good heart and subtle message (Qodriani & Wijana, 2021) it is a great film to be sure to see (Nurmala Sari et al., 2021). the aftermath of the Sir Bernard Law bus boycott as opposed to being reduced to black (“Rosa and Raymond Parks residence became bombed (Aminatun, Muliyah, et al., 2021). They each misplaced their jobs (Candra & Qodriani, 2019) and have been pressured out of Montgomery” in reality opens up greater questions than solutions) (Utami et al., 2021). Occasionally there are a lot of messages and can still do a lot with an amazing story (Suprayogi, Pranoto, et al., 2021), and an excellent script. Precise seems, and correct seems, it is all right here (Yudha & Mandasari, 2021).

## LITERATURE REVIEW

The researcher uses deconstruction learning methods to find the racism issues in the novel by Jacqueline Woodson. The novel showed racism in the post-colonial generation in the United States (Isnaini & Aminatun, 2021), according to the study's termination results. Racism committed by white people toward black people is the subject of this novel (Aminatun, 2021). The relationship demonstrates the following: First, you can hold white supremacy because it is closer to black men (Pradana & Suprayogi, 2021). Second, white people helped to create discrimination (Samanik, 2018) and segregation (Sari & Pranoto, 2021) in order to exclude black people (Fithratullah, 2019). Verbal expressions (Pustika, 2021) and extermination (Al Falaq & Puspita, 2021) are used to discriminate against (Heaverly & EWK, 2020) and separate individuals. Thirdly, do black people oppose racial discrimination?

The narrative novel *Help* by Kathryn Stockett is about African-American maids Aibileen and Minny in Nineteen Sixties South America (Fakhrurozi & Puspita, 2021) who are subjected to discrimination (EWK, 2018) from their white employers (Hamzah et al., n.d.). It examines and seeks responses to two objectives (Amelia, 2021), to discover acts of racial discrimination against black housemaids (Ngestirosa et al., 2020) and to observe how this discrimination affects their lives (Pranoto, 2021). The best way to use discriminatory styles was also used to investigate acts of discrimination (Sartika & Pranoto, 2021), so the idea of a sociological approach was identified (Oktavia & Suprayogi, 2021). This examination has the effect of revealing two types of discrimination in this novel: The social conditions of the 1960s in South America are mirrored by acts of discrimination, both personal and institutional. In a similar way, black servants' lives are impacted by racial discrimination in terms of their sense of safety and mistrust of white people (Nababan & Nurmaily, 2021).

The author's personal vision of society can be enhanced with the help of a sociological approach, which can be used to convey it. According to (Kardiansyah, 2019) a method or approach for locating literary works that are associated with social existence is the sociological approach. Sociology demonstrates the persistence of diverse forms of race in society. As a result, social attitudes are typically influenced by the sociological approach. (Wealthy & Swingwood, 1986) The primary goal of the relationship between sociology and literature is human analysis. The elements that make up literary works explain how

people develop attitudes toward social phenomena, which can lead to real characters in conflict stories (Purwaningsih & Gulö, 2021).

In *Sociology of Literature*, Alan Swingwood states: The study of social structures and strategies is the core of sociology, which is a methodical and objective view of society's inhabitants. It tries to provide answers to questions about how society functions, how it survives, and why it does so" (1972:11). According to the quote above, if a person wants to use the sociological theory of literature to analyze a literary work, he or she must connect the situation in the work to the social conditions at the time it was written.

Literature sociology focuses on the special connection between literary works and social structures. Together with social exchange and the study of social institutions, sociology investigates social systems and strategies. To get a sense of how people adapt to their environment, social mechanisms, and way of life, faith, economy, politics, and social structure. Literature also has connections to society and people. This indicates that literature and society are synonymous with the same things, particularly society.

## **METHOD**

This study uses qualitative descriptive, which focuses on a deeper understanding of social or personal issues that occur in films. Consistent with Margono (2005) in his book on instructional research techniques, he states that descriptive qualitative is a study technique that produces descriptive facts in the form of oral and written expressions, in addition to human behavior that can be learned. Endraswara (2004) defines a researcher as a tool that reads with certainty, works carefully, and analyzes information descriptively, i.e. describes notes in phrases or numbers, and now does not offer numerical elements. (Mohajan, 2018). Qualitative studies also consist of interpretive techniques found in social anthropology, culture, philosophy, psychology, information, and sociology. Therefore, this form of examination uses a qualitative examination method that uses a strategy of observing data assets to collect information. The source of this research data comes from a film entitled "The Rosa Parks Story (2002)". And data is information taken from data sources that are being analyzed to answer the formulation of the problem. The film. The author tells and explains the condition of the main character as a group or person who gets racism and discrimination. To support the data, the author uses journals, essays, analyzes and internet articles that are relevant to the findings.

