THE INFLUENCE OF USING BUSUU APPLICATION TOWARD STUDENTS' PRONUNCIATION MASTERY AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP N 1 KALIANDA SOUTH OF LAMPUNG IN THE ACADEMIC YEAR 2022/2023
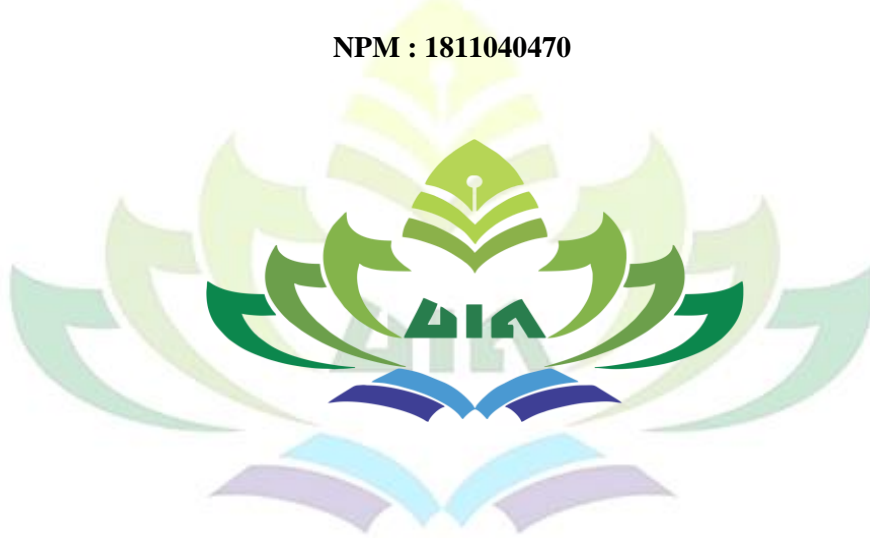
A Thesis

Submitted as a Partial Fulfilment of the Requirement for the Bachelor Degree

By:

EKA SARI AGUSTIN

NPM : 1811040470

Department : English Education

Advisor   : Prof. Dr. Idham Kholid, M.Ag

Co-Advisor : Septa Aryanika, M.Pd

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER AND EDUCATION

RADEN INTAN LAMPUNG ISLAMIC STATE UNIVERSITY

2022/2023

CHAPTER I
INTRODUCTION

A. Title Affirmation

In the research, the researcher will examine the Influence of using the Busuu application on students' pronunciation skill, focusing on pronunciation mastery in accordance with the English material at school. Especially junior high school students. The focus of this research is the students of class VIII SMP Negeri 1 Kalianda.

As an initial stage to understand the thesis proposal and to avoid misunderstandings in the interpretation of the title. Therefore, the researcher needs to explain and emphasize some words related to the title of the thesis. Meanwhile the title of the thesis in question is THE INFLUENCE OF USING BUSUU APPLICATION TOWARD STUDENTS' PRONUNCIATION MASTERY AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP NEGERI 1 KALIANDA SOUTH OF LAMPUNG IN THE ACADEMIC YEAR 2022/2023. The following is an explanation of the meaning of the terms contained in the title of the proposal:

1. The Influence

Influence can be defined as something that has an impact, also provides changes either slowly or significantly.[2] Defined as slowly is if the influencer gives to the affected something with period of time or duration. Significant is defined as a rapid change, it means that what is affected has increased. So in this study, what is meant by influence is something in the form of strength that can affect students' pronunciation mastery, from the Busuu Application as a learning media.

