

ABRAHAM LINCOLN'S ADDRESS SPEECH AT THE GETTYBURG ADDRESS

Stefany Eva Rotamauli Tambunan¹
Dion Tira Erlangga²
English Literature
English Education

stevany.eva22@gmail.com

Abstract

Slavery is such a contentious issue that finding a solution necessitates an intriguing strategy. A person who helped the United States overcome the problem of slavery and achieve the abolition of slavery in the United States of America appeared in the midst of this dilemma. Abraham Lincoln emerged as a figure who detested and opposed slavery in the midst of the slavery vortex that bound the Negroes in Africa. The Abraham Lincoln Gettysburg Address serves as the primary source for this study, which employs descriptive qualitative analysis. This study found that Lincoln's speech emphasized his conviction that the Civil War was fought for everyone's freedom and equality in addition to preserving the Union. Today, a lot of people think that the "short speech" is the most powerful way to describe a democratic vision that has ever been written down. The American struggle for independence is framed within the context of the Civil War in Lincoln's succinct but profound Gettysburg Address. This makes this speech stand out as one of America's most significant and significant speeches.

Key words: America, Abraham Lincoln, Gettysburg Address, Speech, Civil War

INTRODUCTION

The United States of America has a sufficient capacity to take in immigrants (Pranoto & Suprayogi, 2020b), (Pranoto & Suprayogi, 2020a) due to its vast landmass, abundance of natural resources (Kuswoyo & Siregar, 2019), (Suprayogi, Samanik, et al., 2021), and belief that people are adaptable to new environments (Afrianto & Gulö, 2019), (Styawati et al., 2022), (Amelia & Daud, 2020). The immigrants established themselves in the eastern and interior regions of the United States (Puspita, 2019), (Suprayogi & Pranoto, 2020), (Fakhrurozi et al., 2021). White people begin the process of creating new communities as soon as they arrive in the United States (Fakhrurozi & Puspita, 2021), (Samanik & Lianasari, 2018). The United States of America's Southern states are where the slavery system is most common (Gulö, 2018b), (Afrianto & Restika, 2018), (Kuswoyo et al., 2021). Slavery has existed since human civilization (S. N. Sari & Aminatun, 2021) and population growth (Arpiansah et al., 2021), (Gulö, 2019). Slavery originated in Africa as a result of the slave trade (Puspita & Amelia, 2020), (Istiani & Puspita, 2020). Initially, European settlers on the African continent only engaged in trade (Pranoto, 2021), (Suprayogi & Eko, 2020), which eventually gave way to colonialism and imperialism's exploitation (Afrianto

et al., 2021), (Samanik, 2019). The denials that underpinned the master-slave system were: of African-American culture, identity, humanity, community, and language (Isnaini & Aminatun, 2021), (Mandasari & Oktaviani, 2018), (Choirunnisa & Mandasari, 2021). All of these were viewed as ways for slaves to voice their opinions (Fakhrurozi & Adrian, 2020), (Kuswoyo & Indonesia, 2021) and ultimately question their position in relation to the dominant group (Suprayogi, Pranoto, et al., 2021), (Pradana & Suprayogi, 2021). European foresight in recognizing opportunities led to the slave trade in Africa (Muliyah et al., 2020) and the practice of slavery in the United States (Riskiono et al., 2021), (Kuswoyo et al., 2020). Before Christopher Columbus arrived in the Americas, the Native Americans had been using slavery for a very long time (Oktaviani & Mandasari, 2019), (Samanik, 2021). Slaves were typically obtained from people who had been imprisoned in war or who had not paid their debts (Pranoto & Afrilita, 2019). In the Aztec and Mayan cultures, workers were typically employed to construct temples (Afrianto & Ma'rifah, 2020), (Neneng et al., 2021), and some were even exploited to worship the gods (Fakhrurozi & Adrian, 2021).

