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*The use of tongue twisters as a learning strategy to improve pronunciation skills among Seventh Grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024.*

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## **Dedication**

To my beloved parents,

This work is dedicated to you, who have been my guiding lights and my greatest champions. Your unwavering love, tireless support, and boundless sacrifices have been the bedrock upon which I have built my dreams. From the early mornings to the late nights, you have always been there, encouraging me, believing in me, and providing me with the strength to persevere. Mom and Dad, your faith in my abilities has been an unending source of motivation. Your words of wisdom, your patience, and your kindness have shaped me into the person I am today. You taught me the values of hard work, integrity, and compassion, and for that, I am forever grateful. Every step of this journey has been made possible because of you. This thesis stands as a testament to your love and dedication, and I hope it brings you as much pride and joy as it does for me.

With all my love and deepest gratitude,

Melany Valverde Vargas.

## **Abstract**

This thesis investigates the use of tongue twisters as a learning strategy to enhance pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024. The primary objective was to evaluate the effectiveness of tongue twisters in improving students' pronunciation of various English sounds. Specific objectives included identifying common pronunciation deficiencies, implementing tongue twisters as a teaching tool, and assessing their impact on students' pronunciation abilities.

The study employed a qualitative research methodology to gain in-depth insights into students' pronunciation challenges and the benefits of using tongue twisters. The intervention involved regular practice with a series of tongue twisters, designed to progressively challenge students and target specific pronunciation issues. Through consistent and focused practice, students demonstrated significant improvements in their pronunciation accuracy and fluency.

The findings indicate that tongue twisters are a highly effective and engaging strategy for language learning. They not only address specific pronunciation deficiencies but also enhance students' overall confidence and competence in speaking English. This study provides valuable evidence supporting the integration of tongue twisters into language instruction to foster better pronunciation skills and contribute to more effective language learning outcomes.

## **Resumen**

Esta tesis explora el uso de trabalenguas como estrategia de aprendizaje para mejorar las habilidades de pronunciación en estudiantes de séptimo grado del Colegio Técnico Profesional de Acosta durante el segundo trimestre de 2024. El objetivo principal fue evaluar la efectividad de los trabalenguas en la mejora de la pronunciación de diversos sonidos en inglés. Los objetivos específicos incluyeron identificar deficiencias comunes de pronunciación, implementar trabalenguas como herramienta de enseñanza y evaluar su impacto en las habilidades de pronunciación de los estudiantes.

El estudio empleó una metodología de investigación cualitativa para obtener una comprensión profunda de los desafíos de pronunciación de los estudiantes y los beneficios del uso de trabalenguas. La intervención implicó la práctica regular con una serie de trabalenguas, diseñados para desafiar progresivamente a los estudiantes y abordar problemas específicos de pronunciación. A través de una práctica constante y enfocada, los estudiantes demostraron mejoras significativas en su precisión y fluidez de pronunciación.

Los hallazgos indican que los trabalenguas son una estrategia altamente efectiva y atractiva para el aprendizaje de idiomas. No solo abordan deficiencias específicas de pronunciación, sino que también mejoran la confianza y competencia general de los estudiantes al hablar inglés. Este estudio proporciona evidencia valiosa que apoya la integración de trabalenguas en la instrucción de idiomas para fomentar mejores habilidades de pronunciación y contribuir a resultados más efectivos en el aprendizaje de idiomas.

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## **Chapter I**

### **Introductory Framework**

When it comes to capturing the attention of your readers, there is nothing quite as important as crafting a compelling introduction. This opening passage is the gateway to a well-formed investigation, drawing readers in, and setting the stage for what is to come. Beginning a journey of investigation presents boundless opportunities to open doors, discover deep new information, and enrich your mind with knowledge. The introductory framework of this investigation serves as a part of the structure by outlining the research question, scope, and significance of the study on using tongue twisters as a learning strategy to enhance pronunciation skills among seventh-grade students Colegio Técnico Profesional de Acosta during the second quarter of 2024.

The framework embarks on the necessity of addressing pronunciation challenges encountered by language learners and the potential efficacy of employing tongue twisters as a pedagogical tool. Within this framework, the study outlines the context within which the research operates, identifying key variables and methodological approaches. This introductory framework not only provides clarity and direction for the study, but it also offers a roadmap for comprehending the researcher's contributions and implications within the educational discourse.

#### **1.1 Problem Statement**

A research question is the main focus of the investigation. The primary issue addressed by this study is the prevalent lack of pronunciation among seventh-grade English language learners. Many learners encounter challenges in accurately producing English sounds due to differences in phonetic structures in their native language (Spanish) and English. Moreover, pronunciation proficiency is not only crucial for effective communication, but it also impacts the clarity and

comprehensibility of spoken English. This study aims to evaluate the efficacy of using tongue twisters as a learning strategy to enhance pronunciation skills among seventh-grade English language learners. Through a combination of qualitative and quantitative research methodologies, the research will assess the influence of tongue twisters to improve pronunciation.

The investigation will involve engaging seventh-grade students from different English levels to ensure a comprehensive understanding of the effectiveness of tongue twisters across different language levels. Students will also be engaged in exercises incorporating a variety of tongue twisters targeting specific phonetic challenges, utilizing surveys, and pronunciation assessments to capture both subjective perceptions of improvement and objective measures of pronunciation accuracy, and finally employing qualitative analysis techniques to identify recurring patterns, topics, and students' feedback regarding the perceived impact of tongue twisters on pronunciation. Additionally, quantitative analysis will be conducted to assess pronunciation accuracy and fluency pre-and post-intervention. As a result, this investigation will search for new strategies to improve those errors in pronunciation through the following research question, which will be answered by the students' improvements demonstrated in seventh-graders at Colegio Técnico Profesional de Acosta during the first quarter of 2024.

“How does the usage of tongue twisters, as a pronunciation strategy, help students enhance their pronunciation when pronouncing different English sounds?”

## **1.2 Objectives of the Investigation**

The objectives are considered to be the study's crucial guide for the investigation, and to ensure a successful investigation outcome, the objectives must remain present throughout the entire process without any deviations.

### **1.2.1 General Objective**

- To assess the effectiveness of tongue twisters as a learning strategy to improve the pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024

### **1.2.2 Specific Objectives**

- To identify the pronunciation deficiency of different English sounds among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024
- To apply the use of tongue twisters as a learning strategy to improve pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024
- To evaluate the effect of tongue twisters as a learning strategy to improve the pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024

## **1.3 Justification of the study**

The research purpose of this project is to investigate the effectiveness of utilizing tongue twisters as a learning strategy to enhance pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024. The study pretends to

identify the learning progress among seventh graders when utilizing tongue twisters to enhance their pronunciation, given that current observations indicate that many students face challenges in achieving optimal pronunciation proficiency, which can impact their overall language development. According to Morley (1991), clear pronunciation is an essential aspect of communicative competence, emphasizing that it is important for learners to have proficient pronunciation skills, as it enables them to communicate effectively. This will emphasize that clear pronunciation is a vital element of communicative competence, and that learners may face challenges in effective communication without improving their pronunciation skills.

Dharmika (2021) established the reasons for bad pronunciation. English learners encounter unfamiliar sounds in the language, and the pronunciation of ending sounds by English students significantly differs from what they are accustomed to in their native language (in this case, Spanish), which may cause challenges in achieving proper pronunciation. As a result, learners often make phonetic errors, leading to unclear speech and negatively impacting their confidence in speaking and listening. Therefore, successfully implementing tongue twisters can improve students' pronunciation skills, active participation, and overall communication abilities.

The study aims to facilitate, enrich, and enhance the pronunciation of English by using tongue twisters as a learning strategy for seventh-grade students at Colegio Técnico Profesional de Acosta. According to Hismanoglu (2006), pronunciation instruction is very important for oral communication. It is also a significant part of the communicative competence. The use of tongue twisters as a learning strategy to improve pronunciation skills provides a practical and engaging method for achieving this goal. Moreover, according to Nikmah and Abid (2018), the result of their research illustrated that tongue twisters can improve the students' pronunciation and change the class atmosphere to be more interesting. This study not only seeks to identify the learning

progress of seventh-grade students using tongue twisters but also to address the potential benefits of improved pronunciation and engaging strategies. As Muin and Amelia (2017) found based on the findings of their study, most of the students strongly agreed that the use of tongue twisters made them actively engaged in pronunciation practice. Enhancing pronunciation skills can have academic advantages, leading to better comprehension and communication in various subjects.

As students successfully navigate challenging tongue twisters, they gain a sense of accomplishment, boosting their confidence in expressing themselves verbally and engaging in oral communication. As demonstrated in Muin and Amelia's (2017) study, most of the students strongly agreed that the use of tongue twisters motivates them to learn how to pronounce English vowels in words and sentences correctly. Nonetheless, since sixth graders often encounter common pronunciation challenges as they learn the language. These challenges may include difficulty with specific phonetic sounds, articulation patterns, or the accurate production of certain words. According to Lutfiani and Astutik (2017), the main reason is that English pronunciation is difficult for most foreign language learners since what is written is different from what is spoken. This underscores the complexity of acquiring accurate pronunciation and emphasizes the necessity for targeted strategies, for example exploring tongue twisters, to effectively address this linguistic challenge.

This investigation is convenient for both educators and students, as it targets a specific grade level (seventh grade) at Colegio Técnico Profesional de Acosta. Educators are constantly seeking innovative and effective teaching strategies to enhance the learning experience for their students. The research carried out by Kalyani and Rajasekaran (2018) has demonstrated that innovative teaching is a necessity for all teachers to meet the educational needs of new generations. Pedagogical evolution is essential to meet the dynamic requirements of modern education and to

ensure that the educational needs of new generations are fully met. Moreover, when educators focus on a specific grade level, they can design specific interventions for students' developmental stages, language proficiency, and educational needs.

The effectiveness of tongue twisters, as a learning strategy, provides students with a practical approach to enhance their pronunciation skills. In addition, tongue twisters can be adapted to suit the age-appropriate language skills and interests of these students, making the learning process engaging and relevant. This study aims to assess the effectiveness of integrating tongue twisters as a learning strategy for enhancing the pronunciation skills of seventh-grade students. The research adopts a focused approach, concentrating on the targeted age group and educational context, to evaluate students' progress in pronunciation through their engagement with tongue twisters. Utilizing a mixed-methods research design, the investigation combines quantitative measures of pronunciation improvement with qualitative insights into students' experiences and perceptions.

The study's scope thoroughly examines tongue twisters' impact on addressing observed challenges in student communication. The study aims to determine the effectiveness of using tongue twisters as a pedagogical tool for enhancing the pronunciation skills of seventh-graders students at Colegio Técnico Profesional de Acosta. The results of this investigation may also be beneficial to language education because they hold significantly advanced knowledge, understanding, and practice in this field. Moreover, by providing evidence-based insights into the effectiveness of integrating tongue twisters as a learning strategy, the study contributes to a deeper understanding of pedagogical approaches to pronunciation enhancement. Language educators can apply these findings to inform and improve their teaching practices, adopting a more engaging approach to address the specific needs of students.

For example, in a seventh-grade classroom, the teacher can use tongue twisters as an engaging and effective tool to enhance pronunciation skills among students. Through repetitive practice of these challenging phrases, students can refine their articulation, fluency, and phonetic accuracy. The teacher might begin by introducing a variety of tongue twisters, such as "She sells seashells by the seashore" or "Peter Piper picked a peck of pickled peppers," and guiding students through repeated recitations. Through these exercises, students not only confront the challenges of pronunciation, but they also develop crucial listening and speaking abilities essential for effective communication.

Additionally, incorporating tongue twisters into classroom activities promotes a sense of enjoyment and engagement, fostering a positive learning atmosphere where students feel encouraged to experiment and improve their language skills. The project's primary focus is on qualitative viewpoints and assessments. This comprehensive approach is significant in assessing the effects of pedagogical interventions that use tongue twisters as a learning strategy to improve students' pronunciation.

#### **1.4 Antecedents**

The article *The Fascinating History of Tongue Twisters 2023*, published in the Blog Medium was written by Lilydigital in 2023. Moreover, Lily (2023) established that back in ancient civilizations, tongue twisters served as exercises to refine diction, elocution, and memory in cultures such as Sanskrit and Chinese. The tongue twisters evolved across diverse linguistic landscapes, with Native American languages infusing unique sound patterns into the challenges. In addition, Lilydigital (2023) established that throughout the medieval period, scholars incorporated tongue twisters into oral traditions and manuscripts as mental exercises, continuing

their role as both educational and sources of amusement. Tongue twisters are integrated into plays and poems, making their emergence an art form. Beyond entertainment, tongue twisters delve into linguistic psychology, offering a delightful cognitive puzzle that engages language production and memory areas of the brain.

