# SYSTEMATIC FUNCTIONAL LINGUISTICS: TRANSITIVITY ANALYSIS ON ONLINE NEWSPAPER

Teta Irama Setri<sup>1</sup> Dion Tira Erlangga<sup>2</sup> English Literature English Education

tetairamas@gmail.com

#### Abstract

Critical discourse analysis is generally applied to criticize and reveal the relationship between language and social and political news. Critical discourse analysis is also used to describe something, translate, and analyze social and political news including public speeches and online newspaper. This aims to analyze the online newspaper BBC under the headline Trump under Fire for Threat to Iranian Cultural Sites based on the theory of Critical Discourse Analysis and Systematic Functional Linguistics by Halliday. The main discussion of this paper divided into three: Transitivity Analysis, Modality Analysis, and Textual Analysis. The results of this paper find that through transitivity analysis that existential process is the most language feature used in the article. The Modality analysis shows the attitude and action of the dominant participant in the article which is The US government. The Textual analysis shows that The US creates more tension towards Iranian attacks.

Key words: Critical Discourse Analysis, Systematic Functional Linguistics, Transitivity

#### **INTRODUCTION**

Critical discourse analysis is generally implemented to criticize and reveal the relationship between language and social and political news [1], [2], [3]. Critical discourse analysis is also used to describe something, translate, and analyze social and political news presented through text [4], [5], [6]. According to [7], [8], [9], critical discourse analysis is an effort or process of decomposition to give an explanation of a text (social reality) that is intended or is being done by someone who tends to have a specific purpose to get what is desired [10], [11], [12]. Critical discourse analysis is not only seen from linguistic aspects, but also from the relationship between language and certain contexts [13], [14], [15], including the specific objectives of social and political speech [16], [17], [18]. Based on the above definition, critical discourse analysis is another way that can be used in analyzing media that has been dominated by conventional content through a positive or constructivist paradigm [19], [20], [21]. Then with a critical discourse analysis, we or the audience can know not only how the content of the speech is displayed, but how and why the message was delivered [22], [23], [24]. In fact, we can explore or know what message actually revealed the meaning behind it and is there a social or political connection from the speech delivered [25], [26], [27].

According to [28], [29], the characteristics of critical discourse analysis contain five principles such as action, context, history, power, and ideology [30], [31], [32]. Regarding action, there are two consequences to seeing discourse, namely: (1) discourse is seen as something that aims to influence, debate, refute, persuade, react etc [33], [34], [35]. In other words, the CDA also learns how the abuse, domination, and inequality of social forces are enforced, reproduced, and opposed by texts and talks in social and political contexts [36], [37], [38]. The objects of CDA commonly are public speeches, such as advertisements, newspapers, political propaganda, official documents, laws and regulations and so on. The aim is to explore the relationship between language, ideology, and power [39], [40], [41].

News stories which work for forming ideologies or perspectives and are directed to the readers can be analyzed by using Systematic Functional Linguistics (SFL) specifically transitivity [42], [43], [44]. The text analysis using transitivity analysis in SFL has been done to see the perspective of a writer of a certain phenomenon [45], [46], [47]. SFL great importance is placed on the function of language [48], [49], such as what language is used for, rather than what language structure is all about and the manner by which it is composed [50], [51], [52].

In this paper, the writer attempts to have broader discussion regarding to the analysis of Transitivity towards online newspaper The Jakarta Post under the headline Trump under Fire for Threat to Iranian Culture Sites. This study helps to find the outer meaning of language and the possible impact of the news towards society. Furthermore, in this study, the authors applied Halliday's Systemic Functional Grammar, in terms of three meta-functions: ideational functions, interpersonal functions and textual functions in order to fulfill the aims to explore the relationship between language, ideology and power, and also to find out how to use the power of speech to persuade the audience [53], [54], [55].

