

**Pronunciation Ability  
Improvement by Resso  
Application at The Parepare  
Senior High School Students**

P-ISSN 2721-1096  
E-ISSN 2721-1916

**Aisyah Ramadani**

State Islamic Institute of Parepare, Indonesia

**Kalsum**

State Islamic Institute of Parepare, Indonesia

**Ahmed Sardi**

STKIP Darud Da'wah wal Irsyad Pinrang, Indonesia

**Agussalim**

Muhammadiyah University of Parepare, Indonesia

**Abstract**

This research was aimed to find out the improvement of students' pronunciation ability. This research applied quantitative approach and used quasi experimental design. The population was taken from the second-grade students of SMA Negeri 2 Parepare. The samples in this research were 72 students of experimental and control class. The researcher analyzed the data used t-test formula. The result of the research showed that the English songs technique can improve students' pronunciation. The mean score of experimental class is 89.72 and the mean score of control class is 54.027. It means that the mean score of experimental class is higher than control class. For the level significant ( $\alpha$ ) 5% and  $df = 34$  and the value of table is 1,697 while the value of t-test 22,54. It means that the t-test value was greater than t-table value 1,697 table ( $22,54 \geq 1.697$ ). On the other word, ( $H_a$ ) was accepted and ( $H_0$ ) was rejected. It can be concluded that there is a significant difference between students' pronunciation ability that were taught through Resso's English song and students who were not taught through Resso's English song at SMA Negeri 2 Parepare. It can be underlined that the usage Resso Application gives a great contribution in teaching and learning process on the students' pronunciation improvement because Resso Application has a good effect. It becomes important for the teachers to increase and develop students' pronunciation ability.

**Keywords**

English Songs, Pronunciation Ability, Resso

---

**Corresponding author:**

Ahmed Sardi, STKIP Darud Da'wah wal Irsyad Pinrang, South Sulawesi, Indonesia

Email: [ahmedsardi@stkipddipinrang.ac.id](mailto:ahmedsardi@stkipddipinrang.ac.id)

## **INTRODUCTION**

Pronunciation problems for EFL Students have always been a problem for their learning process. For Indonesian learners, English pronunciation is fairly tough. In certain cases, the difficulties arise from the language's uneven spelling, which provides poor pronunciation instruction. Music is one of the things that is currently considered to be able to make some EFL students a middle way to improve their pronunciation. Music has particular advantages for students learning a new language (Humaera et al., 2021). Listening to songs and singing is a natural and pleasurable approach to learn new sounds, words, and phrases, as surely know from own language studies. In many ways, learning a song or playing a musical instrument is similar to learning a language. While listening to songs, students can unconsciously learn English pronunciation properly and correctly. Songs have an emotional impact on people's lives and provide insight into their thoughts. As musicians improve their language learners, they move closer to objective sound until they reach a level of comfort and delight or "fluency" (Lems. K, 2018). Songs are really useful for learning English pronunciation.

Pronunciation is an aspect of English that allows interacting with others. It is about how language, word or sound is spoken. There are discrepancies between the symbol and its sounds. By pronouncing a word, can acquire the sound, stress, rhythm, intonation, and meaning of the word. When talking with people, should not only have a good vocabulary but also have good pronunciation. So, if have a good pronunciation, the listener can easy to understand what the means. As stated by Cook cited in Pourhosein Gilakjani, defined pronunciation as the production of English sound (Gilakjani, A. P, 2016). Thus, from all of those experts can conclude that pronunciation is an act to produce the sound into meaningful words. Besides, it is important to learn pronunciation in order to communicate and comprehend the meaning in communication with other people who have different accents (Sardi et al., 2022).

