

## The Effect of Using Tongue Twisters on Improving Pronunciation among 5th grade Primary School Pupils

Shaima'a Ali Hussein<sup>1</sup>

### Abstract

The aim of the present study is to reveal the role of the tongue twister exercises on improving primary 5<sup>th</sup> class pupils' pronunciation skills. The participants are 40 pupils who were divided into experimental group and control group. The pupils in the experimental group were exposed to tongue twister activities. The experiment was lasted seven weeks. Pretest/post-test strategy and qualitative data in the form of questionnaires and observations were employed to gather data. Results were found to reflect significant improvement in experimental group's performance in pronunciation, i.e., 70.15 post-test mean score compared to 59.75 for the control group. Reactions of the students were also positive, with greater motivation, confidence, and pleasure in using tongue twisters. Classroom observation also agreed with such findings, reflecting greater involvement in class and active learning climate for the experimental group. The study unveiled the truth that the application of tongue twisters in pronunciation instruction would prove an effective means of enhancing articulation skills for young kids and emphasize the necessity of making their inclusion in language teaching programs, as well as teacher training programs, mandatory in order to enhance competence in oral communication.

**Keywords:** Tongue twisters, Pronunciation, Primary school students, Language learning, Quasi-experimental study

دور تطبيق تمارين اعصاراللسان في تنمية مهارات النطق لدى طلاب الصف الخامس الابتدائي  
شيماء علي حسين<sup>1</sup>

### المستخلص

تهدف الدراسة الى كشف اثر تطبيق تمارين اعصاراللسان في تنمية مهارات النطق لدى طلاب الصف الخامس الابتدائي . تكونت عينة الدراسة من ٤٠ تلميذا وُرِعوا الى مجموعتين ضابطة وتجريبية. وعرضنا المجموعة التجريبية الى تطبيقات تمارين اعصار اللسان لغرض الكشف عن دورة في تنمية مهارة النطق بشكل صحيح لدى التلاميذ. واستمرت مدة التدريب 8 اسابيع. وُجمعت البيانات من خلال تقييمات ما قبل الاختبار وما بعد الاختبار عبر أساليب نوعية مثل الاستبانات والملاحظات. وأظهرت النتائج تحسنا كبيرا في مهارات النطق لدى المجموعة التجريبية، حيث بلغ متوسط درجة ما بعد الاختبار 15.70 مقابل 75.59 للمجموعة المراقبة . وسلطت تعليقات الطلاب الضوء على التجارب الإيجابية مع أعصارات اللسان، مشيرة إلى زيادة الدافع والثقة والتمتع. ودعمت ملاحظات الفصول الدراسية هذه النتائج ، وأظهرت مشاركة أعلى وبيئة تعلم نشطة في المجموعة التجريبية. وأشارت الدراسة إلى أن إدماج الأعاصير اللغوية في تعليم النطق يمكن أن يعزز بفعالية مهارات النطق لدى الطلاب الشباب، مؤكدا على ضرورة إدراجهم في المناهج اللغوية وبرامج تدريب المعلمين لتعزيز قدرات التواصل الشفوي

**الكلمات المفتاحية:** تمارين اعصار اللسان اللغوية، النطق، طلاب المدارس الابتدائية، تعلم اللغة

### Affiliation of Author

<sup>1</sup> Dhi Qar Education  
Directorate, Iraq, Thi- Qar,  
64001

<sup>1</sup> [sshaimaali89@gmail.com](mailto:sshaimaali89@gmail.com)

### <sup>1</sup> Corresponding Author

### Paper Info.

Published: Jun. 2026

### انتساب الباحث

<sup>1</sup> مديرية تربية ذي قار، العراق، ذي  
قار، 64001

<sup>1</sup> [sshaimaali89@gmail.com](mailto:sshaimaali89@gmail.com)

### <sup>1</sup> المؤلف المراسل

### معلومات البحث

تاريخ النشر : حزيران 2026

### Introduction

English communication is greatly reliant on pronunciation, which is a significant consideration in the success of communication. Given that

pronunciation plays a superior role in determining the success of communication, EFL learners have to try their best and enhance their pronunciation

abilities to achieve fluency and precision (Tsunemoto & McDonough, 2020: 24; Bøhn & Hansen, 2017: 54; Buss, 2016:619). Through empowering learners with the ability to articulate English words accurately, instructors attempt to ensure effective and communicable interaction among second language learners. Human communication relies heavily on expressions of sound, and words (lexicon) and sentence structures (syntax) are representations of sound.