Slavery is a very delicate subject, thus it requires an engaging approach to resolve (Putri & Aminatun, 2021). A person who helped the United States overcome the issue of slavery itself (Gul et al., 2020), (Mandasari & Aminatun, 2020) and achieve the abolition of slavery in the United States of America emerged in the midst of this issue (Nuraziza et al., 2021), (Abidin et al., 2022). Abraham Lincoln made an appearance as a figure who detested (Pratiwi & Fitri, 2021) and resisted slavery in the center of the slavery vortex that bound the Negro people in Africa (B. N. Sari & Gulö, 2019), (Asmiati et al., 2019). The American Civil War, also known as the Slave War, was a conflict between the states that broke out after Lincoln won the 16th presidential election (Kardiansyah, 2019), (Samanik, 2018). At that time, numerous slave nations broke away from the United States to form their own nation (Oktaviani, Aldino, et al., 2022), (Gulö, 2018a), (Ahmad et al., 2021). A military cemetery was established in Gettysburg (Fadilah & Kuswoyo, 2021), (Aminatun et al., 2021).

Pennsylvania, on November 19, 1863, according to (Endang Woro Kasih, 2018), (Yulianti & Sulistiyawati, 2020), President Abraham Lincoln gave one of the most famous addresses in American history at that time (Kurniawan et al., 2018), (Fithratullah, 2021), (Gulö et al., 2021). Lincoln brilliantly touched the audience and reminded the soldiers of war (Aldino et

al., 2021), (Qodriani & Wijana, 2020), explaining why the Union (as the US was then called) had to fight (Ngestirosa et al., 2020), (Yulianti & Sulistyawati, n.d.) and win the Civil War in a speech of less than 275 words (Fithratullah, 2019), (Setri & Setiawan, 2020), (Qodriani & Wijana, 2021). One of the most significant speeches ever delivered in English in the US for America (Candra & Qodriani, 2019), (Oktaviani, Suaidah, et al., 2022). The most significant and beautiful speech in American history, the "Gettysburg Speech" is the name of Lincoln's well-known speech (Qodriani, 2021). From the background above, the purpose of this research is the author will identify why Abraham Lincoln's Gettysburg Address speech is very important for America.

LITERATURE REVIEW

To develop relationships with other people, language is a methodical way to communicate thoughts, feelings, and desires. Language is a tool for communication, as we all know. It significantly affects human life. Politicians place a high value on language because it is used in practically every aspect of their work. According to Beard, the purpose of political advertisements, speeches, written materials, and broadcasts is to educate and inform people about subjects that are thought to be extremely important. Speaking publicly is obviously one of the political acts of politicians that is made possible by the channel given up by language. One of the famous politicians in America is Abraham Lincoln, the 16th President of the United States. He is renowned for his contributions to the abolition of slavery and the unification of North and South America into a single nation. On February 12, 1809, in Hardin County, Kentucky, the son of a farmer, Abraham Lincoln was born. Abraham Lincoln was not just a father of the country who bravely and tenaciously fought for equality; he was also a man whose character was developed through conflicts characterized by both success and failure. Both in politics and business, he frequently failed. He yet came out as a fierce guy who would never give in. Abraham Lincoln made a concerted effort to learn more while he was growing up. He read every book he could find. Abraham Lincoln also engaged in a variety of jobs. He held jobs before entering politics, including those as a woodcutter, soldier, ship's porter, clerk, store manager, post office chief, and eventually a lawyer.

His speech was designed to underline the spirit of improving the nation and to inspire all trade unions in this direction. Speech can therefore be utilized in any community to create

and sustain social bonds, create an image, express feelings, and promote concepts, ideas, and initiatives. In this respect, Abraham Lincoln's spoken language, especially his speech acts, is of great interest to the researcher. The different ways that words can be employed to transmit information and carry out actions are the focus of this subject of research. When conveying something, a speaker doesn't just use words and grammatical structures; he also conveys those words into action. In an effort to ensure that the audience will understand, speakers utilize speech acts to try to convey their intentions and purposes. Abraham Lincoln delivered his most well-known presidential address on November 19, 1863, in Gettysburg, Pennsylvania. After the Battle of Gettysburg, Lincoln delivers this speech at the Union Cemetery in an effort to comfort the families of the fallen soldiers. However, it goes far beyond what Lincoln said in his succinct but impactful speech at Gettysburg by situating the Civil War in the broader context of America's struggle for freedom.

