

RICHARD LAGRAVENSE'S TEACHING STRATEGY IN THE MIDST OF MULTICULTURAL STUDENTS IN THE FILM OF FREEDOM WRITERS

Rifka Puspawarni¹
Dion Tira Erlangga²
English Literature
English Education

rifkapuspaw@gmail.com

Abstract

A teaching strategy is a method that a teacher will use when presenting learning materials to help students understand them and achieve mastery of the learning objectives at the end of the activity. the obligation of educators to utilize a variety of teaching methods and think creatively and ingeniously about their subject matter. The Freedom Writers film can be used as a learning tool, particularly for teaching strategies lessons. This study aims to examine Erin Gruwell's teaching method, a Long Beach, California, teacher who never stopped teaching class 203 students. There are two primary areas to examine, as indicated by the title above: What instructional methods are utilized in the Richard Lagravenese film Writer Freedom? What kind of racism is present in the Richard Lagravenese film Freedom Writers?

Key words: Teaching Strategy, Multicultural, Racism, Freedom writers film

INTRODUCTION

Teaching strategy plays a crucial role in achieving objectives (Mandasari & Oktaviani, 2018), (Aminatun et al., 2019). According to (Mandasari, 2020), they defined strategy as a method that can be applied across curriculum areas to support student learning. As a result, a teaching strategy is an approach to learning activities that utilizes a variety of instructional strategies (Pranoto & Suprayogi, 2020), (Al Falaq et al., 2021) and resources to achieve these goals. Humans are intelligent beings who can weigh the advantages and disadvantages of various options (Samanik, 2019), (Kardiansyah & Salam, 2020b), (Kuswoyo et al., 2021). People can manage their lives as a result (Abidin et al., 2022), (Puspita, 2021). Skin tone, body type, hair, and other characteristics (Gulö, 2018), (K. Sari & Pranoto, 2021). There are various races of people (Teknologi et al., 2021), (Cahyaningsih & Pranoto, 2021). There is an unconscious distinction between many races around the world (Suprayogi, Samanik, et al., 2021), (Afrianto & Gulö, 2019), (Asia & Samanik, 2018). This variation is frequently brought on by social issues (Suprayogi, Puspita, et al., 2021), (Kuswanto et al., 2020) because people believe that their race is superior (Ahmad et al., 2021), (Aldino & Ulfa, 2021). Axis disagreements were fueled by

ethnic, religious, racial, and intergroup conflicts (Pranoto, 2021), (Suprayogi & Eko, 2020), (Kardiansyah & Salam, 2021). According to (Nurmalasari & Samanik, 2018), racism is a societal issue that is deeply ingrained in the daily lives of multicultural communities worldwide. Racism is currently on the rise in a number of nations in tandem (Muliyah, Rekha, et al., 2020) with technological advancement and, as a result, the country's diversity (Gulö & Nainggolan, 2021), (Mertania & Amelia, 2020). In addition, according to (Oktaviani et al., 2021), countries with mixed communities are more likely to experience racism. Racism is prevalent in a wide range of social settings, including entertainment, education, and health care (Sartika & Pranoto, 2021), (Adelina & Suprayogi, 2020).

The upper and lower class races are variables that contribute to the increasingly complex problem of racism (Afrianto & Restika, 2018), (Pranoto & Afrilita, 2019). Superior races frequently perform racist activities against lower class racial groups (Samanik, 2021), (Fakhrurozi & Puspita, 2021). In the case of the United States of America, there are several racial groups (Istiani & Puspita, 2020). Almost every aspect of life in the United States is dominated by white Caucasian folks (F. M. Sari & Wahyudin, 2019), (Muliyah, Aminatun, et al., 2020). The white race first wanted to exterminate all of the indigenous people that were living on the American continent at the time, namely the Indians who belonged to the Mongoloid race (Amelia, 2021), (Kuswoyo & Siregar, 2019). Since Columbus first set foot on the Americas, mass killings of Indians have been the genuine attempt made by white people to conquer America (Puspita & Pranoto, 2021). As a result, there are now fewer Indians than there were before (Ivana & Suprayogi, 2020), (Gulö & Rahmawelly, 2019). African-Americans of the Negroid race were likewise oppressed by white people. Based on their level of domination, White citizens place the Negroid race at the bottom of the racial and ethnic hierarchy (Puspita, n.d.), (Fakhrurozi & Adrian, 2021), (Samanik, 2018). Negroid races are similarly separated from whites in social facilities and have restricted political space (Kardiansyah, 2019), (Kardiansyah & Salam, 2020a). Racism in a multicultural country has a negative consequence (Puspita, 2019), such as increased crime rates, confrontations, prejudice between ethnic groups, and social discomfort (Putri & Aminatun, 2021), (Endang Woro Kasih, 2018), (Yulianti & Sulistiyawati, 2020). In addition, multicultural education comes at the expense of teaching American values and culture (Kurniawan et al., 2018), (Fithratullah, 2021).