Pronunciation plays an important role in organizing the sound system to ensure good oral communication by obtaining the correct use of vocabulary and grammar. That is why EFL teachers must be aware of the importance of addressing this aspect through prioritizing the inclusion of phonological elements in pronunciation instruction (Moedjito, 2018:10; Chein, 2019:1; Masrai, 2020: 17; Senowarsito & Ardini, 2019: 8). Because the early language learners are prone to mimic their instructors while acquiring knowledge of phonological features, the instructors need to ensure that they are precise and clear in selecting proper teaching methods and techniques for their students. Arimilli et al. (2016:110-111) recommend nine probable methods of instruction in pronunciation to be used by the EFL instructors as per the requirements of their students. These methods include the naturalistic method, phonetic transcription method, minimal pair drill method, sentence drills or contextualized minimal pairs, visual reinforcement, vowel shifts and stress shifts drills, tongue twisters, reading aloud, and recordings. The techniques are either traditional or they employ the use of technological facilities for making the teaching of pronunciation easier (Gilakjani, Sheikhy, Montashery, & Alizadeh, 2019; Pourhosein Gilakjani & Rahimy, 2020: 81).

Since tongue twisters are often used in English pronunciation practice, it is justifiable that the researcher incorporated this method since most of the students under study are new learners of pronunciation. Students have never been taught pronunciation formally before college admission and therefore require a proper understanding of the sound system, the production of sound, and deliberate practice ( Hidayatullah et al., 2025)

Nagai (2011) noted that EFL teachers must ensure maximum oral practice to effectively impact the learners. As the students lack background knowledge in pronunciation, repeating tongue twisters is inevitable to enable them to practice and master the proper English sounds. The learning of good pronunciation is a significant aspect of language learning, particularly for young learners at the primary school level. Proper pronunciation not only guarantees effective communication but also assists a learner in acquiring and becoming comfortable with overall language skills. Among the instructional materials to enhance pronunciation, tongue twisters have been researched as an instrument for it. Exercises designed to train students in the pronunciation of English words typically consist of short sentences with identical sounds, which students practice to develop their ability to pronounce correctly. Repeated practice and pronunciation encourage elementary school students to pronounce words correctly, both in isolation and within sentence context. Therefore, this study aimed to explore the potential role of tongue twister exercises in improving elementary school students' ability to pronounce English words correctly. The researcher used these exercises, practiced with smart programs and applications, to encourage students to repeat the experience of using smart programs to learn various language skills. Furthermore, the

study's findings can play a vital role and serve as a valuable resource for policymakers and educational program developers in incorporating smart applications as a support tool for students learning English. By answering these research questions, the study can potentially have an overall understanding of the contribution of tongue twisters to the development of 5th-grade primary school students' pronunciation in both quantitative and qualitative terms. The findings inform teaching practice and may contribute to the evidence base regarding successful pronunciation teaching in primary school foreign language instruction.

### Research Questions

1. What is the effect of using tongue twisters as a pronunciation intervention on the overall pronunciation skills of 5th-grade primary school students?
2. How do 5th-grade primary school students in the experimental group perceive the use of tongue twisters in improving their pronunciation?
3. How do the observed classroom behaviors and interactions of 5th-grade students in the experimental group differ from those in the control group during pronunciation-focused activities?

### Literature Review

To be able to master a language, it is necessary to understand and master the language skills of listening, speaking, reading, and writing because they are correlated. Speaking is affected by pronunciation, which is "the way that language is sounded" (Wulandari, et al., 2016:2). How to measure the English-speaking ability of an individual can sometimes be determined by how

one's fluency and pronunciation are (Huda, 2014:1).

Now, in schools, various methods are used to enhance the process of learning, and educators make their methodology appealing and comprehensible to pupils. One such popular and effective method is using tongue twisters, which are groups of words famous for being tricky to pronounce correctly, usually used for entertainment language practice. Tongue twisters are beneficial as they assist learners in comprehending and memorizing words through encouraging rapid and accurate pronunciation of words. Tongue twisters can also contribute to enhancing students' confidence in English speaking as it makes them speak fluently and clearly. Tongue twister exercises offer numerous benefits for developing students' English pronunciation, as confirmed by Agnes' 2019 study. Their findings demonstrated that tongue twister exercises improved students' pronunciation skills. The use of smart applications in English language learning has played a significant role in developing various language skills and functions among learners. Tongue twister activities help students pronounce English terms correctly and accurately for non-native speakers. Smart learning platforms also help students overcome the monotonous and boring teaching methods of some teachers who rely on rote learning. Furthermore, tongue twister activities can be beneficial for many English language teachers to learn correct pronunciation from native British speakers.

Tongue twister activities not only teach correct pronunciation but also help integrate terms into meaningful sentences and use them within the correct context. For example, the words "night" and "knight" sound the same, but the context determines the correct pronunciation and its true

meaning, as confirmed by the study by Apprianoto and Haerazi (2019). While grammatical errors may not affect students' understanding as much as incorrect pronunciation, sentence structure can be salvaged when pronunciation is clear and correct, allowing the listener to grasp the message or idea. Correct pronunciation is the key to effective communication, as the Apprianoto and Haerazi (2019) study demonstrated. Tongue twisters are referred to by Tarumi (2016) as words or phrases that are difficult to pronounce owing to repeated sound occurrences, making learners have fun during language practice classes. This enjoyable and creative approach to teaching English has been found to enhance the language and increase students' communication ability.