## RESULTS AND DISCUSSION

In the past, parts of the United States still applied racial segregation rules, namely the separation of facilities and services based on race. Racism between people of color and the white community, including when taking public transportation. For example, on a bus, white people would sit in the front row, while African Americans would have to sit in the back. Until one day, a woman in Alabama refused to sit in a back seat of a bus. Precisely on December 1, 1955, he was imprisoned for his actions. Rosa Parks' story became the beginning of the civil rights motion against racism in US in the modern world.

The story of Rosa Parks is an American film. This is an honor Mrs. Rosa parks movement in the civil rights motion. In addition, this film shows history and shows problems within institutions in Alabama and the Deep South. As a teenager, Rosa Parks married Raymond Parks, a barber who had the same thoughts. He joined the NAACP's environmental department, to fight legalized racism. And also Rosa Parks works as a tailor in a shop.

Table 1. Main characters

No.	Name	Character
1.	Angela Bassett	Rosa Parks
2.	Peter Francis James	Raymond Parks
3.	Cicely Tyson	Leona McCauley
4.	Dexter Scott King	Martin Luther King Jr

### 4.1 Stereotype

Stereotypes are judgments about something that cannot be factually proven. Stereotypes in this case are too generalized, simplified beliefs, or exaggerated against certain ethnic groups. So, when we stereotype someone, the first thing we do is identify the individual based on the members of a particular ethnic group, and the next step is the self-assessment of that individual.

#### 4.1.1 Rosa parks jailed



Figure 1. Rosa parks jailed

December 1, 1955, Rosa Parks became imprisoned for refusing to present her seat to a white guy. The incident occurred in Bernard Law Montgomery, Alabama. His movements are considered a criminal offense of racial segregation in his city. The successful bus boycott motion became initially initiated with the aid of a younger minister named Martin Luther King, Jr., which changed into later followed with the aid of acts of disobedience by way of residents along with Park. Under a city ordinance that took impact in 1955, African individuals had to sit down inside the again of a public bus. In addition, Africans had to give their seats to white passengers even if the front of the bus was intact. She worked as a seamstress and in 1943 joined the Bernard Montgomery branch of the US. Broad association for human development of color.

## 4.2 Social Level

### 4.2.1 against Racism



Figure 2. boycott plan

Under a 1955 ordinance of the city of Bernard Law Montgomery, Africans were required to sit in the back of the bus and were also required to give up those seats to white passengers if the front of the bus was full.

Rosa's refusal emerge as tired and spontaneous, but no longer absolutely due to her legs. In truth, local civil rights leaders were making plans for an assignment to Sir Bernard regulation's racist bus criminal hints for numerous months, and Rosa was aware of tired this dialogue.

Getting to know of Rosa's caught, the NAACP and other African-American activists right away for a boycott of the buses to be held by way of blacks on Monday, December five. The news became unfolded thru leaflets, and activists shaped the 1st viscount Montgomery of Alamein improvement affiliation to organize the protest. Local civil rights leaders were planning to task Bernard Law Montgomery's racism bus law in the latest months and Parks is aware of these discussions. Getting to know from Parks' detention, national association for the advancement of blacks human beings (NAACP) and different African and American activists had been speedy assembled for a black bus boycott on December 5, 1955.

### **4.3 political level**

#### **4.3.1 The success of the bus boycott and the abolition of the bus segregation law between whites and blacks**



Figure 3. success

The boycott was led by Martin Luther King Jr and went well. After that, the King received various threats from integration fighters to his house being bombed. The boycott lasted for more than 12 months. Boycotters use motorbikes or travel to transfer to high school and work. With Africans making up 70 percent of all passengers on Bernard Law Montgomery buses, the transport engine collapsed at some stage in the boycotts. Finally, on November 13, 1956, the US supremecourt overturned the Alabama state bus segregation act and viscount 1 Montgomery from Alamein for violating the same safety clauses of the 14th amendment of the US Constitution, and the court also decided to amend viscount 1 Montgomery Alamin. Transport regulations for equality for all. , no matter race. Bus boycotts have become a hallmark of the civil rights movement and have become a version of the anti-violence campaign in the south. Martin Luther King, Jr., and the civil rights movement achieved their first victory.

