

References

- Afida, A. (2021). Analysis of Segmental and Supra-Segmental Errors of Javanese English Speakers in. Darul Ulum Al-Fadhlani, *LangEdu Journal*, 12(2), 1-2.
- Ananda, D. A. (2016). *Indonesian Learners' Problems and Strategies in Pronunciation Performance in Jambi University*. Thesis. Not published. Faculty of Teacher Training and Education. Jambi University. Jambi
- Anderson, N. J. (2005). *Handbook of research in second language teaching and learning*, United Kingdom: Routledge.
- Astutik, I. (2015). Inter-correlation among speaking components of the fourth-semester students' speaking ability of English education program. *Didaktika*, 13(1), 13-14.
- Aufa, N. (2017). Using Movie to Increase Students' Pronunciation. Thesis. Published. UIN Ar-Raniry Banda Aceh.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*. New York
- Brown, A. (2014). *Pronunciation and phonetics: A practical guide for English language teachers*. Britania: Taylor & Francis.
- Celce-Murcia, M., Goodwin, J. M., Brinton, D. M. (2010). *Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide*. Britania: Cambridge University Press.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. United Kingdom: Sage Publications.
- Eysenck, M. W., & Keane, M. T. (2015). Reading and speech perception. *Cognitive Psychology: A Student's Handbook*, 7, 353-402.
- Ferdiyanto, F. (2019). Analyzing error pronunciation in spelling words. *International Journal of English Education and Linguistics (IJoEEL)*, 1(02), 18-22.

- Gass, S. M., Behney, J., & Plonsky, L. (2020). Second language acquisition: An introductory course. Routledge.
- Habibi, M. W. (2016). English pronunciation problems encountered by Indonesian advanced students. Undergraduate Thesis. Malang: Maulana Malik Ibrahim State Islamic University of Malang
- Horwitz, E. K. (2017). On the misreading of Horwitz, Horwitz and Cope (1986) and the need to balance anxiety research and the experiences of anxious language learners. In C. Gkonou, M. Daubney & J.-M. Dewaele (Eds.), *New insights into language anxiety: Theory, research and educational implications* (pp. 31-50). Multilingual Matters.
- Hughes, R., & Reed, B. S. (2016). *Teaching and researching speaking*. London/New York: Routledge.
- Iwashita, N., Brown, A., McNamara, T., & O'Hagan, S. (2008). Assessed levels of second language speaking proficiency: How distinct? *Applied linguistics*, 29(1), 24–49.
- Johnson, R. B., & Christensen, L. (2008). *Education research: Quantitative, qualitative, and mixed approach*. New York: Sage Publications.
- Lasi, F. (2020). A Study on the Ability of Supra-Segmental and Segmental Aspects in English Pronunciation. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 426–437.
- Licaros, O., Dugho, J. P., Lunesa, M., & Camacho, M. (2022). Factors Influencing the Speaking Skills of Bachelor of Secondary Education Major in Mathematics Students. *Psychology and Education: A Multidisciplinary Journal*, 4(4), 401-413.
- Mamudi, S. F., & Alamry, T. C. S. (2022). Students' Perception of The Use of Instagram to Learn English Vocabulary. *Sintuwu Maroso Journal of English Teaching*, 7(1), 64-69.

- Moriarty, J. (2011). *Qualitative methods overview*. London: King's College London.
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25(2), 279–295.
- Pageaux, B. (2016). Perception of effort in exercise science: definition, measurement, and perspectives. *European Journal of Sport Science*, 16 European (8), pp. 885–894.
- Pennington, M. C. (2021). Teaching pronunciation: The State of The Art 2021. *RELC Journal*, 52(1), 3–21.
- Rachmawati, R., & Cahyani, F. (2020). The use of YouTube videos in improving non-English Department students' pronunciation skills. *Alsuna: Journal of Arabic and English Language*, 3(2), 83-95.
- Rahmat, N. H., Shahabani, N. S., & Ibrahim, I. W. (2020). Functions of speaking in English language & speaking anxiety. *European Journal of English Language Teaching*, 94, 94-101.
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65–79.
- Riadil, I. G. (2020). A Study of students' perception: identifying EFL learners' problems in speaking skill. *International Journal of Education, Language, and Religion*, 2(1), 31-38.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. London/New York: Routledge.
- Roach, P. (2009). *English phonetics and phonology: A practical course (4th ed.)*. New York, Cambridge University Press.
- Sulistyaningsih, R., Fadhilah, N., & Wahjuningsih, T. P. (2021). Pengukuran pemahaman mahasiswa pada pembelajaran pronunciation secara daring dan luring. *IC-Tech*, 16(2), 11-15.

- Suzuki, S., & Kormos, J. (2022). The multidimensionality of second language oral fluency: Interfacing cognitive and utterance fluency. *Studies in Second Language Acquisition*, 45(11), 1-27.
- Wang, X. (2022). Segmental versus suprasegmental: Which one is more important to teach? *RELC Journal*, 53(1), 194–202.
- Zhang, F., & Yin, P. (2009). A study of pronunciation problems of English learners in China. *Asian Social Science*, 5(6), 141–146.