Rehearsal of tongue twisters in the mind enhances pronunciation by focusing the mind on mouth activities. Researchers employed the tongue twister method because it allows learners to remain engaged in learning by applying entertaining and participative exercises. Though initial challenges were posed by tongue twisters, as suggested by Tarumi (2016), with consistent practice, learners are able to attain near-native fluency in English speech. Tongue twisters are not only entertaining, but also fascinating for those who do not normally say them, causing them to be curious to get it correct. With the application of tongue twisters, students are able to enhance their speaking ability and progress towards improving their pronunciation.

Tongue twisters will be used to enhance students' pronunciation ability in this lesson (Aini, et al., 2023). As described by Tarumi (2016), although it may be challenging for students to master tongue twisters, consistent practice can habituate students to English natural pronunciation. Tongue twisters attract students due to their playful and

unconventional nature, which could motivate students to learn correct pronunciation and become proficient in public speaking. Adriati (2019) believes that involving students in the learning process has the potential to boost enthusiasm and self-confidence, allow for new muscle memory building, enhance listening, break the monotony in the classroom, and establish a safe environment for language practice without fear of error. Lestari (2019) adds that using tongue twisters will maximize speaking accuracy and fluency in enhancing students' speaking skills. Tongue twisters are resources that can be applied universally to make students attain mastery in pronunciation as well as challenge problematic vocabulary with minimal effort.

There are various ways in which the application of tongue twisters is employed in teaching, such as the use of warm-ups, video modeling, and whispering games. In most cases, the application of tongue twisters is an effective means of facilitating and enhancing students' speaking fluency, accuracy, and pronunciation.

Karin M. Cintron suggests that tongue twisters are a vehicle for introducing the device of alliteration and assisting English learners to better comprehend the language. Reciting the tongue twisters enhances speech ability through repetition of words and sentences without error, enhancing their language capability.

Hesitations and repetitions are by Brown various forms of errors from exchanges and blends. Tongue twisters assist in warming up speakers for language practice as well as evoke curiosity on the learner's part, improving oral fluency by facilitating their easy pronunciation of hard words and differentiation of similar sounds. Everyday practice may initially be tiring, but ultimately leads to unconscious mastery of proper pronunciation.

This approach facilitates it for students to acquire the ability to communicate in English, as tongue twisters bring humor to sentences and drive away boredom while acquiring the skill.

### Previous Research Findings

In their article titled "Enhancing Students' Pronunciation Through the Use of Tongue Twisters," Dewi Lutfiani and Indri Astutik (2017) found that tongue twister repetition facilitated in aiding students to attain improved pronunciation. Word and sentence repetition aided students in memorization and fluency in pronunciation. The research found that there was an increase in the percentage of students attaining the target mark from 65.71% during Cycle 1 to 77.14% during Cycle 2. Moreover, tongue twisters affected active participation by students positively in the learning process, as seen from the rise in active participation from 51.42% during Cycle 1 to 77.13% during Cycle 2. Generally, the use of tongue twisters proved to be effective in enhancing the precision of students' pronunciation and active participation in the teaching and learning process. In her article "The Effectiveness of Tongue Twister Technique for Increasing Fluency and Accuracy," Agnes Cahya Lestari reported positive outcomes when she contrasted the data. The average score of the students in accuracy and fluency increased from 47.00 in pretest to 82.75 in posttest, indicating improvement.

Paired sample T-tests applied to test the hypotheses revealed that the T-Value was greater than the T-Table value. For fluency, table value of 2-tails of significance level was 1.729 whereas calculated value was 6.842 in favor of alternative hypothesis against null hypothesis. For accuracy as well, calculated value of 15.726 was greater than the table value of 1.729 and hence the same

conclusion. The research verified that Tongue Twister Technique enhances English speaking accuracy and fluency appreciably. It had also been suggested in previous studies to employ different techniques for enhancing pronunciation mastery and fluency and accuracy in a way that motivated Agnes Cahya Lestari to explore whether or not tongue twisters are beneficial in enhancing pronunciation mastery of the students. Within Fatchul's (2017) study at the University of Lambung Mangkurat Banjarmasin, tongue twisters were observed to return an enriching learning experience and enhance learner performance in exploring the effect of the tongue twister approach to the students' pronunciation skill with different learning types. Students reported that tongue twister practice improved their fluency, pronunciation, and interest in learning correct pronunciation of English, and the learning was enjoyable.

This positive response suggests that subsequent study can explore to what extent the approach of using tongue twisters can benefit children in correct pronunciation of English consonant sounds. Dewi (2017) concluded in the research titled "Using Tongue Twister to Improve Students' Pronunciation" that the pronunciation of students can be enhanced by continuous practicing pronouncing words or sentences using tongue twisters. This study proves the strength of tongue twisters to improve students' pronunciation through extensive practice and exposure to difficult language practice. Vivi Aulia (2020) used an observation sheet and pronunciation task in the form of students' tongue twister video uploads on YouTube channel as tools of data. An observation sheet was used to observe students' practice and difficulties in five sessions of tongue twister practice.

