

AFRO-AMERICAN SLAVERY STRUGGLE IN THE 18th CENTURY AS POTRAYED IN DJANGO UCHAINED

MOVIE (2012)

Indra Maulana¹
Riefky Fajri Nassoba²
Dion Tira Erlangga³
English Literature
English Education

indraokley@gmail.com

riefkyfn@gmail.com

Abstract

Django Unchained is a film directed by Quentin Tarantino in 2012. Django Unchained (Tarantino, 2012) was a movie set in Texas in 1858, dealing with various issues such as race, slavery, revenge and violence. The film sparked controversy throughout the world and among critics. This research analyzes the film from a Marxist point of view. This research discusses the class struggle, class and status, and false consciousness within the movie. To collect the data, the researchers used the library research method, by using two sources of data, which are primary data and secondary data. The author uses theories of Karl Marx to analyze the elements contained in this film. These research findings tell that Django Unchained is not just a regular action movie but a movie full of Marxist elements. This research can be used as a reference or guidance for future researchers who want to conduct research about Marxism in a literary work. Through this research, it also can raise the knowledge of society about Marxism theory.

Key words: Black people, Discriminations, Marxist, Slavery

INTRODUCTION

In the modern era as it is today, acts of discrimination and racism still occur frequently [1]. In society, there is a great deal about discrimination, discrimination, which is an act that requires one person or group unfairly [2] or less well than another person or group [3], [4]. Discrimination can be direct or indirect and is based on the same factors as thuggery and harassment [5]. Discrimination can be carried out by individuals, groups, or policies and organizations [6], [7]. And discrimination can also be interpreted as a treatment of individuals differently based on gender, race, religion, age, or other characteristics [8]. One of the most common forms of discrimination is social discrimination [9], [10]. People who experience social discrimination will be placed lower in dignity and dignity compared to other races that are superior [11]. The act of compartmentalizing between individuals remains a phenomenon in our social life [12]. This action is based on differences in race, ethnicity and even skin color.

Nowadays, the issue of racism is not only sensitive but also complicated to discuss. The definition of “Racist” is very ambiguous to be explained, which ironically happens along with rapid movement against it [13], [14]. The existence of racist is very ironic, the racist acts carried out by certain groups against certain communities always occur and this issue becomes very taboo to be discussed [15]. American society believes that everyone must have the same opportunity to get and achieve something they want [16], [17]. However, the reality is the similarity of the opportunity has not been able to walk properly for black people, because the black race is considered to be a low race for whites [18], in fact, white people assume they are a superior race [19], [20]. In world history, countries in the west face a difficult time because of racial discrimination based on skin color [21]. This action has even occurred in developed countries such as the United States [22]. The dark history of differences in skin color, black Nation sold and traded, discrimination and slavery occurred from 1607 to 1807 [23], [24]. American people treat black people very poorly and violently [25]. If a slave made a mistake, a white employer would punish him cruelly [26]. As a result of this action, the lives of black people during slavery suffered greatly. During the period of slavery, unfair treatment of black people was evident, for example in the field of work, they were given low jobs for black people, such as gardeners, cooks, and other low jobs [27], [28]. White and colored people (including black people) are prohibited from using the same toilet, sitting in the same class, even drinking in the same place [29]. Even in the south, black people do not have the right to vote in elections [30].

Consequence of the assumption is that black people are treated in kind discrimination and segregation, for example in the field of education, people black schools are not permitted in white places [31], [32]. During the period of slavery, the unfair treatment of black people was clearly seen [33], for example in the field of work, they were given low jobs for black people, such as gardeners, cooks, and others low jobs [34]. Besides that often an employer treats his slaves harshly. If a slave made a mistake, the white foremen would punish him cruelly. As a result of these actions, the lives of black people during slavery suffered greatly [35], [36]. Unfair treatment of black people is a form of racism from white people. The history of American discrimination cannot be separated from slavery and the Civil War that broke out in 1861 to 1865 [37]. The war involved the southern and northern regions, the Union against the Confederation, between those who resisted slavery and enacted slavery [38]. The Southern Region lost, but imposed strict segregation in various

public facilities, ranging from education, public transportation, to the toilet. White and colored people (including black people) are prohibited from using the same toilet, sitting to the same class, even drinking in the same place [39]. More than that, in the south, black and colored people have no right to vote in elections [40].