2. Busuu Application

Busuu is an application that facilitates students in learning language learning following instructions from native speakers. Referring to Khoirul Huda's research, Busuu is defined as "the Busuu application is used as a medium for learning foreign languages because it has interactive power in learning and mastering foreign languages".[3] In line with Vesselinov stated that "the Busuu app attracted and supported learners at the beginner level".[4]

3. Pronunciation Mastery

Pronunciation refers to the production of sounds that we use to make meaning. To speak something a person has word stress, sentence stress, and intonation. That's all are part of pronunciation. Pronunciation is very important in communication. Pronunciation in English is defined as students' ability to produce exact pronunciation and also how students can speak in exact pronunciations and can understand when someone speaks in different pronunciation (at least not standard). It determines the ability or state to understand and produce specific pronunciations called as "Pronunciation Mastery". Gamboa Silva said that "influencing pronunciation mastery as follow.[5] (1)Age. Pronunciation is a skill that is harder for children to do than adults and they probably will does not achieve pronunciation like native-speaker. (2)Aptitude. Learners have the same capacity to learn a second language because they have learned a first language. Others assert that the abiility to recognize and internalize foreign sounds may be unequally developed in different learners. (3)Learner attitude and motivation. Attitude toward the target language, culture, and native speakers; degree of acculturation;

---

[2]Sheila Pontis and Ann Blandford, "Understanding 'Influence:' An Exploratory Study of Academics' Processes of Knowledge Construction through Iterative and Interactive Information Seeking," *Journal of the Association for Information Science and Technology* 66, no. 8 (August 1, 2015): 1576–93, https://doi.org/10.1002/asi.23277.

[3]Ade Mulyadi and Mesa Maesaroh, "THE EFFECTIVENESS OF USING 'BUSUU' IN TEACHING SPEAKING," *Jurnal Fakultas Keguruan & Ilmu Pendidikan* 2, no. 3 (2021).

[4]Universitas Sebelas Maret, "EFL Students' Attitudes towards Autonomous Learning through BUSUU: A Mobile Application Rizqiyyah 1* , Nur Arifah Drajati," vol. 13, n.d., https://ejournal.radenintan.ac.id/index.php/ENGEDU.

[5]Muhammad Khairi Ikhsan, "Factors Influencing Students` Pronunciation Mastery at English Department of STKIP PGRI West Sumatera," *Al-Ta Lim Journal* 24, no. 2 (July 31, 2017): 110–17, https://doi.org/10.15548/jt.v24i2.279.

personal identity issues; and motivation for learning can all support or impede pronunciation skills development. Kelly stated that "We may judge people by the way they speak, and so people with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge".[6]

B. Background of the Problem

English is an international language used by many people in the world, it is very important for us to be able to communicate in English. English is studied academically as a subject of language learning through education in schools, colleges, and universities. English can help us in many ways such as business, economics, and others. Hutchinson states that English is important regarding that it is used by many people as communication, and it is also learned as the key to the international currencies of technology and commerce.[7] To be able to speak English we need to know the important skills in English such as Listening, Speaking, Reading, and Writing. These skills support us to be able to speak English. Speaking is one of the important skills in English because speaking is a form of daily communication. Siahaan states speaking is a productive language skill. It means that speaking is a skill to produce sounds that exists at the meaning and be understood by other people.[8] However the most people think that speaking is difficult to learn. In fact we just need to be brave and motivate ourselves to be able to speak English fluently.

Brown states that there are six components of speaking to be assessed such as pronunciation, grammar, vocabulary, fluency, and comprehension.[9] One important aspect of speaking ability is pronunciation. Pronunciation is a method used in mentioning words or producing language. Most students only know vocabulary without knowing how to pronounce it in English. Learning English is relatively difficult if students are able to know a lot of vocabulary and its pronunciation and are able to compose words into a sentence. Pronunciation is one of the basic components of speech. Pronunciation is one of the basic components of speaking which is important especially in oral communication. Every sound, intonation, and stress pattern can convey meaning. Native English speakers who speak English directly must be very careful because in saying some words can cause misunderstandings in the listener. In the opinion of Mariana, English pronunciation reveals many problems because the pronunciation of English and Indonesian is different.[10] It means having an intelligible pronunciation is more important than having a native speaker pronunciation. The pronunciation is also very complicated because there are several words in English that are one form but have many meanings. If you mispronounce a word it will have a different meaning, this often creates misunderstandings between the speaker and the listener. One of the reason we do not understand what did the speaker say is wrong pronunciation. Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. Khoirul Huda stated that Busuu is an application that is used as a medium for learning foreign languages because busuu has interactive and good mastery of foreign languages.[11] For scientific reason, based on the research has been

---

[6]Meylan GNA Sihombing, "THE CORRELATION BETWEEN THE STUDENTS' PRONUNCIATION MASTERY AND THEIR ABILITY IN SPEAKING," 2014.

