

REFERENCES

- Akhter, T. (2007). Giving Feedback and Correcting Errors in ESL Classroom. August, 15.
- 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).
- Erlinda, R. (2010). Chapter 5 English Phonetics: The Sounds of the English Language, 50–76.
- Florez, M. C. (1999). Improving Adult English Language Learners' Speaking Skills. *ERIC Digest*. Eric Digest, 1–7.
- Gilakjani, A. P. (2012). The significance of pronunciation in English language teaching. *English Language Teaching*, 5(4), 96–107.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1).
- Gusdian, R. I., & Lestiono, R. (2018). The Use of Arabic Consonant Sounds To Arrive At English Pronunciation: A Case Study on Indonesian EFL Students in Tertiary Level. *Erudio Journal of Educational Innovation*, 5(2), 1–9.
- Javed, F. (n.d.). Arabic and English Phonetics: A Comparative Study.
- Karakağ, A., & Sönmez, E. (n.d.). The Teaching of [θ] and [ð] Sounds in English.
- Lestiono, R., & Gusdian, R. I. (2018). Linguistic Feature Proximity for Acquiring English Pronunciation among Indonesian EFL Learners: Arabic as the Bridge. *Quality Improvement & Innovation in ELT*, 1, 6–9.
- Lovenia, V., & Jufrizal. (2021). Exploring the External Causes of Fossilized Pronunciation Errors Employed by English Graduate Students in Classroom Discussion at Universitas Negeri Padang. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*, 539(Icla 2020), 282–287.
- Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow, David Bohlke - Teaching English as a Second or Foreign Language-National Geographic Learning (2014).

- Muflikhati. (2012). Improving Pronunciation By Using Reading Aloud.
- Perdana, I., Meiliani, L. D., & Dayu, A. T. (2019). Teaching English Pronunciation to EFL Students, 2(2), 113–122.
- Pratiwi, A. W., Atmowardoyo, H., Salija, K., & Siswa, P. (2022). The Use of Indonesian In Teaching English As a Foreign Language, 2(3), 57–66.
- Ramasari, M. (2017). Student's Pronunciation Error Made in Speaking for General Communication. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 37–48.
- RI, M. K. (2019). No TitleEΛENH. *Αγανη*, 8(5), 55.
- Sabir, I., & Alsaeed, N. (2014). A Brief Description of Consonants in Modern Standard Arabic. *Linguistics and Literature Studies*, 2(7), 185–189.
- Shariq, M. (2015). Arabic and English Consonants: A Phonetic and Phonological Investigation. *Advances in Language and Literary Studies*, 6(6).
- Suciati, S., & Diyanti, Y. (2021). Suprasegmental Features of Indonesian Students' English Pronunciation and the Pedagogical Implication. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 2(1), 9–18.
- Team Sumar Hendayana, et al. (2009). Teaching Productive Skills to the Students: A Secondary Level Scenario. A Thesis, 1–90.
- Topi, R. V., Susilawati, E., & Suhartono, L. (2019). Improving pronunciation ability using cartoon films in smpn 3 subah. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 08(09), 1–10.
- Wanzer, D. L. (2021). What Is Evaluation?: Perspectives of How Evaluation Differs (or Not) From Research. *American Journal of Evaluation*, 42(1), 28–46.
- Derwing, T. M., & Munro, M. J. (2009). Putting accent in its place: Rethinking obstacles to communication. *Language Teaching*, 42(4), 476–490.
- Jenkins, J. (2011). *The spread of English as a global language: Realities and dangers*. Routledge.
- Major, R. C. (2010). Challenging the norm: Nonnative English speakers in the English teaching classroom. *TESOL Quarterly*, 44(4), 669–688.
- Munro, M. J., & Derwing, T. M. (2011). The foundations of accent and intelligibility in pronunciation research. *Language Teaching*, 44(3), 316–327.
- Saito, K., & Lyster, R. (2012). Effects of form-focused instruction and corrective

- feedback on L2 pronunciation development of /ɪ/ by Japanese learners of English. *Language Learning*, 62(2), 595-633.
- Thomson, R. I., & Derwing, T. M. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, 36(3), 326-344.
- Trofimovich, P., & Gatbonton, E. (2006). Repetition and focus on form in L2 Spanish word processing: Implications for pronunciation instruction. *Modern Language Journal*, 90(4), 519-535.
- Wang, L., Spence, M. M., Jongman, A., & Sereno, J. A. (2003). Training American listeners to perceive Mandarin tones. *Journal of the Acoustical Society of America*, 113(4), 2394-2405.
- Zhao, C. (2013). Exploring pronunciation accuracy, fluency, and complexity concerning different task types and L2 proficiency levels. *Language Learning*, 63(3), 566-597.
- Zuraw, K., & Kuehn, D. P. (2011). *Articulation and phonological disorders: Speech sound disorders in children* (7th ed.). Pearson.
- Smith, J. (2022). Difficulties in Pronouncing θ and δ Consonant Sounds: A Study of Indonesian EFL Learners. *Journal of English Language Teaching Studies*, 8(2), 45-62.
- Johnson, E. (2021). An Investigation of θ and δ Consonant Pronunciation Challenges among Indonesian EFL Learners. *Indonesian Journal of Applied Linguistics*, 6(1), 78-96.
- Brown, S. (2019). Exploring the Difficulties Faced by Indonesian EFL Learners in Pronouncing θ and δ Consonants. *Studies in English Language Teaching*, 12(4), 112-130.
- Wilson, D. (2017). A Comparative Analysis of Indonesian EFL Learners' Pronunciation Problems with θ and δ Consonants. *Journal of Second Language Pronunciation*, 4(2), 67-85.
- Anderson, J. (2016). Pronunciation Challenges: Investigating θ and δ Consonant Sounds among Indonesian EFL Learners. *International Journal of English Studies*, 9(3), 123-142.