

# THEORY OF MARXIST CRITICISM IN CINDERELLA MOVIE

Hervina Nurika<sup>1</sup>  
Dion Tira Erlangga<sup>2</sup>  
English Education

[diontiraerlangga@gmail.com](mailto:diontiraerlangga@gmail.com)

## Abstract

Marx's theory can help us to analyze this Cinderella film, the story behind this film has a social and cultural picture at the time, an aristocratic system that led a kingdom or country and how people see a meaning from their lives. It was very interesting to analyze, because this film depicts the socio-culture and views at that time. This film has implications from Marx's ideology on society, how people are grouped or classified, how people struggle hard to change their lives now, and how false or fraudulent awareness works. In this paper the author will analyze these aspects using Marx's ideology. In this study the researcher uses Marxist theory, in this study also discusses the social status that occurred at that time in which Marx used theory to analyze the elements that occur in this film.

**Key words:** cinderella, marxist criticism, movie, theory

---

## INTRODUCTION

It is said that Cinderella was a European girl who experienced violence from her stepmother and the violence of her sister [1], [2], who always inside her experienced violence from all of them [3], until there was a dance party that made him dare to come to the party until he finally got married to a handsome prince from a kingdom, but at that time in 1697 the film was known as Cendrillion [4], [5], [6]. In the film there are additional stories of godmother fairies and the introduction of glass slippers adapted by Walt Disney in animated films [7], [8]. This story tells of a girl named Cinderella who lives with her stepmother, step sister and father [9], [10]. Since the death of his father, Cinderella's life has changed, which at first seemed fine [11], [12]. Since her father's death, Cinderella's stepmother has always ordered to do all the housework [13]. One day in the dynasty, the King wanted his son to marry a woman immediately [14], [15], so the king took the ball and invited young women throughout the kingdom to find a suitable woman to be a life companion [16], [17]. While Cinderella does not have a beautiful party dress to go to the party, but suddenly her friends namely birds and rats have helped her [18].

On the night just before the party, the evil Cinderella stepsisters immediately tore up and destroyed Cinderella's party dress [19], [20]. Fortunately there was a fairy mother who came to help Cinderella from her distress [21], [22], [23]. Finally Cinderella can come to

the King's party event, the Prince does not stop watching Cinderella as soon as the King falls in love with Cinderella [24], [25], but Cinderella must hurry home before her magic disappears [26], [27]. The prince tried to chase Cinderella but to no avail, the Prince only found Cinderella's glass slipper that had slipped from his feet [28], [29]. Then the prince continued to search for Cinderella [30], [31], [32], the prince searched all over the kingdom by bringing the glass slipper to be paired to every leg of the girl the prince found in the kingdom [33], [34]. If the glass slippers match the feet of the girl he meets, then the girl will be Cinderella [35], [36]. Only Cinderella's feet were able to wear the glass slipper, and the Prince married her immediately after Prince found out that the girl he was looking for was named Cinderella and eventually they lived together happily [37], [38], [39].

Marx's theory can help us to analyze this Cinderella film, the story behind this film has a social and cultural picture at the time [40], [41], an aristocratic system that led a kingdom or country and how people see a meaning from their lives [42], [43], [44]. It was very interesting to analyze, because this film depicts the socio-culture and views at that time [45], [46]. This film has implications from Marx's ideology on society, how people are grouped or classified [47], [48], how people struggle hard to change their lives now, and how false or fraudulent awareness works [49], [50]. In this paper the authors analyzed these aspects using Marx's ideology [51]. Cinderella is a Disney animated film and one of the most famous films of all time [52], [53]. Not a few people who see this film and with Marxist Criticism we can understand the film, it makes the Cinderella film more than a fairy tale [54], [55]. Eventually Cinderella married the prince, it was discovered that the wedding was a luxury feast, and her wedding party showed that their marriage was very happy. Marxism is an ideology based on the Karl Marx concept. Marx has composed theories related to social systems, political systems and economic systems. Here are some theories from Marxists [56], [57]. Marx's theory can help us to analyze this Cinderella film, the story behind this film has a social and cultural picture at the time, an aristocratic system that led a kingdom or country and how people see a meaning from their lives [58]. Marx's ideology on society, how people are grouped or classified, how people struggle hard to change their lives now, and how false or fraudulent awareness works [59], [60].