The researchers raised the issue of black slavery, which was portrayed in the film *Django Unchained* by director Quentin Tarantino in 2012. This film tells how the life of African-Americans in the 18th century [41]. Public attention to historical events that took place at *Django Unchained* can be measured by its initial title, which explains that the film premiered in 1858, two years before the civil war that triggers conflict happen [42], [43]. *Django* developed in the context of slavery in the southern United States, and slavery is the basis of world capitalism [44]. This film raises the issue of the slave trade, slaves become warriors and cruel slaves torture, how one tries to be a free human being and live according to his wishes [45]. The film is also based on the true story of Solomon Northup, whose experience was kidnapped and sold as a slave [46]. In 1841, March he was recruited by two men who claimed to be circus performers and offered him money to join as a violinist [47], traveling south from New York. Upon arrival in Washington, D.C., in early April, Northup was sedated, lost consciousness and woke up chained in an underground cell [48], [49]. He spent the next 12 years as a slave in the Bayou Boeuf plantation area. Northup was first owned by William Prince Ford, whom he praised for his kindness. However, Ford was forced by financial existence to sell it to the brutal John M. Tibaut in 1842. Northup was Tibaut's only slave. When Tibaut tried to whip him, Northup fought back and won the next fight [50]. Enraged, Tibaut enlisted the help of a neighboring supervisor to try to punish Northup, who was rescued by Ford supervisor Anderson Chafin. Northup also won the second battle and fled to protect Ford, who then demanded that Tibaut sell or release it.

The story of Solomon is a big element in the story of this film [51]. In the film we see the daily violence of the slave system: slaves are forced to march through a desolate countryside, barely dressed, and in chains and chains [52], [53]. We see the slaves being whipped to get the break-in to try to escape from their "owners". We see a slave being torn to pieces by dogs for having committed the same "crime". Tarantino made people in the United States, especially the young white people, a favor in highlighting the barbarism of the slave system [54]. The film recalls the brutality and violence of the slave system, a system in which men talk casually about buying and selling other human beings [55]. It is

also a reminder that, throughout the history of slavery and even today, there have been courageous black men and women who have defended freedom and justice, some with arms in hand who have responded to the violence of the oppressor with the violence of the oppressed [56], [57]. Django is a film about the violence of the oppressed [58], [59]. This study aims to show the views black people community in the Django movie regarding the slavery struggle of black people community wanted justice in their entire life and for the future generations of this community. The researchers believe that this study will give a better understanding to the readers regarding the issues. The significance of the study informed the discriminations' phenomenons among society and how its phenomenons must be resolved immediately

The theory that the researchers used to analyze this film was a theory developed by Karl Marx that focuses on the phenomenon of discrimination against certain communities or social classes. On May 5, 1818, in Trier, Germany Karl Marx was born. He was conceptualized an ideology of Marxism [60]. Marx composed major theories related to the economic system, social system, and the political system. His ideology was spread throughout the world [61]. The People that follow this ideology called themselves Marxist. The most common issue in Marxism is the class struggle. In the eyes of Marx class struggle will never end, as Karl Marx said: The story of man is the story of class struggle [62]. The history of society as a whole so far is the history of class struggle. Freeman and slave, patrician and common man, his lord and servant, the guildmaster and the day laborer [63], in a word oppressive and oppressed, continued to confront each other without interruption, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large or in the common ruin of the contending classes.

The proletarian-bourgeoisie relationship is a relationship of conflict, the dominant-subordinate. Karl Marx said that one day the proletariat will realize their common interests so that they unite and revolt [64]. The development of capitalism divides people into two classes, one who controls and owns the means of production (the bourgeoisie) and the other one who does not have the means of production (proletariat) [65]. Classis a group of people who stand in a common relationship to the means of production-the means by which they gain a livelihood. Before the modern industry, the means of production consisted primarily of land and instruments used to tend crops or pastoral animals [66]. In

pre-industrial societies, therefore, the two main classes were those who owned the land (aristocrats, gentry or slave-holders) and those actively engaged in producing from it (serfs, slaves and free peasantry). Status refers to differences between social groups in the social honor or prestige they are accorded by others [67]. The status distinction often varies independently of class divisions, and social honor may be either positive or negative [68]. Positively the privileged status of groups include any groupings of people that have high prestige in a given the social order. People were divided by class and this made huge differentiation towards the social behavior of people and how people see themselves in society [69], [70]. Power of distribution and wealth were the major roles of its classification. This theory is very much following what is in the film.