Nonetheless, tongue twisters have a resurgence in the age of social media, highlighted by challenges such as the "Ice Bucket Challenge," which reflects their adaptability and enduring popularity. These linguistic gems entertain and educate, emphasizing the adaptability of language for both amusement and intellectual growth. From ancient civilizations to the digital age, tongue twisters persist as a timeless pleasure, transcending linguistic barriers and cultural differences. By grappling with these linguistic puzzles, individuals engage in a tradition that links generations and celebrates the joyful essence of language throughout the ages.

The investigation *Using Tongue Twisters to Improve Students' Pronunciation*, written by Dewi Lutfiani and Indri Astutik in 2017 and published in Universitas Muhammadiyah Jember was conducted at SMA Muhammadiyah 3 Jember. The paper aimed to enhance the pronunciation skills and active participation of eleventh-grade students using tongue twisters in English-speaking classes. The primary objective of the investigation was to address the observed difficulties in pronunciation faced by students, focusing on achieving a standard pronunciation score of 75% and increasing student engagement during the teaching-learning process. The investigation utilized the classroom action research (CAR) cycling model, planning, acting, observing, and reflecting stages.

The study involved the incorporation of tongue twisters as a teaching strategy in English-speaking classes. Tongue twisters, defined by Lutfiani and Astutik (2017) as challenging phrases

or sentences with repetitive sounds, were selected for their potential to improve pronunciation, speech skills, and active participation. Moreover, two main instruments were employed: a pronunciation test to measure students' scores and an observation checklist to assess active participation in the class. In the study, it was observed that students faced challenges in pronunciation, leading to low speaking achievement scores. The first cycle, utilizing tongue twisters, improved pronunciation scores from 28.57% to 65.71%. However, the success criteria were not fully met. In the second cycle, pronunciation scores reached 77.14%, meeting the target, and active participation increased from 51.42% to 77.13%. The incorporation of tongue twisters successfully addressed the identified issues. In addition, the investigation demonstrated that tongue twisters, with their focus on pronunciation and repetition, effectively improved students' pronunciation scores and active participation in English-speaking classes. The findings suggest that tongue twisters' engaged nature contributed to increased student involvement, making them a valuable tool for pronunciation enhancement. The study emphasizes the practical application of tongue twisters as an effective and enjoyable strategy for improving language skills and students' communicative competence in English.

The researcher discovered a valuable research paper in the 2009 Annual Review of the Faculty of Philosophy titled *The Use of Tongue Twisters in EFL Teaching*, revealing insightful findings. The study, conducted in Novi Sad, delved into the intriguing tongue twisters, commonly perceived as nursery rhymes, with a specific focus on the perspectives of adults towards these linguistic challenges as a beneficial tool for enhancing pronunciation skills. Notably, Prošić-Santovac's paper challenges the prevailing notion that tongue twisters are suitable for young children and argues for their applicability across various age groups.

This paper investigates the practical integration of tongue twisters within English as a Foreign Language (EFL) classroom, gathering both children and adults alike. Prošić-Santovac aimed at specific phonetic elements, such as plosive sounds (/p, t, k, b, d, g/) and fricatives (/s, z, f, ʃ, ð, θ/). The study emphasizes the importance of introducing the task with a meaningful purpose rather than treating it as a game. The investigation revealed potential challenges, for example, a decline in students' confidence during task execution. The results of the study were positive, concluding that the research indicated a 73.5% approval rate for the implementation of tongue twisters in EFL classrooms of all age groups. The author underscored the necessity of incorporating an element of playfulness to enhance the effectiveness of tongue twisters as a pronunciation strategy. However, the current study aligns with the earlier research in illustrating how tongue twisters function as a pronunciation strategy. It also highlights common challenges, such as negative reactions and varying responses among students. Despite the differences in sounds, age groups, and the number of participants, the research achieved its overarching objectives.

The investigation, *The Use of Tongue Twisters Technique to Improve Students*, was written by Awalia Azis, Abd Rajab, Dzur Rif, and Hilda Hafid at the Universitas Muhammadiyah Makassar, Indonesia 2020, targeting eleventh-grade students at SMP 2 Sungguminasa. The primary objective of this study was to seek a challenging position that allows students to leverage their pronunciation skills in English language teaching, particularly in pronunciation improvement, using innovative techniques. The researcher conducted a pre-experimental study with a pre-test and post-test design utilizing tongue twister techniques to address specific pronunciation challenges. In addition, the study was focused on similar consonants, including sound-voiced dental fricative /ð/, voiced alveolar plosive /d/, voiceless

dental fricative /θ/, voiceless alveolar plosive /t/, sound-voiceless palatal alveolar fricative /ʃ/, and voiceless alveolar fricative /s/.

The study addressed the objectives by administering oral tests consisting of 18 words with similar difficulty levels for pre-test and post-test, and by conducting six sessions, including one pre-test, three treatment sessions, one reinforcement session, and one post-test, to analyze the pronunciation scores using quantitative and statistical calculations. The results demonstrated a significant improvement in the students' pronunciation after the application of the tongue twister technique. It was concluded that the use of the tongue twister technique is effective in improving students' pronunciation, with recommendations for thoughtful implementation.

The investigation, *The Proper Usage of Tongue Twisters as a Teaching Strategy to Improve the Pronunciation Level of the English Labiodental and Interdental fricative sounds in Students who are Taking the Oral Expression II Course during the First Quarter of 2016 School Year*, by Keily Aragón Aguilar at the Universidad Internacional de las Américas targeted students from the Oral Expression II course during the first quarter of 2016. The study aimed to seek opportunities to contribute expertise in language teaching methodologies and innovative strategies; it focused on improving pronunciation skills. In addition, it aimed at enhancing the learning experience and language proficiency of students through creative and dynamic approaches such as tongue twisters. The purpose of the investigation was to identify the lack of pronunciation in ESL/EFL classrooms, leading to persistent errors in labiodental and interdental fricative sounds. It also aimed to address the gap in pronunciation training by introducing innovative strategies such as tongue twisters. Nonetheless, the primary objectives of the study were to measure improvement in pronunciation of Dental Fricative sounds (/ð/ and /θ/) in students, to measure improvement

in pronunciation of Labiodental Fricative sounds (/f/ and /v/) in students, to demonstrate how tongue twisters contribute to pronunciation improvement, and to demonstrate the use of tongue twisters as a strategy to enhance fluency in ESL students.

The method employed was qualitative research focusing on subjective analysis to understand students' responses to the tongue-twister strategy. The researcher introduced tongue twisters as a warm-up activity in ESL classes, dedicating the first ten minutes of each week to practice. It also explained Labiodental and Interdental Fricative sounds using visual aids and focused on guided repetition to improve articulation. The instruments used in this study were research questionnaires and reading-aloud evaluations with checklists to gather data on students' opinions and progress. Moreover, the results of the study were positive; most of the students progressed from satisfactory to good or excellent in pronunciation. From this study, it has been proven that tongue twisters can enhance effective Labiodental and Interdental Fricative sound pronunciation and overall fluency.

## **1.5 Scope**

Achievements and Goals in the Investigation of the Use of Tongue Twisters as a Learning Strategy to Improve Pronunciation Skills, Seventh-graders of Colegio Técnico Profesional de Acosta in the Second Quarter of 2024.

**1.5.1** To identify the specific pronunciation challenges faced by seventh-grader students at Colegio Técnico Profesional de Acosta, providing valuable insights into areas of difficulty

**1.5.2** To implement tongue twisters into the curriculum as a structured learning strategy, facilitating regular sessions to enhance pronunciation skills among students

**1.5.3** To encourage active participation and engagement from seventh-grade students in the implementation of tongue twisters as a learning strategy, fostering a dynamic and interactive learning environment

**1.5.4** To use regular assessment and to monitor students' pronunciation progress throughout the second quarter of 2024, by evaluating the improvements and adjustments to the learning approach as necessary

**1.5.6** To collect feedback from students regarding the effectiveness of tongue twisters as a pronunciation learning strategy, providing valuable insights into the perceived impact and areas for improvement

**1.5.7** To document observations, challenges, and success encountered during the implementation of tongue twisters, contributes to the development of best practices for future pronunciation instruction

**1.5.8** To systematically analyze pronunciation assessment data to evaluate the efficacy of tongue twisters in improving students' pronunciation skills over the second quarter of 2024

**1.5.9** To generate valuable pedagogical insights into the role of tongue twisters as a learning strategy for pronunciation improvement among seventh-grade students, contributing to the advancement of effective language teaching methodologies

**1.5.10** To achieve a collaborative learning community within Colegio Técnico Profesional de Acosta where teachers, students, and administrative staff actively engage in discussions and reflections on the integration of innovative pronunciation learning strategies

**1.5.11** To use the findings from the investigation to refine and optimize the use of tongue twisters as a pronunciation learning strategy, with a focus on improving the long-term impact on students' language proficiency

## **Chapter II**

### **Theoretical Framework**

This theoretical framework is indispensable for the study of the use of tongue twisters as a learning strategy because it provides a comprehensive foundation by synthesizing existing research and theories related to language acquisition, phonetics, and pedagogical strategies. Furthermore, this theoretical framework allows the investigation to be placed in a broader scholarly discourse, demonstrating its relevance and significance. In addition, it also offers a conceptual lens to analyze your findings and enables you to interpret the results within established theoretical perspectives. This guides the study's design and implementation and enhances its credibility and validity by situating it within a well-established theoretical paradigm. Consequently, a theoretical framework is essential for ensuring the coherence, rigor, and scholarly integrity of the investigation on this pertinent educational topic.

#### **2.1 Literature Review**

This literature review provides an overview of existing research and knowledge about pronunciation and tongue twisters. This will allow readers to understand what has already been studied on certain topics. In addition, writing this literature review will provide the theoretical foundation for this research. Analyzing conceptual frameworks can help to develop a theoretical framework that informs hypotheses or research questions. This literature review will help readers understand this study's background and significance within the broader academic discourse. A literature review is important because it requires critical analysis of multiple sources. This way, we can evaluate the strengths and weaknesses of previous studies, identify conflicting findings, and assess the overall state of knowledge in the specific field.

### **2.1.1 Pronunciation**

Pronunciation is one of the most important aspects when students are learning a new language; it plays a crucial role in effective communication, shaping how our words are understood and interpreted. In addition, mastering pronunciation enhances clarity and connection in all language exchanges. When acquiring pronunciation skills in a new language, it is crucial to prioritize your goals correctly. According to Carley and Mees (2019), the important sounds, referred to as phonemes, are those that can change the meanings of words. For example, if "I hid them" is misheard as "I hit them," it can result in a communication breakdown. Moreover, this breakdown in effective communication can lead to misunderstandings and barriers to achieving your goals. Therefore, pronunciation is important in effective communication because it encourages understanding, cooperation, and mutual respect among individuals. By maintaining clear and open communication, people can build stronger relationships, resolve differences more effectively, and collaborate more successfully in personal and professional settings.

It is common for new English speakers to face misunderstandings when they pronounce words incorrectly. Even if one word is pronounced incorrectly, others may not ask for clarification, assuming they have understood. This can lead to confusion and miscommunications. Therefore, it is crucial to identify and correct common pronunciation mistakes to establish smoother relationships with new English-speaking friends, business contacts, service providers such as waiters or hairdressers, and others. One of the common mistakes learners make in learning English is the word stress, which refers to the syllable in a word that is emphasized the most, as described by the Merriam-Webster Dictionary (2024). Consider the word "import" as an example, where word stress is crucial in determining its

grammatical function and meaning. "Import" can function as a noun and a verb, and its stress pattern changes accordingly. When pronounced with stress on the first syllable "import", (/ˈɪm.pɔːrt/) serves as a noun, referring to goods or commodities brought into a country from abroad. For instance, the country's main imports include electronics and textiles. Conversely, when stress falls on the second syllable "import" (/ɪmˈpɔːrt/) functions as a verb, indicating the action of bringing goods or commodities into a country from abroad. For example, "We import goods from various countries." The placement of stress alters not only the pronunciation but also the grammatical role and meaning of the word. Therefore, understanding the correct stress pattern in "import" and other words is essential for clear communication and accurate language use in spoken and written contexts.

Moreover, another common mistake new learners of English make is forgetting to use the correct intonation. According to Turner (2023), intonation involves the rise and fall of your voice when speaking in full sentences. To better understand intonation mistakes in English, let us say someone asks, "Do you want to go to the movies tonight?" If the speaker uses rising intonation at the end of the sentence, it indicates that they are asking a question and seeking confirmation or information. However, it could be interpreted differently if the same question is asked with a falling intonation. For instance, if the speaker uses a falling intonation, it might sound as they are expressing a suggestion or even an assumption rather than asking a question. In this case, the listener might interpret it as, "I assume you want to go to the movies tonight," rather than a genuine inquiry about the listener's desire to go to the movies. Thus, incorrect intonation can lead to misinterpretation, as the intended meaning might not match the perceived connotation due to the nuances of intonation patterns.

