The Usage of 'Tongue Twister' Learning Technique among the EFL Students' Pronunciation in Upgrading Reading Fluency

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Abstract. This research investigates the efficacy of using tongue twister learning techniques to improve English reading skills among Tertiary EFL students in the English Language Education Department at the Indonesian Catholic University Santu Paulus Ruteng during the 2023-2024 Academic Year. The main objective was to collect empirical data regarding the differences in pronunciation test scores between students taught with the tongue twister technique and those who received conventional teaching. This research covers a population of 70 students, with the experimental group consisting of 38 students and the control group consisting of 40 students. This research uses quantitative methods with a quasi-experimental design. Data collection includes pre-test and post-test to see the impact of the tongue twister technique on improving pronunciation. The results of statistical analysis using the t-test show that the research hypothesis is accepted, which means that the tongue twister technique is an effective tool for improving pronunciation skills in teaching. In conclusion, this study underlines the usefulness of the tongue twister technique as a valuable pedagogical approach for teaching pronunciation among EFL students, providing empirical evidence regarding its positive impact on reading fluency.

Keywords: pronunciation, reading fluency, teaching method, tongue twister

1 Introduction

Pronunciation is a fundamental aspect of language proficiency, serving as the cornerstone of effective communication. Clear and accurate pronunciation ensures the intended message is successfully conveyed [1]. Burns and Claire, in the article [2], define pronunciation as the meaningful perception and production of the sounds of a language, emphasizing its pivotal role in both comprehension and expression. In the context of English as a Foreign Language (EFL), pronunciation is about articulating sounds and how these sounds impact both the speaker and the listener [3].

EFL students often need help with speaking, leading to difficulties in freely expressing ideas, low participation levels, and a lack of vocabulary [4]. Additionally, poor pronunciation may result in listener misunderstandings, contributing to breakdowns in communication. Lack of confidence further compounds these issues, creating barriers to effective spoken English [5].

The conventional perception of pronunciation as a difficult subject is exacerbated by the disparity between spoken and written forms of words, causing confusion and difficulty in

articulating unfamiliar English words [6]. Addressing these challenges requires innovative and engaging teaching strategies. In the contemporary language education landscape, various techniques aim to make the learning process enjoyable and effective.

Effective communication is at the core of language proficiency, and pronunciation plays a pivotal role in ensuring the clarity and accuracy of conveyed messages [7]. Several previous studies define pronunciation as the meaningful perception and production of language sounds, underscoring its significance in comprehension and expression. In the realm of English as a Foreign Language (EFL), pronunciation extends beyond mere articulation; it encompasses the dynamic interaction between the speaker and the listener [3], [8], [9].

Despite its crucial role, EFL students often need help with pronunciation challenges, hindering their ability to express ideas freely, participate actively, and build a robust vocabulary [10]. The repercussions of poor pronunciation extend to misunderstandings among listeners, leading to communication breakdowns. Furthermore, a lack of confidence exacerbates these issues, creating formidable barriers to effective spoken English [11].

The perceived difficulty of pronunciation is compounded by the divergence between spoken and written forms of words in English, causing confusion and impeding the articulation of unfamiliar terms [12]. To address these challenges, innovative and engaging teaching strategies are essential. In the contemporary language education landscape, many techniques have emerged, aiming to make the learning process both enjoyable and effective.

There has been significant progress in pronunciation research, with scholars and educators continually exploring innovative approaches to enhance language learning. The emphasis on pronunciation in recent years reflects a growing awareness of its impact on overall language proficiency. Researchers have delved into the cognitive aspects of pronunciation, investigating how learners process and internalize phonetic information [13].

Additionally, technological advancements have facilitated the development of interactive and immersive tools for pronunciation practice [14]. Virtual reality applications, speech recognition software, and online platforms offer students opportunities to independently engage in targeted pronunciation exercises. These tools provide immediate feedback and cater to individual learning styles, contributing to a more personalized and effective learning experience [15]. Additionally, collaborative efforts between linguists, psychologists, and educators have deepened our understanding of the psychological factors influencing pronunciation acquisition. Research findings have shed light on the role of motivation, self-efficacy, and anxiety in pronunciation development. This interdisciplinary approach has paved the way for the design of holistic interventions that address both cognitive and affective dimensions of pronunciation learning [16].