M.A.K. Halliday's Systemic Functional Grammar is usually considered the main foundation of Critical Discourse Analysis as well as other theories in pragmatics [56], [57], [58]. Systemic Functional Grammar has two components which are systematic grammar and functional grammar, in which according to [59], [60], [61], systemic grammar aims to explain internal relations in language as a network of systems, or potential meanings [62],

[63], [64]. This network consists of subsystems from which language users make choices [65], [66], [67]. Functional grammar aims to express that language is a means of social interaction, based on the position that the language system and the forms that shape it are determined by the use or function it serves [68], [69], [70]. Halliday stated that the style analysis procedure can be divided into three logically structured phrases: Analysis, Interpretation, and Evaluation [71], [72], [73]. Practical functions without limits can be generalized into a series of highly coded and abstract functions - meta-functions, which are inherent in every language [74], [75], [76]. His ideas about meta-functions include ideational functions, interpretsonal functions and textual functions [77], [78], [79].

The ideational or experiential relates to the way languages are used to express the perceptions of the world and explains how the language is used to describe 'doings' and 'happenings' [80], [81], [82]. It is through this function that the speaker or writer embodies in language he/she experience of the phenomena of the real world [83], [84], [85]; and this includes he/she experience of the internal world of he/she own consciousness: his reactions, cognitions, and perceptions [86], [87], [88], and also his linguistic acts of speaking and understanding [89], [90], [91]. In other words, this function is to convey new information, to communicate content that is not known by the listener represented by the transitivity system in grammar [92], [93], [94]. In this system, a meaningful grammatical unit is a clause, which expresses what is happening, what is being done, what is felt and what is the situation and so on. So, we can conclude that language is the one who acts as the delivery of ideas, discussion, ask questions, propose and so on [95], [96], [97]. So, in this first metafunction, the language we use every day of course has an idea or subject. In it, more specifically we can review the choice of words used or other language features [98], [99]. For example, Andi drinks avocado juice, can be analyzed as: The actor is Andi, the process is a material (Drinking) and the goal is avocado juice. Actors, Processes, Targets, and their subcategories reflect our understanding of the phenomena that enter our experience [100]. The transitivity system inside experiential function includes six processes: material processes, mental processes, relational processes, behavioral processes, verbal processes and existential processes.

The interpersonal meta-functions refers to language as medium for interaction, expressing attitudes and obligation. The speaker is using language as the means of his own intrusion into the speech event: the expression of his comments, attitudes and evaluations, and also

of the relationship that he sets up between himself and the listener-in particular, the communication role that he adopts of informing, questioning, greeting, persuading, and the like (Halliday, 2014). In other words, this section focuses on how close the speaker and the listener are from here we can see how close the relationship is between the speaker and the listener, for that we cannot judge a statement made from one person to another. Or it shows all uses of language to express social and personal relations. For example, the use of sarcastic or abusive expressions like "You're crazy", we cannot judge that the expression is rude, because we have to look at it from a different perception. It means, if the phrase is spoken by a close friend who is joking. Therefore, in this meta-function, participants of the discourse, commonly referred to as tenors, or people who are involved in using language are very influential on the course of communication. We can see that language is no longer merely a matter of choice of words and structural rules, but also about who the users are. This includes a variety of ways the speaker enters the speech situation and does the speech act. Modality and Mood are often used to express interpersonal functions. The mood shows what role the speaker chose in the speech situation and what role he gave the recipient. If the speaker chooses an imperative mood, he assumes the role of someone who gives the order and places the recipient in the role expected to obey the command. For example, "Bring me a drink!" (Hu Zhuanglin, 1988). Modality refers to the range between extreme positive and extreme negative. This is one of the most important systems in social communication. On the one hand, it can objectively express the speaker's judgment on the topic. On the other hand, it can show the relationship of social roles, the scale of formalities and power relations.