Nonetheless, learners make common mistakes when beginning to learn English because they are new to the language. Moreover, one common mistake is saying heteronyms the same way, as this can also lead to confusion or misunderstanding. According to Turner (2023), heteronyms are words that are spelled the same way but have different meanings. In addition, to better understand how easily learners can make mistakes with heteronyms, the following example can be considered: Ann was chatting with her friend Bob about their plans for the weekend. Ann mentioned wanting to "tear" through her new book because it was so captivating. However, Bob misunderstood her and thought she meant she wanted to "tear" the book apart, thinking she did not like it. In this situation, the heteronyms "tear" /tɛər/ (to read quickly and eagerly) and "tear"/tɪər/ (to rip apart) caused and led to a misunderstanding in communication.

To prevent this common error in pronunciation, students should familiarize themselves with commonly encountered heteronyms. By improving the use of heteronyms, learners can enhance clarity and precision in communication. This skill contributes to better written and spoken communication, leading to more successful interactions in both personal and professional contexts. By understanding and correctly employing heteronyms, learners can avoid misunderstandings and convey their intended meaning more effectively.

Therefore, learners need to be aware of common mistakes in pronunciation when beginning learning the language, since these aspects significantly impact how effectively a message is conveyed and understood. The incorrect use of word stress can change the meaning of a word or sentence. Being aware of word stress patterns helps learners to emphasize the right syllables, making their speech clearer and easier to understand. Moreover, intonation conveys emotions, attitudes, and grammatical structure in spoken language. Using correct intonation

patterns ensures that the intended meaning is accurately conveyed and helps to avoid misunderstandings in communication. In addition, using heteronyms correctly prevents confusion and ensures that speakers choose the correct pronunciation based on the context. By addressing these common pronunciation mistakes, learners can enhance their communication skills, build rapport with listeners, and effectively express themselves in English-speaking environments.

### **2.1.2 Phonetics**

To fully comprehend a language, it is essential to know the sounds that are used in that language. Most English classes mainly focus on the linguistics areas of Phonetics. According to Brozba (2018), phonetics is the scientific study of the attributes of human speech sounds, by offering techniques to describe, classify, and transcribe these sounds (p. 49). When acquiring effective communication in English, it is important to consider phonetics because it is part of learning the language. The linguistic aspect of phonetics is analyzed when examining human speech sounds. According to Pennington and Martha C. (1996), phonetics involves examining the properties, creation, and comprehension of speech sounds. Moreover, understanding the essential role of phonetics is crucial for mastering pronunciation and comprehending language meaning. Therefore, according to F. Katz and F. Assmann (2019), demonstrating the ability to alter the mouth's shape or adjust tongue placement can distinguish between speaking English accurately and achieving a pronunciation that closely resembles that of a native speaker. Phonetics is a fascinating field that investigates the production, transmission, and reception of speech sounds, unraveling the mysteries of how we communicate through language.

One of the primary areas of focus within phonetics is the study of articulation. According to Brozba (2018), articulatory phonetics pertains to how sounds are formed or generated (p. 49). The production of speech sounds in human languages relies on precise vocal tract movements and configurations. Researchers meticulously analyze the movements of the tongue, lips, jaw, and vocal cords to understand how different speech sounds are produced. Nonetheless, learners who know about articulatory phonetics can facilitate language acquisition by providing a foundation for learning new vocabulary and grammatical structures. In addition, learners who understand articulatory phonetics may find it easier to recognize sound patterns in their studied language.

Phonetics has other areas that are important for new language beginners. One of them is acoustic phonetics, a fundamental aspect of linguistics and language learning. According to Brozba (2018), acoustic phonetics is the study of the physical properties or characteristics of sounds. In addition, it delves into the intricate acoustic properties of speech sounds, shedding light on how they are produced, transmitted, and perceived in the context of spoken language. Acoustic phonetics plays a significant role in the learning process of English. It enables learners to identify common speech patterns and intonation contours in English. By studying acoustic cues such as rising and falling pitch patterns, learners can improve the rhythm and melody of spoken English. According to Brozba (2018), utilizing phonetics in language learning not only aids in resolving pronunciation confusion, but it also facilitates the comprehension of key elements such as stress and intonation, both integral components contributing to effective pronunciation. Acoustic phonetics is essential for new learners of English as it helps them to understand pronunciation, identify speech patterns, improve listening skills, correct

pronunciation errors, enhance speech technology, facilitate language acquisition, and promote cross-linguistic comparison.

Nonetheless, another important area of phonetics for learning English is auditory phonetics. Understanding the intricacies of auditory phonetics is a must for unraveling the mysteries of spoken language and honing one's skills in pronunciation and listening comprehension. According to Brozba (2018), auditory phonetics involves the examination of how sounds are perceived or the response to speech sounds in terms of perception (p. 49). Moreover, it enables learners to develop key listening skills necessary for understanding spoken English. Learners of the language, by training their ears to distinguish between different speech sounds and patterns, can enhance their ability to comprehend English spoken in various accents and contexts.

When starting to learn English as a second language, individuals realize that most of the words in the language are not pronounced as they are written, leading to misunderstandings in the process of learning. Something interesting about phonetics is the phonetic alphabet, which is crucial for learners of English, as it helps them accurately pronounce words and understand their pronunciation patterns. It is necessary to use a special alphabet in this language to represent all the sounds of English words since the ordinary English alphabet does not have enough letters to cover them all. According to Szczegielniak, the phonetic alphabet was created to establish a one-to-one correspondence between sounds in language and phonetic symbols (p. 7). Moreover, in the process of learning, people may encounter different problems with the ordinary spelling of words in English.

In phonetics, a fascinating aspect is the diverse ways in which sounds can be represented through letters or combinations thereof. Take, for instance, the words "he" and "people," where the same sound is depicted by distinct combinations of letters. Similarly, a single letter such as 'a' in "father" and "village" can denote different sounds. Additionally, combinations such as 'sh' in "shoot" illustrate how multiple letters can convey a single sound. Conversely, a letter such as 'x' in "xerox" encapsulates a combination of sounds. Furthermore, certain letters within words, such as the 'w' in "sword" or the 'b' in "debt," remain silent despite their presence. Moreover, some sounds, such as the 's' in "use," lack specific letters to represent them. Thus, the phonetic alphabet serves as a fascinating tool for understanding the complexities and nuances of pronunciation in language.

Phonetics offers a window into the intricate and dynamic world of speech sounds and their representation in language. Through studying phonetics, learners gain insights into the diverse ways in which sounds are produced, perceived, and represented by letters and combinations thereof. Understanding the principles of phonetics not only enhances language learning and communication, but it also deepens our appreciation for the richness and complexity of human speech. As an essential field of study, phonetics continues to illuminate the mechanics of language, enabling us to unravel its mysteries and unlock new avenues of linguistic exploration.

### **2.1.3 Teaching Pronunciation**

English learners often feel disappointed when they cannot communicate effectively due to incorrect pronunciation. Having intelligible English pronunciation facilitates oral communication for everyone. According to Sardegna and Jarosz (2023), the primary and most practical objective

of learning and teaching English is communication, particularly spoken communication. Therefore, pronunciation becomes paramount in the process. In addition, pronunciation plays a pivotal role in English language learning and teaching, given that effective communication, particularly in spoken form, is the primary objective. Clear and accurate pronunciation enhances comprehension and facilitates meaningful interactions, making it an indispensable aspect of language acquisition and proficiency.

Pronunciation teaching involves improving other language skills as well. To improve speech recognition, we need to practice listening and to improve oral production, we need to practice speaking. Pronunciation is related to grammar; if learners do not know the three different pronunciations for the ending of the past tense, they may confuse present and past tense pronunciations. In addition, professors integrate pronunciation with vocabulary when they encourage their students to learn not only the meaning but also the pronunciation of a given word.

Moreover, as the world evolves, so do the methods of teaching English and professors are constantly learning new techniques and methods to effectively teach their classes, such as the Direct Method, The Audio-Lingual Method, Community Language Learning, and Communicative Learning Teaching. The different English teaching techniques are focused on the four skills of the language: reading, writing, listening, and speaking. Moreover, as we explore methods for teaching English, it is important to consider two main factors. According to Jayendran et al. (2021), professors need to be mindful of the types of literacy skills that students will acquire through the specific approaches and methods we employ. This awareness allows professors to tailor their instruction to effectively address the diverse learning needs and goals of their students.

The Direct Method aims to teach students how to communicate effectively in a foreign language. The Direct Method has a fundamental rule: translation is not permitted. According to Jayendran et al. (2021), this approach is called the Direct Method because it aims to convey meaning directly in the target language, using demonstrations and visual aids, without relying on the student's native language. An important principle in an English class using the Direct Method is that the teacher should demonstrate, not explain or translate. Therefore, students should make a direct association between the target language and meaning. According to Jayendran et al. (2021), this approach is based on the notion that language acquisition should mimic the natural process of learning one's first language, without any influence or interference from previously acquired languages. There are some techniques of the Direct Method that professors can adapt to their approach to teaching. Techniques such as Reading aloud, Conversation Practice, Dictation, and gaining student's self-confidence, help students master pronunciation. Nonetheless, the emphasis is on active student participation, with opportunities for guided practice and corrective feedback provided by the instructor. Through consistent exposure and practice, students develop the ability to produce accurate pronunciation and improve their overall spoken English proficiency.

Concurrently, The Audio-Lingual Method is similar to the Direct Method, given that both are oral-based approaches. The Audio-Lingual Method emphasizes drilling students in the use of grammatical sentence patterns. Learners acquire the sentence patterns of the target language through conditioning, which helps them to respond correctly to stimuli through shaping and reinforcement. According to Nummenmaa, et al. (2019), this approach assists learners in understanding the meanings of English words and developing the capacity to respond, potentially leading to fluency similar to that of native English speakers. The Audio-Lingual Method holds

significant importance in education and English Teaching, as it emphasizes the development of oral proficiency and language skills through Dialog Memorization, Repetition Drill, Chain Drill, Use of Minimal Pairs, Question and Answer Drill, completing the Dialog, and Grammar Game. The techniques are used to facilitate the internalization of language structures and teach students to develop accurate pronunciation and intonation. According to Nummenmaa et al. (2019), the Audio-Lingual Method emphasizes proper pronunciation, intonation, stress, and rhythm usage. When learning English using the Audio-Lingual Method, it is important to focus on using the language to communicate effectively.

Meanwhile, The Community Language Method is to understand the students' fears and be sensitive to them, by helping students overcome their negative feelings and turn them into positive energy to further their learning. According to Jarosz (2019), The Community Language Learning approach draws from the counseling model and centers on the dynamic between the counselor and the learner. In this model, the teacher adopts the role of the counselor, offering assistance and support without taking the lead, while the learner assumes responsibility for determining the extent and timing of assistance needed. The Community Language Learning Method is particularly focused on particular grammar points, pronunciation patterns, and vocabulary based on the language the students have generated. This method holds significance in English pronunciation teaching due to its emphasis on fostering a supportive and interactive learning environment.

Teachers who use the CLL Method want their students to learn how to use the language communicatively. In these classes, CLL encourages learners to engage in collaborative activities such as tape-recording student conversations, reflection on experience, reflective listening, and

small group tasks. According to Jarosz (2019), CLL falls within the category of "holistic learning" and humanistic methods, which aim to establish rapport, unity, and empathy that go beyond existing dynamics. These techniques enable students to embrace their identity, accept themselves, and feel confident, while also fostering an atmosphere of compassion and collaboration in the foreign language classroom. By creating a sense of community within the classroom, CLL promotes opportunities for students to practice pronunciation in authentic contexts and receive constructive feedback from their classmates and instructors.

Finally, Communicative Language Learning aims to make communicative competence the goal of language teaching and acknowledge the interdependence of language and communication. Being able to communicate requires more than linguistic competence; it also requires communicative competence. According to Singh (2022), the Communicative approach asserts that language acquisition occurs through communication and prioritizes fluency over precision (p. 12). Communicative Language Learning makes students work with language at the discourse or supra sentential level; they must learn about cohesion and coherence, those properties of language that bind the sentences together.

The primary goal of this approach is to enable students to communicate in the target language. According to Singh (2022), this method emphasizes effective communication over imprecise speaking or writing (p. 12). This approach prioritizes the development of practical language skills, enabling students to engage in meaningful interactions and effectively convey their thoughts, ideas, and feelings. Communicative Language Learning emphasizes authentic communication tasks such as authentic materials, scrambled sentences, language games, picture

strip stories, and role plays. These techniques create opportunities for students to apply language in context and develop fluency and confidence in English.

#### **2.1.4 Pronunciation Assessment**

Assessing an English pronunciation class involves evaluating a learner's ability to produce accurate and intelligible speech sounds in the target language. According to Bachman and Dambock (2018), the assessment tasks aim to gather data on your students' language proficiency and the extent of their learning. Pronunciation assessment is crucial in evaluating learners' ability to produce accurate and intelligible speech sounds in the target language. Through various assessment tasks and activities, educators gather valuable insights into students' proficiency levels and areas for improvement in pronunciation. According to Bachman and Dambock (2018), the data derived from language assessments regarding your students' language proficiency informs decision-making processes. Educators utilize this information to make choices aimed at enhancing teaching practices and fostering student learning improvement. In addition, by providing feedback and guidance based on assessment results, educators can help learners to develop clear and effective communication skills.