Freedom Writer is a film about teaching methods for multicultural students in the classroom (Aguss et al., 2021), (Qodriani & Wijana, 2021), was released on January 5, 2007 (Suprayogi & Pranoto, 2020). This film depicts the story of Erin Gruwell, a white teacher in Long Beach, California, who never stopped educating her class 203 (Kardiansyah & Qodriani, 2018). Long Beach is a diverse community comprising people of all races (Fakhrurozi et al., 2021), (Mandasari & Wahyudin, 2021). Erin Gruwell arrives at Woodrow Wilson High School one day and is assigned to teach English to class 203 (Ngestirosa et al., 2020), (Yulianti & Sulistyawati, 2021). Gruwell makes the decision to improve the climate in the class (Nababan & Nurmaily, 2021), but the situation she finds herself in is far worse (Fithratullah, 2019), (Gulö et al., 2021). The first day, there was a conflict in the classroom between students of different ethnicities that Gruwell was unable to control (Candra & Qodriani, 2019), (Yulianti & Sulistyawati, n.d.). Nonetheless, Gruwell did not give up (Setri & Setiawan, 2020). When a brawl broke out, she just requested an outsider to intervene. Later on, however, she began to show some hardness (Qodriani & Wijana, 2020). Then she gave each student a blank book and instructed them to write down whatever was on their minds. All students are required to write every day. In order to explain to all of her students that racial animosity is not the only thing in the world, Gruwell takes all of these steps to become more approachable to all of them (Handayani & Aminatun, 2020). The pupils began to write down their thoughts on a daily basis. This strategy has proven to be effective. If they were willing, Gruwell instructed them to gather their journals for her to peruse. In fact, they all collected their diaries, indicating that Erin was permitted to read them.

LITERATURE REVIEW

Gruwell understood after reading the students' journals that all they had in their lives was a race between races. As a result, Gruwell is motivated to alter the lives of her students, particularly so that they will value education. Gruwell's struggle, on the other hand, is not easy. None of her colleagues at the school agreed with her. Gruwell had to be willing to take on odd occupations in order to get fresh books for his students. The fight was so difficult that even Gruwell's husband abandoned her. But, in the end, Gruwell's efforts were not for naught. Despite their diverse races, all of the students in her class can now get along. They may even become members of their families who pursue higher education. Because of the success of this class, some students from superior classes have expressed an

interest in changing classes in order to discover how the learning methods are implemented. The true story of Erin Gruwell, who goes by the same name, is the inspiration for the Paramount Pictures production *Freedom Writers*. There was a transfer student at Woodrow Wilson High School at the time. The male student allegedly transferred because he threatened a teacher at his previous school with a gun. A few months later, one of her students handed her a note that described an African American with huge lips. Gruwell explained to her class that it was a caricature of Nazis during the Holocaust. Gruwell's teaching style has evolved since then. Based on the preceding description, this study focuses on the following questions: What instructional tactics are employed in Richard LaGravenese's film *Freedom Writer*? What kind of racism occurs in the film of *Freedom Writers* by Richard LaGravenese? Everyone, especially teachers, should be aware of this significant and fascinating information regarding teaching techniques with racist students. Last but not least, the author is eager to analyze the movie entitle “ Teaching Strategy in the Midst of Multicultural Students in the Film of *Freedom Writers* By Richard LaGravense.”