[7]Titik Agustina, "English for Specific Purposes (ESP): An Approach Of English Teaching for Non-English Department Students," *Beta* 7, no. 1 (2014): 37–63.

[8]Azlina Kurniati, "A STUDY ON THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMK TELKOM PEKANBARU STUDI TENTANG KEMAMPUAN SPEAKING SISWA KELAS DUA SMK TELKOM PEKANBARU," n.d.

[9] Ibid. P.12

[10]Smita Mariana Sarapung and Hasan Basri, "IMPROVING STUDENTS' ABILTY IN PLACING ENGLISH WORD STRESS THROUGH HAND GESTURE TECHNIQUE," n.d.

[11]Asmaul Husna, "LEARNING THE ARABIC LANGUAGE WITH BUSUU APPLICATION," n.d., https://www.kompasiana.com/tdnee/.

concluded that it is because the audiovisual or through the use of mobile application the material could be more accurate, especially in pronunciation. As the students in Indonesia is non-native speaker, so that if they are taught by using accurate source of pronunciation, they skill might be increased rather than hearing the sound of word from the teacher directly, because the teacher is also non-native speaker. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. To help students improve their mastery of pronunciation, teachers must be more creative and innovative in teaching. Teachers can use interesting technology media. Currently technology has developed very rapidly, there are many devices that students can use to improve pronunciation mastery. Now, many application that can be used for learning English. So it make us easy to learn because there are many features of each application that can make us easy to learn such us grammar, pronunciation, vocabulary, and etc. Each application has every advantages and disadvantages. There are two kinds of application. They are online and offline application. Both of them also have advantages and disadvantages. One of the media that can improve pronunciation is the busuu application.

Busuu is an application that can be used to communicate with people around the world to learn foreign languages, busuu is also an application that is supported by native speakers. Busuu application has completed the material for learning foreign languages with four skills such as listening, speaking, writing, and reading. Fernando Rosell assumed that Busuu application through online questionnaire data collection then found that Busuu application helps the knowledge of the language they learn and most of them consider Busuu application as a reliable tool for language learning.[12] Busuu application can be used or accessed via a smartphone, which allows students to study anytime and anywhere. Then, Busuu can help students learn pronunciation because from Busuu students can focus more on learning and do not feel bored. Busuu is equipped with interesting features and is also supported by native speakers from several countries.

Based on preliminary research at SMP Negeri 1 Kalianda, the researcher conducted an interview with Bu Intanovia Indira Dharma S.Pd, one of the English teachers in SMP N 1 Kalianda. She said "The students' pronunciation ability are standard and they often make mistakes when pronouncing words in English. The most students also did not understand how to pronunce words and sentences with stress and intonation properly. There are some students lacked focus during the lesson, because they felt that pronunciation is boring lesson. It is probably caused the media that I used is less effective so it does not attract students' interest in learning pronunciation. And also the most students are lacks in knowing vocabulary".[13] After interviewing the English teacher, the researcher concludes that students' pronunciation is still low and they still can not pronounce words well.

There are several relevant studies that support this research. One of them is the research conducted by Radiah Hamid and Ilmiah in 2020 which titled "The Application of Busuu as Media in Improving Students' Pronunciation at Class XII Social in SMA Muhammadiyah 2 Makasssar." The objective of the thesis is to find out the use of Busuu Application in improving pronunciation of student at Class XII Social in SMA Muhammadiyah 2 Makassar. The researchers used Pre-Experimental research design in conducting the research. And the result showed that Busuu Application can improve student pronounciation. The similarity of the research that will be carried out by the researcher with the research conducted by Radiah Hamid and Ilmiah is

---

[12] Mulyadi and Maesaroh, "THE EFFECTIVENESS OF USING 'BUSUU' IN TEACHING SPEAKING."