When teachers want to assess a pronunciation class, there are some methods to achieve this goal. The best way a teacher can assess a student's pronunciation is by making them speak everywhere. According to Shannon (2022), the "Speaking Everywhere" approach is applicable across language, linguistics, or cultural courses (p. 121). In addition, to engage students to speak in pronunciation classes, teachers must do different tasks such as short presentations, answer questions, and role plays. By making students do these different tasks, teachers have the opportunity to assess the student's progress and pronunciation errors.

Moreover, teachers can evaluate students when making a speaking presentation by listening to the presentations and taking notes on the words mispronounced by each student. By making notes, the teacher can have better guidance to give at the end of the presentations the feedback and recommendations they have for them about the presentations. According to Shannon (2022), allowing students to deliver speaking presentations can help them practice longer oral discourse, (p. 121). Incorporating speaking presentations into pronunciation assessment helps students to develop essential communication skills while allowing educators to evaluate their progress and provide targeted support.

However, by implementing a question-and-answer task, teachers can assess students' pronunciation. Moreover, in the question-and-answer activity, teachers can give students written questions that they must answer in pairs. Student A is going to ask questions to Student B, and Student B is going to ask questions to Student A. In addition, students will read and answer the questions in front of their classmates. By doing this activity, teachers can assess the students' pronunciation and spelling of each question and answer. According to Shannon (2022), engaging in reading and responding enables students to react orally to a written passage. In this manner, teachers can listen to students' pronunciation and write feedback on any words mispronounced by them to share with the group afterward. In addition, in this way, teachers can notice which aspects they need to work on.

Another method to assess the student's pronunciation is self-assessment. By self-assessment, students can record themselves speaking and then listen back to evaluate their pronunciation accuracy and clarity. According to Poole (2020), the students review recordings of their speech, and they evaluate their writing reflections, evaluate their grammar, word choice,

intonation, fluency, pronunciation, content understanding, and organization, while also engaging in discussions on enhancing their pronunciation and speaking abilities. Moreover, self-assessment is important for students because it promotes self-awareness, helps to identify areas for improvement, encourages active engagement in the learning process, and empowers students to take ownership of their language development journey.

Moreover, there are other methods to assess students' pronunciation in English classes. The most common ones are diagnostic and achievement testing. Diagnostic and achievement testing are important for assessing students' pronunciation because they provide valuable insights into students' current proficiency levels and areas of strength and weakness. Diagnostic tests help educators to identify specific pronunciation challenges that students may face, allowing for targeted instruction and intervention tailored to individual needs. According to Walker (2021), the teacher can only guide areas for improvement in a new student's pronunciation through a thorough analysis of the students' pronunciation features. In addition, this targeted assessment enables teachers to tailor instruction to address individual student's needs effectively, facilitating more focused and efficient language learning. Furthermore, achievement tests measure students' progress over time and help to assess the effectiveness of pronunciation instruction. According to Walker (2021), an achievement progress test holds significance only if it indicates that the learner has improved their mastery of this aspect compared to previous assessments. Moreover, by using both types of testing, educators can create informed teaching strategies with the feedback acquired, track student growth, and provide meaningful feedback to support continuous improvement in pronunciation skills.

Educators need to know how to assess students' pronunciation in English classes because effective assessment provides students with feedback on their pronunciation strengths and areas needing improvement, allowing students to refine their language skills. According to A. Howe and L. Lisi (2023), when designing classroom assessments, it is crucial to take cultural differences into account, especially focusing on factors such as socioeconomic status, language, and preferred learning methods. In addition, understanding these differences helps educators to avoid unfairly penalizing students for accents or pronunciation variations that are culturally influenced but still effectively convey meaning. Additionally, acknowledging and respecting cultural differences fosters a supportive and inclusive learning environment, where students feel valued and encouraged to participate actively in language learning without feeling judged based on their pronunciation. By prioritizing all the methods demonstrated for pronunciation assessment, educators create inclusive learning environments where students can develop confidence and proficiency in spoken English, ultimately preparing them for success in diverse linguistic contexts.

### **2.1.5 English intonation**

Intonation is an important aspect of English pronunciation, as it helps learners to develop clear and expressive speech, enhancing their overall communication skills and fluency in spoken English. According to H. Prator (2023), intonation involves the blend of musical tones used to articulate the syllables forming our speech (p. 38). Nonetheless, intonation plays a crucial role in conveying different meanings, such as statements, questions, and commands, and expressing emotions for example surprise, excitement, or uncertainty. Intonation in English is the melody or musical tune of spoken words and sentences. It is how your voice goes up and down while you

talk, helping to express different emotions, ask questions, or demonstrate excitement. Just as music has different notes and rhythms, intonation helps learners to make their speech sound natural and expressive.

In addition, intonation in English generally falls on the stressed syllables of words and at the end of phrases or sentences. However, it can also vary depending on the type of sentence or the speaker's intention. To know where to place intonation, it is helpful to listen to native speakers and pay attention to how they use rising and falling tones to convey meaning and emotion. According to H. Prator (2023), the crucial aspect of rising and falling intonation lies in the placement of the peak pitch: preceding elements are spoken with a lower pitch. Typically, the high pitch aligns with the final stress in a sentence. In English, falling intonation is commonly employed in concluding simple statements, issuing commands, and asking questions starting with interrogative words such as "what," "who," and "why" (p. 38). Moreover, rising intonation often indicates uncertainty, incompleteness, or questions, while falling intonation signals completeness, assertion, or the end of a thought. By using rising and falling intonation appropriately, learners can accurately convey their intended message and engage in more dynamic and fluent conversations.

Certainly, when teaching English pronunciation to Spanish native speakers, it is important to consider intonation, given that there are important aspects to take into consideration. According to Tharpe (2019), learners need to take into account that English has distinct and more stressful patterns compared to Spanish, emphasizing the need to highlight keywords in different ways. Moreover, in English, stress plays a significant role in distinguishing between words and conveying meaning in sentences. English words often have primary stress on one syllable, and

the placement of stress can change the meaning of a word. On the other hand, in Spanish, while stress exists and varies depending on the word, it typically follows more predictable patterns compared to English. In addition, Spanish generally places stress on the second-to-last syllable, if the word ends in a vowel, "n", or "s," and on the last syllable if the word ends in a consonant other than "n" or "s." However, there are exceptions and irregularities in both languages.

Following, another aspect to take into consideration as learners of English, is the importance of identifying the right intonation patterns to avoid miscommunication. English questions and Spanish questions often have different patterns; although, there can be similarities in some cases. According to Tharpe (2019), as learners of the English language, it is important to alter your intonation patterns to avoid confusing your listeners. As intonation helps to convey meaning, mood, and emphasis in spoken language, using appropriate intonation patterns helps listeners to understand the intended message and context of the conversation. By identifying intonation to match the content and intent of their speech, learners can improve clarity, engage their audience, and ensure effective communication in English.

Furthermore, the last aspect students should consider when learning English intonation is learning how to express emotions for effective communication and social interaction. According to Tharpe (2019), mastering the ability to exclaim and convey surprise or consternation in English is crucial for effective communication. Additionally, being able to exclaim and express surprise effectively in English can help individuals to connect with native speakers, build rapport, and navigate cultural nuances more effectively. Mastering these expressions enhances one's ability to communicate fluently and expressively in English, contributing to successful interactions and relationships.

Learning how to use intonation in English is a challenge for many Spanish speakers, mostly because of the differences each language has in their intonation patterns. According to Pickering (2018), forms and functions vary across languages and even within dialects of the same language. Although some universals may exist, languages often employ distinct structural elements to convey similar pragmatic messages. These forms and functions can lead to diverse interpretations and understandings of communication, as well as challenges in cross-cultural and interlinguistic interactions. In addition, learners who are more advanced in English might make intonation mistakes sometimes. According to Pickering (2018), even though we are proficient in using the language, we may not understand introspection about the concept of intonation and its practical application. Moreover, understanding intonation patterns helps listeners to comprehend the speaker's intended message and interpret nuances in meaning. Understanding correct intonation can reduce misunderstandings and enhance comprehension, particularly in situations where the context may be ambiguous.

### **2.1.6 Tongue twisters**

Tongue Twisters are a legacy of oral tradition. Throughout history, they have been used for various purposes across different cultures and societies. Initially, tongue twisters were employed as linguistic exercises to enhance articulation, pronunciation, and fluency. They were mostly utilized by actors, public speakers, and orators to improve their vocal skills and delivery. According to Pathak and Sharma (2019), tongue twisters are a series of words or sounds, often characterized by alliteration, that pose a challenge when attempting to pronounce them rapidly and accurately (p. 4). Moreover, tongue twisters are captivating linguistic puzzles that challenge our ability to articulate sounds and words with precision and speed. In educational settings,

tongue twisters became valuable tools for language learners, helping students to develop phonetic awareness and mastery of challenging sounds and phonemes.

Tongue twisters are useful in educational settings for various purposes, as they serve as engaging and effective tools for language acquisition and speech development. In classrooms around the world, teachers utilize tongue twisters to help students to improve their pronunciation, articulation, and phonetic awareness. According to Herweck R. (2024), it is not enough to recite a tongue twister once. To make it more challenging, try reciting them three times quickly. If you manage to do it quickly and correctly three times in a row, you have mastered that tongue twister (p. 6). In addition, by repeatedly practicing tongue twisters, students sharpen their ability to articulate difficult sounds and phonemes, enhancing their overall speech fluency and clarity. However, it is necessary to ask, why do students find it so difficult to pronounce Tongue Twisters? According to Herweck R. (2024), tongue twisters can be words, phrases, or sentences. They are difficult to say because they have letters or sounds that are or sound alike (p. 5). Additionally, tongue twisters may involve complex sequences of sounds or phonemes that require precise control and coordination of speech muscles. The speed at which tongue twisters are typically recited adds another layer of difficulty, as it requires quick and accurate pronunciation while maintaining clarity and fluency.

Tongue Twisters provide an engaging and interactive way to practice and improve pronunciation skills. In addition, they challenge students to articulate difficult sounds and phonetic patterns. Moreover, tongue twisters help to strengthen the muscles involved in speech production and enhance overall pronunciation accuracy. According to Prošić-Santovac (2009), tongue twisters have emerged as a method within speech improvement approaches for native

speakers, and many children with speech and language disorders will naturally overcome such challenges as they grow. Moreover, tongue twisters promote phonemic awareness and mastery of specific language sounds, which are essential components of language learning and speech development. Through repeated practice of tongue twisters, students become more attuned to the nuances of pronunciation and develop a greater sensitivity to English phonetic variations.

On the other hand, tongue twisters serve as valuable diagnostic tools for identifying and addressing pronunciation errors or difficulties. By observing students' performance when working with tongue twisters, educators can pinpoint areas of weakness and provide targeted instruction and feedback to support improvement. According to Fiorucci (2023), tongue twisters serve a useful purpose by helping students to familiarize themselves with the rhythm and intonation of the target language, both in terms of perception and production, while also enhancing their ability to articulate sounds effectively. In addition, by engaging students in repetitive and challenging phonetic exercises, tongue twisters help to develop their perception and production skills while refining their ability to articulate sounds accurately.

This holistic approach to language acquisition fosters a deeper understanding of the language's nuances and enhances overall communication proficiency. According to Fiorucci (2023), incorporating tongue twisters into language classrooms adds a lively and enjoyable dimension to the activities aimed at developing communicative skills, making the learning process particularly effective and enjoyable for students. Moreover, tongue twisters foster a playful and collaborative learning environment, encouraging students to engage actively with language and develop confidence in their speaking abilities. Overall, tongue twisters play a

significant role in academic settings by enhancing pronunciation skills, promoting phonemic awareness, and facilitating effective language learning and communication.

### **2.1.7 Tongue Twisters for Intermediate Students**

Tongue twisters, with their playful and engaging nature, offer a unique and exciting opportunity for intermediate students to refine their language skills and fluency. As students progress in their language learning journey, they encounter increasingly complex linguistic structures and words or phrases that require focused practice and attention to detail. Intermediate students can use tongue twisters to improve their pronunciation skills in these complex linguistic structures and words or phrases that require more practice in the English language. According to Browman (2023), tongue twisters are charming expressions, known for their repetitive and demanding characteristics, which offer both amusement and educational value. These vocal exercises aid in enhancing diction, articulation, and speech clarity. Moreover, using tongue twisters offers numerous benefits for intermediate students learning a new language. Firstly, tongue twisters enhance phonetic awareness by requiring students to focus on the sounds and pronunciation of individual words and phrases, helping them to develop a sharper ear for language nuances.