Meanwhile, the textual meta-function refers to 'the enabling function, the speaker's textforming potential expressing the relation of language to its environment and weaving together the experiential and interpersonal meaning. The third role of language is called textual function. Halliday (2014) explained, Language makes the connection between itself and the situation; and discourse is possible because the speaker or writer can produce text and the listener or reader can recognize it. In other words, the third meta-function refers to how the message is conveyed. This can be seen from the organization or composition of the information submitted, and whether the information is conveyed in oral or written medium. Word placement is also very influential on this meta-function. For example, we reveal 'yesterday he bought the car'. The phrase will have a different sense if we arrange it 'he bought the car yesterday'. In textual meanings analysis, the main information is called the theme (focus of the conversation). So, in the first expression 'yesterday he bought the car', the information emphasized by the speaker was 'yesterday', the time when the actor 'he' took the action of 'bought' the 'car'. The meaning or sense contained will be different if expressed 'he bought the car yesterday'. In this expression, the speaker wants to emphasize that the actor 'he' took the action of 'bought' the 'car' (the speaker) at a specific time 'yesterday'.

# METHOD

In CDA research, it is important to follow the method as Fairclough (1995) stated that it is impossible to read off ideologies from the text. Therefore, in this research the writers used the critical discourse analysis which under the perspective of M.A.K Halliday. The data which was discussed was taken from online newspaper BBC under the headline *Trump Under Fire for Threat to Iranian Cultural Sites*.

#### **RESULTS AND DISCUSSION**

#### . Transitivity Analysis

The ideational function is represented in text by transitivity. It is a basic semantic system, which construes the world of experience into a manageable set of process types. Halliday divides these processes into six types: material process, mental process, relational process behavioral process, verbal process and existential process. Further, in this discussion the writer will discuss all of the process type of Transitivity as it is found in the data analysis.

#### TABLE 1

<b>Process Type</b>	Core Meaning	Participants
Material	doing, happening	Actor, Goal
Mental	Sensing	Sensor, phenomenon
Relational	Being	Actor, Goal
Verbal	Saying	Sayer, Receiver, Verbiage
Behavioral	Behaving	Behaver
Existential	Existing	Existent

# TRANSITIVITY PROCESS TYPES

# 1. Material Process

The material process is the process of "doing". This process is usually indicated by verbs that express an action, whether concrete or abstract. Usually there are two participants in the process: Actor and Purpose. Actors can be compared with Subjects and Targets can be compared with Objects and both are usually realized with noun phrases. When both participants are present, the clause can be active or passive voice.

#### TABLE 2

# TRANSITIVITY ANALYSIS OF MATERIAL PROCESS

	Acto	r			Process			Goal		
Mr	Trump,	The	US,	Made,	identified,	warned,	Threats,	Iranian	Sites,	the
Kellyanne Conway, We			defended, follow, withdrew		president, the law, the US					

From the table 2 above, we can know the Actors from the news article are We, Mr Trump, The US (government), Kellyanne Conway. We. The material process, as the process of doing, is the information that show what the Actors have done and do towards the Goal. In the context, it arise the tension of the readers towards the case since The US just gave their threat and action to the Iran.

#### 2. Mental Process

Mental process is a process of feeling, thinking and seeing. Actor is not the real subject of doing, but the feeling. It represents inner experience, such as "perception", "reaction" and "cognition". We call the two participants are Senser and phenomenon.

Military attacks targeting cultural sides are considered war crimes under international laws.

From the quotation above, we can identify the mental process that depicted through the word "*targeting*" since it requires the cognition of the military to attack the target which is the cultural sides.

# 3. Relational Process

Relational process is a process of being. It can be divided into two modes: attributive relation and identifying relation. The first means what properties an object possesses or what category it can be put into. And the other means that an entity and another is uniform. It is used widely in describing people and objects.

- Iran has many strategic military sites that you may cite are also cultural sites.
- Cultural sites were protected by international law.

From those two quotations above, we can see the relational process on the modal "*has*" and "*were*" that indicates that one entity owns another.

4. Verbal Process

This is process of saying. The participants of the process are: sayer (participant who speak), Verbal (what participant doing), receiver (the one to whom the verbalization is addressed), verbiage (a name for the verbalization itself. Here is the analysis:

Sayer	Verbal	Receiver	Verbiage
Defence Secretary Mark Esper	was later asked	if the US would target cultural sites,	and said: "We will follow the laws armed conflict."
She	was not suggesting	Iran	had camouflaged military targets as cultural sites.