#### 4.3.2 Life after the Bus Boycott



Figure 4. Rosa's dismissal from work

Parks experienced problems in his life after several months despite his successful arrest case boycott. Parks is fired from her job, and her husband is also fired after his boss forbids him from talking about their case.

Finding work difficult, they then left Bernard's law and moved to Michigan with Parks' mother. In 1987, Rosa Parks founded the Rosa and Raymond Parks Institute for Self-



development with an old friend. Informing young people about civil rights and important Subway sites across the US.

## CONCLUSION

Within the period 1954-1968, disenfranchised African people, who have been handled unfairly, staged massive demonstrations in the so-referred to as civic African-American rights motion. Martin Luther King Jr., a Baptist minister with a doctorate in systematic theology, led a movement aimed in the direction of gaining equality and finishing racism. That is evidenced thru the growing use of the term human beings of color to encompass people from several racial and ethnic backgrounds. Racism is not unusual in multicultural societies. This view is likewise regular with the perception that the general public of white people has persevered for more than a decade that African people have performed racial equality within the US. The Rosa Parks movie is set suitable, type folks who make careful selections to combat for or her rights, their dignity, and their essential humanity, in a system that has long been rigged in opposition to the one's matters. In this evaluation the use of a sociological method to explain the Stereotype, social level, and political level.

## 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>
- 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., & Sari, F. M. (2021). Exploring English Teachers' Strategies in Managing Online Learning through Google Classroom. *ELT Worldwide: Journal of English Language Teaching*, 8(2), 318–330.
- 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>
- Gulö, I., & Nainggolan, T. (2021). The Functions of Nias Personal Pronouns. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

- Hamzah, I., Yufrizal, H., Simbolon, R., & Hasan, H. (n.d.). *Implementation of debate technique in teaching speaking at the second grade of sma yp unila bandar lampung.*
- 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.
- Heaverly, A., & EWK, E. N. (2020). Jane Austen's View on the Industrial Revolution in *Pride and Prejudice*. *Linguistics and Literature Journal*, 1(1), 1–6. <https://doi.org/10.33365/lj.v1i1.216>
- Isnaini, S., & Aminatun, D. (2021). *DO YOU LIKE LISTENING TO MUSIC?: STUDENTS' THOUGHT ON*. 2(2), 62–67.
- Kardiansyah, M. Y. (2019). Wattpad as a Story Sharing Website; Is it a field of literary production? *ELLiC Proceedings*, 3, 419–426.
- 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.
- 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., & 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 DIGITAL 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.
- Nurmala Sari, S., Aminatun, D., Sari, S. N., Aminatun, D., 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.
- Purwaningsih, N., & Gulö, I. (2021). REPRESENTATION OF REYNHARD SINAGA IN BBC NEWS AND THE JAKARTA POST. *Linguistics and Literature Journal*, 2(1), 50–61.
- 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.
- Pustika, R. (2021). A Conversational Analysis Encountered By English Young Learners: A Pedagogical Experience. *Indonesian EFL Journal*, 7(1), 89–96.
- Putri, E., & Sari, F. M. (2020). Indonesian Efl Students' Perspectives Towards Learning Management System Software. *Journal of English Language Teaching and Learning*, 1(1), 20–24. <https://doi.org/10.33365/jeltl.v1i1.244>
- 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. (n.d.). *The Use of Phatic Particle 'Geh'in Lampungnese's Indonesian Language*.
- 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.
- 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, K., & Pranoto, B. E. (2021). Representation of Government Concerning the Draft of Criminal Code in *The Jakarta Post*: A Critical Discourse Analysis. 11(2), 98–113.
- 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.
- Simamora, M. W. B., & Oktaviani, L. (2020). WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY. *Journal of English Language Teaching and Learning*, 1(2), 44–49.
- 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., Pranoto, B. E., Budiman, A., Maulana, B., & Swastika, G. B. (2021). Pengembangan Keterampilan Menulis Siswa SMAN 1 Semaka Melalui Web Sekolah. *Madaniya*, 2(3), 283–294. <https://doi.org/10.53696/27214834.92>
- 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>
- Utami, A. R., Aminatun, D., & Fatriana, N. (2020). STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS' LEARNING? *Journal of English Language Teaching and Learning*, 1(1), 7–12.
- Utami, A. R., Oktaviani, L., & Emaliana, I. (2021). The Use of Video for Distance Learning During Covid-19 Pandemic: Students' Voice. *Jet Adi Buana*, 6(02), 153–161. <https://doi.org/10.36456/jet.v6.n02.2021.4047>
- 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.