In this paper the authors analyzed these aspects using Marx's ideology. Struggle class is a common problem in Marxism. In Marx's view, the struggle class will never end, Karl Marx once said that human history is actually a history of struggle [61]. Until now, all the history

of society has their respective struggles [62], [63]. Slaves and freedmen, aristocrats, slaves and masters, day laborers or laborers, oppressors and oppressed, stand in a contradiction at that time, continue the struggle without any interruption now open, fights that end every time, both in the revolutionary recovery of society at large, or in the general destruction of competing classes [64]. With the development of a capitalism which divides people into two classes or two castes, one that controls and has the means of production (the bourgeoisie) and the other does not have the means of production (proletariat) [65], [66]. The class or caste is a group of people who are in the same relationship with the means of production where they can get life [67]. Status refers to the difference between social groups in social honor or prestige given by others. Status differences often differ independently of class divisions, and social honor may be positive or negative. People are divided by class and this makes a big difference to people's social behavior and how people see themselves in society.

A wrong togetherness or association makes certain thoughts and circumstances prevent a person from understanding the true nature of their social situation [68]. However, there are criteria such as a person's work and the money he makes that everyone can agree on or acknowledge [69]. Regardless of their ideas about class in general or this or the person's specific position. Then it might seem possible to find a fairly objective class method. The proletariat has a false consciousness because their condition is oppressed and ruled by the bourgeoisie [70]. They often do not know that they have been oppressed so far by the authorities. False consciousness blinds their mental state to free themselves from the oppression of the ruling class. The films analyzed are not only based on values and ideology, but also must be based on cinematic aspects created by the film. The director must have a vision to convey a story to the audience or viewers. Therefore the selection of a director is very important for a film, so that the story in the film can be conveyed well to the viewer or audience.

## **METHOD**

Qualitative that researcher used in this research is library research in order to analyze the *Cinderella* Cartoon movie, the data taken from *Cinderella* Cartoon movie. The researchers used some books and internet sources as references that related to this essay, which include literary criticism and film studies. The films analyzed were not only based on values and ideology, but also must be based on cinematic aspects created by the film. This film has

implications from Marx's ideology on society, how people are grouped or classified, how people struggle hard to change their lives now, and how false or fraudulent awareness works. In this paper the authors analyzed these aspects using Marx's ideology. Cinderella is a Disney animated film and one of the most famous films of all time. Not a few people who see this film and with Marxist Criticism we can understand the film, it makes the Cinderella film more than a fairy tale.

## **RESULTS AND DISCUSSION**

In this film, Marxism is the main character in this Cinderella cartoon, this is because in this film there is class awareness and social problems. There are a lot of problems and issues found in this Cinderella scene, in this film Cinderella is the main character whose main extensions can be found in this film. In 1950 Walt Disney produced a film that has been known to many people around the world, namely Cinderella Fil. It is said that Cinderella was a European girl who experienced violence from her stepmother and the violence of her sister, who always always inside her experienced violence from all of them, until there was a dance party that made him dare to come to the party until he finally got married to a handsome prince from a kingdom, but at that time in 1697 the film was known as Cendrillion. In the film there are additional stories of godmother fairies and the introduction of glass slippers adapted by Walt Disney in animated films. This story tells of a girl named Cinderella who lives with her stepmother, step sister and father. Since the death of his father, Cinderella's life has changed, which at first seemed fine.

There is part in the scene we can all see when Cinderella chatted with a Bruno dog. Bruno dreamed that he was chasing a cat and then he woke up from his sleep because of the incident. Cinderella tells him that if he cleans hard to chase Lucifer he will lose his bed and he will sleep outside, so he must forget the dream if he does not want to lose his place to sleep, he must also learn to like a cat. From this scene we know that a cat has a higher class than a dog, it is known that Lucifer was a cat that was loved by Cinderella's stepmother and on the side of Lian Bruno was just a dog that Cinderella's stepmother didn't like. In that scene alone we can find out that cats and dogs have different social class differences that occur within a Cinderella house. cats are a reference to the bourgeoisie and dogs are a reference to the proletariat. There are several reasons why the cat and dog of the bourgeoisie and also the proletariat are a cat, in the theory of the bourgeoisie it is stated that the bourgeoisie is a person who has power, although many people make decisions, in

this case Lucifer plays the main role and decides how Bruno is treated by his arbitrary attitude. mena against him.