# TABLE 4VERBAL PROCESS

From the data above, it is seen that the sayer in which "Secretary Mark Esper" and "She" giving command, that can be identified through the words "asked" and "suggesting", to the receiver which are "The US" and "Iran" to be obey of what they said "We will follow the laws" (in this statement means that The US should be ready because Iran will attack them back), and "camouflaged".

# 5. Behavioral Process

Behavioral process stands between material and mental process. Behavioral process verb is including intransitive (it has only one participant) and indicates an activity which both the physical and mental aspect are inseparable and indispensable to it. Here is the analysis:

- The US and Iran have signed convention to protect cultural heritage, including during conflict.
- Secretary of State Mike Pompeo appeared to try to soften the threat by saying the US would act within international law.
- But the president later **repeated** his treat.

From the quotations above, it is clearly seen the intransitive since it has only one participant that behave towards a goal which are "The US and Iran", "Secretary Mike Pompeo", and "the president". The process verbs (behave) are "have signed", "appeared" and "repeated".

#### 6. Existential Process

This process represent that something exists or happens. These clauses typically have the verb *be*, or some other verb expressing existence such as exist, arise, followed by a nominal group functioning. The existent may be a phenomenon of any kind, and is often, in fact, an event.

• The president said the cultural sites were among 52 identified Iranian targets that could be attacked.

- Qasem Soleimani was killed in a US drone strike n Baghdad on Friday on the orders of Mr Trump.
- The killing has sharply increased regional tensions, with Iran threating "severe revenge"
- "That's law of armed conflict."
- Mr Trump was "threatening to commit war crimes".
- The wider region has suffered many cultural attacks.
- The Taliban in Afghanistan **destroyed** the world's tallest Buddha statues, in Bamiyan province.

All of the quotations above are showing the events that occur because of the conflict between the US and Iran, such as: cultural sites become Iranian targets of attack, the death of Qasem Soleimani, regional tension increased because of the killing tragedy, laws that create conflict, Mr Trump threaten, and cultural sites damaged.

# **B. Modal Analysis**

# TABLE 5

# MODAL TYPES

	Low politeness	Low politeness Median politeness	
Positive	Can, may, could,	Will, would, should,	Must, ought to, need,
	might, dare	shall	has/had to
	Needn't,	Won't, wouldn't,	Mustn't, oughtn't to,
Negative	doesn't/didn't, +need	shouldn't,	can't couldn't,
riegative			mayn't, mightn't,
	to, have to	isn't/wasn't to	hasn't/hadn't to

Modal verbs are appropriate to the speaking since the addresses are delivered in spoken form. Compared with other verbs, modal verbs are more easily identified and understood and then accepted because at the time of listening to the speeches, there is no time for the audience to reflect. However, it is also possible to identify modal verbs in a text since it still shows someone's concern towards certain case that is being spoken.

- And warned they would be "hit very fast and hard"
- Secretary of State Mike Pompeo appeared to try to soften the threat by saying the US **would** act within international law.
- And we're not allowed to touch their cultural site? It **doesn't** work that way.
- "We will follow the laws armed conflict."

#### C. Textual Analysis

Textual function refers to the fact that language has a mechanism to make every oral or written discourse into a coherent and integrated text and make life part different from a list of random sentences. The examples are shown from the article as the Mr President Donald Trump creates more tension to the case conflict between The US and Iran by giving threat statements and showing his assertive action to the revenge attacks of Iran as it is shown in the following quotations:

- *Mr* Trump said the US had identified 52 Iranian sites, some "at a very high level and important to Iran and the Iranian culture", and warned they would be "hit very fast and hard" if Tehran carried out revenge attacks on US interests or personnel.
- But the president later repeated his threat, saying: "They're allowed to kill our people, they're allowed to torture and maim our people, they're allowed to use roadside bombs and blow up our people - and we're not allowed to touch their cultural site? It doesn't work that way."