Tongue twisters are effective tools for building vocabulary, as students encounter new words and phrases while practicing these challenging exercises. According to Lutfiani (2017), tongue twisters are beneficial for learning pronunciation and improving students' articulation, memory skills, and phonemic awareness, aiding in developing clearer speech and better word pronunciation when communicating. In addition, mastering tongue twisters boosts intermediate students' confidence in communication by providing them with a fun and engaging way to

overcome pronunciation obstacles and tackle linguistic challenges head-on. According to Lutfiani (2017), practicing tongue twisters helps English intermediate learners to enhance their speech abilities, and the more proficiently they can recite them without errors, the more their language skills improve. Moreover, regular practice with tongue twisters improves speaking fluency by encouraging students to articulate sounds quickly and accurately, thus enhancing their oral communication skills. Furthermore, incorporating tongue twisters into language learning curricula for intermediate students, offers a holistic approach to language acquisition, fostering phonetic awareness, vocabulary expansion, fluency development, and confidence building in spoken communication.

Tongue twisters display a variety of linguistic features that contribute to their captivating and challenging nature. They often leverage alliteration, consonance, assonance, and other phonetic devices to craft sequences of sounds and words that are difficult to pronounce rapidly and accurately. According to Pathak and Sharma (2019), alliteration is employed to achieve rhetorical emphasis by repeating similar sounds at the beginning of words or stressed syllables occurring consecutively, and involving either consonants or vowels. Moreover, alliteration, the repetition of consonant sounds at the beginning of words, creates rhythmic patterns and adds complexity to tongue twisters. For instance, "Peter Piper picked a peck of pickled peppers" exemplifies alliteration with the repeated "p" sound. Moreover, consonance enhances the complexity of tongue twisters. According to Cabag (2024), consonance involves the repetition of consonant sounds within a line of poetry or prose, occurring in any position within the word, whether stressed or unstressed. An example of consonance for intermediate students is "She sells seashells by the seashore."

Moreover, assonance crafts sequences of sounds and words that are difficult to pronounce rapidly and accurately for intermediate students. According to Merriam-Webster (2024), assonance in verse employs vowel repetition without necessarily repeating consonants, serving as a substitute for traditional rhyme. In addition, assonance, the repetition of vowel sounds within words, adds to the challenge of tongue twisters, as seen in "How much wood would a woodchuck chuck if a woodchuck could chuck wood?" These linguistic features are combined to create memorable and entertaining tongue twisters in various languages, such as the Spanish "Tres tristes tigres tragan trigo en un trigal." Overall, the linguistic intricacies of tongue twisters make them effective tools for language practice and phonetic awareness across different cultures and languages.

When practicing tongue twisters, it is essential to start with simple ones and gradually progress to more complex ones for effective mastery. Intermediate students begin by selecting tongue twisters with fewer syllables and familiar sounds to build confidence and proficiency. As they become more comfortable, challenge them with tongue twisters containing a variety of consonant clusters and vowel combinations. It is important to focus on proper pronunciation, ensuring clarity and accuracy in articulating each word and sound. According to Fatchul Mu'in (2017), introducing tongue twisters in the pronunciation class proved beneficial as they enhanced motivation, classroom dynamics, and pronunciation skills. Focus on proper pronunciation, ensuring clarity and accuracy in articulating each word and sound. Intermediate students should pay attention to the rhythm and pace of the tongue twister, aiming for a smooth and consistent flow of speech. Integrate intonation into their practice, emphasizing the stressed syllables and maintaining a natural cadence throughout. In addition, practicing regularly and gradually tongue twisters can increase the speed at which you recite them, aiming for fluency and precision.

### **2.1.8 Teaching Tongue Twisters**

Implementing tongue twisters into English classes is not only a playful and engaging exercise, but it is also a valuable tool for enhancing pronunciation, fluency, and phonetic awareness. Teachers should encourage students to dive into the world of tongue twisters, where they can embark on a journey of linguistic challenges such as the rhythmic repetition of sounds and syllables that test their articulatory skills and stretch the boundaries of their language proficiency. Through this delightful and interactive approach, learners not only improve their pronunciation, but they also cultivate confidence in expressing themselves effectively in the English language. Moreover, tongue twisters serve as dynamic exercises that infuse joy and laughter into the language-learning process while fostering a deeper understanding of phonetics and linguistic patterns.

Teaching tongue twisters to students can be a unique challenge, especially when learners fear speaking and making mistakes in English. Many students may feel intimidated by the fact that they will need to speak in the target language. Moreover, the fear of embarrassment or judgment can create a barrier to participation and engagement in language activities, in this case, Tongue Twisters. According to Prošić-Santovac (2009), the school setting frequently tends to criticize the act of making mistakes, leading students to feel embarrassed and distressed when they encounter difficulties. Consequently, students may conceal their embarrassment by laughing when others make errors, or they may shield themselves from disappointment and the disapproval of others by avoiding situations where they might make mistakes (p. 2). In such instances, it becomes crucial for educators to create a supportive and non-judgmental learning environment that encourages risk-taking and experimentation. In addition, by fostering a culture

that embraces errors as opportunities for growth and learning, instructors can help to alleviate students' anxieties and empower them to embrace the playful nature of tongue twisters. Through patient guidance, encouragement, and positive reinforcement, educators can gradually build students' confidence in their speaking abilities, enabling them to tackle tongue twisters with enthusiasm and resilience.

Implementing tongue twisters in English teaching can be an enriching experience for students, given that tongue twisters are designed to challenge the articulatory muscles and precision of pronunciation. One way to engage and excite students in the classroom is by asking them to create their own tongue twister. According to Prošić-Santovac (2009), this type of imaginative task has the potential to motivate children to utilize dictionaries. Additionally, it can be beneficial for introducing the concept of alliteration, which can facilitate the development of an understanding of letter sounds. Moreover, by inviting students to craft their own tongue twisters using similar letters or sounds, educators foster a creative and interactive learning environment that stimulates linguistic exploration and experimentation. This activity not only reinforces students' understanding of phonetics and pronunciation, but it also cultivates their creativity and language skills.

When implementing an activity such as this one, professors need to be careful about not to be too demanding with the students because this can create an environment in the classroom where students will feel anxious and fearful of English classes. According to Prošić-Santovac (2009), it is essential to ensure that the tasks assigned exhibit coherence and unity to provide learners with significance and purpose (p. 3). Moreover, when tasks are coherent and unified, learners can more easily connect the different components and see how they contribute to the

overall learning objectives. This clarity allows them to grasp the purpose of the tasks and understand how they fit into their language-learning journey. However, Prošić-Santovac (2009) also stated that clear language learning objectives should be established within these tasks, which should have a clear starting point and a defined conclusion (p. 3). In addition, this provides learners with a clear understanding of what they are expected to achieve and what skills they will develop through the task. This clarity helps learners to stay focused and motivated throughout the learning process.

When teachers want to implement tongue twisters in their English classes to improve their students' pronunciation, they need to introduce the concept of tongue twisters to the students. Teachers can explain that tongue twisters are phrases that are difficult to pronounce because they contain similar sounds or letters. To illustrate this to students, teachers can demonstrate a few tongue twisters themselves to evince how they work and the challenge they present. Moreover, it is important to select tongue twisters that are appropriate for the student's proficiency in the language. According to Azis et al. (2020), English teachers must meticulously choose appropriate activities to teach pronunciation, employing techniques such as tongue twisters, guided by the findings of previous research. The use of tongue twisters in pronunciation instruction is highly recommended based on research findings; however, teachers must exert considerable effort in implementing this technique effectively.

Moreover, implementing this technique is worth the effort for teachers due to the benefits it generates for students' English pronunciation and clarity when speaking. Tongue twisters can promote fluency and rhythm in speech, as students work to maintain the rapid pace and rhythmic patterns of the phrases. Moreover, tongue twisters add an element of fun and engagement to

language learning, encouraging students to practice pronunciation enjoyably and interactively.

Overall, the implementation of tongue twisters in English classes aims to enhance students' oral communication skills while making the learning process engaging and dynamic.

## **Chapter III**

### **Methodological Framework**

In this research, the methodological framework provides a structured approach to conduct research or carry out tasks for the thesis. This will help to organize thoughts, plan actions, and systematically proceed through various stages of the work. A well-defined methodological framework ensures that research is carried out in a consistent and reproducible manner. This is crucial for building trust in the results and conclusions drawn from the research. This methodological framework provides a roadmap that allows readers to understand how the research or activities will be conducted, what methods will be used, and what outcomes are expected.

#### **3.1 Research Approach**

This research will be focused on the qualitative approach, given that it allows for exploring the perceptions, experiences, and attitudes of participants regarding the use of tongue twisters for pronunciation improvement. Through methods such as interviews or focused tasks, the research will gain insights into how learners perceive the effectiveness of tongue twisters, their experiences when practicing them, and any challenges they may encounter. Moreover, qualitative research is a methodological approach that seeks to explore and understand complex phenomena from the perspectives of those involved. Through techniques including interviews, observations, tasks, and document analysis, qualitative researchers delve into the subjective meanings and interpretations that individuals attach to their experiences. According to Hernández

(2018), what is sought in a qualitative study is to obtain data, which will become information from people, other living beings, communities, situations, or processes in depth, in the "forms of expression" of each sampling unit. This approach recognizes the contextual nature of knowledge and seeks to reveal the subtle nuances and patterns that shape social phenomena and human interactions.

Implementing a qualitative approach with students can help them to develop critical thinking, observational skills, and an appreciation for diverse perspectives utilizing tongue twisters as a learning strategy. The data collection is the most important part of the qualitative approach, considering that the information acquired will enable the exploration of contextual factors that may influence the implementation and effectiveness of tongue twisters for pronunciation improvement. According to Hernández (2018), the data of interest are concepts, perceptions, mental images, beliefs, emotions, interactions, thoughts, practices, experiences, lived experiences, and roles manifested in the language of the participants, whether individually, in groups, or collectively. In addition, by analyzing these data, the researcher can identify best practices for implementing tongue twisters effectively to improve pronunciation skills. Moreover, the researcher can uncover challenges and barriers that learners may face when using tongue twisters, such as difficulties with specific sounds or a lack of motivation.

This qualitative approach can be applied by analyzing every single detail of the student's process and progress. The more information the researcher acquires in every interview, task, note, and survey, the better will be the results of the research. This data collection will take place in the classroom, where the researcher can analyze every student's process when implementing the research topic. The main characteristic of the process of qualitative research is the researcher.

According to Hernández (2018), the researcher is the one who, through various methods or techniques, collects data; they are the ones who observe, interview, review documents, conduct group sessions, etc. They not only analyze but also serve as the means of obtaining information (p. 482). In addition, data collection in qualitative research involves gathering detailed descriptions of people's experiences, behaviors, and perceptions. These rich descriptions help the researcher to develop a comprehensive understanding of the research progress.

At the time of collecting the data, the researcher might ask herself questions such as: What do the students do? How do they work in the class? What are the purposes and functions of each activity? What do they do for a living? When and how do they do it? In addition, qualitative data collection allows researchers to contextualize their findings within broader social, cultural, and historical contexts. Understanding the context in which the data was collected is essential for interpreting and making sense of the findings. When collecting the data, it is important to take into consideration some aspects. According to Hernández (2018), the researcher does not induce responses and behaviors from the participants (p. 483). Moreover, the idea is to capture the genuine thoughts, feelings, and behaviors of participants within their natural contexts. Inducing responses may lead to artificial or contrived data that does not accurately represent the participants' experiences. According to Hernández (2018), the researcher should encourage participants to narrate their experiences and viewpoints without judging or criticizing them (p. 483). In addition, participants are more likely to provide genuine and honest responses when they feel respected and accepted. Creating a non-judgmental environment fosters open communication and allows participants to express themselves freely.

A qualitative research study on implementing tongue twisters as a pronunciation strategy focuses on understanding the nuanced experiences, perceptions, and effectiveness of this

approach among language learners. One of the most important characteristics of such a study lies in its emphasis on exploring the lived experiences of participants. Moreover, through methods for example interviews, observations, and reflective analyses, researchers delve into how learners engage with tongue twisters, the challenges they encounter, and the strategies they develop. Additionally, qualitative research allows for the in-depth exploration of the contextual factors influencing the implementation of tongue twisters, including cultural backgrounds, learning environments, and individual learning styles. By capturing diverse perspectives and uncovering underlying meanings, a qualitative approach enables researchers to offer nuanced insights into the role of tongue twisters in pronunciation improvement, thereby enriching pedagogical practices in language learning.

## **3.2 Research Design**

### **3.2.1 Action Research**

This action research focuses on implementing tongue twisters as a learning strategy to enhance pronunciation in students and involves a cyclical process of inquiry, action, and reflection aimed at improving teaching practices and student outcomes. According to Sax and Fisher (2001), action research is the tradition of connecting investigative processes to individuals' experiences as they confront the challenges and pressures they encounter in their everyday routines (p. 71.). In this context, educators collaborate closely with students to identify pronunciation challenges and explore the potential effectiveness of tongue twisters as a targeted intervention. The action research process begins with the identification of specific pronunciation difficulties and the selection of appropriate tongue twisters tailored to student's needs and language proficiency levels. Moreover, the researcher then implements structured activities

incorporating tongue twisters into classroom instruction, observing students' engagement, progress, and areas for improvement.