There are many Applications to listening a song such Spotify, JOOX, and Resso. One of them is Resso, this is one of them most popular application. Resso, this is the newest music streaming application that was launched in March 2020. Resso comes as a music streaming application that invites to dare to express and connect with many people through the songs you like. There are several features that distinguish Resso from other Music applications, namely the lyrics that appear on the user's screen when music is played and also translations of foreign songs and users can upload comments on the song of their choice. In addition, users can enter data in jpeg and gif format to provide the background music they like, and this feature is called Vibes. Because of these characteristics, the researcher chose to use the Resso application to help students develop their pronunciation skills. Because researchers believe that the Resso Application is quite interesting to apply in learning because it is easy to use and can be used both in a Smartphone and PC.

The researcher uses songs on Resso Application as a media for teaching pronunciation ability. This Application has the feature that provides the lyrics of song. It makes easier for students. In this situation, while students are listening to song on Resso, they must also consider how the vocalist pronounces the words (Sardi et al., 2017). They

also can get used to pronounce well. As a result, the researcher must select a song that is appropriate for the students, as songs are a key tool for improving their English pronunciation ability. By using songs, students can learn how to pronounce words, develop their vocabulary, and comprehend the grammar of songs, and songs can make learning English fun and not monotonous. The subject chose by the researcher because students at SMA NEGERI 2 Parepare have poor pronunciation skills. The most of them are unable to correctly pronounce the word.

The problem of poor or low pronunciation at SMA Negeri 2 Parepare is often found in cases where no emphasis is placed on pronunciation ability. Although students strongly agree that learning pronunciation is necessary. In general, most of teachers not emphasize pronunciation when taking English classes and teachers not improve their pronunciation ability, in which the teacher's local accent when teaching English affects pronunciation skills and local accents appear when speaking English in class. It also found that local accents often caused problems with the pronunciation of certain sounds.

Other times, difficulties arise as a result of interference from the first language into the target language. The problem finds in pronunciation ability in the second grade of SMA NEGERI 2 Parepare. First, the students are in English words pronouncing differently to the written forms, so the students get difficulty to read the English word. Second, there are some sounds in English that difficult for students, and there is distinction between sounds that students find confusing because there is no such distinction in their mother tongue. Third, many students is less their pronunciation in speak English. And the last, many students sing without paying attention to how to pronounce correctly

Based on the observation, according to Zahra Hesty as the students of the second grade that the teacher is also complete and easy to understand in teaching English but usually, they have difficulties when it comes to English pronunciation and also the teacher sometimes gives a practice for the English teaching and learning process (Hesty. Z, 2023). One of the students' pronunciation difficulties is Phonetic Symbols. The pronunciation mistakes they often make is the pronunciation of phonemes that don't exist in Indonesian. (For example, /i:/, /u:/, /ʌ/, /æ/, /ei/, /ou/, and /au/) in this case, the actual word for "Vacation" is /və'keɪʃn/ but some they pronounce it with /va-ka-Tion/. The students need to learning strategy to increase their pronunciation. Therefore, the importance of selecting the right method and strategy to make the material easy to accepted and understand should be considered by the teacher.

Based on the problem above, the researcher assumed that students' problem, especially in pronunciation ability could be overcome with using the English song as a media in learning process. Listening to English songs is one of the media uses to help students improve their pronunciation, make learning more enjoyable, and accept learning by copying the sound in the song they were listening to (Nurchalis et al., 2021). It may be obvious that proper pronunciation coaching is beneficial not just for improving intelligibility but also for improving listening comprehension. Pronunciation will do repeatedly by using the song as a media. So, the students listening the song and then

pronounce it simultaneously. As a result, one technique to enhance English pronunciation is to listen to English songs.

## **LITERATURE REVIEW**

The use of song as media for teaching can increase students' vocabulary, motivation, interest and students' self-confidence, song also can create a relaxing, entertaining and non-threatening classroom atmosphere in which learners lower their anxiety filter and be more open to learning (Chen, Y. C., & Chen, P. C., 2009). The purpose of using teaching media especially listening to English songs is to make learning more accessible to students.