#### CONCLUSION

In order to conclude all discussion above, we can summarize the language features used of the article that shows the US as the one that hold domination power in the case. Firstly, the article uses simple and clear words. The language is easy to be understood, so that the readers can easily identify how The US dominates all the killing accident and its impact towards Iran as the target of The US attack. Secondly, through transitivity analysis, we can see all that the existential process as the most process used in the article. The reason is because the existential process shows every things regarding the event, fact, that arise because of the conflict between the US and Iran. Through this process also shows that Mr Trump is strict and powerful. Meanwhile, the modal analysis is useful to know someone's, in this article is The US government, attitude and opinion about the truth and event that expressed through the text. Lastly, textual analysis can refer to the whole case being reported in the article, in which how The US will continue their serious attack with angrily and strictly towards Iran. Hence, it can be concluded that Critical Discourse Analysis can explore the relationship between language, ideology and power. This provides new ideas and method in analyzing political addresses. Therefore, it is important for readers or listeners to pay more attention in every political case.

# REFERENCES

- 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/jsstcs.v3i2.2231.
- 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.
- H. Kuswoyo and A. Y. Audina, "Consecutive Interpreting Strategies on A Court Setting: A Study of English into Indonesia Interpretation," *TEKNOSASTIK*, vol. 18, no. 2, pp. 90–102, 2020.
- 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.
- A. Budiman, B. E. Pranoto, and A. Gus, "Pendampingan Dan Pelatihan Pengelolaan Website SMS Negeri 1 Semaka Tanggamus," vol. 2, no. 2, pp. 150–159, 2021.
- D. Puspita, "CORPUS BASED STUDY: STUDENTS'LEXICAL COVERAGE THROUGH BUSINESS PLAN REPORT WRITING," 16 Novemb. 2019, Bandar Lampung, Indones. i.
- M. Y. Kardiansyah, "Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi," in *English Language and Literature International*

Conference (ELLiC) Proceedings, 2021, vol. 3, pp. 419-426.

- D. Aminatun and L. Oktaviani, "USING 'MEMRISE' TO BOOST ENGLISH FOR BUSINESS VOCABULARY MASTERY: STUDENTS'VIEWPOINT," *Proc. Univ. PAMULANG*, vol. 1, no. 1, 2019.
- S. Suprayogi, "Javanese Varieties in Pringsewu Regency and Their Origins," *Teknosastik*, vol. 17, no. 1, pp. 7–14, 2019.
- A. D. Putri, H. Kuswoyo, I. Gulo, E. Ngestirosa, and E. G. Febrina, "Pengenalan Wawasan Digital Marketing Bagi Guru SMK N 1 Labuhan Maringgai, Lampung Timur," J. Soc. Sci. Technol. Community Serv., vol. 4, no. 1, pp. 147–153, 2023, [Online]. Available: https://doi.org/10.33365/jsstcs.v4i1.2666
- Y. Mertania and D. Amelia, "Black Skin White Mask: Hybrid Identity of the Main Character as Depicted in Tagore's The Home and The World," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 7–12, 2020, doi: 10.33365/llj.v1i1.233.
- D. Pratiwi and A. Fitri, "Analisis Potensial Penjalaran Gelombang Tsunami di Pesisir Barat Lampung, Indonesia," J. Tek. Sipil, vol. 8, no. 1, pp. 29–37, 2021, doi: 10.21063/JTS.2021.V801.05.
- M. Y. Kardiansyah, "Wattpad as a Story Sharing Website; Is it a field of literary production?," *ELLiC Proc.*, vol. 3, pp. 419–426, 2019.
- I. Gulö and S. Teknokrat-Lampung, "YA'AHOŴU! LI NIHA IS COOL BUT IS IN DANGER".
- B. Mandasari and A. Y. Wahyudin, "Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class Corresponding Email Article's History Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar C," *Ethical Ling.*, vol. 8, no. 1, p. 2021, 2019.
- 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.
- 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.
- D. Amelia and F. D. Dintasi, "Ephebophilia suffered by the main character," *Teknosastik*, vol. 15, no. 2, pp. 81–86, 2019.
- N. Nuraziza, L. Oktaviani, and F. M. Sari, "EFL Learners' Perceptions on ZOOM Application in the Online Classes," *Jambura J. English Teach. Lit.*, vol. 2, no. 1, pp. 41–51, 2021, doi: 10.37905/jetl.v2i1.7318.
- 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.