[13] Intanovia Indira Dharma, The English Teacher of SMP N 1 KALIANDA South of Lampung, Interview, (March 31st, 2022).

researching and discussing related to the Busuu Application and students' pronunciation. Meanwhile, the differences in this study are the researcher tries to see the influence of the Busuu Application on students' pronunciation mastery, the researcher uses Quasi Experimental research design in conducting the research, and the researcher specified the pronunciation material that was by school learning and the material in the Busuu Application.

Based on the problems above, the researcher used Busuu application in teaching students' pronunciation focusing on suprasegmental aspect of pronunciation namely stress, intonation and pitch. In addition, there will also be a creative and active teaching and learning process in the classroom. By using Busuu Application students can play the audio or video that has been supported by native speaker to improve and practice their pronunciation. The most students say pronunciation is difficult, therefore the teacher must have a solution so that students are happy and comfortable and also do not feel bored when learning pronunciation. Furthermore, the application emphasizes learning styles that involve the relationship between the active participation of students and their friends competitively on the learning. Hence, the researcher is interested in conducting research on the Busuu Application in the teaching and learning process, especially English in pronunciation ability. The researcher decides to conduct a research entitled "The influence of using Busuu Application towards students' pronunciation mastery at the first semester of eighth grade of SMP N 1 Kalianda South of Lampung in the academic year 2022/2023" to know whether there is have a significant influence of using Busuu Application towards students' pronunciation ability.

C. Identification and Limitation of the Problem

Based on the background above, the identification of the problems were as follow:

1. The media used in learning and teaching in pronunciation is not effective and not interesting.
2. There are many lacks in students' pronunciation, it has an impact on their capability of pronunciation mastery.
3. Lack of student motivation in learning, especially in speaking skill which has an impact on pronunciation.
4. The students have lack of vocabulary knowledge.

In English pronunciation, there are two kind aspects of pronunciation; segmental & suprasegmental of students' pronunciation mastery. The researcher focused on suprasegmental aspect of pronunciation namely stress, intonation and pitch. This limitation was chosen because the sample of this research was junior high school students and it is difficult to measure the students' pronunciation skill on segmental aspect such as diphthongs and vowels. Therefore, the researcher gave the students some text with the list of pronunciation that available on Busuu Application, so that she can measure the students' pronunciation accurately because it is based on Busuu Application not the researcher's own mind.

D. Formulation of the Problem

The researcher formulated the research as follow:

Is there a significant influence of using Busuu Application towards students' pronunciation mastery at the first semester of eighth grade of SMP N 1 Kalianda South of Lampung in the academic year 2022/2023?

E. Objective of the Research

Related to the formulation of the problem above, the objective of the research:

To know a significant influence of using Busuu Application towards students' pronunciation mastery at the first semester of eighth grade of SMP N 1 Kalianda South of Lampung in the academic year 2022/2023.

F. Significance of the Research

This research is expected to give theoritical and practical benefits as follow :

1. Theoritical benefits.

The result of this research is expected can be reference for English teacher to teach learners by apply Busuu Application as a media. Thus, the learners can improve their Pronunciation Mastery.

2. Practical benefits.

This research is expected to give some benefits for Learners, English teacher, and Researcher.

a. For the English Education Students

This research can be as information for the English Education students who wants to conduct the research or just read the result of this paper. They could know that there might be a good application for teaching learning pronunciation and it is good to be tried to make the students' pronunciation skill better. Also, this research can help students' interest in studying English especially in pronunciation by using Busuu Application as a media.

b. For the English teacher

The Busuu Application as a supporting media can be used by teachers to teach English, especially in pronunciation and help raise students' pronunciation levels.

c. For the school

The result of this study will encourage the school to observe English, in particular, to teaching English. The findings from this study could possibly increase some contribution to the improvement of language teaching and learning in the SMP N 1 Kalianda South of Lampung.

d. For the researcher

This research can add experience for the researcher to teach English student in the future, so the learning process will be better.