METHOD

The features outlined in the research question are typically measured through descriptive research, which is typically structured. The goal of this research was to examine the various teaching styles depicted in the film *Freedom Writers*. This research's data and findings will be described in a written document, together with evidence in the form of photographs and text. The primary source of information is the film *Freedom Writers*. Richard LaGravenese directed and wrote the picture in 2007. Secondary data sources are drawn from other related books. Other internet sites were also used by the researchers. It delivers accurate and up-to-date information. It backs up and confirms information gathered from original sources. The descriptive analysis technique was utilized to discover and examine instructional strategies in the film *Freedom Writers* when analyzing the data.

Data analysis techniques are as follows:

- Revealing data through visual observation and documentation to reveal research objectives
- Compare and check

- Relationship between data and facts
- Summarizing data to answer research questions

The descriptive qualitative method is clearly the method employed by other authors in performing this literature research.

RESULTS AND DISCUSSION

In this research, the writer uses the conversation method to present the research because the data analyzed in the form of words and phrases are based on the findings. The writer classifies teaching strategies and racism that arise in the film. The writer has a limit to discussing only a few issues to avoid too large a discussion. The writer formulates the problem through two points as follows:

1. Teaching Strategies
 - a. Listening a song for learning



Figure 1: Listening a song

In this scene (00:20:03-00:20:10), the part where Ms. Gruwell teaches her students about internal rhyme in a song lyric can be seen while listening to the song. The method of listening to music in class activities is also used. Erin displayed a rhyme and played music from a music group that her pupils like, with the goal of demonstrating that they share a common interest and helping them feel at ease in class. This practice aims to make kids feel comfortable and at home in the classroom environment, as well as at home with their friends, despite the fact that they are of various races, so that the learning process can take place as effectively and efficiently as possible.

- b. Changing Sitting Position



Figure 2: Changing sitting position

From this scene (00:21:30 - 00:21:39) it can be seen, the student's seating arrangement was modified by Ms. Gruwell to make it easier for them to interact with them, she put Jamal, the troublemaker, and his friend in the front row seats while the rest of the group changed places. Additionally, she thinks that this arrangement will bring students together and help them get to know one another. Some of the fighting students were first uneasy with the new sitting arrangement. Some students were missing from class the day after the new arrangement was implemented. This is due to the students' pride in their race and their attitude toward "not crossing the border." The images and dialogue above depict the class management techniques utilized in the film.

c. Making Diary



Figure 3: Making Diary

One day Erin tried to ask her students to write down anything in the diary which was distributed to each of her students (00:45:42). In the book they can write down what they feel and experience, and this method works. Through a very unique way of teaching, by trying to make his students realize that with education they can achieve a better life.

d. Giving Books About Gangs and Violence

Erin had the notion to give her students a book about gang members and violence after reading all of their journals, which were primarily about gangs and violence.

The children were eager to read the book that Erin gave him, which was titled Burango Street (00:53:34 - 00:45:15).

e. Line games

Erin encourages her students to participate in a line game in which a line is formed using isolation and then Erin asks a series of questions. If the question suits them, they must stand in line with their pals. Then take a step back for the following question. The game's purpose is for students to get to know each other by looking at each other and getting to know them (00:39:30 – 00:42:15).

f. Study Tour

Erin observed her students and concluded that they were thirsty for knowledge about the outside world. As a result, Erin requested permission to take her students on a tour of the museum. Erin wanted to make them aware that what happened between them was nothing in comparison to the anguish endured by others living during Hitler's reign, such as Anne Frank. This museum visit had a beneficial impact on Erin's students. Following a tour of the museum, Erin introduces her students to Holocaust survivors. Her students will remember everything Erin has done. Erin's purpose in doing this is for her students to work together and graduate with good grades. Erin's student behavior gradually transformed after the tour and speaking with Holocaust survivors. They grew acquainted with one another. For example, Marcus is black, whereas Ben is white (00:00:19 – 00:03:56).

g. Toast for Change

Students are asked to discuss their experiences, make improvements to themselves, and toast the changes they will make at the start of each new semester. Following their toast, they picked up packages containing four volumes, including "The Diary of Anne Frank," that the students would read for the upcoming summer semester. When presenting the book to her students, Erin included a brief word or piece of advice encouraging them to hold onto hope for the future and not to give up on the present (00:06:29 – 00:07:10).