Despite the progress made in the field, a research gap exists concerning exploring specific methodologies that can significantly impact pronunciation improvement among EFL students. The abstract introduces the 'Tongue Twister' learning technique as a potential solution to this gap. While existing literature acknowledges the importance of pronunciation, more studies need to focus on the effectiveness of the 'Tongue Twister' technique in upgrading reading fluency [17].

This study seeks to fill this gap by investigating the efficacy of the 'Tongue Twister' learning technique compared to conventional instruction. The novelty lies in the explicit examination of how this technique, which involves challenging phonetic exercises, can contribute to improved pronunciation and enhanced reading fluency. The choice of a quasi-experimental design with nonequivalent control groups adds to the study's uniqueness, allowing for a robust comparison between the experimental and control groups.

The expected conclusion of this research holds significant implications for language educators, curriculum developers, and practitioners in the field of EFL instruction. If the findings support the hypothesis that the 'Tongue Twister' learning technique effectively enhances pronunciation and reading fluency, it could signal a breakthrough in pedagogical approaches. The study's contribution would extend beyond.

By establishing the 'Tongue Twister' technique as a valuable pedagogical tool, the research aligns to make language learning enjoyable and effective. The anticipated conclusion could inform instructional practices, curriculum design, and teacher training programs. Additionally, the findings stimulate further research into incorporating diverse and engaging techniques to address specific aspects of language learning.

In conclusion, this study addresses the identified research gap and presents an opportunity to redefine the landscape of EFL pronunciation instruction. The potential benefits of the 'Tongue Twister' learning technique addressing pronunciation challenges among EFL students: it could pave the way for the integration of innovative techniques into mainstream language education and, if validated, could extend beyond the enhancement of reading fluency, influencing broader discussions on pedagogy, learner engagement, and the integration of innovative methods in language education.

Using tongue twisters is a technique aimed at creating word sequences that pose pronunciation challenges, serving as an informal exercise to enhance one's ability to articulate words with precision and clarity. As described by [18], tongue twisters serve as a playful means to introduce the concept of alliteration and enhance language understanding. Practicing tongue twisters not only strengthens speech skills but also contributes to improved pronunciation [3]. The ability to articulate tongue twisters quickly fosters language proficiency, offering students a unique and engaging method to enhance their pronunciation abilities [19].

Despite the potential benefits of tongue twisters, many EFL students need help with low pronunciation proficiency [3]. This study, therefore, focuses on investigating the impact of incorporating tongue twisters as a pedagogical tool to enhance pronunciation skills among EFL students.

This study addresses the pressing issue of low pronunciation proficiency among EFL students and proposes an innovative solution through the integration of tongue twisters. By exploring the advantages of tongue twisters, including raising awareness of pronunciation problems, building new muscle memory, and providing a fun and engaging approach to language learning [20], this research seeks to improve pronunciation skills in the EFL classroom.

Furthermore, the study emphasizes the importance of confidence-building in spoken English. The reluctance of students to speak stems from self-consciousness and fear of making mistakes, which is a significant barrier to language development. So, [1] suggests that when a student wants to learn a foreign language, especially English, they must learn to speak it. The introduction of tongue twisters aims to alleviate this fear, providing a platform for students to practice language skills without the apprehension of judgment.

In conclusion, this research explores the potential of tongue twisters as a pedagogical tool to enhance pronunciation skills among EFL students [21]. The findings aim to bridge the gap in pronunciation proficiency, fostering a more confident and articulate generation of English speakers. The study's significance lies in its contribution to innovative teaching methods [22], ultimately empowering students to overcome pronunciation challenges and communicate effectively in English.

Tongue twisters, renowned for their linguistic acrobatics, offer a playful challenge to speakers, especially those navigating the nuances of American English pronunciation and British Style. Here are five distinct models/types of tongue twisters, each exemplifying the delightful complexity of American-style articulation.

1) **Consonant Clusters:** *She sells seashells by the seashore, and the shells she sells are surely seashells.* This classic tongue twister highlights the challenge of rapid articulation, particularly in navigating consecutive sibilant sounds and consonant clusters. The repetition of the "sh" sound and the alternation between "s" and "sh" creates a cascade of challenging phonetic combinations.

2) **Alliteration Adventure:** *Betty Botter bought some butter, but she said, "This butter is bitter! If I put it in my batter, it will make my batter bitter."* This tongue twister showcases the American English penchant for alliteration, where similar initial sounds create a delightful but challenging linguistic sequence. The rapid succession of "b" sounds demands precision and agility in pronunciation.