Analysis of students' uploaded videos of tongue twisters on the YouTube channel demonstrated the outcome of their practice.

The students attempted to read 26 tongue twisters consisting of 24 consonant sounds in English, four repetitions of each. The findings showed that the students were challenged by reading some of the tongue twisters with sounds /p/, /f/, /v/, /ð/, and /z/ due to the native language effect, leading to a failure in producing these sounds correctly. Also, the majority of the students achieved 60-69 marks on their YouTube channel videos, which means that they require greater practice to enhance their pronunciation skills. Intensive practice through tongue twisters and uploading practice videos onto a YouTube channel are some beneficial learning activities for the students. The students evidently require greater focused time for intensive practice to refine their English pronunciation skills effectively. Therefore, instructors must prepare well-documented classes and learning techniques so that every student is given an equal chance of practice and accumulation. Islam and Hamdani, (2023) carried out a study of the implementation of the tongue twister technique to acquire pronunciation skills at SMA Zainul Hasan 1 Genggong and studied the benefits and limitations associated with enhancing students' pronunciation skills through it. Through the use of a case study research design, qualitative descriptive analysis was utilized as the research design. Observation and interviewing Class X students of the 2022-2023 academic year were used as the instruments in data gathering. Findings stated that SMA Zainul Hasan 1 Genggong teachers applied two most notable techniques in using the tongue twister method in pronunciation teaching. Students were initially required to watch a video produced by the teacher and practice reciting the tongue twisters

presented. Second, students were required to repeat and imitate various tongue-twister sentences on the blackboard. The benefits of using the tongue twister approach included improved recitation fluency, enjoyment value, evocative character, and long-term effectiveness. Disadvantages included teacher patience in implementing and time-consuming effectiveness. Putri (2018) attempted to enhance the pronunciation of the students by implementing tongue twisters on SMPN 19 Pontianak Class 7B students in the 2017/2018 academic year. The study implemented Classroom Action Research that was carried out in three research cycles of research on 34 samples at Class 7B. The major issues the students were facing were lacking confidence and being unable to pronounce words in English. The data collection tools were observation checklists, field notes, and a pronunciation test.

The results show that the tongue twister positively affected learners' pronunciation.

Tongue twister exercises developed learners' pronouncing the stress accuracy, intonation successfully, and reduced learners' pauses while pronouncing English vocabulary in real context and with peers. The students' pronunciation improved significantly with every cycle: 67% in the first cycle, 77.5% in the second cycle, and 89% in the third cycle.

### **Methodology Participants**

The participants in this study were 5<sup>th</sup> grade students enrolled at Ibn Mandhoor School in Thi-Qar, Iraq. A total of 40 participants (from 11 to 12 years old) were selected using convenience sampling. The participants were randomly assigned to two groups: the experimental group and the control group.

## Instruments

The test used a reading aloud test as the instrument of the students' pronunciation skill. The test involved exposing the participants to a choice of phrases, words, or short passages that were to be read aloud. The reading aloud test stimulus material was selected in order to provoke a particular pronunciation feature, i.e., vowel sounds, consonant sounds, word stress, and sentence stress. The students' performance was assessed using the Brown (1988) scale, which consists of criteria measuring accuracy and

fluency of expression. The scale comprises five variables ranging from low to very high. The students underwent a reading test, and their level of accuracy and fluency was measured through their reading. This enabled comparison in a systematic manner between experimental group and control group performance, in addition to measuring the change in pronunciation capability following the tongue twister treatment.

The tests are checked by using rubric adopted from Brown (1988) to measure their specific improvement, as shown in Table (1).

**Table (1): Pronunciation Rubric adopted from Brown (1988)**

Category	Vowel	Consonant	Word Stress	Sentence Stress
5	Pronounces vowels correctly all the time	Pronounces consonants correctly all the time	Places stress on the right syllable of multisyllabic words all the time.	Places stress on focus words and other key words all the time.
4	Pronounces vowels correctly most of the time	Pronounces consonants correctly most of the time	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on a few words.	Places stress on focus words and other key words most of the time.
3	Makes inconsistent vowel errors	Makes inconsistent consonant errors	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on certain words.	Places stress on focus words and other key words sometimes.
2	Pronounces some vowels incorrectly consistently	Pronounces some consonants incorrectly consistently	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on a large number of words	Frequently misplaces stress on focus words and other key words
1	Vowel errors are frequent	Consonant errors are frequent	Frequently miss places stress on multisyllabic words.	Sentence stress is rarely identified

Classifying score into seven levels that were based on the Depdikub standar of evaluation (1986:6) as

follows: as shown in Table (2).