G. Relevant Research

The researcher in conducting the research refers to several relevant studies that have been researched and conducted previously related to Busuu Application and Pronunciation Mastery. Some of the results of these studies are as follows:

1. Thesis conducted by Radiah Hamid and Ilmiah in 2020 "The Application of Busuu as Media in Improving Student's Pronunciation at Class XII Social in SMA Muhammadiyah 2 Makasssar." The research was find out the use of Busuu Application in improving pronunciation of student at Class XII Social in SMA Muhammadiyah 2 Makassar. Design of the research used Pre-Experiment method. The Population were students in the Muhammadiyah 2 Makassar High School and samples were Social Class XII students. The data collection technique is the researcher collected the data with some procedure that consist of pre test, treatment and post test. The result shows that Busuu Application can improve student pronounciation. This is becaused there was difference between pre test and post test where the post test is higher than pre test. It means there was an increasing. That is proved by the mean score of pre test was 50 become 75 in post test. Moreover, the students' condition in the classroom during learning process also supported so students' pronounciation can improve.

2. Research conducted by Ade Mulyadi and Mesa Maesaroh in 2021 "The Effectiveness Of Using "Busuu" In Teaching Speaking". The objective of this research is to determine the effectiveness of the Busuu application on the speaking skills of students who were tested in

class X SMK Darulullum Kuningan in the 2020/2021 school year. The research was to find out whether the Busuu application is effective or not, the researcher used a pre-experiment based research that was applied in class X. The result of this research showed that there were significant differences in students who were taught using the Busuu application as a media. The use of Busuu application media is used in teaching speaking to effective class X students.

3. Research conducted by Vinindita Citrayasa in 2019 "Junior High School Students' Lived Experiences Of Learning English Using Busuu". The objective of the research is to describe and interpret the students' lived experience of using a mobile application namely Bussu for learning English. The study is a hermeneutic phenomenology study which focuses on the description and interpretation of the students' lived experiences of using Busuu to learn English. The research used a qualitative research concerning more about the verbal data of description and interpretation. The result shows the participants' lived experiences showed some empirical meanings: ubiquitous learning, fun learning, and useful English learning assistant. The study also reveals the finding of transcendent meaning that Busuu encouraged them to become more autonomous learners.

4. Research conducted by Rizqiyyah and Nur Arifah Drajati in 2020. "EFL Students' Attitudes towards Autonomous Learning through BUSUU: A Mobile Application". The study aims at figuring out the use of chosen language learning mobile applications (Busuu) on students' autonomous learning. The research employed an attractive method by obtaining the data collection from within the app. The result and discussion have come to the conclusion that students have positive attitudes towards Busuu, the selected application in terms of meeting expectations.

5. Research conducted by Endar Rachmawaty Linuwih and Yohanes Kurniawan Winardi in 2020 "Improving Students' Writing Skill Using A Mobile Learning Application". The objective of the research is to describe the use of a mobile learning application Busuu to improve students' writing skill. The data were collected by using technique of observation, test, and interview. The subject of the research was fourteen students of Widya Kartika University. The result showed that there was an improvement in students' writing skill. It can be seen from the result of writing test in each cycle which was improved. In addition, the results showed that the students had a positive attitude toward the implementation of mobile learning application Busuu in the activities of learning writing.