It means that the use of song can help the students to remember the vocabulary and the way to pronounce the word. The researcher uses the Resso App to help their students get more comfortable with the language they are learning (Ermawati et al., 2021). The researcher uses a media that is relevant to the students' lives, such as the Resso App, to listen a song. Using songs in class will make the students enjoy the activities and songs can be used in specific work on pronunciation.

Resso is a music streaming app that gives access to millions of songs and other content from artists worldwide. Resso able to recommend music. according to the user's preferences. Most popular application. Resso, this is the newest music streaming application that was launched in March 2020. Resso comes as a music streaming application that invites to dare to express and connect with many people through the songs you like. With Resso, it's easy to find the right music for every moment on the phone, computer, tablet and more. There are millions of tracks on Resso. So, whether you're behind the wheel, working out, study, partying or relaxing, the right music is always at your fingertips.

Based on the above definition, it is concluded that the Resso is an attractive and free digital music service that gives access to millions of songs and other content from around the world.

## **RESEARCH METHOD**

This research is used quasi experimental by using two class pre-test and post-test design with quantitative approach. This research design treated with a group students in the treatment class and a group students in the control class. Pre-test be carried out before the treatment administered and post-test be carried out after the treatment administered in the treatment class. This research was conducted at SMA Negeri 2 Parepare.

The population of this research is the second grade students of SMA Negeri 2 Parepare. Consist of 361 students divided into 11 classes which each consists approximately 34 students. The technique of taking samples is using purposive sampling technique. Purposive sampling is a technique of determining and taking samples determined by researchers with certain considerations. The considerations made in this purposive sampling technique can vary and depend on the needs of the research to be carried out. The consideration for choosing a purposive sampling technique is because it is in accordance with the objectives to be achieved, the sample selection can be selected so that it is relevant to the research design, and is an easy technique to implement (Sri Maharani and Martin Bernard, 2018).

Based on the statement above, the samples that can be taken in this study are two classes consisting of an experimental class and a control class. One experimental class, namely class XI MIPA 2, consist of 36 students and one control class, namely class XI MIPA 1, consist of 36 students. The sample selection is based on consideration of the teacher's recommendations and the same ability. The type of instrument used in this study is a test. The test contains students' pronunciation ability. Assessing by using pronunciation rubric, focus on assessing vowels and consonants. The test consists of pre-test and post-test. The answer key refers to the website of tophonetics.com which is used officially according to the rules of the International Phonetic Alphabet (IPA). The pre-test is given before using the Resso Application to obtain data on students' prior knowledge, while the post-test is given after using the Resso Application. Data analysis is the process of searching and systematically compiling the data obtained from the results interviews, field notes, and other materials so they can be easily understood and the can be informed by others (Nais, R, 2016).

## FINDINGS AND DISCUSSION

The results in Experimental Class of the study explained that students' scores on the pre-test and post-test were used to measure the students' knowledge obtained before and after treatment using Resso Application in this study. In other words, to determine students' knowledge and improve of pronunciation ability before and after treatment or pre-test and post-test. The results of students' scores on the pre-test and post-test are as follows:

**Table 1. The Classification students' score and percentage of the frequency in Pre-test and Post-test in Experimental class**

No	Classification	Score	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	91-100	0	29	0%	80,55%
2	Good	76-90	1	5	2,77%	13,88%
3	Average	61-75	21	1	58,33%	2,77%
4	Poor	51-60	4	1	11,11%	2,77%
5	Very Poor	<50	10	0	27,77%	0%
<b>Total</b>			<b>36</b>	<b>36</b>	<b>100%</b>	<b>100%</b>

*(Data source: the classification students' score and percentage of the frequency in Pre-test and Post-test in Experimental class)*

The data of the table above indicated that the classification students' score and percentage of the frequency in Pre-test no one student got Excellent and Twenty-two (58,33%) students got Average score. While the rate percentage of the Post-test, twenty-nine (80,55%) students got Excellent score and no one student got Very poor score. It means that the percentage in Post-test that students got excellent score was

higher than the percentage in the Pre-test. It showed that students were able to improve their Pronunciation ability after treatment through Resso Application.