By looking at the history of critical theory, it seems to have been oriented to the thought of Karl Marx who came to be called a Marxist. "Although important for the development of capitalism, slavery is only one of the factors characterized by Marx as having significance for political economy as" original sin "in theology". Called "primitive accumulation" by Marx, an explanation of the beginnings of capitalism includes the theft of indigenous peoples' lands. Starting with the ideas of Karl Marx and Friederich Engels, the thought movement that liberates and opposes the dominant order in society grows. It seems that all branches of social science including communication have been influenced by these lines of thought. Marx teaches that the means of production in society will determine the nature of that society. This is the main idea of Marx's thought, namely the base-superstructure relationship. Economics is the basis of all social structures. In the capitalist system, profits will encourage further production and in turn, will control the working class or workers. The conquest of much of the world by Europeans. In the capitalist system, profits will encourage further production and in turn, will control the working class or workers, but then what is shown in the film is not only in economic aspects but also in other rights that black people do not have justification. For all aspects that grow in society, namely education, economy, and other social rights. The black community is oppressed by stronger groups who dominate in all aspects of social life. All institutions which maintain the continuity of domination in a capitalist society benefit from the existence of upper-class society. This film picks up expressions that are also part of marxism, 'the bourgeois' and 'the proletariat'. In Marxist philosophy, the bourgeoisie is a social class that comes to own the means of production during modern industrialization and whose social concern is

the value of property and preservation of capital to ensure the continuity of their economic supremacy in society. It can be said that the meaning of this expression is those of the upper classes, whereas the proletariat is the breadwinner class in an economic society which only has significant material value is their labor. A member of such a class is a proletariat.

The Marxist theory considers the proletariat oppressed by capitalism and the wage system. This suppression gave a proletariat of shared economic and political interests that transcended national boundaries. This common interest places the proletariat in a position to unite and take power from the capitalist class, to create a communist society free of class differences. The bourgeoisie represents how the white people are and the proletariat represents the condition of black people. The community of black people is oppressed by the more powerful groups who are dominating in all aspects of social life. All institutions which maintain the continuity of domination in capitalist society benefit from the existence of a high-class level of society. Only when the black people rise and oppose the dominant group can the mode of the social system be changed and the freedom of black people can be achieved. This freedom will then determine the natural development of history which will drive the birth of the opposition class and through a dialectical process will, in turn, place them in a higher social position.

METHOD

In this research, the researchers used descriptive qualitative method. This research was fully used descriptive qualitative method. By so, this research was focus on discovering the nature of specific topic under study (Lambert & Lambert, 2012). This research has been done to revealed the phenomenon that was portrayed in The Django Unchained movie in the scope of the movie's literary work. This research followed the library research approach to discover the phenomenon that was shown in the movie towards the equal rights of black people. In order to collect the data, the researchers used the library research method in which the researchers tried to look at some various studies regarding the issues of the study, after that the researchers tried to discover the phenomenons that were not covered from the previous study by conducting this research.

Through library research, the researchers studied on the sociology of literature and Marxism theory as seen the slave struggle in the movie Django Unchained, in 2012

directed by Quentin Tarantino. The data of the study were collected by the main source of the object study which is a movie: Django Unchained, and any supporting data from the various previous study also become the additional data for the researcher to gather the appropriate data. The secondary data were taken from the theory of Marxism by Karl Marx in different forms; journals, books, articles, essays and the internet. Through the comprehensive reading, the researchers were able to catch and get the interpretation of the phenomena of the case studied. Finally, the interpretation results from in-depth reading and analysis of the movie became the result of the research which was hoped to give benefits to either the society or the government to muffle the equal rights of certain communities that exist in society.

RESULTS AND DISCUSSION

Django Unchained (Tarantino, 2012) was movie as performed in Texas in 1858, dealing with various issues such as race, slavery, revenge and violence. The film sparked controversy throughout the world and among critics. Tarantino argues that although this film is indeed graphic and brutal, it is not comparable to the findings and real-life findings of research into this topic. Everybody intellectually knows the brutality and inhumanity of slavery. Django Unchained is a gruesome depiction of what life as a slave was like during 1858 before the Texas Civil War, as well as a glimpse of existence outside the slave industry as in the case of Dr. King Schultz (Christoph Waltz) or the wealthy Calvin Candie (Leonardo DiCaprio). The movie is very entertaining, which simultaneously upsets and thrills the heart, while also putting a healthy dose of humor throughout. The purpose of textual analysis is only to critically analyze a piece of film. the film as a whole, the critics tend to shy away from these stakes in favor of an interpretive debate, which has been widely documented : is the use of the word 'nigger' racist or subversive? Does it serve the purpose of denouncing slavery, inverting the stigma, or criticize the process of the internalization of racism. Is it instead a product among many other ones of the liberal ideology of whiteness? Is its political reach conscious or unconscious? Whatever the perspective one chooses to defend, these questions rest on a semantic conception of the analysis of the film. In general, their assumption is that there is a liberal box - interpretation, 'culture', Marxist or otherwise - that allows mastery outside the ideology created by film, its the political unconsciousness, or discursive tools that can be covered,

for the writer, the ideological dimension from his work. But a work does not only carry a message, conscious or unconscious, it also features a communication dispositif.