6. Research conducted by Puput Arianto in 2021 "Teaching English During Covid-19 Pandemic: Using "Busuu" In Speaking Class". The objective of the research is to describe the implementation of Busuu in speaking Class. The research used descriptive qualitative method. The instruments used in the research were observation and interview. The results are drawn in accordance with the findings and discussion previously presented. First the lecturer's adoption of Busuu in teaching speaking entails several procedures. Second, the lecturer's use of Busuu in teaching speaking elicited both favorable and negative responses from the students.Positive response included the fact that Busuu is enjoyable, inspires students to learn, and provides students with numerous speaking activities. The students considered the Busuu to be interesting, interesting, and reinforcing their learning, and reported that they are an effective medium and source of material for facilitating the retention of new knowledge, boosting peer collaboration, and improving their interest and motivation for studying. Meanwhile, one of the criticisms leveled regarding Busuu's use in teaching and learning to speak is that it requires a strong and stable internet connection. Additionally, students must pay a fee to access premium features.

7. Research conducted by Avrisa Ramadhania Moh. Yamin in 2021 "Android Based Learning Media Busuu for German Self-Learning". The objective of the research is to describe the use of Busuu android-based media for self-learning for X Language Class SMA Laboratorium

UM students and to know the students responses to the use of the media. The research used descriptive qualitative method. The data collection was obtained using observation and questionnaire sheets. The result of the research indicate that use of Busuu android-based media run well. Additionally, Busuu can be used as an alternative learning media for German Language self-learning.

These are some previous research to support the research. Based on the previous research above the author will examine the influence of using Busuu Application toward students' pronunciation mastery.

The similarity of the first study with this research was about the use of Busuu Application in teaching pronunciation while the differences of this study were about sample. It used 1 class only, while this research used 2 classes. It was on higher grade at XII while this research at VIII grade students.

The similarity of the second study with this research was about the use of Bussu application, while the different of research was the grade and the skill. It was taught in speaking skill, while this research in pronunciation skill.

The similarity of the third study was about using Busuu. The difference of research was about the skill and the kind of research. It was a hermeneutic phenomenology study while this research was experimental study. It was taught in case of live experience of learning English while this research in pronunciation skill.

The similarity of the fourth study with this research was about the use of Busuu. While the different were about aim and method of research. It was used an attractive method while this research used experimental method. The study was aimed at figuring out the use of chosen language learning while this research at influencing the students' pronunciation skill by using Busuu application.

The similarity of fifth study with this research was about using mobile learning application namely Bussu. While the different were about skill and the level of students. It was taught at university level while this research at junior high school level. The study was focused on writing skill while this research on pronunciation skill.

The similarity of the sixth study with this research was about using Busuu Application. While the differences were on skill and the method of research. It was the type of descriptive qualitative while this research was a kind of quantitative research. The study was focused on speaking skill while this research focused on pronunciation skill.

The similarity of the last study with this research was about using Busuu. While the differences of research were about aim, focus, and method. It was aimed to describe the use of Busuu android-based media for self-learning while this research aimed at finding influence of Busuu Application on pronunciation skill. The study was a qualitative type while research was a quantitative type.

H. Systematics Discussion

Systematics discussion is a series of discussions that contain in research, where one chapter to another is interconnected and cannot be separated.To achieve the expected goals, the systematic discussion of this research is divided into several chapters, namely:

Chapter I, contains the presentation of the data behind this research which is carried out related to the effect of the Busuu Application on students' Pronunciation Mastery. This chapter contains confirmation of the title,the background of the problem, problem identification, problem formulation, problem objectives, research benefits, relevant previous research studies, and systematic discussion.

Chapter II, contains previous literature and theoretical frameworks that are relevant and related to the Busuu Application and students' Pronunciation Mastery. This chapter contains the theory used, the framework of thinking, and the submission of hypotheses.

Chapter III, in detail describes the research methods used in the study and their relationship, types of research, time and place of research, population, sample, and data collection, research instruments, technical data analysis, and hypothesis testing.

Chapter IV, contains the results and discussion of the research that has been done. This chapter contains the results of the research, the classification of the discussion adapted to the approach, the nature of the research, and the formulation of the problem.