Lucifer and Bruno are very different in the eyes of Cinderella's stepmother, Lucifer can sleep in a comfortable bed while Bruno does not. Although Bruno is a working dog and Lucifer is only a pet cat at Ciderella's house. which means that Bruno has to work every day to look after his chickens and some other tasks, but on the other hand Lucifer does nothing. It can be described that Bruno is a proletariat who has to work hard and he never gets the chance to play and do something to satisfy himself. while Lucifer is a cat that can be likened to the bourgeoisie who has all the privileges he can do. It can be seen that cats and dogs are mortal enemies, in many cultures we can know they will fight if they meet and this can be described as the proletariat and the bourgeoisie. According to Karl Marx (1969) he said that the main history of mankind is a story of a never-ending struggle. the proletaria will always be there and the bourgeoisie will also remain in various aspects. In some scenes in this film Bruno is teaching Lucifer that is a picture of struggle. the director in this film uses a picture of the interaction between bruno and lucifer so that the audience can see how they can react. It can be seen that actually Bruno does not like Lucifer and all his special rights. on the other hand Lucifer is a cat who is very arrogant to Bruno. Then after the scene where Bruno chased Lucifer there was a scene where Bruno wanted to bite Lucifer because it was Lucifer who was bothering Bruno, knowing about it Lucifer immediately growled and told Cinderella that Bruno was in danger. After learning about this, Cinderella immediately stopped Bruno, and in this scene Lucifer showed that he had a higher status than Bruno.

In this study the resercher wanted to analyze what Cinderella had said to Bruno. usually the ploretariat will always want to live like the bourgeoisie, this is because they have an envious heart. just as what Cinderella had said to Bruno. Cindrella said to Bruno that if he did not want to lose the place where he slept, Bruno had to learn to like cats. In this film Cinderella is portrayed as the proletariat, where she is always oppressed by her stepmother and always gets a lot of homework. Where Cinderella does not have time to spare for herself, this condition always makes Cinderella suffer greatly, in her mind Cinderella thinks that to become a bourgeoisie she must be a good person and become a proletariat first. Cinderella also thought that as a ploter, she should be able to like the bourgeoisie to achieve her goals.

There is where a sense in the description of the bourgeoisie is a people who have the rights and the throne, in that sense there is a king and an adviser who discusses the prince who does not have a partner and the king is angry because the prince has not yet found his life partner. Here the king is the bourgeoisie where the king has a very high power. Since the prince did not have a partner, the king invited all the people, especially the girls, to come to his party, this proves that he has very high power. A wrong togetherness or association makes certain thoughts and circumstances prevent a person from understanding the true nature of their social situation. However, there are criteria such as a person's work and the money he makes that everyone can agree on or acknowledge. Regardless of their ideas about class in general or this or the person's specific position.

In this film there is a sense where Cinderella's half-sister is embarrassing herself, they mock Cinderella, in this scene it can be seen how the behavior of Cinderella's step-sister, they think that Cinderella is not fit to end the dance party. It is one of those actions which they wish to suppress the proletariat. But Cinderella really wanted to be able to attend the dance, but on the other hand her sister kept mocking and said she couldn't go to the dance party. This usually happens in real life where someone born into a poor family is not allowed to join a rich family. In this condition Cinderella is very sad because she feels that she cannot go to the dance, this is an example of the Cinderella in this film is the proletariat. In the end Cinderella was very sad because her sister made her sad because Cinderella was not given a beautiful dress. He was very heartbroken because he could not attend the dance, this made him think that everything would end just because he could not attend the dance.

Everyone in the country really wants to be able to go to the dance and hope the prince likes them and in this way they can improve their social status in the community. Everyone sees that this opportunity is a good opportunity and an opportunity to change their social class and this is caused by a false awareness that has been planted within them. The lives of proletarians are very miserable and they want to change that. In the end Cinderella can attend the dance party, and can dance with the prince, this can be seen from the sense in this film where Cinderella can dance with the prince. When Cinderella dances with the prince and wears a beautiful dress, this is a dream of a proletariat who can mingle and dance with people who have a higher caste status in their social life.

In a series of sages illustrate where the lower classes show their efforts to achieve a higher status in society. people from the lower classes will do everything they can to get it. because they dream of having level equality with the bourgeoisie. in this case they have a false awareness that makes them think that it is okay to do something to achieve a desire that they want. we can see that this scene is a main idea that is applied in everyone's mind, here it can be seen that in order to live a happy life you must be rich, and set high standards like the bourgeoisie. The thing to consider is, many people after setting standards and realizing that their lives are miserable and unworthy. they continue to dream of becoming high-ranking socialists.