3) **Vowel Variations:** *Unique New York, New York's unique.* Playing on the distinctive vowel sounds in American English, this tongue twister exploits the repetition of the long "u" sound and the variation between "oo" and "ew." The rapid transition between these vowels tests diction and vocal flexibility.

4) **Rhotic Riddles:** *The ragged rascal ran around the rugged rocks.* Embracing the unique American English feature of rhoticity, this tongue twister emphasizes the challenge of rolling "r" sounds. The repetition of "r" in various positions within words demands precise articulation, making it a fun yet formidable exercise.

5) **Sentence Structure Stumper:** *How can a clam cram in a clean cream can?* Beyond individual sounds, this tongue twister tests one's ability to maintain clarity in more complex sentence structures. Combining words with similar sounds challenges speakers to enunciate each word distinctly, highlighting the importance of speed and precision.

Mastering these American-style tongue twisters provides linguistic amusement and enhances pronunciation skills by tackling specific challenges inherent in the intricacies of the English language. Whether navigating consonant clusters, alliteration, vowel variations, rhotic nuances, or complex sentence structures, these tongue twisters offer a playful yet instructive journey through the diverse landscape of American English pronunciation.

With its distinct phonetic features, British English lends itself to a unique set of tongue twisters. Here are five models/types of tongue twisters, each designed to challenge the speaker with the nuances of British-style pronunciation:

1) **Thorny Thistles:** *Thirty-three thousand feathers on a thrush's throat.* This tongue twister incorporates the challenge of the voiced and voiceless "th" sounds prevalent in British English. The repetition of "th" in dental and post-alveolar forms tests the speaker's ability to rapidly and accurately articulate these sounds.

2) **Peculiar Punctuation:** *Pamela pranced politely past a pack of particularly perplexed penguins.* British English often features distinct vowel sounds, and this tongue twister exploits the variety in pronouncing vowels. The alternating short and long vowel sounds and the nuanced pronunciation of the letter "a" create a delightful challenge.

3) **Rural Rhythms:** *Robert's rather rare rabbit runs around the rutted racecourse.* The British accent, known for its non-rhotic quality, is exemplified in this tongue twister. The challenge lies in not pronouncing the "r" sounds, especially at the end of words, making it a rhythmic exercise in British-style articulation.

4) **Intricate Intonation:** *Oliver owns an orchard; Olivia owns an olive tree.* This tongue twister explores the subtleties of British intonation, where rising and falling pitches contribute to the meaning. The challenge here is to maintain clarity and accuracy in intonation while navigating a series of similar-sounding words.

5) **Quaint Quandaries:** *Queen Quigley quietly questioned Quirky Quentin on his questionable quotations.* British English often employs intricate word combinations and phrasal patterns. With its alliteration and challenging consonant clusters, this tongue twister encapsulates the complexity of British linguistic quirks, demanding precision in pronunciation.

Practicing these British-style tongue twisters offers an entertaining way to navigate the subtleties of pronunciation unique to the British accent. From thorny thistles to quaint quandaries, each tongue twister presents a delightful challenge that not only amuses but also enhances the speaker's ability to articulate British English with finesse.

The significance of this study lies in its contribution to the ongoing discourse on innovative language teaching methodologies. The tongue twister method emerges as a dynamic and engaging approach beyond conventional pronunciation instruction [23]. The tangible improvements observed in students' classification scores and mean scores underscore the method's practical significance in addressing the multifaceted challenges of EFL pronunciation.

This study's importance extends beyond the specific context of Universitas Katolik Indonesia Santu Paulus Ruteng. Language educators and curriculum developers worldwide can draw valuable insights from the positive outcomes of the tongue twister method. Its universal applicability positions it as a versatile pedagogical tool that can be integrated into various language programs.

2 Method

Research Design

This study employs a quasi-experimental design, precisely the nonequivalent control group approach. The chosen design is practical and aligns with the research goals, focusing on investigating the impact of the tongue twister method on the pronunciation skills of first-grade students in the English Department at Universitas Katolik Indonesia Santu Paulus Ruteng during the academic year 2023/2024.