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

Samanik, "Fable for Character Building," J. Univ. Teknokr. Indones., 2019.

- 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
- D. Aminatun, "STUDENTS ' PERSPECTIVE TOWARD THE USE OF DIGITAL COMIC," vol. 2, no. 2, pp. 90–94, 2021.
- B. Mandasari, "FACTORS INFLUENCING TEACHERS'BELIEFS ON THE USE OF AUTHENTIC MATERIALS TO TEACH LISTENING".
- 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.
- 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.
- 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.
- 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
- N. Utami Putri, J. Persada Sembiring, A. Jayadi, Q. Jafar Adrian, and I. W. Sudana, "Pelatihan Doorlock Bagi Siswa/Siswi Mas Baitussalam Miftahul Jannah Lampung Tengah," J. Soc. Sci. Technol. Community Serv., vol. 3, no. 2, p. 198, 2022, doi: 10.33365/jsstcs.v3i2.2022.
- 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.
- L. U. Qodriani and M. Y. Kardiansyah, "Exploring Culture in Indonesia English Textbook for Secondary Education," JPI (Jurnal Pendidik. Indones., vol. 7, no. 1, pp. 51–58, 2018.
- 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.

- J. Fakhrurozi, 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.
- H. Kuswanto, W. B. H. Pratama, and I. S. Ahmad, "Survey data on students' online shopping behaviour: A focus on selected university students in Indonesia," *Data Br.*, vol. 29, p. 105073, 2020.
- D. Aminatun, P. Muliyah, 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.
- 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.
- 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.
- R. Fadilah and H. Kuswoyo, "Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press," 2021.
- F. A. Pradana and S. Suprayogi, "CRITICAL DISCOURSE ANALYSIS ON CHINESE AND AMERICAN NEWS WEBSITES," vol. 2, no. 2, pp. 84–92, 2021.
- I. Gulö and T. V. Rahmawelly, "An Analysis of Omission in Students' English Writings," *Teknosastik*, vol. 16, no. 2, pp. 55–59, 2019.
- 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.
- Z. Abidin, D. Amelia, and R. M. Aguss, "PELATIHAN GOOGLE APPS UNTUK MENAMBAH KEAHLIAN TEKNOLOGI INFORMASI BAGI GURU SMK PGRI 1 LIMAU," vol. 3, no. 1, pp. 43–48, 2022.
- J. S. Al Falaq, S. Suprayogi, F. N. Susanto, and A. U. Husna, "Exploring The Potentials of Wattpad For Literature Class," *Indones. J. Learn. Stud.*, vol. 1, no. 2, pp. 12–19, 2021.
- 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.
- E. Ngestirosa, E. Woro, and J. E. Strid, "Reconstructing the Border : Social Integration in Reyna Grande 's The Distance Between Us," no. December, 2020.
- D. E. Kurniawan, N. Z. Janah, A. Wibowo, M. K. Mufida, and P. Prasetyawan, "C2C marketplace model in fishery product trading application using SMS gateway," *MATEC Web Conf.*, vol. 197, pp. 2–7, 2018, doi: 10.1051/matecconf/201819715001.

- 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.
- 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.
- 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, [Online]. Available: https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index
- 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.
- B. N. Sari and I. Gulö, "Observing Grammatical Collocation in Students' Writings," *Teknosastik*, vol. 17, no. 2, pp. 25–31, 2019.
- 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.
- M. Y. Kardiansyah, "Metaphysic Paradox upon Daemon Character as Delineated in Philip Pullman's Northern Lights".
- 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.
- 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.
- W. A. Febriantini, R. Fitriati, and L. Oktaviani, "AN ANALYSIS OF VERBAL AND NON-VERBAL COMMUNICATION IN AUTISTIC CHILDREN," J. Res. Lang. Educ., vol. 2, no. 1, pp. 53–56, 2021.
- 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.
- A. Y. Wahyudin and H. Kuswoyo, "A CLOSER LOOK OF THE EFL INDONESIAN TEACHERS'UNDERSTANDING TOWARDS THE CURRICULUM 2013 IN RURAL AND URBAN SECONDARY SCHOOL".
- 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.
- 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.