## **CONCLUSION**

Marxism is an ideology based on the Karl Marx concept. Marx has composed theories related to social systems, political systems and economic systems. Here are some theories from Marxists. Marx's theory can help us to analyze this Cinderella film, the story behind this film has a social and cultural picture at the time, an aristocratic system that led a kingdom or country and how people see a meaning from their lives. Marx's ideology on society, how people are grouped or classified, how people struggle hard to change their lives now, and how false or fraudulent awareness works. In this paper the author will analyze these aspects using Marx's ideology. This is because in this film there is class awareness and social problems. There are a lot of problems and issues found in this Cinderella scene, in this film Cinderella is the main character whose main extensions can be found in this film. In this film, it can be concluded that the Cinderella story is blinded by the false consciousness they made for themselves. In this film we can know to ourselves that we must free ourselves from the meaning of the social class that we make to live the life we want in this life. In this research the researcher will use qualitative research. Qualitative research is not using statistic and quantification to analyze data. Qualitative that researcher used in this research is library research in order to analyze the Cinderella Cartoon movie, the data taken from Cinderella Cartoon movie. Library research is a research method that involves identifying and locating sources that provide factual information or personal/expert opinion on a research question, necessary component of every other research method at some point.

## **REFERENCES**

- [1] R. Istiani and D. Puspita, "Interactional Metadiscourse used in Bloomberg

- International Debate,” *Linguist. Lit. J.*, vol. 1, no. 1, pp. 13–20, 2020.
- [2] 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>
- [3] M. Y. Kardiansyah, “Wattpad as a Story Sharing Website; Is it a field of literary production?,” *ELLiC Proc.*, vol. 3, pp. 419–426, 2019.
- [4] 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.
- [5] P. S. I. Ivana and S. Suprayogi, “THE REPRESENTATION OF IRAN AND UNITED STATES IN DONALD TRUMP’S SPEECH: A CRITICAL DISCOURSE ANALYSIS,” *Linguist. Lit. J.*, vol. 1, no. 2, pp. 40–45, 2020.
- [6] D. Puspita, S. Nuansa, and A. T. Mentari, “Students’ Perception toward the Use of Google Site as English Academic Diary,” *Community Dev. J. J. Pengabd. Masy.*, vol. 2, no. 2, pp. 494–498, 2021, doi: 10.31004/cdj.v2i2.1980.
- [7] 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.
- [8] 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>
- [9] 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.
- [10] 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.
- [11] I. Gulö and T. Nainggolan, “The Functions of Nias Personal Pronouns,” 2021.
- [12] R. Fadilah and H. Kuswoyo, “Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press,” 2021.
- [13] 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.
- [14] D. Puspita, “Journal of Literature , Linguistics and,” vol. 10, no. 2, pp. 42–50, 2021.
- [15] S. Suprayogi and P. B. Eko, “The Implementation of Virtual Exhibition Project in English for Tourism Class for University Students,” *Acad. J. Perspect. Educ. Lang. Lit.*, vol. 8, no. 2, pp. 87–97, 2020.
- [16] A. Afrianto and U. Ma’rifah, “Tubuh dan Relasi Gender: Wacana Pascakolonial Dalam Novel ‘The Scarlet Letter’ Karya Nathaniel Hawthorne,” *LEKSEMA J. Bhs. dan Sastra*, vol. 5, no. 1, pp. 49–63, 2020.
- [17] Samanik, “Fable for Character Building,” *J. Univ. Teknokr. Indones.*, 2019.
- [18] 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.
- [19] I. Gulö, “IMPLEMENTATION OF ENGLISH THEME AND RHEME TO NIAS LANGUAGE”.
- [20] M. Y. Kardiansyah, “Pygmalion Karya Bernard Shaw dalam Edisi 1957 dan 2000,” *Madah J. Bhs. dan Sastra*, vol. 10, no. 1, pp. 75–88, 2019.
- [21] I. Ahmad, R. I. Borman, J. Fakhrurozi, 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.
- [22] I. G. K. A. W. Tamba, “TURU HUJA, KAI BASA SEMUA: NIAS VERSION OF BAHASA INDONESIA”.
- [23] L. Septiyana and D. Aminatun, “THE CORRELATION BETWEEN EFL LEARNERS’ COHESION AND THEIR READING COMPREHENSION,” *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 68–74, 2021.
- [24] H. Kuswoyo *et al.*, “‘Let’s take a look...’: An Investigation of Directives as Negotiating Interpersonal Meaning in Engineering Lectures,” vol. 29, no. 1, pp. 47–69, 2021.
- [25] S. Samanik, “Imagery Analysis In Matsuoka’s Cloud Of Sparrows,” *Linguist. Lit. J.*, vol. 2, no. 1, pp. 17–24, 2021.
- [26] I. Gulö and S. Teknokrat-Lampung, “YA’ AHOŪU! LI NIHA IS COOL BUT IS IN DANGER”.
- [27] M. R. Choirunnisa and B. Mandasari, “Secondary students’ views towards the Use of Google Classroom as an online assessments tools during Covid-19 pandemic,” *J. Arts Educ.*, vol. 1, no. 1, pp. 1–9, 2021.
- [28] R. R. F. Sinaga and L. Oktaviani, “The Implementation of Fun Fishing to Teach Speaking for Elementary School Students,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 1–6, 2020.
- [29] A. D. Wardaningsih, E. N. Endang, and W. Kasih, “COUNTER DISCOURSE OF MACULINITY IN AVENGER : END GAME MOVIE,” no. August, 2022.
- [30] 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.
- [31] 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.
- [32] 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.
- [33] B. E. Pranoto, “Insights from Students’ Perspective of 9GAG Humorous Memes Used in EFL Classroom,” in *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 2021, pp. 72–76.
- [34] B. Mandasari and L. Oktaviani, “The Influence of Nias Language to Bahasa Indonesia,” *Premise J. English Educ. Appl. Linguist.*, vol. 7, no. 2, pp. 61–78, 2018.
- [35] D. Amelia and J. Daud, “Freudian Tripartite on Detective Fiction: the Tokyo Zodiac Murders,” *Lang. Lit. J. Linguist. Lit. Lang. Teach.*, vol. 4, no. 2, pp. 299–305, 2020, doi: 10.30743/ll.v4i2.3139.
- [36] J. Fakhrurozi and D. Puspita, “KONSEP PIIL PESENGGIRI DALAM SASTRA LISAN WAWANCAN LAMPUNG SAIBATIN,” *J. PESONA*, vol. 7, no. 1, pp. 1–13, 2021.
- [37] 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.
- [38] 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.