**Table 2. The Mean score and Standard deviation of Pre-test and Post-test in Experimental class**

Test	Mean Score	Standard Deviation
Pre-test	61,52	15,43
Post-test	89,72	7,26

(Data source: The Mean score and Standard deviation of Pre-test and Post-test on the appendix page 3-5)

The data in table 4.2 shows that the mean score of Pre-test was 61,52 ( $X_1$ ), while the mean score of the Post-test increased 89,72 ( $X_2$ ). The standard deviation of pre-test was 15,43, while the standard deviation of post-test was 7,26 (to find out how to get the mean score and standard deviation of pre-test and post-test, founded in the appendix on page 3-5).

As the result at this item, the mean score of post-tests was greater than the mean score of pre-tests. It means that students' pronunciation ability had improvement after doing the learning process trough Resso Application.

In order to know whether the means score of the pre-test and the mean score of the post-test while significantly different, the researcher used T-test. The result of T-test was 22,54 (founded in the appendix page 9). To find out the degree of freedom (df) the researcher used following formula:

$$\begin{aligned} df &= N - K \\ &= 36 - 2 \\ &= 34 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and  $df = 34$ , and the value of the table is 1,697 while the value of t-test 22,54. It means that the t-test value is greater that t-table ( $22,54 \geq 1,697$ ). So, it can be concluded that there was an improvement with the students' pronunciation ability after being given treatment through Resso Application. So, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

**Table 3. The Test of Significance**

Variable	T-test	T- table value
Pre-test and Post-test	22,54	1,697

(Data source: the test of significances in pre-test and post-test)

The data above showed that the value of-test was greater that t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test. In some vowel errors are frequent /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/ What is in the treatment is repeated several times in each song that is applied, so students become

familiar with pronouncing the vowel. Hence, that initially the students were not used to pronouncing difficult vowels without being specifically taught, they became aware of how to pronounce these vowels.

In some Consonants errors are frequent /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/ Some students find it difficult to pronounce the consonants they cannot distinguish consonants whose pronunciation is almost the same as /ch,(tʃ)/ and /th,(θ)/ However, after applying several songs in the Resso application, some of the lyrics have consonant errors are frequent. to know how to pronounce these consonants correctly.

Regarding the experimental class, before applying the treatment, some students had difficulty pronouncing vowels and consonants which were difficult to pronounce, but after being taught how to pronounce them correctly by using phonetic symbols and also the songs applied in the Resso application, they became aware and accustomed to pronouncing vowels and consonants that were difficult to pronounce because they can find out the pronunciation by connecting the phonetic symbols of a word with the original pronunciation that they hear directly in the Resso application.

In some consonants that are difficult for students to pronounce such as /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/ Basically in this study using audio which is in the resso application. The pronunciation of a word is very clear and there are lyrics that can be read while listening to the differences in each difficult consonant and vowel. With this, students become accustomed to and know how to correctly pronounce consonants and vowels that are difficult to pronounce correctly.

The results in control class of the study explained that students' scores on the pre-test and post-test were used to measure the students' knowledge obtained using another application in this study. In other words, to determine students' knowledge and improve of pronunciation ability with no treatment or pre-test and post-test. The results of students' scores on the pre-test and post-test are as follows:

**Table 4. The Classification students' score and percentage of the frequency in Pre-test and Post-test in Control class**

No	Classification	Score	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	91-100	0	0	0	0
2	Good	76-90	0	0	0	0
3	Average	61-75	0	10	0	27,77%
4	Poor	51-60	6	8	16,66%	22,22%
5	Very Poor	<50	30	18	83,33%	50%
<b>Total</b>			<b>36</b>	<b>36</b>	<b>100%</b>	<b>100%</b>

*(Data source: the classification students' score and percentage of the frequency in Pre-test and Post-test in Control class)*

The data of the table above indicated that the classification students' score and percentage of the frequency in Pre-test Six (16,67%) students got Poor score and Thirty (83,33%) students got Very poor. While the rate percentage of the Post-test Eight

(22,22%) students got Poor score and Eighteen (50%) student got Very poor score. It means that the percentage in Post-test that students got Average score was higher than the percentage in the Pre-test. It showed that students were little bit able to improve their Pronunciation ability through another application.