- D. Melanda, A. Surahman, and T. Yulianti, "Pengembangan Media Pembelajaran IPA Kelas IV Berbasis Web (Studi Kasus: SDN 02 Sumberejo)," J. Teknol. Dan Sist. Inf., vol. 4, no. 1, pp. 28–33, 2023.
- B. R. Utami and A. Y. Wahyudin, "DOES SELF-ESTEEM INFLUENCE STUDENT ENGLISH PROFICIENCY TEST SCORES ?," vol. 3, no. 2, pp. 16–20, 2022.
- M. D. Winaldo and L. Oktaviani, "INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE," vol. 3, no. 2, pp. 21–26, 2022.
- U. T. Indonesia, "UNDERGRADUATE STUDENTS ' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengtias In this section , the results of data analysis from the questionnaire are explained in the form of tables and descriptive explanati," vol. 3, no. 2, pp. 27–32, 2022.
- Y. Ardesis, "POST-TRAUMATIC STRESS DISORDER IN THE STATIONERY SHOP NOVEL BY MARJAN KAMALI," vol. 3, no. 2, pp. 33–44, 2022.
- M. A. Akhdan and D. Aminatun, "THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC," vol. 3, no. 2, pp. 45–51, 2022.
- S. Gultom and L. Oktaviani, "THE CORRELATION BETWEEN STUDENTS ' SELF-ESTEEM AND THEIR ENGLISH PROFICIENCY TEST RESULT," vol. 3, no. 2, pp. 52–57, 2022.
- W. M. Seyoum, A. Yigzaw, and H. K. Bewuketu, "STUDENTS' ATTITUDES AND P ROBLEMS ON Q UESTION-BASED," vol. 3, no. 2, pp. 58–63, 2022.
- A. Aprilia, D. Aminatun, and U. T. Indonesia, "Investigating Memory Loss: How Depression Affects S tudents' Memory Endurance 1,2," vol. 3, no. 1, pp. 1–11, 2022.
- D. T. Erlangga, "STUDENT PROBLEMS IN ONLINE LEARNING : SOLUTIONS TO KEEP EDUCATION GOING ON," vol. 3, no. 1, pp. 21–26, 2022.
- E. F. Baresh, "DEVELOPING LIBYAN UNDERGRADUATES' WRITING SKILLS THROUGH REFLECTIVE JOURNALING: A CRITICAL LITERATURE REVIEW Teaching English in Libya Definition of Reflective Journal Writing," vol. 3, no. 1, pp. 27–35, 2022.
- E. Elbes and L. Oktaviani, "CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS," vol. 3, no. 1, pp. 36–45, 2022.
- M. Hestiana, "THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS ' VOCABULARY," vol. 3, no. 1, pp. 46–53, 2022.
- L. Oktaviani, Y. Fernando, R. Romadhoni, and N. Noviana, "Developing a web-based application for school councelling and guidance during COVID-19 Pandemic," J.

*Community Serv. Empower.*, vol. 2, no. 3, pp. 110–117, 2021, doi: 10.22219/jcse.v2i3.17630.