These are some dialogues that prove there are some discrimination of black people :

- Dr. SCHULTZ

“What's everybody staring at?”

- DJANGO

“They never seen a nigger on a horse before.” So what other archaic rituals are you people verboten to take part in? As per usual with this white man, Django thinks; “What”?

- Dr.SCHULTZ

“I'm just trying to get a clear idea on what you can do, and what you can't do, and if you can't do it, why can't you do it? Like for instance, what if we were to walk in this saloon here, sit down at a table, order a drink, and drink it? Would the authorities frown on that?”

- DJANGO

“Hell yeah, they gonna frown.”

- Dr.SCHULTZ

“What part would they find the most offensive?”

- DJANGO

“All of it. I can't be walkin' in no saloon. I can't be sittin' my ass on no chair, at no table. I can't be drinkin' no drink and I definitely can't be sharin' no drink, with no white man, in public.”

- SPENCER BENNETT

“It's against the law for niggers to ride horses in this territory”

In some of the dialogues above we can see how an htam skin cannot enjoy or have the same facilities as a white skin. In fact, blacks can be punished only for riding a horse.

- Dr.SCHULTZ

“I wish to purchase one of your nigger gals.”

- Dr. SCHULTZ

“With all due respect, Monsieur Candie, I didn't seek you out for your advice. I sought you out to purchase a fighting nigger at above top dollar market price.I was'under the impression when you granted me an audience, it would be to discuss business.”

The dialogue above states where blacks were trafficked and used as slave fighters or "madingo".

MARSHA.

“A runaway slave named, D'ARTAGNAN, lies belly down in the dirt, surrounded by the four vicious dogs, who BARK, GROWL, and SNAP at him. One look at D'Artagnan tells you he's a mandingo who's been in one fight too many. One of his eyes have been 'poked out. Big BITES have been bit out of both his face and neck (by past fights, human bites, not-the dogs), as well as three fingers have been bit off. Not to mention he's covered in cuts, like he's been drug through a briar patch.”

The scene above shows a black man who did not obey his employer's orders cruelly punished.

In Django Unchained movie there is also the issue of alienation. Alienation is not only a point of capitalism, but it is of all class of societies. The defining feature of class societies is that the dominated class does not own the means of production and the products of labor and is forced to enter class relations, in which the dominant class exploits it. In slave economies,

the slave does not own the objects and products of his / her work. one difference about slavery is that a master regards him as a machine or a helper for masters. The coercion of the slave is confronted with is not a dull compulsion of the market, but the physical violence of the whip and the gun as movies as noted by Steve McQueen, 12 years slave or Quentin Tarantino, Django unchained. In Django Unchained, Django's former slave and hunter, King Schultz, fought the plantation owner, Calvin Candie. Django's wife, Broomhilda, works on Candie's Candyland plantation as a house servant. In one scene, Calvin Candie says: "You see, under the laws of Chickasaw County, Broomhilda here is my property. And I can choose to do with my property, whatever I so desire". He threatens to kill Broomhilda by smashing a hammer on her head and shouts: "What I'm gonna desire to do is. Take this goddamn hammer here and beat her ass to death with it! Right in front of both y'all! Then we can examine the three dimples inside Broomhilda's skull ". This scene in its brutal faithfulness to slaves' reality makes it clear that slaves are unfree because they are the property of slave masters, who can choose to kill them if they please without having to fear any legal consequences.

CONCLUSION

Through the results of the discussion above, we realize how difficult it is to live life as a black person, even they have to face the betrayal of their fellow groups because some black groups are more loyal to their masters, whites. Based on the data analyzed in the discussion section of the main data taken by the researcher, namely the django unchained film, there was an attempt to equalize classes on blacks by django to abolish slavery experienced by blacks. Django, who had become a free man, began life with his wife and helped free the black slaves he met. Through this research and the findings of this research, the researchers hope that this research can give more insight to the society about the Marxism theory and its portrayal in the movie. By understanding the theory of Marxism, the researchers also hope that there will be deeper research about the same topic conducted by others in the future. Therefore, this research also can be used as guidance or reference for future research under the same topic, issue, or object of the research.