2. Types of Racism

a. Individual racism



Figure 4: individual racism

A little Eva and her father are seen in a toy store in the scene (00:01:29). Eva was drawn to the Princess doll exhibited on the toy shelf. Her father, on the other hand, came over and handed her some boxing gloves and taught her how to fight. Because there were still racial tensions in Long Beach, Los Angeles, at the time, the author discovers why her father did what he did: he wanted Eva to be treated equally to other people and, in addition, he wanted his daughter to be able to defend herself from other people.

Eve : They called my people a gang because we fight for our America (00:02:20).

When Eva was getting ready to leave for school one day, she was waiting for the bus in front of her house when he greeted Roberto, another Latino neighbor. But then he was fatally shot by a passing automobile. His father attempted to save the neighbors but was unsuccessful, leaving Eva startled and terrified. Due to his great regard within his group and reputation for responsibility, Eva's father was one day detained by the police (White). Eva explains that although her father is innocent, he was detained as retaliation.

b. Institutional Racism

Briant : This was an A-list school

before they came here.

And look what they turned it into.

I mean, does it make sense

that kids who want

an education should suffer

because their high school gets turned

into a reform school?

Because kids who don't want to be here,

and shouldn't be here,

are forced to be here

by the geniuses

running the school district?

Integration's a lie (00:03:57)

Based on Charles' notion that racism can arise within institutions, this is a sort of institutional racism. They don't conceal; they drive around in the open carrying automatic weapons, Briant stated emphatically. I'm the one who is afraid. I'm unable to leave my house at night, he said, blaming the students. It was the prejudice of an institutional teacher toward her students.

CONCLUSION

The Freedom Writers movie is a great resource for teachers and students alike who want to learn more about the educational system. This movie has a lot to teach us, especially about the many characters played by Erin Gruwell, an English teacher who has to work hard to teach her students in a world where they are used to violence and always live with people of their race. The movie Freedom Writers can be used as a basis for a number of lessons. Teachers need to be able to recognize the characteristics of their students before engaging in learning activities. By recognizing the characteristics of their students, teachers can determine the most effective learning strategy. You must be determined and enthusiastic to carry out teaching and learning activities as a teacher. When one approach fails, teachers should not give up easily; Teachers, on the other hand, need to be well-versed in how to foster a positive learning environment. The writer also claims that this movie contains racist scenes. The author uses Charles' theory to look at the different kinds of racism in this movie. Charles distinguishes between two types of racism: individual racism and institutional racism. The author concludes, based on this hypothesis, that this race originated from previous experiences and is still felt by students at school.

REFERENCES

Abidin, Z., Amelia, D., & Aguss, R. M. (2022). *PELATIHAN GOOGLE APPS UNTUK MENAMBAH KEAHLIAN TEKNOLOGI INFORMASI BAGI GURU SMK PGRI 1*