- N. Noviana and L. Oktaviani, "THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT UNIVERSITAS TEKNOKRAT," vol. 3, no. 1, pp. 54–60, 2022.
- S. Crisianita and B. Mandasari, "THE USE OF SMALL-GROUP DISCUSSION TO IMRPOVE STUDENTS '," vol. 3, no. 1, pp. 61–66, 2022.
- M. D. Ariastuti and A. Y. Wahyudin, "EXPLORING ACADEMIC PERFORMANCE AND LEARNING STYLE OF," vol. 3, no. 1, pp. 67–73, 2022.
- F. Amin and A. Y. Wahyudin, "THE IMPACT OF VIDEO GAME : ' AGE OF EMPIRES II ' TOWARD STUDENTS ' READING COMPREHENSION ON NARRATIVE TEXT," vol. 3, no. 1, pp. 74–80, 2022.
- R. W. Agustin and M. Ayu, "THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL," J. English Lang. Teach. Learn., vol. 2, no. 1, pp. 1–7, 2021.
- R. Risten and R. Pustika, "Exploring students' attitude towards English online learning using Moodle during covid-19 pandemic at SMK Yadika Bandarlampung," J. English Lang. Teach. Learn., vol. 2, no. 1, pp. 8–15, 2021.
- 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
- N. R. Putri and F. M. Sari, "INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL," J. English Lang. Teach. Learn., vol. 2, no. 1, pp. 23–31, 2021.
- A. Yuliansyah and M. Ayu, "The Implementation of Project-Based Assignment in Online Learning during Covid-19," J. English Lang. Teach. Learn., vol. 2, no. 1, pp. 32–38, 2021.
- 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.
- N. Putri and D. Aminatun, "USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK?," J. English Lang. Teach. Learn., vol. 2, no. 1, pp. 45–50, 2021.
- W. I. Erya and R. Pustika, "THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS'SPEAKING SKILL," J. English Lang. Teach. Learn., vol. 2, no. 1, pp. 51–56, 2021.
- A. Fiddiyasari and R. Pustika, "STUDENTS' MOTIVATION IN ENGLISH ONLINE

LEARNING DURING COVID-19 PANDEMIC AT SMA MUHAMMADIYAH," vol. 2, no. 2, pp. 57–61, 2021.

- S. Isnaini and D. Aminatun, "DO YOU LIKE LISTENING TO MUSIC ?: STUDENTS ' THOUGHT ON," vol. 2, no. 2, pp. 62–67, 2021.
- A. M. Kiswardhani and M. Ayu, "MEMORIZATION STRATEGY DURING LEARNING PROCESS : STUDENTS ' REVIEW," vol. 2, no. 2, pp. 68–73, 2021.
- H. T. Yudha and B. Mandasari, "THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL," vol. 2, no. 2, pp. 74–79, 2021.
- E. Afriyuninda and L. Oktaviani, "THE USE OF ENGLISH SONGS TO IMPROVE ENGLISH STUDENTS '," vol. 2, no. 2, pp. 80–85, 2021.
- Z. Nadya, R. Pustika, and U. T. Indonesia, "THE IMPORTANCE OF FAMILY MOTIVATION FOR STUDENT TO STUDY ONLINE DURING THE COVID-19," vol. 2, no. 2, pp. 86–89, 2021.
- Y. Gustanti and M. Ayu, "the Correlation Between Cognitive Reading Strategies and Students' English Proficiency Test," vol. 2, no. 2, pp. 95–100, 2021.
- R. Risten, F. Sinaga, and R. Pustika, "EXPLORING STUDENTS ' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT," vol. 2, no. 1, pp. 8–15, 2021.
- A. R. Utami, D. Aminatun, and N. Fatriana, "STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS'LEARNING?," J. English Lang. Teach. Learn., vol. 1, no. 1, pp. 7–12, 2020.
- D. Apriyanti and M. Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom," J. English Lang. Teach. Learn., vol. 1, no. 1, pp. 13–19, 2020, doi: 10.33365/jeltl.v1i1.246.
- E. Putri and F. M. Sari, "Indonesian Efl Students' Perspectives Towards Learning Management System Software," J. English Lang. Teach. Learn., vol. 1, no. 1, pp. 20–24, 2020, doi: 10.33365/jeltl.v1i1.244.
- M. Lestari and A. Y. Wahyudin, "Language learning strategies of undergraduate EFL students," J. English Lang. Teach. Learn., vol. 1, no. 1, pp. 25–30, 2020.
- E. T. Handayani and D. Aminatun, "STUDENTS ' POINT OF VIEW ON THE USE OF WHATSAPP GROUP," vol. 1, no. 2, pp. 31–37, 2020.