Chapter V, contains conclusions, suggestions, or recommendations. Conclusions are the result of the research or analysis that has been done and explained in previous chapters. While suggestion is an explanation of something that needs to be done by the parties related to the results of the research concerned.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Busuu Application towards students' pronunciation mastery in both classes after treatments done. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) obtained 0.000. It is lower than $\alpha = 0.05$ and it means that Ha was accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of Busuu Application toward students' pronunciation mastery at the first semester of eighth grade of SMP N 1 Kalianda South of Lampung in academic year 2022/2023.

B. Recommendation

Based on the research findings, the researcher would like to give some suggestions as follows:

1. For the English Teacher
   a. The teacher is suggested to be fluent first in using application for teaching learning, so that there would not be problem if the students start asking about the application.
   b. The teacher is suggested to combine the material in application with her/his own material that related each other.
   c. The English teacher is suggested to teach specific indicators in pronunciation to make sure that the students are able to pronounce the words well. The indicators of pronunciation namely sound, stress, pitch and intonation.
2. For the Students
   a. The students should realize that there are many applications for learning that could help them to be fluent in English such as pronunciation, vocabulary, etc.
   b. The students should learn from other sources, not depending on the material from teacher.
   c. The students should learn further about the indicators of pronunciation in order to make their pronunciation skill better. They should learn how to sound the words well, how to give stress on each syllable of word, how to understand the pitch and how to give correct intonation on a word.
3. For Further Research
   a. The further research can use the finding of this research as reference.
   b. The further research is suggested to use other types of application for teaching learning English skill.
   c. The further research can use the result of this research was information about the use of mobile application to teach English skill. It can be on pronunciation skill, speaking skill, etc.

REFERENCES

Agustina, Titik. "English for Specific Purposes (ESP): An Approach Of English Teaching for Non-English Department Students." *Beta* 7, no. 1 (2014): 37–63.

AMEP A. "Teaching Pronunciation: What Is Pronunciation." *AMEP Fact Sheet*, no. 1 (2002): 1. http://www.ameprc.mq.edu.au/__data/assets/pdf_file/0010/229348/01Pronunciation.pdf.

Balnaves, Mark, and Peter Caputi. *Introduction to Quantitative Research Methods*. *Introduction to Quantitative Research Methods*, 2011. https://doi.org/10.4135/9781849209380.

Betty Marlina Sihombing, Humiras, and Desmalia Purba. "IMPROVING STUDENTS' PRONUNCIATION MASTERY THROUGH LEARNING BY USING MEDIAS (Englsih Songs and English Movies)." Vol. XXVI, 2018.

Brazil, Australia •, • Japan, • Korea, • Mexico, Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen. "Introduction to Research in Education," n.d.

Desrizon, Yolla Kharisma, and Don Narius. "Improving Pronunciation in Teaching Speaking of Senior High School Students through Films." *Journal of English Language Teaching* 6, no. 1 (2017): 117–23.

"Educational Research," n.d.

GNA Sihombing, Meylan. "THE CORRELATION BETWEEN THE STUDENTS' PRONUNCIATION MASTERY AND THEIR ABILITY IN SPEAKING," 2014.

Hariri, Mahsa. "A Review of Literature: A Gender-Based Study of Pronunciation Accuracy." *Research Journal of Applied Sciences, Engineering and Technology* 4, no. 22 (2012): 4861–64.

Husna, Asmaul. "LEARNING THE ARABIC LANGUAGE WITH BUSUU APPLICATION," n.d. https://www.kompasiana.com/tdnee/.

Idaini, S, and Suhardi. "2006_Sri I_validitas-Dan-Reliabilitas GHQ." *Validitas Dan Reliabilitas General Health Questionnaire Untuk Skrining Distres Psikologik Dan Disfungsi Sosial Di Masyarakat*, 2006.

Ikhsan, Muhammad Khairi. "Factors Influencing Students` Pronunciation Mastery at English Department of STKIP PGRI West Sumatera." *Al-Ta Lim Journal* 24, no. 2 (July 31, 2017): 110–17. https://doi.org/10.15548/jt.v24i2.279.