The initial step in this action research involves identifying the area of interest or problem within the realm of language learning. Moreover, this may revolve around challenges students face when accurately articulating sounds or maintaining fluency. According to Purcell (2021), action research entails practitioners systematically and scientifically studying their issues to inform, rectify, and assess their decisions and actions. Subsequently, the data to be collected might encompass students' engagement with tongue twisters, their perceived effectiveness, and any observed improvements in pronunciation. Results may be formatted into qualitative analyses of student reflections, comparisons of pre- and post-intervention pronunciation assessments, and anecdotal evidence from classroom observations. Furthermore, based on the findings, researchers collaboratively decide upon actionable steps to address identified issues, refine teaching approaches, and further support students in improving pronunciation proficiency. This cyclical process of action research fosters continuous learning, adaptation, and enhancement of teaching strategies to meet the evolving needs of language learners.

### **3.2.2 Descriptive Research**

This descriptive research focuses on implementing tongue twisters as a learning strategy to enhance pronunciation proficiency in students, as it involves systematically observing, documenting, and analyzing the characteristics and features of this instructional approach. According to McCombes (2023), descriptive research seeks to precisely and methodically depict a population, circumstance, or occurrence. It can address inquiries concerning the what, where, when, and how aspects. In addition, through descriptive research, researchers aim to provide a

detailed and comprehensive account of how tongue twisters are integrated into language learning settings, the specific techniques employed, and the reactions and experiences of students. This type of research focuses on painting a vivid picture of the implementation process, including the context in which tongue twisters are used, the frequency and duration of practice sessions, and the perceived effectiveness of the strategy in improving pronunciation skills.

To have successful descriptive research, there are some steps to follow. The initial step involves identifying the problem, which may center on the difficulty students face in achieving clear pronunciation despite conventional teaching methods. In addition, it is important to make a review of related literature, exploring existing studies, theories, and best practices concerning pronunciation improvement strategies and the effectiveness of tongue twisters in language learning contexts. Subsequently, researchers select participants and instruments tailored to the research objectives, considering factors such as student proficiency levels, linguistic backgrounds, and the selection of appropriate tongue twisters. Nonetheless, collecting valid and reliable data entails implementing structured exercises, assessments, interviews, tasks, surveys, and observations to capture student responses, progress, and perceptions regarding the pronunciation strategy. Through meticulous data analysis, researchers examine patterns, trends, and correlations within the collected data, shedding light on the efficacy and challenges associated with implementing tongue twisters as a pedagogical tool. Finally, the researcher reports conclusions derived from the analysis, offering insights into the potential benefits, limitations, and implications of using tongue twisters to enhance pronunciation skills among language learners, thus contributing to the broader understanding of effective language teaching methodologies.

### **3.3 Information Sources**

#### **3.3.1 Primary Sources**

Primary sources, in a study, refer to original materials or firsthand accounts that provide direct evidence or information about a particular topic, event, or phenomenon under investigation. According to the Harvard Library (2024), primary sources offer firsthand accounts or direct evidence related to the subject being studied. These sources were created by individuals who directly experienced or witnessed the subject and include documents, artifacts, data, interviews, observations, and autobiographies, among others. Additionally, in this investigation, the primary sources are the seventh-grade students at Colegio Técnico Profesional de Acosta. This study relies heavily on the participation, insights, and feedback to know the practicality and efficacy of incorporating tongue twisters into language learning. In addition, before their involvement, informed consent was obtained to ensure ethical considerations were met. This study ensures that the investigation captures a diverse range of perspectives and experiences, enriching the depth and validity of the findings.

#### **3.3.2 Secondary Sources**

Secondary sources, in a study, refer to materials that analyze, interpret, or comment on primary sources or other original research. Unlike primary sources, which offer firsthand accounts or direct evidence, secondary sources provide insights, interpretations, or evaluations of primary data or research findings. According to the Harvard Library (2024), secondary sources are produced by individuals who did not directly witness or take part in the events or circumstances being studied. In historical research endeavors, secondary sources typically consist of academic books and articles authored by scholars. Secondary sources play a crucial role in

academic research by providing context, analysis, and perspectives that help the researcher to understand, evaluate, and build upon existing knowledge in a particular field.

In this investigation, the secondary sources are books. Books serve as secondary sources when they contain firsthand accounts, original research, or direct information about a particular topic, event, or phenomenon. These literary resources serve as invaluable repositories of diverse and enriching tongue twisters, offering a plethora of linguistic challenges and variations to implement in educational settings. Researchers can uncover a wide array of tongue twisters tailored to different proficiency levels and language objectives by delving into linguistic and academic texts. Through meticulous exploration and selection, these books empower the researcher to harness the full potential of tongue twisters in enhancing pronunciation proficiency among students.

### **3.3.3 Tertiary Sources**

Tertiary sources, in a study, refer to materials that compile, summarize, or condense information from primary and secondary sources. These sources are designed to provide an overview or general understanding of a topic, rather than offering original insights or interpretations. According to Ryan (2023), a tertiary source, often referred to as a reference work, offers a broad summary of information collected from primary and secondary sources without offering its original interpretations or analysis. Tertiary sources are valuable for gaining introductory knowledge or background information on a subject, as they often present summaries, definitions, timelines, and bibliographies to guide further exploration.

Moreover, in this investigation, the tertiary sources are dictionaries. Dictionaries serve as comprehensive linguistic repositories, as they offer invaluable assistance in deciphering the pronunciation of words embedded within tongue twisters. With their extensive phonetic transcriptions and pronunciation guides, dictionaries provide researchers and educators with authoritative references to ensure accuracy and consistency in implementing tongue twisters in academic settings. Moreover, dictionaries offer insights into the phonological intricacies of individual words, enabling the researcher to select tongue twisters that target specific pronunciation challenges faced by students. By leveraging dictionaries as indispensable tools, researchers can facilitate the seamless integration of tongue twisters into language instruction, fostering a more effective and engaging learning experience for students striving to improve their pronunciation proficiency.

### **3.4 Analysis Categories**

This section delves into the critical elements of pronunciation, intonation and emphasis, and fluency, which are essential components of effective English communication. Each category will be examined in detail to understand its importance, implications for learners, and methods of assessment. Pronunciation will be analyzed for its role in clear communication and the potential impact of mispronunciations. Intonation and emphasis will be explored to highlight how they convey meaning and emotion, enhancing the expressiveness and clarity of spoken language. Lastly, fluency will be assessed to understand its significance in maintaining smooth and confident speech. Each category will employ a specific scale to evaluate student performance, offering insights into their progress and areas for improvement. Through this comprehensive

analysis, the researcher aims to provide a structured approach to improve these foundational aspects of English language proficiency.

### **3.4.1 Pronunciation**

Pronunciation is a critical aspect of learning to use English effectively. Moreover, its importance spans various dimensions of communication, comprehension, and social interaction. According to the Merriam-Webster dictionary (2024), "Pronunciation is employing the organs of speech to produce a word or speak correctly." In addition, proper pronunciation ensures that spoken messages are clear and easily understood by listeners. Mispronunciation can lead to misunderstandings or misinterpretations, affecting the effectiveness of communication. According to Kannan (2024), precise pronunciation guarantees clear and effective communication, allowing learners to express their intended messages without confusion. Moreover, clear pronunciation is essential for students to express themselves and be understood by teachers, peers, and others. Pronunciation is crucial for students because it supports effective communication, academic success, social integration, and future professional opportunities.

In this investigation, the pronunciation of students is going to be measured on a scale of 1-4; where one will be the student needs improvement, meaning pronunciation is unclear and inaccurate, hindering understanding of the tongue twister. This means that students will need to improve their articulation and practice the correct sounds more diligently. Two is going to be fair, meaning the student pronounces some words in the tongue twister clearly but struggles with several challenging sounds. This means that students will need to focus on practicing and refining those specific difficult sounds to achieve greater clarity and accuracy. Three is going to be good, meaning the student pronounces most words in the tongue twister clearly and

accurately, with minor errors on some challenging sounds. This means that students will need to concentrate on practicing those specific challenging sounds to perfect their pronunciation. Four is going to be excellent, meaning the student pronounces all words in the tongue twister clearly and accurately, demonstrating mastery of difficult sounds. This means that students will need to maintain their skills through regular practice and perhaps challenge themselves with more advanced tongue twisters or pronunciation exercises to continue their development. In addition, with this scale, it will be easier to measure the students' progress in their pronunciation using tongue twisters.

### **3.4.2 Intonation and Emphasis**

Intonation and emphasis are crucial components of spoken language that significantly impact communication. For learners, mastering these elements is essential because intonation and emphasis help to convey the intended meaning and emotion behind spoken words. In addition, variations in pitch and stress can change the meaning of a sentence entirely, affecting how listeners interpret the message. According to Merriam-Webster Dictionary (2024), intonation is the rise and fall in pitch of the voice in speech. Moreover, intonation patterns can change the meaning of a sentence. For example, a rising intonation at the end of a sentence can indicate a question, while a falling intonation typically indicates a statement. These intonation patterns allow speakers to express happiness, surprise, doubt, sarcasm, and other feelings, making their speech more expressive and engaging. Proper intonation helps listeners to identify the main points, distinguish between different types of sentences as questions, statements, and commands, and follow the speakers' train of thought.

On the other hand, emphasis or stress is crucial for learners of English because it helps to signal the most important words or parts of a sentence, clarifying the intended meaning for listeners. According to Merriam-Webster Dictionary (2024), emphasis is the force or intensity of expression that gives impressiveness or importance to something. In addition, by emphasizing certain words or syllables, speakers can distinguish between different pieces of information within a sentence. This helps listeners to identify the subject, object, verbs, and other crucial elements of the sentence structure.

Mastery of intonation and emphasis contributes to more natural and fluent speech. According to Beare (2018), proper intonation and emphasis are essential for achieving fluent English speech with excellent pronunciation. Learners who use these elements correctly sound more as native speakers, which enhances their overall communication effectiveness and fluency. Moreover, intonation and emphasis are essential components of learning English because they contribute to clear communication, comprehension, fluency, cultural competence, listening skills, confidence, and engagement. Mastering these elements is crucial for effective spoken communication and overall language proficiency.

In this case, intonation and emphasis are going to be measured on a scale of 1-4; where one is going to be the student needs improvement, meaning intonation is flat or monotone, lacking expressiveness and engagement. This means that students will need to focus on practicing varied intonation patterns, incorporating emotion and emphasis, to enhance expressiveness and engagement in their speech. Two is going to be fair, meaning the student demonstrates limited variation in intonation, affecting the expressiveness of the tongue twister. This means that students will need to work on developing a wider range of intonation patterns. In

addition, this entails practicing different pitch levels, stress patterns, and emotional cues to convey the meaning and mood of the spoken language more effectively.

Three is going to be good, meaning the student uses mostly appropriate intonation, with occasional inconsistencies in rhythm and emphasis. This means that students will need to focus on refining their consistency in applying intonation patterns. In addition, to achieve this, they could benefit from practicing specific exercises targeting rhythm and emphasis to ensure more uniform and effective use of intonation throughout their speech. Finally, four is going to be excellent, meaning the student uses appropriate intonation, emphasizing the rhythm and flow of the tongue twister, enhancing its expressiveness. This means that students may need to maintain and further develop their skills by continually practicing and exploring more challenging tongue twisters. With this scale, it will be easier to evaluate the intonation and emphasis of the students using the tongue twisters.

### **3.4.3 Fluency**

Fluency significantly impacts their ability to communicate effectively and confidently. According to Merriam-Webster Dictionary (2024), fluency is the quality or state of being fluent. In addition, fluency allows students to communicate their ideas and thoughts clearly and smoothly without frequent pauses or hesitations. This ensures that their spoken language is easily understood by listeners. According to Safitri (2024), there is a way to improve English fluency. Listening to music and watching foreign movies can greatly help ESL learners to develop their speaking skills. Moreover, fluent speakers feel more confident when using English, whether in everyday conversations, academic settings, or professional environments. This confidence encourages active participation and reduces anxiety speaking. Fluency is crucial for students of

English because it enhances effective communication, builds confidence, improves comprehension and listening skills, and supports academic and professional success. In addition, it aids in cultural integration, reduces misunderstandings, and contributes to overall language retention and enjoyment.

In this investigation, fluency is going to be measured on a scale of 1-4; where one is going to be the student needs improvement, meaning recitation is choppy and disjointed, with frequent pauses and interruptions. This means that students will need to practice speaking more smoothly and continuously, focusing on reducing pauses and maintaining a steady flow of speech. Two is going to be fair, meaning the student recites the tongue twister with frequent hesitations or disruptions, impacting the overall flow of speech. This means that students will need to practice the tongue twister repeatedly to build confidence and fluidity, focusing on reducing hesitations and maintaining a more consistent rhythm.