- LIMAU*. 3(1), 43–48.
- Adelina, C., & Suprayogi, S. (2020). Contrastive Analysis of English and Indonesian Idioms of Human Body. *Linguistics and Literature Journal*, 1(1), 20–27.
- Afrianto, A., & Gulö, I. (2019). Revisiting English competence at hotel. *Teknosastik*, 17(1), 35–39.
- Afrianto, A., & Restika, A. (2018). FUNGSI PEMARKAH WACANA: SEBUAH KASUS DI KELAS BERBICARA PADA LEVEL UNIVERSITAS. *LITERA*, 17(1).
- Aguss, R. M., Amelia, D., Abidin, Z., & Permata, P. (2021). Pelatihan Pembuatan Perangkat Ajar Silabus Dan Rpp Smk Pgri 1 Limau. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(2), 48. <https://doi.org/10.33365/jsstcs.v2i2.1315>
- Ahmad, I., Borman, R. I., Caksana, G. G., & Fakhurozi, J. (2021). IMPLEMENTASI STRING MATCHING DENGAN ALGORITMA BOYER-MOORE UNTUK MENENTUKAN TINGKAT KEMIRIPAN PADA PENGAJUAN JUDUL SKRIPSI/TA MAHASISWA (STUDI KASUS: UNIVERSITAS XYZ). *SINTECH (Science and Information Technology) Journal*, 4(1), 53–58.
- Al Falaq, J. S., Suprayogi, S., Susanto, F. N., & Husna, A. U. (2021). Exploring The Potentials of Wattpad For Literature Class. *Indonesian Journal of Learning Studies*, 1(2), 12–19.
- Aldino, A. A., & Ulfa, M. (2021). Optimization of Lampung Batik Production Using the Simplex Method. *BAREKENG: Jurnal Ilmu Matematika Dan Terapan*, 15(2), 297–304. <https://doi.org/10.30598/barekengvol15iss2pp297-304>
- 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.
- Aminatun, D., Ngadiso, N., & Marmanto, S. (2019). Applying PLEASE strategy to teach writing skill on students with different linguistic intelligence. *Teknosastik*, 16(1), 34–40.
- Asia, J., & Samanik. (2018). Dissociative Identity Disorder Reflected in Frederick Clegg ' S Character in the Collectors Novel. *ELLiC*, 2(1), 424–431.
- Cahyaningsih, O., & Pranoto, B. E. (2021). *A CRITICAL DISCOURSE ANALYSIS : THE REPRESENTATION OF DONALD TRUMP IN THE REUTERS AND THE NEW YORK TIMES TOWARDS THE ISSUE OF # BLACKLIVESMATTER*. 2(2), 75–83.
- 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>
- Endang Woro Kasih, E. (2018). Formulating Western Fiction in Garrett Touch of Texas. *Arab World English Journal For Translation and Literary Studies*, 2(2), 142–155. <https://doi.org/10.24093/awejtls/vol2no2.10>
- Fakhurozi, J., & Adrian, Q. J. (2021). Kajian Dan Praktik Ekranisasi Cerpen Perempuan di Rumah Panggung ke Film Pendek Angkon. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(1), 31–40.
- Fakhurozi, J., Pasha, D., Jupriyadi, J., & Anggrenia, I. (2021). Pemertahanan Sastra Lisan Lampung Berbasis Digital Di Kabupaten Pesawaran. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(1), 27. <https://doi.org/10.33365/jsstcs.v2i1.1068>
- Fakhurozi, 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>
- Gulö, I. (2018). Li Niha in the Hands of Bloggers: Better or Worse? *Universitas Teknokrat Indonesia*, 35.
- Gulö, I., & Nainggolan, T. (2021). The Functions of Nias Personal Pronouns. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Gulö, I., & Rahmawelly, T. V. (2019). An Analysis of Omission in Students' English Writings. *Teknosastik*, 16(2), 55–59.
- Gulö, I., Setiawan, D. B., Prameswari, S. R., & Putri, S. R. (2021). MENINGKATKAN KEPERCAYAAN DIRI ANAK-ANAK PANTI ASUHAN DALAM BERBICARA BAHASA INGGRIS. *Adimas: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 23–28.
- 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.
- Istiani, R., & Puspita, D. (2020). Interactional Metadiscourse used in Bloomberg International Debate. *Linguistics and Literature Journal*, 1(1), 13–20.
- Ivana, P. S. I., & Suprayogi, S. (2020). THE REPRESENTATION OF IRAN AND UNITED STATES IN DONALD TRUMP'S SPEECH: A CRITICAL DISCOURSE ANALYSIS. *Linguistics and Literature Journal*, 1(2), 40–45.
- 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., & Qodriani, L. U. (2018). ENGLISH EXTRACURRICULAR AND ITS ROLE TO IMPROVE STUDENTS' ENGLISH SPEAKING ABILITY. *RETORIKA: Jurnal Ilmu Bahasa*, 4(1), 60–69.
- Kardiansyah, M. Y., & Salam, A. (2020a). Literary Translation Agents in the Space of Mediation. *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 592–598.
- Kardiansyah, M. Y., & Salam, A. (2020b). 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.
- Kurniawan, D. E., Janah, N. Z., Wibowo, A., Mufida, M. K., & Prasetyawan, P. (2018). C2C marketplace model in fishery product trading application using SMS gateway. *MATEC Web of Conferences*, 197, 2–7. <https://doi.org/10.1051/mateconf/201819715001>
- Kuswanto, H., Pratama, W. B. H., & Ahmad, I. S. (2020). Survey data on students' online shopping behaviour: A focus on selected university students in Indonesia. *Data in Brief*, 29, 105073.
- Kuswoyo, H., & Siregar, R. A. (2019). Interpersonal metadiscourse markers as persuasive strategies in oral business presentation. *Lingua Cultura*, 13(4), 297–304.
- 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.
- Mandasari, B. (2020). The Impact of Online Learning toward Students' Academic Performance on Business Correspondence Course. *EDUTEK: Journal of Education*