REFERENCES

- [1] S. Suprayogi, D. Puspita, S. Nuansa, and K. Sari, "THE DISCURSIVE CONSTRUCTION OF INDIGENOUS BELIEF ISSUE IN THE JAKARTA POST," vol. 5, no. 2, pp. 417–430, 2021.
- [2] L. A. Sartika and B. E. Pranoto, "Analysis of Humor in the Big Bang Theory By Using Relevance Theory : a Pragmatic Study," vol. 2, no. 1, pp. 1–7, 2021.
- [3] M. Y. Kardiansyah and A. Salam, "Reassuring Feasibility of Using Bourdieusian Sociocultural Paradigm for Literary Translation Study," in *Ninth International Conference on Language and Arts (ICLA 2020)*, 2021, pp. 135–139.
- [4] J. Asia and Samanik, "Dissociative Identity Disorder Reflected in Frederick Clegg ' S Character in the Collectors Novel," *ELLiC*, vol. 2, no. 1, pp. 424–431, 2018.
- [5] Afrianto, E. T. S. Sujatna, N. Darmayanti, and F. Ariyani, "Configuration of Lampung Mental Clause: a Functional Grammar Investigation," *Proc. Ninth Int. Conf. Lang. Arts (ICLA 2020)*, vol. 539, no. Icla 2020, pp. 222–226, 2021, doi: 10.2991/assehr.k.210325.039.
- [6] I. Gulö and T. Nainggolan, "The Functions of Nias Personal Pronouns," 2021.
- [7] H. Kuswoyo and A. Rido, "Process types of transitivity system in engineering lecture introduction: A pedagogic discourse," *Ling. J. Bhs. dan Sastra*, vol. 19, no. 2, pp. 85–96, 2019.
- [8] I. Ahmad, R. I. Borman, G. G. Caksana, and J. Fakhrurozi, "Penerapan Teknologi Augmented Reality Katalog Perumahan Sebagai Media Pemasaran Pada PT. San Esha Arthamas," *SINTECH (Science Inf. Technol. J.)*, vol. 4, no. 1, pp. 53–58, 2021.
- [9] L. K. Candra and L. U. Qodriani, "An Analysis of Code Switching in Leila S. Chudori's For Nadira," *Teknosastik*, vol. 16, no. 1, p. 9, 2019, doi: 10.33365/ts.v16i1.128.
- [10] S. Suprayogi and B. E. Pranoto, "VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS' PERSPECTIVES," *Celt. A J. Cult. English Lang. Teaching, Lit. Linguist.*, vol. 7, no. 2, pp. 199–207, 2020.
- [11] E. N. E. W. Kasih, S. Suprayogi, D. Puspita, R. N. Oktavia, and D. Ardian, "Speak up confidently: Pelatihan English Public Speaking bagi siswa-siswi English Club SMAN 1 Kotagajah," *Madaniya*, vol. 3, no. 2, pp. 313–321, 2022, [Online]. Available: <https://madaniya.pustaka.my.id/journals/contents/article/view/189>
- [12] H. Kuswoyo, E. T. S. Sujatna, L. M. Indrayani, A. Rido, and L. M. Indrayani, "Theme Choice and Thematic Progression of Discussion Section in Engineering English Lectures," *Proc. 4th Int. Conf. Learn. Innov. Qual. Educ.*, vol. 27, no. 4.6, pp. 1–10, 2020.
- [13] E. A. Novanti and S. Suprayogi, "WEBTOON'S POTENTIALS TO ENHANCE EFL STUDENTS' VOCABULARY," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 83–87, 2021.
- [14] K. Sari and B. E. Pranoto, "Representation of Government Concerning the Draft of Criminal Code in The Jakarta Post : A Critical Discourse Analysis," vol. 11, no. 2, pp. 98–113, 2021.
- [15] A. Afrianto and I. Gulö, "Revisiting English competence at hotel," *Teknosastik*, vol. 17, no. 1, pp. 35–39, 2019.
- [16] J. Fakhrurozi, D. Pasha, J. Jupriyadi, and I. Anggrenia, "Pemertahanan Sastra Lisan Lampung Berbasis Digital Di Kabupaten Pesawaran," *J. Soc. Sci. Technol. Community Serv.*, vol. 2, no. 1, p. 27, 2021, doi: 10.33365/jsstcs.v2i1.1068.
- [17] D. Puspita and D. Amelia, "TED-TALK: A SUPPLEMENT MATERIAL TO PROMOTE STUDENTS' AUTONOMY IN LISTENING," *ELTIN JOURNAL, J.*