Three is going to be good, meaning the student recites the tongue twister mostly smoothly, with minor hesitations or interruptions in flow. This means that students will need to work on refining their performance to eliminate these minor hesitations and interruptions, aiming for a completely smooth and fluent recitation. Finally, four is going to be excellent, meaning the student recites the tongue twister smoothly and with natural pacing, maintaining a consistent flow of speech. This means that students will need to continue practicing to maintain their high level of fluency and perhaps challenge themselves with more complex tongue twisters to further enhance their skills. This scale will help the researcher to notice the progress in fluency of the students using the tongue twisters.

### **3.5 Data Collection Instruments**

This section outlines the various instruments used to collect data for assessing students' English language skills, focusing on pre-tests, post-tests, and evaluation rubrics. The pre-test serves to gauge students' prior knowledge and skills before instruction begins. It provides essential baseline data, helping educators to tailor their teaching strategies to address specific needs and measure progress accurately. The steps involved in administering a pre-test, from identifying assessment goals to analyzing results, will be discussed. In this study, the poem "Smart" by Shel Silverstein is used as the pre-test material among seventh-grade students.

Post-tests, on the other hand, are administered after instruction to evaluate what students have learned and to measure the effectiveness of the teaching methods employed. This section will detail the steps for creating and administering a post-test and how to compare pre-and post-test results to gauge student progress. The poem "Stopping by Woods on a Snowy Evening" by Robert Frost is chosen for the post-test in this study.

Additionally, this section includes detailed descriptions of the Pre/Post-Test Evaluation Rubric and the Tongue Twisters Observation Rubric. These rubrics provide structured frameworks for assessing students' pronunciation, intonation, fluency, and expression. Each criterion within the rubrics is clearly defined, with rating scales ranging from excellent to needs improvement, ensuring a comprehensive and consistent evaluation of student performance. Through these instruments, the study aims to gather meaningful data to enhance instructional strategies and improve student outcomes in English language proficiency.

### **3.5.1 Pre-Test**

Pre-tests, in this investigation, are important for several reasons. According to Nifty Learning (2022), "Pre-testing is a method used in Learning & Development to assess a learner's prior knowledge or understanding of a particular subject before starting a learning program." In addition, pre-testing helps the teacher to understand what a learner already knows and the starting point for each student, which is essential for measuring progress. By analyzing pre-test results, teachers can identify areas that need improvement. This information is valuable for tailoring instruction to meet individual needs, ensuring that all students receive appropriate support and challenges.

Moreover, the steps to apply a pre-test are first to identify the specific skills, knowledge, and competencies you want to assess. It is important to ensure the pre-test aligns with the learning goals and standards of the course. Secondly, create a pre-test to cover the key concepts and skills the teacher wants to assess, making sure the test is of appropriate length and difficulty for the grade level. Thirdly, explain the purpose of the pre-test to the students, emphasizing that it is not graded and is meant to guide instruction. Moreover, it is important to encourage students to do their best, so the teacher can get an accurate picture of their knowledge and skills. Fourthly, the teacher chooses an appropriate time to administer the pre-test, ensuring a quiet and comfortable testing environment to help students to focus. In addition, the teacher provides clear instructions and makes sure students understand how to complete the pre-test. Fifthly, the teacher collects the information from the pre-test and analyses the results to identify trends, strengths, and areas for improvement. Finally, the teacher uses formative assessments throughout the instructional period to monitor student's progress and adjust teaching strategies as needed. By

following the steps, teachers can effectively apply a pre-test to gather valuable data that will tailor their instruction to meet the needs of the students and enhance their learning outcomes.

In this study, the researcher is going to use a poem called "Smart" by Shel Silverstein as a pre-test among seventh-grade students at Colegio Técnico Profesional de Acosta. In this activity, the students are going to read one by one the poem aloud, for the researcher to evaluate their pronunciation, intonation, fluency, and expression of it. The poem is the following one.

My dad gave me one dollar bill  
  
'Cause I'm his smartest son,  
  
And I swapped it for two shiny quarters  
  
'Cause two is more than one!  
  
And then I took the quarters  
  
And traded them to Lou  
  
For three dimes—I guess he didn't know  
  
That three is more than two!  
  
Just then, along came old blind Bates  
  
And just 'cause he can't see  
  
He gave me four nickels for my three dimes,  
  
And four is more than three!  
  
And I took the nickels to Hiram Coombs

Down at the seed-feed store,  
And the fool gave me five pennies for them,  
And five is more than four!  
And then I went and showed my dad,  
And he got red in the cheeks  
And closed his eyes and shook his head—  
Too proud of me to speak!

### **3.5.2 Post-Test**

Post-tests play an essential role in assessing the effectiveness of instruction and ensuring that learning goals have been met. According to Goff (2023), a post-test is a form of assessment utilized to determine what participants have learned from a training session or educational program. Moreover, post-tests are important because they evaluate what students have learned at the end of a unit, providing concrete evidence of their knowledge and skills. Post-tests help to determine whether the learning objectives set at the beginning of the instructional period have been achieved. In addition, by comparing post-test results with pre-test results, researchers can measure the effectiveness of their teaching methods and strategies. This comparison helps to identify which instructional practices were successful and which need improvement. Moreover, post-tests are important for educational purposes because they illustrate how much progress students have made throughout instruction, they highlight areas where students have improved and areas where they may still need additional support.

To ensure an effective post-test is applied, there are several steps to follow and ensure it accurately measures students' learning and provides valuable data for the investigation. Firstly, the researcher identifies the learning objectives and standards the post-test is intended to assess. This means ensuring the post-test aligns with the content and skills taught during the instructional period. Secondly, create a post-test that comprehensively covers the material taught, ensuring the test is appropriate in length and difficulty for the grade level. Thirdly, the teacher informs the students about the purpose of the post-test and how it will be utilized to measure their progress, gathering information about their improvement. Fourthly, the teacher collects the final information on the tests and analyzes the results to identify trends, strengths, and areas needing improvement. Finally, the researcher compares students' post-test results with their pre-test results to measure growth and learning gains. By following these steps, the researcher can effectively apply a post-test to measure student learning, evaluate the effectiveness of the instruction, and inform future teaching strategies.

In this study, the researcher is going to utilize a poem called "Stopping by Woods on a Snowy Evening" by Robert Frost as a post-test among seventh-grade students at Colegio Técnico Profesional de Acosta. In this activity, the students are going to read one by one the poem aloud, for the researcher to evaluate their pronunciation, intonation, fluency, and expression of it. The poem is the following one.

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.  
He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.  
The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

### **3.5.3 Pre /Post-Test Evaluation Rubric**

The Pre/Post-Test Evaluation Rubric provides a structured framework for assessing student performance in reciting a poem. It consists of four criteria: pronunciation, intonation, fluency, and expression; each with corresponding rating levels ranging from excellent (4) to needs improvement (1). Moreover, under pronunciation, students are evaluated based on their ability to articulate words clearly and accurately, particularly focusing on challenging vocabulary. Intonation assesses the student's utilization of appropriate pitch and modulation to convey the emotions and meaning of the poem. Fluency measures the smoothness and natural

spacing of the recitation, while expression evaluates the student's ability to effectively convey emotions and meaning through voice modulation and facial expressions. The rubric provides detailed descriptors for each rating level, allowing for a comprehensive assessment of the student's performance across multiple dimensions.

### Pre/Post Test Evaluation Rubric

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Needs Improvement (1)</b>
<b>Pronunciation</b>	Pronounces all words in the poem clearly and accurately, including challenging vocabulary.	Pronounces most words in the poem clearly and accurately, with minor errors on some challenging sounds.	Pronounces some words in the poem clearly, but struggles with several challenging sounds.	Pronunciation is unclear and inaccurate, hindering understanding of the poem.
<b>Intonation</b>	Uses appropriate intonation throughout the recitation, effectively conveying the emotions and meaning of the poem.	Uses mostly appropriate intonation, with occasional inconsistencies in expressing the emotions and meaning of the poem.	Demonstrates limited variation in intonation, affecting the expressiveness of the recitation.	Intonation is flat or monotone, lacking expressiveness and engagement.
<b>Fluency</b>	Recites the poem smoothly and with natural pacing, maintaining a consistent flow of speech.	Recites the poem mostly smoothly, with minor hesitations or interruptions in flow.	Recites the poem with frequent hesitations or disruptions, impacting the overall flow of speech.	Recitation is choppy and disjointed, with frequent pauses and interruptions.
<b>Expression</b>	Expresses the emotions and meaning of the poem effectively through voice modulation and facial expressions,	Expresses the emotions and meaning of the poem adequately, but with some moments lacking in engagement.	Demonstrates limited expression of emotions and meaning, resulting in a less engaging recitation.	Expression of emotions and meaning is minimal or absent, detracting from the overall impact of the recitation.

	captivating the audience.			
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*Table 1 illustrates the Pre/Post Test Evaluation Rubric. Researcher's creation.*

### 3.5.4 Tongue Twisters Observation Rubric

The Tongue Twisters Evaluation Rubric provides a structured framework for assessing student performance in reciting tongue twisters. It consists of five criteria: voice, intonation, pronunciation, emphasis, and fluency, each with corresponding rating levels ranging from excellent (4) to needs improvement (1). Moreover, under voice, students are evaluated based on the clarity and volume of their speech, ensuring they can be heard clearly. Intonation assesses the student's utilization of pitch variations to convey meaning effectively throughout recitation. Pronunciation measures the accuracy of word articulation, with a focus on correctly pronouncing each word in the tongue twister. Emphasis evaluates the student's ability to stress keywords and phrases to enhance rhythm and meaning consistently. Fluency measures the smoothness, confidence, and steady pace of delivery, emphasizing minimal pauses or hesitations. The rubric provides detailed descriptors for each rating level, allowing for a comprehensive assessment of the student's performance across multiple dimensions.

#### Tongue Twisters Evaluation Rubric

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Needs Improvement (1)</b>
<b>Voice</b>	Students' voice has excellent volume and can be heard clearly.	Students' voice has fair volume but can sometimes be difficult to hear.	Students' voice has fair volume but can sometimes be difficult to hear.	Students' voice has poor volume, making it difficult to be heard clearly.

<b>Intonation</b>	Students' intonation in each expression is excellent.	Students' intonation in each expression is good.	Students' intonation in each expression is understandable.	Students' intonation in each expression is poor.
<b>Pronunciation</b>	Students pronounce all the words correctly.	Students pronounce most of the words correctly (missing under 5 words).	Students pronounce some words correctly but miss between 5 to 10 words.	Students do not pronounce most of the words correctly (missing more than 10 words).
<b>Emphasis</b>	Students stress keywords and phrases to enhance rhythm and meaning excellently.	Students stress keywords and phrases to enhance rhythm and meaning well.	Students sometimes stress keywords and phrases, but not consistently.	Students have difficulty stressing keywords and phrases, impacting rhythm and meaning.
<b>Fluency</b>	Students read smoothly and confidently, maintaining a steady pace without significant pauses or hesitations.	Students read well but may have minor pauses or hesitations.	Students read with occasional pauses or hesitations, affecting smoothness.	Students read with frequent pauses or hesitations, affecting the smoothness and confidence of delivery.

*Table 2 illustrates the Tongue Twisters Evaluation Rubric. Researcher's creation.*

### **3.6 Collection data process and data analysis**

On May 29, 2024, a pre-test was conducted with 13 students from group 7-2 to evaluate their performance in reciting a poem. The researcher utilized a detailed Pre/Post-Test Evaluation Rubric to assess the students. This rubric consists of four criteria: pronunciation, intonation, fluency, and expression; each rated on a scale from excellent (4) to needs improvement (1). For pronunciation, students were evaluated on their ability to articulate words clearly and accurately, focusing on challenging vocabulary, mispronunciations, and clarity issues. Intonation was assessed based on the student's utilization of appropriate pitch and modulation to convey the

poem's emotions and meaning. In addition, variation in pitch and the natural flow of speech were critical factors. Fluency measured the smoothness and natural pacing of the recitation. This included the rate of speech, absence of unnatural pauses, and overall fluidity. Moreover, expression evaluated the effectiveness of conveying emotions and meaning through voice modulation and facial expressions. The ability to engage the audience and bring the poem to life was emphasized. The rubric's detailed descriptors for each rating level provided a comprehensive assessment framework, allowing the researcher to accurately evaluate multiple dimensions of the students' recitation skills.