**Table (2): Measurement Scale**

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very poor

### Design of the Study

In order to carry out this research on the application of tongue twisters in enhancing 5th-grade primary school students' pronunciation, a quasi-experimental research design with control and experimental group was utilized. This design enables the researcher to assess quantitatively the difference in pronunciation skill prior to and after the use of the tongue twisters intervention. Children were students of two homogeneous classes in one school at the 5th grade level. The experimental group was subjected to the tongue twisters intervention, while the control group was instructed using normal pronunciation without the use of tongue twisters. The intervention involved formal use of tongue twisters in language classes for a set duration, 8 weeks.

Data were collected using a combination of quantitative and qualitative data collection methods. The initial pronunciation skill of the students was also assessed using a pre-test through reading aloud and a pronunciation rubric. A post-test was subsequently administered after the intervention phase using the same test/rubric in

order to assess any improvement in the ability of pronunciation. Student pronunciation was also recorded in the classroom to document students' pronunciation within class time in both the experiment and control groups. The student questionnaires were also employed to obtain qualitative data on their experiences in the use of the tongue twisters.

### Data Analysis

The quantitative data were processed using pre-test and post-test comparison of control group and experimental group. T-tests were employed to determine if the differences were significant or not. The qualitative observational data were coded with respect to the themes and patterns therein that would be triangulated with the quantitative data to present an overall result of the role of tongue twisters on students' pronunciation improvement.

This mixed-methods style allowed to empirically measure the role of the tongue twisters intervention objectively while gaining insight into perspective simultaneously.

**Results**

To answer the first question, descriptive statistics

and independent samples t-test were used as shown in Table (3).

**Table (3): Descriptive Statistics**

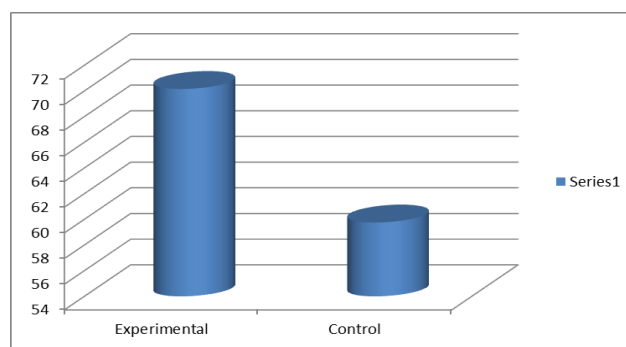
	N	Mean	Std. Deviation
Pre-experimental	20	59.45	11.32
Post-experimental	20	70.15	10.95
<b>Pre-control</b>	20	58.65	11.08
Post-control	20	59.75	10.85

The pre-experimental group exhibited a mean score of 59.45 with a standard deviation of 11.32 in the initial measurement phase. Following the experimental intervention, the experimental group in the posttest shows a notable increase in their mean score to 70.15, with a standard deviation 10.95. Conversely, the pre-control group had a mean score of 58.65 with standard deviation 11.08

before any intervention. After the control condition, the postcontrol group's mean score slightly rose to 59.75, with a standard deviation of 10.85. The results suggest that the experimental group experienced a significant improvement compared to the control group. as shown in Table (4).

**Table (4): Descriptive statistics related to experimental and control group**

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Experimental	1.00	20	70.15	10.95	2.44
Post-experimental	2.00	20	59.75	10.85	2.42



**Figure (1): The performance of students in experimental and control group as shown in Table (5)**

**Table (5): Independent samples t-test**

Levene's Test for Equality of Variances				t-	test for Equality of Means		
F	Sig.	t	df	Sig. (2taile)	Mean Difference	Std. Error	95% Confidence Interval of the

							Difference	Difference Lowe Upper R
Equal Variances assumed	.04	.83	3.01	38	.005	10.4000	3.447	3.420 17.3790
Equal variances not assumed			3.01	37.99	.005	10.4000	3.447	3.42 17.37

Table 4 shows that the mean score of the experimental group is 70.15 with standard deviation 10.95 and the post-experimental group mean score is 59.75 with standard deviation 10.85 and the results of the independent sample test shows that the mean score of the differences was 10.40 and the confidence interval was between 3.42 to 17.38. This indicates that there is a

significance for the teaching method of the experiment on students' pronunciation achievement.

### Findings Related to Questionnaires

To answer the second research question, the results of the questionnaire were as following: as shown in Table (6).

**Table (6): Analysis of the Questionnaire**

Item	Yes	No
1 Does tongue twisters technique boost your motivation in learning pronunciation?	100%	0
2 Does tongue twisters technique help you improve your pronunciation?	100%	0
3 Does learning pronunciation by using tongue twisters technique make you confident in learning process?	80%	20%
4 Does learning pronunciation by using tongue twisters as a technique of learning pronunciation make you relax in the learning process?	95%	5%
5 Does using tongue twisters technique in learning pronunciation make you understand that some words only differ in one sound?	75%	25%
6 Do you think using tongue twisters as technique In learning pronunciation make you easy to move your mouth and your tongue appropriately?	100%	0
7 Do you think using tongue twisters makes learning process more exciting?	100%	0
8 Do you think using tongue twisters technique in learning pronunciation takes less time to improve your pronunciation?	90%	10%
9 Do you like using tongue twisters technique in learning pronunciation?	95%	5%
10 Is it more practical to learn pronunciation by using tongue twister technique?	100%	0

The responses showed that most of the students have positive attitudes toward the use of tongue twisters in improving their pronunciation. The responses showed that tongue twisters increased students' motivation, pronunciation, self-confidence, feeling relax, distinguish similar sound, smooth communication, create interesting atmosphere, reduce time and effort in learning, communicate authentically, and reduce pronunciation anxiety.