**Table 5. The Mean score and Standard deviation of Pre-test and Post-test in Control class**

Test	Mean Score	Standard Deviation
Pre-test	39,72	11,33
Post-test	54,027	10,86

(Data source: The Mean score and Standard deviation of Pre-test and Post-test on the appendix page 3-5)

The data in table 4.5 shows that the mean score of Pre-test was 39,72 ( $X_1$ ), while the mean score of the Post-test increased 54,027 ( $X_2$ ). The standard deviation of pre-test was 11,33, while the standard deviation of post-test was 10,86 ( to find out how to get the mean score and standard deviation of pre-test and post-test, founded in the appendix on page 3-5).

As the result at this item, the mean score of post-test was greater than the mean score of pre-test. It means that students' pronunciation ability has improvement through another application.

In order to know whether the means score of the pre-test and the mean score of the post-test while significantly different, the researcher used T-test. The result of T-test was 14,30 (founded in the appendix page 18). To find out the degree of freedom (df) the researcher used following formula:

$$\begin{aligned}
 df &= N - K \\
 &= 36 - 2 \\
 &= 34
 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and  $df = 34$ , and the value of the table is 1,697 while the value of t-test 14,30. It means that the t-test value is greater that t-table ( $14,30 \geq 1,697$ ). So, it can be concluded that there was an improvement with the students' pronunciation ability after being given Post-test

**Table 6. the Test of Significance**

Variable	T-test	T- table value
Pre-test and Post-test	14,30	1,697

(Data source: The Mean score and Standard deviation of Pre-test and Post-test on the appendix page 18)

The data above showed that the value of-test was greater that t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test. The researcher has found that before using Resso application in teaching pronunciation ability, the students' pronunciation ability still low. It was proven by the result of the pre-test, the students difficult to pronounce the words. One of the factors was

the technique or strategy that the English teacher used in teaching and learning still monotonous. So, the students got bored and there is no improvement in learning process in the classroom especially in their pronunciation ability.

Before applying Resso application in teaching pronunciation the students faced some problem to pronounce the words, they are:

- a) The students were getting bored, because they think that English was difficult.
- b) The students were not motivation and awareness in learning English.
- c) The students rarely study using media in class since in pronunciation learning so many words were not familiar to them.

After applying Resso application in teaching pronunciation gave improvement to the students at The Second Grade Student of SMA Negeri 2 Parepare, they are:

- a) The students easy to pronounce and understanding the words because of the features of the Resso application that no just have lyrics but also have translation of the lyrics.
- b) The students more enjoyable and fun to study English because the material taught use media that are appropriate to the students' condition and also because use Resso application. Thus making students active and excited in the learning process. Because, the use of media and song prioritizes students' physical movements when looking for friends in the same category. The physical movements can help students to energize the brain that has been tired and worry of thinking.
- c) The students can more enthusiastic in the class because they got point as a reward.
- d) The students felt comfortable and easy to understanding the material.

Based on the explanation above, it is concluded that in teaching pronunciation through Resso application was able to improve students' pronunciation ability of the Second Grade at SMA Negeri 2 Parepare.