- English Lang. Teach. Indones.*, vol. 8, no. 2, pp. 91–102, 2020.
- [18] J. S. Al Falaq and D. Puspita, “Critical Discourse Analysis: Revealing Masculinity Through L-Men Advertisement,” *Linguist. Lit. J.*, vol. 2, no. 1, pp. 62–68, 2021.
- [19] I. Gulö and T. V. Rahmawelly, “An Analysis of Omission in Students’ English Writings,” *Teknosastik*, vol. 16, no. 2, pp. 55–59, 2019.
- [20] E. Endang Woro Kasih, “Formulating Western Fiction in Garrett Touch of Texas,” *Arab World English J. Transl. Lit. Stud.*, vol. 2, no. 2, pp. 142–155, 2018, doi: 10.24093/awejtls/vol2no2.10.
- [21] S. Suprayogi, “Javanese Varieties in Pringsewu Regency and Their Origins,” *Teknosastik*, vol. 17, no. 1, pp. 7–14, 2019.
- [22] B. E. Pranoto and S. Suprayogi, “A Need Analysis of ESP for Physical Education Students in Indonesia,” *Premise J. English Educ.*, vol. 9, no. 1, pp. 94–110, 2020.
- [23] D. Amelia, A. Afrianto, S. Samanik, S. Suprayogi, B. E. Pranoto, and I. Gulo, “Improving Public Speaking Ability through Speech,” *J. Soc. Sci. Technol. Community Serv.*, vol. 3, no. 2, p. 322, 2022, doi: 10.33365/jssctcs.v3i2.2231.
- [24] J. Fakhrurozi and Q. J. Adrian, “Kajian Dan Praktik Ekranisasi Cerpen Perempuan di Rumah Panggung ke Film Pendek Angkon,” *Deiksis J. Pendidik. Bhs. dan Sastra Indones.*, vol. 8, no. 1, pp. 31–40, 2021.
- [25] B. N. Sari and I. Gulö, “Observing Grammatical Collocation in Students’ Writings,” *Teknosastik*, vol. 17, no. 2, pp. 25–31, 2019.
- [26] A. Renaldi, R. P. Stefani, and I. Gulö, “Phonological Difficulties Faced by Students in Learning English,” *Proc. ISELT FBS Univ. Negeri Padang*, vol. 4, no. 1, pp. 97–100, 2016.
- [27] Samanik, “Fable for Character Building,” *J. Univ. Teknokr. Indones.*, 2019.
- [28] H. Kuswoyo, E. T. S. Sujatna, Afrianto, and A. Rido, “„This novel is not totally full of tears...“: Graduation Resources as Appraisal Strategies in EFL Students“ Fiction Book Review Oral Presentation,” *World J. English Lang.*, vol. 12, no. 6, pp. 294–303, 2022, doi: 10.5430/wjel.v12n6p294.
- [29] A. Fitri, L. Yao, and B. Sofawi, “Evaluation of mangrove rehabilitation project at Carey Island coast, Peninsular Malaysia based on long-term geochemical changes,” *IOP Conf. Ser. Earth Environ. Sci.*, vol. 365, no. 1, 2019, doi: 10.1088/1755-1315/365/1/012055.
- [30] U. Nurmalasari and Samanik, “A Study of Social Stratification In France In 19th Century as Portrayed in ‘The Necklace ‘La Parure’ Short Story by Guy De Maupassant,” *English Lang. Lit. Int. Conf.*, vol. 2, p. 2, 2018, [Online]. Available: <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3570>
- [31] L. U. Qodriani, “English interference in bahasa Indonesia: A phonology-to-orthography case in Instagram caption,” *English Lang. Lit. Int. Conf. Proc.*, vol. 3, pp. 349–355, 2021.
- [32] M. Y. Kardiansyah, “Wattpad as a Story Sharing Website; Is it a field of literary production?,” *ELLiC Proc.*, vol. 3, pp. 419–426, 2019.
- [33] D. Amelia, “UPAYA PENINGKATAN KOSAKATA BAHASA INGGRIS MELALUI STORYTELLING SLIDE AND SOUND,” *J. Soc. Sci. Technol. Community Serv.*, vol. 2, no. 1, pp. 22–26, 2021.
- [34] H. Kuswoyo *et al.*, “Optimalisasi Pemanfaatan Google Apps untuk Peningkatan Kinerja Perangkat Desa Margosari, Kecamatan Metro Kibang, Lampung Timur,” *J. Hum. Educ.*, vol. 2, no. 2, pp. 1–7, 2022, doi: 10.31004/jh.v2i2.47.
- [35] S. Samanik and F. Lianasari, “Antimatter Technology: The Bridge between Science and Religion toward Universe Creation Theory Illustrated in Dan Brown’s Angels

