

REFERENCES

- [1] Evant Danamaya Liekas, “JELT: Journal of English Language Teaching, Vol.6 No.1 Tahun 2022,” *JELT J. English Lang. Teaching, Vol.6 No.1*, vol. 6, no. 1, pp. 24–30, 2022.
- [2] Y. Anwar and P. Kalisa, “Students’ Problems in Pronouncing Non-Existing English Diphthongs in Indonesian Language,” *Lang. Circ. J. Lang. Lit.*, vol. 15, no. 1, pp. 17–25, 2020, doi: 10.15294/lc.v15i1.26261.
- [3] J. M. Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*. 2018. doi: 10.1017/9781108241564.
- [4] A. M. Muñoz Mallén and V. P. Vázquez, “The Improvement of Intelligibility in the Oral Production of Standard English: A Study About the Production of Vowel Quality in Stressed and Unstressed Syllables,” *English Lang. Teach.*, vol. 12, no. 4, p. 115, 2019, doi: 10.5539/elt.v12n4p115.
- [5] D. Destiyana and M. Laila, “The Intelligibility of Indonesian Learners of English (ILE) in Understanding the Pronunciation of English Spoken by Thai Students,” *Ethical Ling. J. Lang. Teach. Lit.*, vol. 7, no. 2, pp. 419–425, 2020, doi: 10.30605/25409190.220.
- [6] T. UZUN, “The Interlanguage Speech Intelligibility Benefit for Turkish Speakers of English,” *Dil Eğitimi ve Araştırmaları Derg.*, vol. 8, no. 1, 2022, doi: 10.31464/jlere.1024616.
- [7] Y. Karlina, A. Rahman, and R. Chowdhury, “Designing Phonetic Alphabet for Bahasa Indonesia (PABI) for the teaching of intelligible English pronunciation in Indonesia,” *Indones. J. Appl. Linguist.*, vol. 9, no. 3, pp. 724–732, 2020, doi: 10.17509/ijal.v9i3.23223.
- [8] K. Rustipa, A. Widyaningrum, T. Kasprabowo, and Y. Yulistiyanti, “Text-based approach to teach English diphthongs,” *EduLite J. English Educ. Lit. Cult.*, vol. 7, no. 1, p. 111, 2022, doi: 10.30659/e.7.1.111-124.
- [9] P. S. R. Sihombing, H. Herman, and ..., “How To Teach English Conversation? an Implementation of a Multimodal Discourse Analysis Through Images,” *English Rev. J. ...*, vol. 10, no. 2, pp. 431–438, 2022, [Online]. Available: <https://journal.uniku.ac.id/index.php/ERJEE/article/view/6244%0Ahttps://journal.uniku.ac.id/index.php/ERJEE/article/viewFile/6244/3091>
- [10] A. L. Godhe, “Digital literacies or digital competence: conceptualizations in nordic curricula,” *Media Commun.*, vol. 7, no. 2, pp. 25–35, 2019, doi: 10.17645/mac.v7i2.1888.

- [11] S. Diamantopoulou and S. Ørevik, *Multimodality in English Language Learning*. 2021. doi: 10.4324/9781003155300.
- [12] F. V. Lim and W. Toh, “Developing a Metafunctional Framework for Understanding the Design of Educational Apps,” *Multimodality English Lang. Learn.*, pp. 117–130, 2021, doi: 10.4324/9781003155300-9.
- [13] P. A. Wasley, A. Lieberman, J. P. McDonald, and J. E. Talbert, *the Series on School Reform*.
- [14] B. Rais, D. D. Pranowo, and R. P. I. P. Sari, “The Use of Song in Teaching English Pronunciation,” vol. 461, no. Icllae 2019, pp. 133–137, 2020, doi: 10.2991/assehr.k.200804.025.
- [15] M. Chang, “Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation (review),” *Can. Mod. Lang. Rev. / La Rev. Can. des langues vivantes*, vol. 61, no. 3, pp. 436–439, 2005, doi: 10.1353/cml.2005.0013.
- [16] Kelly, “(How to) Kelly, Gerald - How to teach pronunciation-Longman (2001).pdf.” p. 154, 2000.
- [17] B. Chung and H. K. M. Bong, “Intelligibility of Korean-Accented English: Effects of listener’s familiarity,” *English Teaching(South Korea)*, vol. 76, no. 1, pp. 33–56, 2021, doi: 10.15858/engtea.76.1.202103.33.
- [18] J. Suntornsawet, “Problematic phonological features of foreign accented English pronunciation as threats to international intelligibility: Thai Eil pronunciation Core,” *J. English as an Int. Lang.*, vol. 14, no. 2, pp. 72–93, 2019.
- [19] R. K. Yin, *Case study research and applications: Design and methods*, vol. 53, no. 5. 2018. doi: 10.1177/109634809702100108.
- [20] D. Selviani and R. Tanjung, “Pengembangan Ceklis Observasi dalam mata pelajaran Bahasa Inggris untuk Sekolah Dasar,” *Competitive*, vol. 11, no. 1, pp. 132–133, 2016.