## **CONCLUSION**

The English song through Resso Application is an effective strategy in improving students' pronunciation ability to the second grade students at SMA Negeri 2 Parepare. It was proved by the data analysis of pre-test and post-test result in Experimental class where the mean score of pre-test (61.52) is lower that the mean score of post-test (89.72). After the application of t-test formula and the result in which the value of t-test was 22.54 it was higher than t-table was 1.697. While it was proved by the data analysis of pre-test and post-test result in Control class where the mean score of pre-test (39.72) is lower that the mean score of post-test (54.027). After the application of t-test formula and the result in which the value of t-test was 9.94 it was higher than t-table was 1.697. It means rejecting of null hypothesis ( $H_0$ ) an accepting of alternative hypothesis ( $H_a$ ) and it shows that teaching pronunciation through Resso Application was affective, students can improve their pronunciation of the words that they think difficult to pronounce. Their pronunciation improves with they can reach their pronunciation after giving the treatment. The students were very exciting and enjoy the learning process. However, it was worked

the teaching pronunciation through Resso Application especially to the second grade students at SMA Negeri 2 Parepare. So, the research of data analysis showed that students were able to improve their pronunciation ability through Resso Application.

## **REFERENCES**

- Asmaradhani, A. I., Evendi, R., Mursid, A., & Gani, R. A. (2019). Fixing students' pronunciation using songs. *Journal of Languages and Language Teaching*.
- Astutik, A., Hidayat, N., & Rosyida, I. (2019). JOOX Application as a Media to Improve Students' Pronunciation. *Kontribusi (Research Dissemination for Community Development)*.
- Chen, Y. C., & Chen, P. C. (2009). The effect of English popular songs on learning motivation and learning performance. *WHAMPOA-An Interdisciplinary Journal*.
- David Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill, 2003).
- Ebedy, H. G. M. E. (2015). Using songs in YouTube to enhance EFL students' pronunciation. *CDELT Occasional Papers in the Development of English Education*.
- Ermawati, E., Nurchalis, N. F., & Sardi, A. (2021). Online efl teaching and learning: Different skills, different challenges. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(1).
- Fauziyah, N. (2014). Analisis Struktural-Semiotik Lirik Lagu La Vie En Rose Dan L Hymne AL Amour Karya Edith Piaf. Universitas Negeri Yogyakarta.
- Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*.
- Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*.
- Joanne Kenworthy, 2011, *Teaching English Pronunciation*. New York: United States of America by Longman Inc.
- Humaera, I., Sardi, A., Akbal, F. A., Amir, A. S., Hasyim, R., & Noni, N. (2023). EFL Students' Entrepreneurial Tendencies: Is It a Misdirected Issue?. *EduLine: Journal of Education and Learning Innovation*, 3(3), 444-453.
- Kalsum, K., Sardi, A., & Andini, N. (2023). THE QUALITY OF SUMMATIVE TEST MADE BY EFL TEACHER. *Inspiring: English Education Journal*, 6(1), 46-57.
- Kristin Lems, 2018, *English Teaching Forum*, United State.
- L.R. Gay, *Education Research Competencies For Analysis and Application*.
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.