- and Demons,” *Teknosastik*, vol. 14, no. 2, p. 18, 2018, doi: 10.33365/ts.v14i2.58.
- [36] C. Adelina and S. Suprayogi, “Contrastive Analysis of English and Indonesian Idioms of Human Body,” *Linguist. Lit. J.*, vol. 1, no. 1, pp. 20–27, 2020.
- [37] O. Cahyaningsih and B. E. Pranoto, “A CRITICAL DISCOURSE ANALYSIS : THE REPRESENTATION OF DONALD TRUMP IN THE REUTERS AND THE NEW YORK TIMES TOWARDS THE ISSUE OF # BLACKLIVESMATTER,” vol. 2, no. 2, pp. 75–83, 2021.
- [38] B. E. Pranoto and L. K. Afrilita, “The organization of words in mental lexicon: evidence from word association test,” *Teknosastik*, vol. 16, no. 1, pp. 26–33, 2019.
- [39] D. Aminatun, P. Mulyah, and H. Haryanti, “the Effect of Using Dictogloss on Students’ Listening Comprehension Achievement,” *J. PAJAR (Pendidikan dan Pengajaran)*, vol. 5, no. 2, pp. 262–269, 2021, doi: 10.33578/pjr.v5i2.8246.
- [40] D. Puspita, “CORPUS BASED STUDY: STUDENTS’ LEXICAL COVERAGE THROUGH BUSINESS PLAN REPORT WRITING,” *16 Novemb. 2019, Bandar Lampung, Indones. i.*
- [41] D. Amelia and F. D. Dintasi, “Ephebophilia suffered by the main character,” *Teknosastik*, vol. 15, no. 2, pp. 81–86, 2019.
- [42] J. Fakhurozi, Q. J. Adrian, A. Mulyanto, S. S. Informasi, U. Teknokrat, and M. Online, “Pelatihan Penulisan Jurnalistik dan Naskah Video Bagi Siswa SMK Widya Yahya Gading Rejo,” vol. 2, no. 5, pp. 503–509, 2022.
- [43] S. Suprayogi, S.- Samanik, E. A. Novanti, and Y.- Ardesis, “EFL Learner’s Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme,” *Celt A J. Cult. English Lang. Teach. Lit.*, vol. 21, no. 1, p. 1, 2021, [Online]. Available: <http://journal.unika.ac.id/index.php/celt/article/view/2871>
- [44] D. Puspita, “Error analysis on learners’ interlanguage and intralanguage: a case study of two adolescent students,” *Teknosastik*, vol. 17, no. 2, pp. 12–18, 2019.
- [45] B. Mandasari and D. Aminatun, “STUDENTS’ PERCEPTION ON THEIR PARTICIPATION: WHAT AFFECTS THEIR MOTIVATION TO TAKE PART IN CLASSROOM ACTIVITIES?,” *Premise J. English Educ. Appl. Linguist.*, vol. 8, no. 2, pp. 214–225, 2019.
- [46] I. Gulö, “How Nias Sees English Personal Pronouns Used as Preposition Objects,” *Ling. J. Bhs. dan Sastra*, vol. 18, no. 2, pp. 147–156, 2018.
- [47] A. H. Rahmania and B. Mandasari, “STUDENTS’ PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS’ PRONUNCIATION,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 39–44, 2021.
- [48] I. Ahmad, R. I. Borman, J. Fakhurozi, and G. G. Caksana, “Software Development Dengan Extreme Programming (XP) Pada Aplikasi Deteksi Kemiripan Judul Skripsi Berbasis Android,” *INOVTEK Polbeng-Seri Inform.*, vol. 5, no. 2, pp. 297–307, 2020.
- [49] M. Y. Kardiansyah and L. U. Qodriani, “ENGLISH EXTRACURRICULAR AND ITS ROLE TO IMPROVE STUDENTS’ ENGLISH SPEAKING ABILITY,” *RETORIKA J. Ilmu Bhs.*, vol. 4, no. 1, pp. 60–69, 2018.
- [50] L. Journal, F. S. Husna, and H. Kuswoyo, “THE PORTRAYAL OF POST TRAUMATIC STRESS DISORDER AS SEEN IN THE MAIN CHARACTER IN THE WOMAN IN THE WINDOW,” vol. 3, no. 2, pp. 122–130, 2022.
- [51] S. Nurmala Sari, D. Aminatun, S. N. Sari, D. Aminatun, S. Nurmala Sari, and D. Aminatun, “Students’ Perception on the Use of English Movies to Improve Vocabulary Mastery,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 16–22, 2021,