### **Findings Related to Observation**

Against the third research question of the study, results from observation within the classroom were as follows:

**Student Participation** In the experimental group in which the tongue twister intervention had been implemented, observers were able to witness far greater levels of student participation compared to the control group. The students in the experimental group were at all times ready to raise their hands, volunteering readily to receive the tongue twister lessons, and repeating the difficult tongue twisters repeatedly. The level of concentration and attention during lessons was significantly greater among the experimental group.

**Peer Interaction:** Observation showed an enormous difference in the quality of peer interaction between the two groups. The experimental group students tended to be observed giving each other feedback, suggestions, and encouragement in the process of filling out the tongue twister exercises. They prefer to collaborate, assisting each other in practicing some challenging words or suggesting alternative methods for learning the tongue twisters. Such cooperative attitude and concern for improvement on behalf of one another were less prevalent in the control group sessions. **Risk-taking Behaviors:** The students in the experimental

group, as indicated by the observers, were more risk-taking in attempting to practice their pronunciation when doing tongue twisters' activity. They would attempt the challenging words even though they were not saying it correctly in the initial attempts, and they would rehearse the activity a few times so that they can pronounce them better. Conversely, control group students appeared less active in engaging themselves in pronunciation practice due to perhaps the absence of challenging and encouraging learning environment the tongue twisters could provide. **Classroom Climate:** The experimental group classroom climate was much more interactive and dynamic compared to the control group. The experimental group lessons were characterized by the observers as being filled with a spirit of playfulness and excitement, where students frequently laughed, cheered, and congratulated themselves on their capacity to master the tongue twisters correctly.

The control group did not get as much of the lively social climate whose classroom lessons were teacher-directed and quiet. Systematic observation data provided meaningful data regarding the control and experiment group differences in behavior and interaction that may be beneficial in developing the students' pronunciation skill curriculum. Such qualitative data coupled with quantitative data by using triangulation give a clear idea of the effects of tongue twisters on the pronunciation skills of primary school students.

### **Discussion**

The results of the present study are in general alignment with the research literature on the effectiveness of the use of tongue twisters to improve the pronunciation ability of language learners.

The quantitative results indicate an impressive improvement in the experimental group that received the tongue twister intervention on the pronunciation skills, compared to the control group that received regular pronunciation training.

This supports the findings of previous research studies, i.e., those by Dewi Lutfiani and Indri Astutik (2017), Yollanda L. (2019), and Agnes Cahya Lestari (2019), who also obtained positive impacts of tongue twisters on students' accuracy of pronunciation, fluency, and overall performance (Lutfiani & Astutik, 2017; Yollanda, 2019; Lestari, 2019). The students' responses on questionnaires have highlighted the students' perceptions towards the tongue twister activities. The positive responses increased motivation, confidence, relaxation, and fun in learning, reaffirms the findings as reported in the literature review. Researchers like Adriati (2019) and Lestari (2019) have confirmed that tongue twisters are able to provide a comfortable and engaging environment for language practice, and the results of the present study confirm such claims (Adriati, 2019; Lestari, 2019). The data used also serve as further proof of the efficacy of the tongue twister intervention.

The increased student engagement, peer active participation, experimentation habits, and overall live classroom atmosphere of the experimental group align with literature attention to the possibility of tongue twisters interrupting monotony, developing new muscular habituation, and providing ground for assertive language practice (Tarumi, 2016; Aini et al., 2023). These qualitative findings complement the quantitative findings to give a better account of the function that tongue twisters have in enhancing pronunciation ability. However, it should be noted that even though the results of this study conform with those of previous studies, the specific setting

and population under investigation may limit generalizability of the findings. The study was conducted with 5th-graders in a specific educational context, and the results cannot directly be transferred to other age levels or learning systems.

Furthermore, the period of the study and size of the sample group also might influence the size of the effects that were found (Prodanovska, 2017; Gilakjani, 2016).