- Manik, S. (2015). Improving students' pronunciation mastery by using English songs. Unpublished master thesis. English Department, Nommensen University.
- Muh. Fitrah dan Lutfiyah, *Metodologi Penelitian; Penelitian Kualitatif, Tindakan Kelas, & Studi Kasus* (Sukabumi: CV Jejak, 2017).
- Mulatsih, D. (2018). Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon. *Academic Journal Perspective: Education, Language, and Literature*.
- Nais, R. (2016). Pembelajaran Memproduksi Teks Ulasan Drama Berdasarkan Nilai Moral Dengan Menggunakan Teknik Note Taking Pairs Pada Siswa Kelas XI SMA Negeri 22 Bandung Tahun Pelajaran 2015/2016 (Doctoral dissertation, FKIP UNPAS).
- Nurchalis, N. F., Ermawati, E., Sardi, A., & Nursabra, N. (2021). Language Laboratory to Overcome the Barrier of Classroom English Learning: Does it Exist and Is it Used in Islamic Schools of Majene?. *Elsya: Journal of English Language Studies*, 3(3), 183-194.
- Pangestu, R., Handayani, T., Muhlis, M., Hasnita, N., & Sardi, A. (2024). Analisis Jalur Pengaruh Karakteristik Pekerjaan dan Kepuasan Kerja terhadap Kinerja Guru di SD Negeri 190 Barru. *Jurnal Edukasi Saintifik*, 4(1), 1-7.
- Pourhossein Gilakjani, A. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*.
- Purnama, R. (2019). The Application of Tongue Twister to Improve students' Pronunciation MTsN 1 Aceh Besar (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Putri, D., & Setiawan, M. (2022). The Usage Of Spotify App To Improve Students'pronunciation Skill At Smp Negeri 3 Ngronggot Nganjuk (Doctoral Dissertation, Iain Ponorogo).
- Rais, B., Pranowo, D. D., & Sari, R. P. I. P. (2020, August). The Use of Song in Teaching English Pronunciation. In 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019) (pp. 133-137). Atlantis Press.
- Roach, P. (2009). *English phonetics and phonology paperback with audio CDs (2): A practical course*. Cambridge university press.
- Sadilah, R., & Gaol, R. R. L. (2021). Improving Students'english Pronunciation Through Listening To English Songs At The Second Grade Students Of Smp Swasta Harvard Martubung. *Journal MELT (Medium for English Language Teaching)*.
- Sardi, A., Haryanto, A., & Weda, S. (2017). The Distinct types of diction used by the efl teachers in the classroom interaction. *International Journal Of Science and Research (IJSR)*, 6(3), 1061-1066.

- Sardi, A., Atmowardoyo, H., & Weda, S. (2017). The Distinct Types of Diction Used by the EFL Teachers in the Classroom Interaction. *International Journal of Science and Research*, 6(3), 1061–1066. <https://doi.org/10.21275/ART20171558>
- Sardi, A., Surahmat, Z., & Nur, S. (2022). The Washback of Intensive TOEFL Training Program (ITTP) on Student’s Learning Motivation. *ELS Journal on Interdisciplinary Studies in Humanities*, 5(4).
- Sardi, A., Kalsum, K., Rauf, W., & Hasyim, S. (2023). Enhancing Students’ Writing Skills through the Implementation of the Seven Nucleus Approach in Teaching Tenses. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, 6(1), 39-47.
- Sardi, A. (2023). CROSS CULTURAL COMMUNICATION AND INTERACTION (CULTURAL VALUES OF NORTH KOREA).
- Sofiyanti, Y. (2014). Upaya Meningkatkan Kemampuan Pengucapan Bahasa Inggris dengan Media Pembelajaran Online English Pronunciation. *Jurnal Wawasan Ilmiah*.
- Sri Maharani and Martin Bernard, "Analisis Hubungan Resiliensi Matematik Terhadap Kemampuan Pemecahan Masalah Siswa Pada Materi Lingkaran". *Jurnal Pembelajaran Matematika Inovatif* 1 (5) (2018), h. 821–822. <http://journal.ikipsiliwangi.ac.id/index.php/jpmi/article/view/1630> (Accessed 9 march 2023)
- Valentina Espinosa “Assessing Pronunciation” 2017.  
<https://www.slideshare.net/ValentinaEspinosa6/assessing-pronunciation>  
(Accessed 10 march 2023)
- Yanti, R., & Harahap, Y. S. (2022). The Effect Of Using English Song To Improve Students’ Pronunciation By 7th Grade At Smp Swasta Al Washliyah 27 Medan. *Jurnal Pusat Studi Pendidikan Rakyat*.
- Yule, G. (2010). *The Study of Language*. 4th d Cambridge University Press. New York, USA.
- Zubair, Muhammad Kamal, dkk. *Penulis Karya Ilmiah Berbasis Teknologi Informasi IAIN Parepare*, 2020