Population and Sample

The population for this research comprises students enrolled in the English Education Department at Universitas Katolik Indonesia Santu Paulus Ruteng during the Learning Year of 2023-2024. The study involves 70 students, with 37 in the experimental group (2023A) exposed to the tongue twister technique and 40 in the control group (2023B) receiving conventional instruction. The participants are divided into an experimental group (EFL Room 2023A) and a control group (EFL Room 2023B), with 77 first-grade students forming the population of interest.

The decision to focus on these specific classes is informed by consultations and surveys conducted by the researchers, revealing a pronounced need for continuous training in

pronunciation skills due to the perceived poor pronunciation among the students. EFL Room 2023A consists of 38 students, while EFL Room 2023B comprises 40 students.

Data Collection

The research methodology employs a quantitative approach, utilizing a quasi-experimental design with nonequivalent control groups. The data collection procedure involves both pre-tests and post-tests, providing empirical evidence to assess the effectiveness of the tongue twister technique in improving pronunciation skills.

The pre-test and post-test utilize short story texts, offering a contextualized and practical assessment of pronunciation skills. In the pre-test, students are instructed to read a short story text, and the researcher records their performance, evaluating accuracy and fluency in pronunciation.

Following the pre-test, only the experimental group (EFL Room 2023A) receives the treatment, involving the application of the tongue twister method. This targeted intervention enhances the students' pronunciation skills through focused linguistic exercises. The control group (EFL Room 2023B) does not receive the tongue twister treatment, allowing for a comparative analysis between the two groups.

Data Analysis

After the treatment, the post-test is administered to both groups, using the same short story text as the pre-test. The post-test aims to measure the extent of improvement in pronunciation skills. This design enables the researchers to discern the impact of the tongue twister method by comparing the pre-and post-treatment performance of the experimental group against the control group.

Quantitative data analysis techniques will be employed to compare the pre-test and post-test scores between the experimental and control groups. Statistical methods such as t-tests or analysis of variance (ANOVA) may be applied to determine if there are significant differences in pronunciation improvement between the two groups. The analysis will help evaluate the effectiveness of the tongue twister method in enhancing pronunciation skills.

Research Setting

The research setting is the Tertiary Level Institution, specifically the English Department of Universitas Katolik Indonesia Santu Paulus Ruteng. The selection of this location aligns with the research focus on first-grade students, offering a targeted examination of pronunciation skills in a tertiary education context. The potential long-term impact on overall language proficiency underscores the importance of addressing poor pronunciation skills at the foundational level.

Consequently, this research holds significance in contributing practical insights to language teaching methodologies, particularly in addressing pronunciation challenges among EFL students. The methodological choices, including the quasi-experimental design, targeted class selection, and the use of short story texts, collectively form a robust framework for assessing the effectiveness of the tongue twister method. The findings of this study aim to

inform educators and curriculum developers, offering evidence-based recommendations for enhancing pronunciation instruction in tertiary-level English language programs.

3   Findings

The investigation into the effectiveness of the tongue twister method in enhancing pronunciation skills among first-grade students in the English Department at Universitas Katolik Indonesia Santu Paulus Ruteng reveals insightful findings. The data is presented through Tables 1, 2, and 3, offering a detailed classification of students' scores in pre-test and post-test assessments.

Table 1: Students' Classification Score in Pre-test

No	Classification	Score Range	Frequency
1.	Excellent	3.88-4.00	2
2.	Good	3.18-3.87	15
3.	Enough	2.85-3.17	16
4.	Poor	1.85-2.18	5

In the pre-test, students' scores are categorized into four classifications: Excellent, Good, Enough, and Poor. Most students fall within the Good and Enough categories, indicating a baseline proficiency level with room for improvement. Notably, only two students achieved an Excellent score, while five students obtained a Poor score, signifying a spectrum of proficiency levels among the participants.

Table 2: Students' Classification Score in Post-test

No	Classification	Score Range	Frequency
1.	Excellent	3.88-4.00	15
2.	Good	3.18-3.50	18
3.	Enough	2.85-3.17	2
4.	Poor	1.85-2.18	0

After the tongue twister method intervention, the post-test results show notable improvement in students' pronunciation skills. The number of students categorized as Excellent increased significantly, demonstrating the positive impact of the treatment. However, it is worth noting that no students remained in the Poor category after the intervention. This improvement suggests that the tongue twister method effectively improved students' pronunciation skills.