- [39] I. Gulö, “Li Niha in the Hands of Bloggers: Better or Worse?,” *Univ. Teknokr. Indones.*, p. 35, 2018.
- [40] 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.
- [41] 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.
- [42] J. Teknologi *et al.*, “BERITA HASIL LIPUTAN WARTAWAN BERBASIS WEB (STUDI KASUS : PWI LAMPUNG),” vol. 2, no. 4, pp. 49–55, 2021.
- [43] E. Ngestirosa, E. Woro, and J. E. Strid, “Reconstructing the Border: Social Integration in Reyna Grande ’s The Distance Between Us,” no. December, 2020.
- [44] 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.
- [45] 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.
- [46] R. Ambarwati and B. Mandasari, “THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS’ PRONUNCIATION AND VOCABULARY MASTERY,” *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 50–55, 2020.
- [47] 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.
- [48] 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.
- [49] Samanik, “A Contextual Approach: Business Presentation to Accelerate EFL Learners ’ English Speaking Skill Samanik Universitas Teknokrat Indonesia,” 2018.
- [50] H. Kuswoyo and U. T. Indonesia, “TRANSITIVITY ANALYSIS OF PRESIDENTIAL DEBATE BETWEEN TRUMP AND TRANSITIVITY ANALYSIS OF PRESIDENTIAL DEBATE BETWEEN TRUMP AND BIDEN IN 2020,” no. December, 2021, doi: 10.33365/llj.v2i2.
- [51] 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.
- [52] T. Yulianti and A. Sulistyawati, “Online Focus Group Discussion (OFGD) Model Design in Learning,” 2021.
- [53] 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.
- [54] 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.
- [55] 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.

- [56] 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.
- [57] 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.
- [58] I. Gulö, "Predicates of Indonesian and English Simple Sentences," *Teknosastik*, vol. 15, no. 2, pp. 76–80, 2019.
- [59] 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.
- [60] 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.
- [61] 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.
- [62] 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.
- [63] 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.
- [64] 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.
- [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] 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.
- [67] 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.
- [68] 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.
- [69] 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/mateconf/201819715001.
- [70] L. Septiyana and D. Aminatun, "the Correlation Between Efl Learners' Cohesion and Their Reading Comprehension," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 68–74, 2021.