K. Johshon and K. Morrow. "No Title," n.d.

Kelly, Gerald. "[Gerald_Kelly]_How_To_Teach_Pronunciation_(Book_wi(BookZZ.Org).Pdf," 2001.

Kurniati, Azlina. "A STUDY ON THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMK TELKOM PEKANBARU STUDI TENTANG KEMAMPUAN SPEAKING SISWA KELAS DUA SMK TELKOM PEKANBARU," n.d.

Mäkinen, Leni. "THE ROLE OF PRONUNCIATION IN FINNISH EFL TEXT- BOOKS AND EFL TEACHING," no. May (2021).

Mariana Sarapung, Smita, and Hasan Basri. "IMPROVING STUDENTS' ABILTY IN PLACING ENGLISH WORD STRESS THROUGH HAND GESTURE TECHNIQUE," n.d.

Morley, Joan, Peter Avery, and Susan Ehrlich. "Teaching American English Pronunciation." *TESOL Quarterly* 27, no. 4 (1993): 759. https://doi.org/10.2307/3587415.

Mulyadi, Ade, and Mesa Maesaroh. "THE EFFECTIVENESS OF USING 'BUSUU' IN TEACHING SPEAKING." *Jurnal Fakultas Keguruan & Ilmu Pendidikan* 2, no. 3 (2021).

Nasirudin. "The Use of English Songs to Teach Pronunciation to the Tenth Graders of SMA Negeri 1 Gedeg Mojokerto" 1, no. November (2019): 93–113.

Pontis, Sheila, and Ann Blandford. "Understanding 'Influence:' An Exploratory Study of Academics' Processes of Knowledge Construction through Iterative and Interactive Information Seeking." *Journal of the Association for Information Science and Technology* 66, no. 8 (August 1, 2015): 1576–93. https://doi.org/10.1002/asi.23277.

Pourhosein, Abbas, Gilakjani Ph, and . D Candidate. "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction." *International Journal of Humanities and Social Science*. Vol. 2, 2012. www.ijhssnet.com.

Sebelas Maret, Universitas. "EFL Students' Attitudes towards Autonomous Learning through BUSUU: A Mobile Application Rizqiyyah 1* , Nur Arifah Drajati." Vol. 13, n.d. https://ejournal.radenintan.ac.id/index.php/ENGEDU.

Suparyanto dan Rosad (2015. 済無*No Title No Title No Title*. *Suparyanto Dan Rosad (2015*. Vol. 5, 2020.

Taherdoost, Hamed. "Validity and Reliability of the Research Instrument ; How to Test the Validation of a Questionnaire / Survey in a Research Hamed Taherdoost To Cite This Version : HAL Id : Hal-02546799 Validity and Reliability of the Research Instrument ; How to Test The." *International Journal of Academic Research in Management* 5, no. 3 (2016): 28–36.

Thornbury. "No Title." *How to Teach Speaking*, n.d.

Underhill, Adrian. "Sound Foundations : Learning and Teaching Pronunciation," 2005, 210. http://www.eng11.com/uploads/5/7/7/9/57799873/learning_and_teaching_pronunciation.pdf.

Winarso, Widi, Ferawaty Puspitorini, Kardinah Indrianna, Rorim Panday, Tutiek Yoganingsih, Prodi Manajemen, Fakultas Ekonomi dan Bisnis, Universitas Bhayangkara Jakarta Raya, Prodi Akuntansi, and Fakultas Ekonomi dan Bisnis Universitas Bhayangkara Jakarta Raya. "PEMANFAATAN MEDIA BUSUU ONLINE UNTUK MENINGKATKAN KOMPETENSI GURU BAHASA INGGRIS SD TERHADAP KEMAMPUAN KOSAKATA (VOCABULARY) DAN BERBICARA (SPEAKING)." *Jurnal Abdimas Ekonomi Dan Bisnis (JAMEB)*. Vol. 1, 2021. http://totemfieldstoryboards.org/.