- and Technology*, 4(1), 98–110.
- 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.
- Mertania, Y., & Amelia, D. (2020). Black Skin White Mask: Hybrid Identity of the Main Character as Depicted in Tagore's The Home and The World. *Linguistics and Literature Journal*, 1(1), 7–12. <https://doi.org/10.33365/llj.v1i1.233>
- 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.
- Muliyah, P., Rekha, A., & Aminatun, D. (2020). Learning from Mistakes: Students' Perception towards Teacher's Attitude in Writing Correction. *Lexeme: Journal of Linguistics and Applied Linguistics*, 2(1), 44–52.
- 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.
- 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>
- Oktaviani, L., Fernando, Y., Romadhoni, R., & Noviana, N. (2021). Developing a web-based application for school counselling and guidance during COVID-19 Pandemic. *Journal of Community Service and Empowerment*, 2(3), 110–117. <https://doi.org/10.22219/jcse.v2i3.17630>
- 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.
- Pranoto, B. E., & Afrilita, L. K. (2019). The organization of words in mental lexicon: evidence from word association test. *Teknosastik*, 16(1), 26–33.
- Pranoto, B. E., & Suprayogi, S. (2020). A Need Analysis of ESP for Physical Education Students in Indonesia. *Premise: Journal of English Education*, 9(1), 94–110.
- Puspita, D. (n.d.). CORPUS BASED STUDY: STUDENTS' LEXICAL COVERAGE THROUGH BUSINESS PLAN REPORT WRITING. *16 November 2019, Bandar Lampung, Indonesia I*.
- Puspita, D. (2019). Error analysis on learners' interlanguage and intralanguage: a case study of two adolescent students. *Teknosastik*, 17(2), 12–18.
- 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., & 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.
- Qodriani, L. U., & Wijana, I. D. P. (2020). 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.
- Samanik. (2018). *A Contextual Approach: Business Presentation to Accelerate EFL Learners’ English Speaking Skill Samanik Universitas Teknokrat Indonesia*.
- Samanik. (2019). Fable for Character Building. *Journal Universitas Teknokrat Indonesia*.
- Samanik, S. (2021). Imagery Analysis In Matsuoka’s Cloud Of Sparrows. *Linguistics and Literature Journal*, 2(1), 17–24.
- Sari, F. M., & Wahyudin, A. Y. (2019). Blended-Learning: The responses from non-English students in the Indonesian tertiary context. *Teknosastik*, 17(1), 23–28.
- 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.
- Setri, T. I., & Setiawan, D. B. (2020). Matriarchal Society in The Secret Life of Bees by Sue Monk Kidd. *Linguistics and Literature Journal*, 1(1), 28–33. <https://doi.org/10.33365/llj.v1i1.223>
- 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., Puspita, D., Nuansa, S., & Sari, K. (2021). *THE DISCURSIVE CONSTRUCTION OF INDIGENOUS BELIEF ISSUE IN THE JAKARTA POST*. 5(2), 417–430.
- 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>
- Teknologi, J., Jtsi, I., Wulandari, A., Fakhrurozi, J., Informasi, S., Teknik, F., & Indonesia, U. T. (2021). *BERITA HASIL LIPUTAN WARTAWAN BERBASIS WEB (STUDI KASUS : PWI LAMPUNG)*. 2(4), 49–55.
- Yulianti, T., & Sulistiyawati, A. (2020). The Blended Learning for Student’s Character Building. *International Conference on Progressive Education (ICOPE 2019)*, 56–60.
- Yulianti, T., & Sulistyawati, A. (n.d.). ENHANCING PUBLIC SPEAKING ABILITY THROUGH FOCUS GROUP DISCUSSION. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 287–295.
- Yulianti, T., & Sulistyawati, A. (2021). *Online Focus Group Discussion (OFGD) Model Design in Learning*.