METHOD

a) Research Method

The descriptive qualitative analysis approach was utilized in this study so that the author could quantify and evaluate the presence in the selected text, which was taken from Abraham Lincoln's Gettysburg address Speech. Making reproducible and reliable conclusions from texts (or other relevant material) to the settings of their use is the goal of qualitative content analysis, a research technique. The purpose of content analysis is to provide objective, quantitative information together with qualitative content.

b) Data Source

This study's data source is a speech from Abraham Lincoln's Speech. The major source for this research is Abraham Lincoln's "Gettysburg Address." Furthermore, the transcription of the speech is used to facilitate speech analysis. The data in this study comes in the form of transcribed words, phrases, and sentences from Abraham Lincoln's Speech. The necessary steps of collecting data are as follows:

- Reading the Abraham Lincoln's Gettysburg Address speech text more than once
- Collecting the data by reading the speech and trying to understand it deeply and looking for all of utterances

- Find out why the speech is so important to America from other related sources
- Drawing Conclusion

RESULTS AND DISCUSSION

President Lincoln's address is among the most significant ones ever delivered in English in the United States. The most significant and beautiful speech in American history the "Gettysburg Speech" is the name of Lincoln's well-known speech.

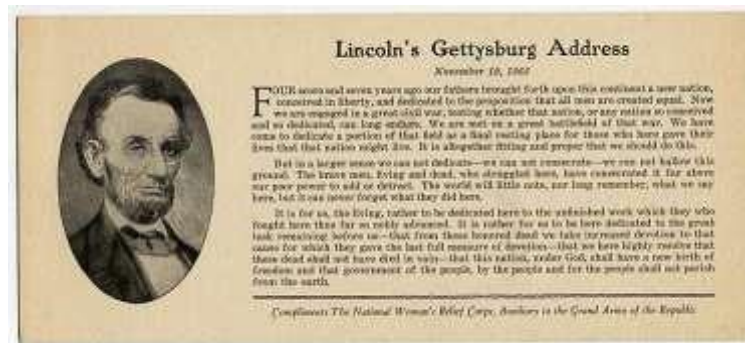
In the small Pennsylvanian town of Gettysburg, in the country's east, the story begins in the summer of 1863. At the time, Gettysburg was a minor market and farming community. Two extremely large groups of Army soldiers engaged in combat in the city of Gettysburg on July 1-3. One of the key American Civil War battlefields was the location of the battle. The little market town of Gettysburg rose to prominence in American history as a result of that conflict. Confederate troops under the command of General Robert E. Lee invaded the northern states by crossing into the State of Pennsylvania. In an effort to score a decisive victory that may advance the Confederate army's objectives, General Lee charged north. Attempts were made to create their own state in the southern states where slavery was allowed or permitted. They seek the power of self-government. The United States' northern states, collectively known as the Union, did not want them to leave.

The Confederate Army is being followed by the Union Army, which is commanded by General George Gordon Mead. In a fight as intense as the summer sun of July 1863, the two armies clashed in the city of Gettysburg. Names of locations in Gettysburg and its surroundings where fierce fighting occurred can be found throughout American history books. Little Round Top, Cemetery Ridge, the Devil's Den, and Pickett's Charge are a few examples. In those locations where tens of thousands of warriors lost their lives defending the notion behind the United States' founding. The great war was lost by General Lee and the Confederate forces. They had to go back down south. The Civil War saw numerous further battles. The ones at Gettysburg are among the fiercest. However, not much is well recalled. The largest battleground in North America is at Gettysburg. Abraham Lincoln, the President of the United States, used the battle as the subject of a speech he gave five months later. Gettysburg citizen David Wills wrote the following letter to President Abraham Lincoln on November 2, 1863: David Wills said in that letter that the bodies of

troops who perished in significant conflicts had been transported and interred in a designated location.