### Conclusion

The present research offers good empirical evidence for the efficacy of the implementation of the use of tongue twisters as a learning intervention to enhance the pronunciation skill of 5th-grade elementary students. Quantitative analysis reveals statistically significant enhancement of the experimental group that was instructed using the tongue twister intervention in the pronunciation skill compared to the control group that was instructed on normal skills of pronunciation. All these qualitative observation data from the classroom and student questionnaire also agree to support the positive effect of the tongue twister technique, finding its ability to enhance student motivation, confidence, participation, and overall learning experience (Lutfiani & Astutik, 2017; Yollanda, 2019; Lestari, 2019; Adriati, 2019). These studies contribute to the knowledge base on effective pronunciation pedagogy, attesting to the efficacy of tongue twisters as a tangible and experience-based drill in enhancing language learning performance (Moedjito, 2018; Chein, 2019; Masrai, 2020; Senowarsito & Ardini, 2019). The use of a mixed-methods approach in the study allows an extensive understanding of how tongue twisters are engaged in improving the pronunciation ability of primary

school students from quantitative and behavioral perspectives.

The value of this study is in the potential application for language teachers, planners of curriculum, and education authorities to implement new practices to enhance the learning of the language and academic achievement of children in the primary school stage. The efficacy of tongue twister application in pronunciation teaching shown here makes it a useful tool for the language teacher, particularly at the primary school level (Prodanovska, 2017; Nurhayati, 2015; Gilakjani, 2016).

However, it must be noted that the particular setting and sample of this study could limit generalizability of findings.

Further research with various educational settings and age ranges would be valuable to establish the effectiveness of tongue twisters in the development of pronunciation ability and establish the potential factors upon which the magnitude of the effects would vary (Prodanovska, 2017; Gilakjani, 2016). But the current study is also sound in its basis for further research and the use of tongue twisters as a strategic tool in the reinforcement of primary school pupils' pronunciation ability and overall language acquisition.

### **Implications of the Study**

The study's findings offer a valuable insight for English language teachers, curriculum developers, and decision-makers involved in English language curriculum development. The positive results and student feedback demonstrate the importance of tongue twister exercises in developing students' pronunciation of English vocabulary and expressions—a crucial objective in English

language learning and mastering verbal communication strategies.

Curriculum planners and policymakers should include tongue twisters as a core component of learning language, particularly among the elementary school child. Incorporating tongue twisters into the curriculum helps teachers engage students in systematic and interactive practice in an effort to develop their pronunciation ability in a healthy manner, hence laying a good platform for their general language ability. Besides, the results of this study can be applied for teacher training and in-service education. Training teachers in how to use tongue twisters effectively and how to apply this approach is one way schools can better prepare language teachers to support the improvement of their primary school students' pronunciation.

### **Limitations of the Study**

Even though this research is helpful in determining the function of tongue twisters in improving the pronunciation of primary school learners, it should also be observed that there are some limitations to the research.

To begin, the study was conducted on a specific population of 5th-grade primary school students within a specific learning context. The external validity of findings may be limited, and the effectiveness of the tongue twister intervention may also differ according to different age ranges, grade levels, or learning contexts. Further studies are needed to explore whether these findings could be applied across a larger population of primary school students.

Second, the intervention phase was very short, for only 8-10 weeks. The long-term effects of the tongue twister method on pronunciation building and skill maintenance are not well projected in this research. Longitudinal studies would provide

interesting data on how this intervention influences students' language learning development over a length of time.

Also, the sample size in the research, although sufficient to the quasi-experimental framework, would limit the statistical power of the analysis. The study replicated using more participants may be able to increase confidence in the results reported as well as allow for stronger statistical inferences.

Besides, the study was grounded on both quantitative and qualitative sources of data, including standard tests of pronunciation, student questionnaires, and observations from class. While the mixed-methods approach demonstrated a comprehensive effect of the intervention, there is a chance of researcher bias during the collection and analysis of the qualitative data.

Finally, the study did not examine the potential mediating variables that might determine the effectiveness of the tongue twister intervention, such as prior language capacity of students, types of learners, or teacher skill in the application of the technique. Perhaps further research on these variables might pinpoint the finesse of tongue twister application to enhance pronunciation.

Despite these limitations, this study generates valuable insights and paves the way for subsequent studies of the use of tongue twisters in learning languages in primary schools. Addressing these limitations in subsequent research has the capacity to augment the foundation of knowledge for the use of tongue twisters in shaping the pronunciation abilities of pupils and inform more effective implementation strategies.

## Reference

- Adriati, A. "The Effectiveness of Using Tongue Twisters to Improve Students' Pronunciation." *Journal of English Language Teaching*, vol. 8, no. 2, 2019, pp. 101–12.
- Aini, N., Islam, M. H., and B. Hamdani. "The Implementation of Tongue Twister Technique for Students' Pronunciation of English Consonant Sounds at SMA Zainul Hasan 1 Genggong." *Innovative: Journal of Social Science Research*, vol. 3, no. 2, 2023, pp. 1492–1502.
- Hidayatullah, M. H., Iffah, U., & Mubarakah, R. (2025). The impact of the tongue twister technique on the speaking ability of students and pronunciation: English. *JOEY: Journal of Ibrahimy*, 4(2), 51-60.
- Bøhn, H., and T. M. Hansen. "Developing EFL Learners' Pronunciation through Linguistic Awareness-Raising." *Nordic Journal of English Studies*, vol. 16, no. 3, 2017, pp. 77–93.
- Brown, A. "Functional Load and the Teaching of Pronunciation." *TESOL Quarterly*, vol. 22, 1988, pp. 593–606.
- Buss, L. "Beliefs and Practices of Brazilian EFL Teachers Regarding Pronunciation." *Language Teaching Research*, vol. 20, no. 5, 2016, pp. 619–37.
- Chein, Y. S. "The Effects of Pronunciation Instruction on EFL Learners' Intelligibility." *TESOL International Journal*, vol. 14, no. 1, 2019, pp. 1–18.
- Dewi, L., and I. Astutik. "Using Tongue Twister to Improve Students' Pronunciation." *JEELS: Journal of English Education and Linguistics Studies*, vol. 4, no. 2, 2017, pp. 97–116.

