

REFERENCES

- Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., & Harnish, R. M. (2017). *Linguistics: An introduction to language and communication*. MIT press.
- Ammar, M. D., Hartono, R., & Anggraini, N. (2021). English Pronunciation Problems Analysis Faced by English Education Students in The Second Semester at Indo Global Mandiri University. *Global Expert: Jurnal Bahasa dan Sastra*, 10(1).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Broughton, G. (1980). *Teaching English as a foreign language (2nd ed.)*. London: Routledge Falmer. Retrieved from <https://oula.finna.fi/Record/oula.1255683>
- Brown, A. (2016). Minimal pair drills in the ESL classroom: Effectiveness in developing phonemic awareness. *Journal of Second Language Pronunciation*, 2(1), 79–92. doi:10.1075/jslp.2.1.04bro
- Canale, M., & Swain, M. (1980). *Theoretical bases of com-municative approaches to second language teaching and testing*. *Applied linguistics*, 1(1), 1-47.
- Caukill, E. (2011). *Learning English in an English-Speaking World*: examining opportunities for intercultural understanding and connectedness through representations of identities in English language textbooks. *Language, culture and social connectedness*, 57-73.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide (2nd ed.)*. Cambridge University Press.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed method approaches*. Thousand Oaks, CA: SAGE
- Dulay, H., M. Burt, and S. D. Krashen. 1982. *Language Two*. New York: Oxford University Press.
- Eckard, R. D., & Kearny, M. A. (1981). *Teaching Conversation Skills in ESL. Language in Education: Theory and Practice*, No. 38. Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007.
- Flege, J. E., Schirru, C., & MacKay, I. R. A. (2003). Interaction between the native and second language phonetic subsystems. *Speech Communication*, 40(4), 467–491. doi:10.1016/S0167-6393(02)00128-4

- Flynn, C. P. (Ed.). (2008). *Social creatures: a human and animal studies reader*. Lantern Books.
- Gilakjani, A. P. (2011). A study on the situation of pronunciation instruction in ESL/EFL classrooms. *Journal of studies in education*, 1(1), 1-15.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Pearson Longman.
- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Longman.
- Kenworthy, J. (1998). *Teaching English Pronunciation*. Harlow: Longman
- Kolb, D. G. (1992). The practicality of theory. *Journal of Experiential Education*, 15(2), 24-28.
- Ladefoged, P. (2006). *An academic life*.
- Lenneberg, E. H., & Lenneberg, E. L. I. Z. A. B. E. T. H. (1967). *Foundations of language development*. New York.
- Maiza, M. (2020). An Analysis of Students Pronunciation Errors. *JOEEL (Journal of English Education and Literature)*, 1(1), 18-23.
- Mauranen, A. (2003). *The corpus of English as lingua franca in academic settings*. TESOL quarterly, 37(3), 513-527.
- Noermanzah, N. (2019). *Bahasa sebagai alat komunikasi, citra pikiran, dan kepribadian*. In Seminar Nasional Pendidikan Bahasa dan Sastra (pp. 306-319).
- Patel, D. S. (2014). *Language and its importance in communication*. Publisher.
- Powers, D. E. (2010). *The case for a comprehensive, four-skills assessment of English-language proficiency*. R & D Connections, 14, 1-12.
- Rao, P. S. (2019). *The importance of speaking skills in English classrooms*. Alford Council of International English & Literature Journal (ACIELJ), 2(2), 6-18.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Roach, P. (2002). *A little encyclopaedia of phonetics*. Verlag nicht ermittelbar.
- Saito, K. (2013). Reexamining effects of form-focused instruction on L2 pronunciation development. *Studies in Second Language Acquisition*, 35(1), 1-29. doi:10.1017/S0272263112000658

- Saito, K., & Lyster, R. (2012). Effects of form-focused instruction and corrective feedback on L2 pronunciation development of /ɹ/ by Japanese learners of English. *Language Learning*, 62(2), 595–633. doi:10.1111/j.1467-9922.2011.00639.x
- Sharifian, F. (2009). English as an international language: Perspectives and pedagogical issues. *Multilingual Matters*.
- Suparman, L. (2017). *The effectiveness of the English conversation to improve students' speaking skill*. *Palapa*, 5(2), 38-52.
- Thomson, R. I., & Derwing, T. M. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, 36(3), 326–344. doi:10.1093/applin/amu076
- Thornbury, S. (2005). *How to Teach Speaking*. England: Pearson Educational Limited.
- Tuomela, R. (2012). *Theoretical concepts* (Vol. 10). Springer Science & Business Media.
- Wijayanto, A., & Hastuti, D. M. (2021). *Communication Strategies by Indonesian EFL Learners in English Conversation Class*. *Jurnal Arbitrer*, 8(1), 72-81.
- Zare-Behtash, E., & Sarlak, T. (2017). *The effect of project-based learning (PBL) on the components of speaking ability of Iranian EFL beginner learners*. *Journal of Applied Linguistics and Language Research*, 4(3), 119-130.