He extended an invitation to President Lincoln to attend a ceremony honoring the soldiers who had lost their lives protecting the Union's unity. Edward Everett, at the time the most well-known orator in the United States, was the headline speaker that day, David Wills added in his explanation. The offer was accepted by President Lincoln. The president might have accepted the offer for a number of reasons, according to historians. It's possible that President Lincoln believed it was appropriate to remember those who gave their lives during the Civil War. The ceremony might have been seen by the president as a chance to emphasize the significance of the battle. This event is significant to the president for several reasons, including the creation of freedom and equality under the law as well as the stability of the Union's member nations. A pretty extensive speech was labored on and prepared by President Lincoln. At White House, he penned the speech by himself. One day prior to the event, the president traveled by train to the city of Gettysburg. The president has accepted David Wills' invitation to spend the night at his home.

Image 1. Abraham Lincoln's Gettysburg Address



Lincoln brilliantly impressed the crowd with a speech of fewer than 275 words, reminding them of the war's soldiers and the reasons the Union had to fight and prevail in the Civil War. Before Lincoln spoke at the burial, the large throng gathered listened to Everett's eulogy for two hours. There were only two or three minutes in Lincoln's speech. The speech highlighted his conviction that the Civil War was fought not only to preserve the Union but also for everyone's freedom and equality. Lincoln did not support it throughout the years preceding the conflict.

“The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced,” added Lincoln.

“It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.”

At first, the community's response to Lincoln's Gettysburg address was mixed. But many people today believe that the "short speech" is the most powerful description of a democratic vision ever put on paper. Lincoln's succinct yet impactful Gettysburg Address situates the American struggle for independence in the historical backdrop of the Civil War. According to Lincoln, the conflict was a test of the principles upheld by the colonists in 1776 and, in a sense, a continuation of the American Revolution. This is what distinguishes this address as one of America's most significant and historic remarks.

CONCLUSION

The findings of the previous research lead us to the conclusion that the issue of slavery is fundamentally a deeply personal one in the United States. In the end, this sentiment split the states of the United States into two camps. To put it another way, the South and the North were against slavery. The findings of the previous research lead us to the conclusion that the issue of slavery is fundamentally a deeply personal one in the United States. In the end, this sentiment split the states of the United States into two camps. To put it another way, the South and the North were against slavery. In the midst of this issue, a person emerged who assisted the United States in overcoming the issue of slavery itself and achieving abolition of slavery in the United States of America. In the center of the slavery vortex that bound the Negro people in Africa, Abraham Lincoln made an appearance as a figure who detested and opposed slavery. This study found that Lincoln's speech emphasized his conviction that the Civil War was fought for everyone's freedom and equality in addition to preserving the Union. Today, a lot of people think that the "short speech" is the most powerful way to describe a democratic vision that has ever been

written down. The American struggle for independence is framed within the context of the Civil War in Lincoln's succinct but profound Gettysburg Address. This makes this speech stand out as one of America's most significant and significant speeches.