- Fatchul, M. “The Use of Tongue Twisters to Improve Students’ English Pronunciation.” *Dinamika Ilmu*, vol. 17, no. 1, 2017, pp. 1–12.
- Gilakjani, A. P. “English Pronunciation Instruction: A Literature Review.” *International Journal of Research in English Education*, vol. 1, no. 1, 2016, pp. 1–6.
- Gilakjani, A. P., F. Sheikhy, I. Montashery, and M. Alizadeh. “The Impact of Using Technology on Iranian EFL Learners’ Pronunciation.” *International Journal of Applied Linguistics and English Literature*, vol. 8, no. 1, 2019, pp. 103–12.
- Huda, N. “Improving Students’ Pronunciation through Direct Instruction.” *JEELS: Journal of English Education and Linguistics Studies*, vol. 1, no. 1, 2014, pp. 1–15.
- Laidlaw, L. “Educating Literature: Exploring the Roles of Literary Reading and Talking about Books with Adolescents.” *English Teaching: Practice and Critique*, vol. 5, no. 3, 2006, pp. 17–36.
- Lestari, A. C. “The Effectiveness of Tongue Twister Technique for Enhancing Fluency and Accuracy.” *Journal of English Language Teaching*, vol. 8, no. 1, 2019, pp. 1–10.
- Lutfiani, D., and I. Astutik. “Enhancing Students’ Pronunciation through the Use of Tongue Twisters.” *JEELS: Journal of English Education and Linguistics Studies*, vol. 4, no. 1, 2017, pp. 69–84.
- Masrai, A. “The Role of Phonological Short-Term Memory, Vocabulary Knowledge, and L2 Proficiency in Predicting L2 Listening Comprehension.” *International Journal of Listening*, vol. 34, no. 2, 2020, pp. 131–45.
- Moedjito. “Pronunciation Problems and Solutions: An Indonesian Perspective.” *JEELS: Journal of English Education and Linguistics Studies*, vol. 5, no. 1, 2018, pp. 1–20.
- Nagai, N. “Optimal Oral Practice: A Task-Based Approach to Pronunciation Teaching.” *TESOL Quarterly*, vol. 45, no. 3, 2011, pp. 519–45.
- Nurhayati, D. A. W. “Improving Students’ Pronunciation through Tongue Twisters.” *English Language Teaching*, vol. 8, no. 12, 2015, pp. 45–52.
- Pourhosein Gilakjani, A., and R. Rahimy. “Factors Influencing Pronunciation Instruction in EFL/ESL Classrooms: A Literature Review.” *European Journal of English Language Teaching*, vol. 5, no. 2, 2020, pp. 1–18.
- Prodanovska, V. “The Role of Pronunciation in Oral Communication for EFL Learners.” *English Language Teaching*, vol. 10, no. 12, 2017, pp. 1–6.
- Putri, Y. A., C. Sada, and D. Riyanti. “Improving Students’ Pronunciation by Using Tongue Twister Technique.” *English Education Study Program, Teacher Training and Education Faculty, Tanjungpura University, Pontianak*, n.d.
- Senowarsito, S., and S. N. Ardini. “Teaching Pronunciation through Technology-Enhanced Language Learning.” *JEELS: Journal of English Education and Linguistics Studies*, vol. 6, no. 1, 2019, pp. 63–76.
- Tarumi, Y. “Improving Pronunciation through the Use of Tongue Twisters.” *The Language Teacher*, vol. 40, no. 2, 2016, pp. 9–13.
- Tsunemoto, A., and K. McDonough. “Investigating the Effects of Explicit and Implicit Instruction on EFL Learners’

Pronunciation.” System, vol. 91, 2020, p. 102255.

- Wulandari, W., C. Sutarsyah, and B. Kadaryanto. “An Analysis of Students’ Pronunciation Errors.” *Premise: Journal of English Education*, vol. 5, no. 2, 2016, pp. 1–13.
- Yollanda, L. “Enhancing Pronunciation of Grade VIII Students through Tongue Twisters.” *Dinamika Ilmu*, vol. 19, no. 1, 2019, pp. 1–14.