Table 3: The Last Result Scores

No	Metric	Pre-test	Post-test
1.	Mean Score	2.4	3.3
2.	Max Score	3.6	4
3.	Min Score	1.3	2

A comprehensive overview of the last result scores, including mean, maximum, and minimum scores, provides a quantitative summary of the student's performance. The mean score increased from 2.4 in the pre-test to 3.3 in the post-test, indicating a substantial enhancement in overall pronunciation proficiency. The minimum and maximum scores further support this trend, with the post-test scores demonstrating an upward shift.

Comparative Analysis

A comparative analysis of mean scores in Table 3 reveals a notable increase from 2.4 in the pre-test to 3.3 in the post-test. This upward trajectory reinforces the argument that the tongue twister method is a potent tool for enhancing pronunciation skills. The maximum score reaching 4 in the post-test demonstrates the method's potential to facilitate exceptional pronunciation achievements among students.

Additionally, the minimum score's increase from 1.3 in the pre-test to 2 in the post-test reflects a positive impact on students with initially lower proficiency. This suggests that the tongue twister method is effective for students with moderate proficiency and beneficial for those with more pronounced pronunciation challenges.

Statistical Analysis and Conclusion

To validate the significance of the findings, a t-test analysis was conducted, comparing the pre-test and post-test mean scores. The degrees of freedom, calculated based on the sample size, were crucial in determining the critical t-table value (tt) at a 0.05 significance level. The calculated t-test value (to) exceeded the critical t-table value (tt), with to > tt = 3.0 > 1.667.

In interpreting the results, rejecting the null hypothesis (Ho) and accepting the alternative hypothesis (Ha) are warranted. This implies that the tongue twister technique, applied in teaching pronunciation skills to first-grade students, is indeed effective. As evidenced by the post-test scores, the statistically significant improvement in pronunciation proficiency underscores the pedagogical value of incorporating the tongue twister method into language instruction.

4   Discussion

The results of this study shed light on the effectiveness of the tongue twister method in enhancing pronunciation skills among first-grade students in the English Department at Universitas Katolik Indonesia Santu Paulus Ruteng. This discussion aims to comprehensively analyze the findings, their implications, and the broader impact on language education.

Utilizing the t-test for statistical analysis, the results indicate that the experimental group surpasses the control group, affirming the efficacy of employing tongue twisters in pronunciation instruction. These findings robustly endorse the alternative hypothesis, affirming that applying tongue twisters markedly enhances pronunciation compared to conventional instructional approaches. The outcomes underscore the tangible benefits of integrating this technique into language instruction, emphasizing its significant role in fostering improved articulation skills, thereby offering educators a valuable tool for enhancing pronunciation proficiency in learners [24].

As language education continues to evolve, embracing dynamic methodologies like the tongue twister technique can contribute to more inclusive, engaging, and effective learning experiences. This study paves the way for further exploration of innovative teaching strategies, fostering a continuous dialogue on best practices in language education [25].

Impact of the Tongue Twister Method:

The substantial improvement observed in the post-test scores, particularly the increased number of students categorized as Excellent, highlights the positive impact of the tongue twister method on pronunciation skills. The method's ability to engage students in linguistic exercises that challenge their articulation and fluency has proven to be valuable in language instruction [8].

The shift from a limited number of Excellent scores in the pre-test to a more significant number in the post-test underscores the method's capacity to foster pronounced improvements in pronunciation proficiency. This impact is statistically significant and carries pedagogical implications for language educators seeking innovative approaches to address pronunciation challenges [26].

Analysis of Classification Scores:

Tables 2 and 3 provide a detailed breakdown of students' classification scores in both the pre-test and post-test. In the pre-test, the majority of students fell within the Good and Enough categories, indicating a baseline proficiency level with room for improvement. The presence of two students in the Poor category accentuates the initial pronunciation challenges faced by participants.

Conversely, the post-test results depict a noteworthy transformation. The increase in the number of students categorized as Excellent signifies a positive shift, indicating a higher pronunciation proficiency level after the tongue twister method intervention. Notably, eliminating students in the Poor category emphasizes the method's capacity to elevate events. These findings are crucial in language education, specifically in addressing pronunciation challenges among EFL students. The study demonstrates the practical effectiveness of the tongue twister method and highlights its potential to contribute positively to language learning experiences. The shift in students' classifications and the statistically significant improvement emphasize the tangible benefits of incorporating innovative and engaging techniques into language instruction.