- [Online]. Available: <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- [52] M. W. B. Simamora and L. Oktaviani, "WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 44–49, 2020.
- [53] B. Mandasari and D. Aminatun, "VLOG: A TOOL TO IMPROVE STUDENTS' ENGLISH SPEAKING ABILITY AT UNIVERSITY LEVEL," *Proc. Univ. PAMULANG*, vol. 1, no. 1, 2020.
- [54] E. Ngestirosa, E. Woro, and J. E. Strid, "Reconstructing the Border: Social Integration in Reyna Grande 's The Distance Between Us," no. December, 2020.
- [55] T. Yulianti and A. Sulistiyawati, "The Blended Learning for Student's Character Building," in *International Conference on Progressive Education (ICOPE 2019)*, 2020, pp. 56–60.
- [56] M. Y. Kardiansyah and A. Salam, "Literary Translation Agents in the Space of Mediation," in *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 2020, pp. 592–598.
- [57] B. E. Pranoto and S. Suprayogi, "Incorporating 9GAG memes to develop EFL learners' speaking ability and willingness to communicate," *IJEE (Indonesian J. English Educ.)*, vol. 7, no. 2, pp. 130–144, 2020.
- [58] T. I. Setri and D. B. Setiawan, "Matriarchal Society in The Secret Life of Bees by Sue Monk Kidd," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 28–33, 2020, doi: 10.33365/llj.v1i1.223.
- [59] P. MULIYAH, D. AMINATUN, L. N. Hakim, and L. SEPTIANA, "MONKEY STORIES: A NEW MEDIA FOR DIGITAL ENGLISH LEARNING," 2021.
- [60] N. Purwaningsih and I. Gulö, "REPRESENTATION OF REYNHARD SINAGA IN BBC NEWS AND THE JAKARTA POST," *Linguist. Lit. J.*, vol. 2, no. 1, pp. 50–61, 2021.
- [61] L. Oktaviani, "ETHNIC SNAKE GAME: A STUDY ON THE USE OF MULTIMEDIA IN SPEAKING CLASS FOR ELECTRICAL ENGINEERING STUDENTS," *Sect. Ed.*, 2018.
- [62] L. U. Qodriani and I. D. P. Wijana, "Language Change in 'New-Normal' Classroom," in *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 2020, pp. 385–389.
- [63] T. Yulianti and A. Sulistyawati, "Online Focus Group Discussion (OFGD) Model Design in Learning," 2021.
- [64] M. Fithratullah, "Globalization and Culture Hybridity; The Commodification on Korean Music and its Successful World Expansion," *Digit. Press Soc. Sci. Humanit.*, vol. 2, no. 2018, p. 00013, 2019, doi: 10.29037/digitalpress.42264.
- [65] I. Gulö, D. B. Setiawan, S. R. Prameswari, and S. R. Putri, "MENINGKATKAN KEPERCAYAAN DIRI ANAK-ANAK PANTI ASUHAN DALAM BERBICARA BAHASA INGGRIS," *Adimas J. Pengabd. Kpd. Masy.*, vol. 5, no. 1, pp. 23–28, 2021.
- [66] M. Fithratullah, "Representation of Korean Values Sustainability in American Remake Movies," *Teknosastik*, vol. 19, no. 1, p. 60, 2021, doi: 10.33365/ts.v19i1.874.
- [67] D. Puspita and B. E. Pranoto, "The attitude of Japanese newspapers in narrating disaster events: Appraisal in critical discourse study," *Stud. English Lang. Educ.*, vol. 8, no. 2, pp. 796–817, 2021.
- [68] L. Journal, D. V. Ranti, and E. Nurmaily, "RACIAL PROFILING ON POLICE

- STOP AND SEARCH PRACTICE AS PORTRAYED IN THE GEORGE TILLMAN ' S MOVIE THE HATE U,” vol. 2, no. 2, pp. 93–97, 2021.
- [69] R. M. Nababan and E. Nurmaily, “THE HYPERMASCULINITY AS SEEN IN THE MAIN CHARACTER IN RAMBO : LAST BLOOD MOVIE,” vol. 2, no. 1, pp. 25–32, 2021.
- [70] L. Oktaviani, B. Mandasari, and R. A. Maharani, “IMPLEMENTING POWTOON TO IMPROVE STUDENTS’INTERNATIONAL CULTURE UNDERSTANDING IN ENGLISH CLASS,” *J. Res. Lang. Educ.*, vol. 1, no. 1, 2020.