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.
- Afrianto, A., & Gulö, I. (2019). Revisiting English competence at hotel. *Teknosastik*, 17(1), 35–39.
- Afrianto, A., & Ma'rifah, U. (2020). Tubuh dan Relasi Gender: Wacana Pascakolonial Dalam Novel “The Scarlet Letter” Karya Nathaniel Hawthorne. *LEKSEMA: Jurnal Bahasa Dan Sastra*, 5(1), 49–63.
- Afrianto, A., & Restika, A. (2018). FUNGSI PEMARKAH WACANA: SEBUAH KASUS DI KELAS BERBICARA PADA LEVEL UNIVERSITAS. *LITERA*, 17(1).
- 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>
- Ahmad, I., Borman, R. I., Caksana, G. G., & Fakhrurozi, 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.
- Aldino, A. A., Darwis, D., Prastowo, A. T., & Sujana, C. (2021). Implementation of K-Means Algorithm for Clustering Corn Planting Feasibility Area in South Lampung Regency. *Journal of Physics: Conference Series*, 1751(1), 12038. <https://doi.org/10.1088/1742-6596/1751/1/012038>
- 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., Mulyiah, 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>
- Arpiansah, R., Fernando, Y., & Fakhrurozi, J. (2021). Game Edukasi VR Pengenalan Dan Pencegahan Virus Covid-19 Menggunakan Metode MDLC Untuk Anak Usia Dini. *Jurnal Teknologi Dan Sistem Informasi*, 2(2), 88–93.
- Asmiati, A., Aldino, A. A., Notiragayu, N., Zakaria, L., & Muslim Ansori, M. (2019). Dimensi Metrik Hasil Operasi Tertentu pada Graf Petersen Diperumum. *Limits: Journal of Mathematics and Its Applications*, 16(2), 87–93.
- 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>
- Choirunnisa, M. R., & Mandasari, B. (2021). Secondary students' views towards the Use of Google Clasroom as an online assessments tools during Covid-19 pandemic. *Journal of Arts and Education*, 1(1), 1–9.
- 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>
- 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., & Adrian, Q. J. (2020). Ekranisasi Cerpen ke Film Pendek: Alternatif Pembelajaran Kolaboratif di Perguruan Tinggi. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 1(1), 91–97.
- Fakhrurozi, 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.
- Fakhrurozi, 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>
- 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>
- Gul, I., Rido, A., & Wahyudin, A. Y. (2020). Universitas Teknokrat Indonesia. *Teknokrat.Ac.Id, 2010*, 31–78. <https://teknokrat.ac.id/>
- Gulö, I. (2018a). How Nias Sees English Personal Pronouns Used as Preposition Objects. *LINGUA: Jurnal Bahasa Dan Sastra*, 18(2), 147–156.
- Gulö, I. (2018b). Li Niha in the Hands of Bloggers: Better or Worse? *Universitas Teknokrat Indonesia*, 35.
- Gulö, I. (2019). Predicates of Indonesian and English Simple Sentences. *Teknosastik*, 15(2), 76–80.
- 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.
- Isnaini, S., & Aminatun, D. (2021). *DO YOU LIKE LISTENING TO MUSIC?: STUDENTS' THOUGHT ON*. 2(2), 62–67.
- Istiani, R., & Puspita, D. (2020). Interactional Metadiscourse used in Bloomberg International Debate. *Linguistics and Literature Journal*, 1(1), 13–20.
- Kardiansyah, M. Y. (2019). Wattpad as a Story Sharing Website; Is it a field of literary production? *ELLiC Proceedings*, 3, 419–426.
- 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>
- Kuswoyo, H., & Indonesia, U. T. (2021). *TRANSITIVITY ANALYSIS OF PRESIDENTIAL DEBATE BETWEEN TRUMP AND TRANSITIVITY ANALYSIS OF PRESIDENTIAL DEBATE BETWEEN TRUMP AND BIDEN IN 2020*. December. <https://doi.org/10.33365/lj.v2i2>
- Kuswoyo, H., & Siregar, R. A. (2019). Interpersonal metadiscourse markers as persuasive strategies in oral business presentation. *Lingua Cultura*, 13(4), 297–304.
- 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., 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., & Aminatun, D. (2020). IMPROVING STUDENTS'SPEAKING PERFORMANCE THROUGH VLOG. *English Education: Journal of English Teaching and Research*, 5(2), 136–142.
- 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.
- 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.
- Neneng, N., Puspaningrum, A. S., & Aldino, A. A. (2021). Perbandingan Hasil Klasifikasi Jenis Daging Menggunakan Ekstraksi Ciri Teksur Gray Level Co-occurrence Matrices (GLCM) Dan Local Binary Pattern (LBP). *SMATIKA JURNAL*, 11(01), 48–52.
- Ngestirosa, E., Woro, E., & Strid, J. E. (2020). *Reconstructing the Border : Social Integration in Reyna Grande 's The Distance Between Us*. December.
- 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>
- Oktaviani, L., Aldino, A. A., & Lestari, Y. T. (2022). Penerapan Digital Marketing Pada E-Commerce Untuk Meningkatkan Penjualan UMKM Marning. *JURNAL PENGABDIAN MASYARAKAT DAN INOVASI*, 2(1), 337–369.
- Oktaviani, L., & Mandasari, B. (2019). Powtoon: Presenting SQ3R Implementation in Reading Class through A Web-Based Medium. *PROCEEDINGS UNIVERSITAS PAMULANG*, 1(1).
- Oktaviani, L., Suaidah, Aldino, A. A., & Lestari, Y. T. (2022). *Penerapan Digital Marketing Pada E-Commerce Untuk Meningkatkan Penjualan UMKM Marning*. 379–385.
- 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.
- 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. (2020a). A Need Analysis of ESP for Physical Education Students in Indonesia. *Premise: Journal of English Education*, 9(1), 94–110.
- Pranoto, B. E., & Suprayogi, S. (2020b). Incorporating 9GAG memes to develop EFL learners' speaking ability and willingness to communicate. *IJEE (Indonesian Journal of English Education)*, 7(2), 130–144.
- Pratiwi, D., & Fitri, A. (2021). Analisis Potensial Penjalaran Gelombang Tsunami di Pesisir Barat Lampung, Indonesia. *Jurnal Teknik Sipil*, 8(1), 29–37. <https://doi.org/10.21063/JTS.2021.V801.05>