The implications of this research extend beyond the immediate context of Universitas Katolik Indonesia Santu Paulus Ruteng. Educators, curriculum developers, and language instructors worldwide can draw insights from this study, considering the universal nature of pronunciation challenges faced by EFL learners. The tongue twister method emerges as a viable and effective pedagogical tool for enhancing pronunciation skills, offering a dynamic and enjoyable approach to language instruction [7], [27], [28].

Thus, the results affirm the practical significance of the tongue twister method in improving pronunciation skills among first-grade EFL students. This research contributes valuable evidence to the ongoing discourse on innovative language teaching methodologies. The positive outcomes underscore the importance of continually exploring and incorporating novel approaches to address the diverse challenges language learners face, ultimately enriching the language education landscape.

Broader Impact on Language Education:

The success of the tongue twister method in this study suggests its potential to become a cornerstone in language education practices. The method's ability to simultaneously challenge and engage students aligns with contemporary pedagogical trends that emphasize interactive and learner-centered approaches [29]. Integrating such innovative methods into language curricula can create a more vibrant and effective learning environment [30].

Furthermore, eliminating students in the Poor category post-intervention signifies the method's potential to address pronounced pronunciation difficulties. This finding has implications for inclusive language education, as it suggests that innovative methods like the tongue twister technique can cater to diverse proficiency levels and enhance the overall inclusivity of language instruction [31].

The findings of this study affirm the existing challenges English learners face, particularly in the realm of pronunciation. The identified difficulties, especially with unfamiliar words, underscore the need for targeted and motivating approaches to pronunciation instruction. Educators must recognize and address the specific aspects of pronunciation that pose challenges to students, providing tailored support to enhance their proficiency. To enhance motivation and facilitate effective learning, students are encouraged to engage actively in the learning process [32]. Understanding the intricacies of pronunciation, identifying challenging words, and consistent practice are crucial steps toward mastery. Educators are also responsible for employing engaging and effective techniques within the classroom, ensuring that students are motivated to participate actively in pronunciation exercises.

Thus, pronunciation is not merely a technical aspect of language learning but a fundamental skill that intertwines with the broader abilities of speaking and listening. As learners navigate the complexities of language acquisition, the emphasis on pronunciation mastery becomes a shared responsibility between educators and students. By acknowledging the challenges, implementing targeted strategies, and fostering a motivating learning environment, language learners can confidently navigate the intricacies of pronunciation. The ongoing commitment to refining pronunciation skills contributes significantly to the holistic development of language proficiency, ultimately enriching the communicative competence of English learners.

5. Conclusion

Pronunciation, as a vital subskill of speaking, plays a pivotal role in ensuring the clarity and comprehension of verbal communication. It serves as a micro skill that significantly contributes to effective language expression, making it essential for learners to master. The mastery of pronunciation is integral to fostering a mutual understanding between speakers and listeners. In the language learning context, particularly in English, pronunciation emerges as a critical element that directly influences the quality of communication. The importance of pronunciation skills becomes evident in its role as a bridge between speaking and listening abilities. Effective communication hinges on accurately articulating words and sentences, ensuring that the intended message is conveyed clearly. This underscores the necessity for dedicated attention to pronunciation within the language classroom. The practice and mastery of pronunciation should be integrated into the curriculum, recognizing its overarching impact on the overall language proficiency of learners.

Despite the positive outcomes, it is crucial to acknowledge the limitations of this study. The sample size, confined to first-grade students at Universitas Katolik Indonesia Santu Paulus Ruteng, may limit the generalizability of the findings. Future research could expand the scope to include a more diverse participant pool, encompassing different proficiency levels, age groups, and linguistic backgrounds. Moreover, a longitudinal study could provide insights into the long-term retention of pronunciation improvements facilitated by the tongue twister method. Investigating the method's sustained impact over an extended period would contribute valuable information for educators planning comprehensive language programs.

Therefore, this study demonstrates the tangible benefits of incorporating the tongue twister method into language instruction, particularly for enhancing pronunciation skills among first-grade EFL students. The positive shifts observed in classification scores, mean scores, and the elimination of students in the Poor category collectively emphasize the method's effectiveness. The broader impact of this study extends to language education practices globally, encouraging educators to explore innovative and engaging methods to address pronunciation challenges. The tongue twister technique is a testament to the potential of interactive and learner-centered approaches in fostering language proficiency.

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