- Puspita, D. (2019). Error analysis on learners' interlanguage and intralanguage: a case study of two adolescent students. *Teknosastik*, 17(2), 12–18.
- 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.
- 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. (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. (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.
- Riskiono, S. D., Oktaviani, L., & Sari, F. M. (2021). IMPLEMENTATION OF THE SCHOOL SOLAR PANEL SYSTEM TO SUPPORT THE AVAILABILITY OF ELECTRICITY SUPPLY AT SDN 4 MESUJI TIMUR. *IJISCS (International Journal of Information System and Computer Science)*, 5(1), 34–41.
- 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 Matsuo's Cloud Of Sparrows. *Linguistics and Literature Journal*, 2(1), 17–24.
- Samanik, S., & Lianasari, F. (2018). Antimatter Technology: The Bridge between Science and Religion toward Universe Creation Theory Illustrated in Dan Brown's Angels and Demons. *Teknosastik*, 14(2), 18. <https://doi.org/10.33365/ts.v14i2.58>
- Sari, B. N., & Gulö, I. (2019). Observing Grammatical Collocation in Students' Writings. *Teknosastik*, 17(2), 25–31.
- 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.
- 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/lj.v1i1.223>
- Styawati, S., Nurkholis, A., Aldino, A. A., Samsugi, S., Suryati, E., & Cahyono, R. P. (2022). Sentiment Analysis on Online Transportation Reviews Using Word2Vec Text Embedding Model Feature Extraction and Support Vector Machine (SVM) Algorithm. *2021 International Seminar on Machine Learning, Optimization, and Data Science (ISMODE)*, 163–167.
- 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>
- Yulianti, T., & Sulistiyawati, A. (2020). The Blended Learning for Student's Character Building. *International Conference on Progressive Education (ICOPE 2019)*, 56–60.
- Yulianti, T., & Sulistiyawati, A. (n.d.). ENHANCING PUBLIC SPEAKING ABILITY THROUGH FOCUS GROUP DISCUSSION. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 287–295.