From May 29 to June 20, 2024, 13 students from group 7-2 participated in a series of tongue twister exercises, different tongue twisters were introduced each week, totaling four unique tongue twisters. The researcher utilized a comprehensive Tongue Twisters Evaluation Rubric to assess the student's performance. This rubric consisted of five criteria: voice, intonation, pronunciation, emphasis, and fluency; each rated on a scale from excellent (4) to needs improvement (1). For voice, the evaluation focused on the volume and clarity of the student's speech. The consistency of vocal projection and the ability to maintain a clear voice throughout the exercise were key. Intonation assessed the student's ability to utilize pitch variations effectively in their expressions. The appropriate use of rise and fall in pitch to enhance the tongue twister's rhythm and impact was crucial. Pronunciation evaluated the accuracy of word articulation, particularly the correct pronunciation of all words in the tongue twister. The ability to navigate difficult sounds and maintain clarity was highlighted. Emphasis measured how well students stressed keywords and phrases to enhance rhythm and meaning. The focus was on the strategic use of emphasis to improve the overall delivery. Lastly, fluency assessed the smoothness and confidence of the student's reading, noting the presence or absence of significant pauses or

hesitations. Continuous flow and ease of speech were important metrics. The detailed descriptors within the rubric provided a structured framework for a thorough and multifaceted evaluation of the student's performances each week.

On June 20, 2024, a post-test was conducted on 13 students from group 7-2 to evaluate their performance in reciting a poem, following a series of tongue twister exercises implemented over the previous weeks. The researcher utilized the Pre/Post-Test Evaluation Rubric, which provides a structured framework for assessment across four criteria: pronunciation, intonation, fluency, and expression; each rated from excellent (4) to needs improvement (1). Under pronunciation, students were evaluated on their ability to articulate words clearly and accurately, particularly focusing on challenging vocabulary. Improvement in clarity and reduction in mispronunciations were key indicators. Intonation assessed the utilization of appropriate pitch and modulation to convey the poem's emotions and meaning. Enhanced pitch variation and better modulation were noted. Fluency measured the smoothness and natural pacing of the recitation. Improved speech rate and fluidity, with fewer pauses, were critical markers. In addition, expression evaluated the effectiveness of conveying emotions and meaning through voice modulation and facial expressions. Increased engagement and expressive delivery were emphasized. The rubric's detailed descriptors for each rating level allowed for a comprehensive assessment of the student's performance across multiple dimensions. By comparing the results of the post-test with the pre-test, the researcher was able to determine the students' improvements after the tongue twister exercises, providing valuable insights into their progress. Specific patterns of improvement, such as enhanced pronunciation and fluency, were analyzed to understand the effectiveness of the intervention and to inform future instructional strategies.

## **Chapter IV**

### **Data analysis**

This chapter focuses on explaining the results obtained from applying the instruments. The researcher can determine whether the investigation's objectives were met by clearly interpreting these results and actions. As Miles and Saldaña (2020) stated, the challenge in qualitative research is to provide reasonable explanations despite inconsistencies or disagreements. The data analysis will begin with a detailed description of each instrument utilized, including the rationale behind its selection and implementation. This will be followed by a presentation of the raw data, which will be organized systematically to facilitate understanding and interpretation. The researcher will employ various analytical techniques to identify patterns, themes, and relationships within the data, ensuring a comprehensive examination of the findings.

Furthermore, the chapter will address the limitations and potential biases inherent in the data collection process. By acknowledging these boundaries, the researcher aims to provide a transparent and critical evaluation of the results. The analysis will also take into account the context in which the data was collected, considering any external factors that may have influenced the outcomes. Overall, this chapter aims to provide a thorough and methodical analysis of the data, ensuring that the conclusions drawn are well-supported and reflective of the investigation's objectives. By following a logical and structured approach, the researcher will ensure that the data analysis is both rigorous and insightful, contributing valuable knowledge to the field.

## **4.1 Analysis and Interpretation of the Results**

This investigation utilized various instruments, including observations during tongue twisters, a pre-test, and a post-test. Additionally, the significance of this section of the study lies in the detailed analysis of each result, achieved through a thorough examination of the surrounding events and instruments.

### **4.1.1 Pre-Test**

According to Smith (2023), any pre-test's objective is to assess learners' knowledge, skills, and abilities before they undergo a training process. In the case of this investigation, the pre-test was implemented to assess the knowledge, skills, and abilities the students had in English pronunciation at the beginning of this study. Moreover, the pre-test was applied on May 29th, 2024. The pre-test consisted of reading aloud the poem called "Smart" by Shel Silverstein. The researcher utilized the created rubric to evaluate the student's performance while reading. The criteria specifically assessed the pronunciation, intonation, fluency, and expression of the students reciting the poem. Each of the criteria was evaluated on a scale of 1-4, where one will be the student needs improvement; meaning pronunciation is unclear and inaccurate, hindering understanding of the tongue twister. Moreover, four is going to be excellent; meaning the student pronounces all words in the tongue twister clearly and accurately, demonstrating mastery of difficult sounds. It is important to clarify that the maximum grade obtained according to the rubric is 4 points, which is equivalent to 16 points and a 100 in the final grade of the pre-test.

**Table 1. Results obtained in the pre-test applied to a total of 13 students of the group 7-2, equivalent to the 100% of the group.**

<b>Participants</b>	<b>Points Obtained</b>	<b>Final Grade</b>
<b>Student 1</b>	11	69
<b>Student 2</b>	9	56
<b>Student 3</b>	12	75
<b>Student 4</b>	8	50
<b>Student 5</b>	6	38
<b>Student 6</b>	8	50
<b>Student 7</b>	6	38
<b>Student 8</b>	7	44
<b>Student 9</b>	12	75
<b>Student 10</b>	7	44
<b>Student 11</b>	8	50
<b>Student 12</b>	8	50
<b>Student 13</b>	6	38

*Table 1 illustrates the grades obtained by students in the pre-test applied by the researcher.*

*Source: Researcher's creation*

The pre-test played a fundamental role in this study by providing an initial assessment of the student's English pronunciation skills. This pre-test was implemented on May 29th, 2024. It involved students reading aloud the poem "Smart" by Shel Silverstein, with their performance evaluated using the researcher-created rubric. The rubric focused on four criteria: pronunciation, intonation, fluency, and expression, each rated on a scale from 1 to 4, where 1 indicated a need

for improvement and 4 signified excellent performance. The maximum achievable score was 16 points, equivalent to a 100% grade.

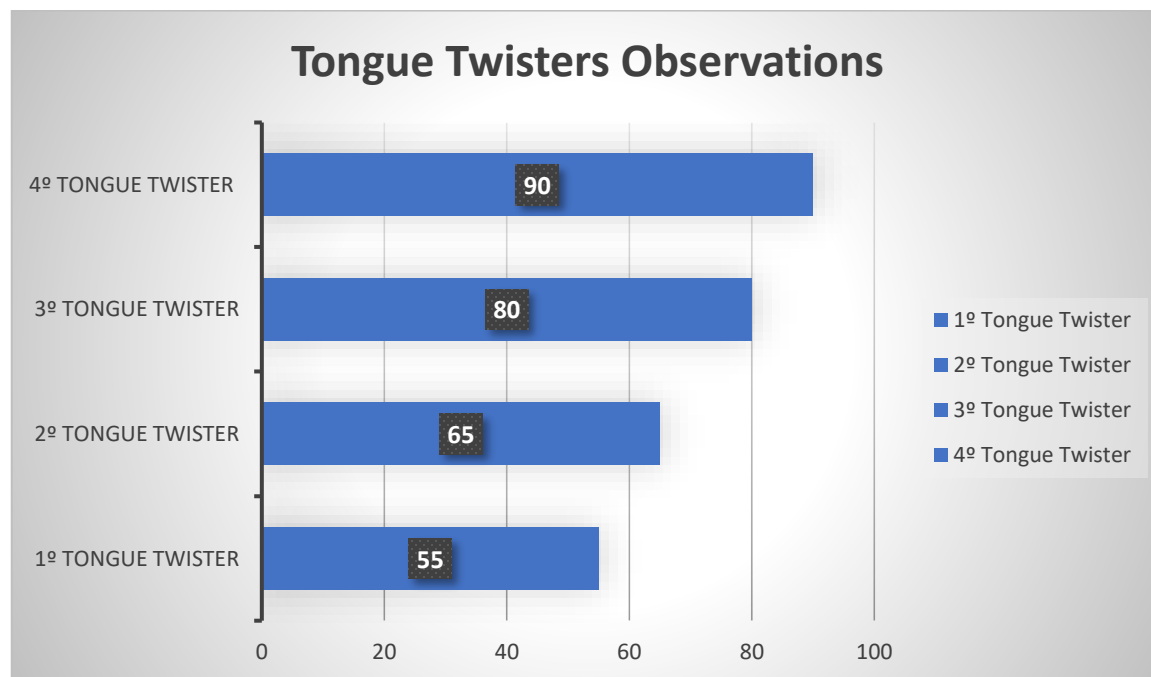
The results, detailed in Table 1, reveal significant variability among the 13 students in group 7-2. The scores ranged from a low of 38% to a high of 75%, underscoring the diverse proficiency levels within the group. Moreover, this variability highlights the importance of tailored tongue-twister approaches to address individual students' needs effectively. The data collected through this pre-test not only establishes a performance baseline, but it also identifies specific areas in pronunciation where students struggle; thereby, guiding the focus of subsequent training efforts. Ultimately, this pre-test lays the groundwork for a targeted and effective intervention aimed at enhancing the students' pronunciation skills in English, ensuring that the educational strategies employed are both relevant and responsive to the learners' initial capabilities.

#### **4.1.2 Tongue Twisters**

The objective of this investigation was to consider tongue twisters as a tool to improve the student's pronunciation. According to Tizon (2020), tongue twisters are an effective and valuable method for enhancing English pronunciation. Therefore, in the case of this investigation, tongue twisters were utilized as a method to improve the student's pronunciation in English. Consequently, 4 tongue twisters were applied from May 29th, 2024 to June 19th, 2024, one tongue twister weekly. The activity consisted of reading the tongue twister aloud as many times as possible and continue practicing it until the next week. The tongue twisters were implemented to evaluate pronunciation, voice, intonation, emphasis, and fluency while practicing the tongue twister. Each of the criteria was evaluated on a scale from excellent (4) to

needs improvement (1). Moreover, it is important to clarify that the maximum grade obtained according to the observation rubric was 4 points, which was equivalent to 20 points and a 100 in the final grade of the tongue twister.

**Figure 1. Results obtained in the 4 tongue twisters applied to a total of 13 students of the group 7-2, equivalent to 100% of the group**



*Figure 1 illustrates the grades obtained by students in the Tongue Twisters Observation applied by the researcher.*

*Source: Researcher's creation*

The use of tongue twisters in this study proved to be an effective method for enhancing students' English pronunciation. This strategy was implemented over four weeks, from May 29th, 2024 to June 19th, 2024, this activity involved students practicing one tongue twister each week, reading it aloud multiple times, and continuing practice until the following week. The evaluation criteria included pronunciation, voice, intonation, emphasis, and fluency, with performance rated on a scale from Needs Improvement (1) to Excellent (4).

The results, depicted in Figure 1, demonstrate a clear progression in the student's performance, with average scores increasing from 55.19% for the first tongue twister to 90.31% for the fourth. This steady improvement highlights the efficacy of using tongue twisters as a practical tool for pronunciation practice. The increase in scores indicates that consistent practice with tongue twisters can significantly enhance students' pronunciation skills, providing a fun yet challenging way to master difficult sounds and improve overall fluency. Thus, this approach not only aligns with educational best practices, but it also offers a tangible method for teachers to help students to improve their English pronunciation in a structured and measurable manner.

#### **4.1.3 Post Test**

The goal of any post-test, according to Smith (2023), is to evaluate what is done after a learning event or training session to gauge the knowledge or skills acquired by the participants. In the case of this investigation, the post-test was implemented to assess the improvement of knowledge, skills, and abilities the students have in English pronunciation at the end of this study. Moreover, the post-test was applied on June 19th, 2024. The post-test consisted of reading aloud the poem called "Stopping by Woods on a Snowy Evening" by Robert Frost. In addition, the researcher utilized the created rubric to evaluate the performance and improvement of the students while reading. The criteria specifically assessed the pronunciation, intonation, fluency, and expression of the students reciting the poem. Each of the criteria was evaluated on a scale of 1-4, where one will be the student needs improvement; meaning pronunciation is unclear and inaccurate, hindering understanding of the tongue twister. Moreover, four is going to be excellent; meaning the student pronounces all words in the tongue twister clearly and accurately, demonstrating mastery of difficult sounds. It is important to clarify that the maximum grade

obtained according to the rubric is 4 points, which is equivalent to 16 points and a 100 in the final grade of the pre-test.

**Table 2. Results obtained in the post-test applied to a total of 13 students of the group 7-2, equivalent to the 100% of the group**

<b>Participants</b>	<b>Points Obtained</b>	<b>Final Grade</b>
<b>Student 1</b>	15	94
<b>Student 2</b>	13	81
<b>Student 3</b>	16	100
<b>Student 4</b>	12	75
<b>Student 5</b>	12	75
<b>Student 6</b>	12	75
<b>Student 7</b>	12	75
<b>Student 8</b>	12	75
<b>Student 9</b>	16	100
<b>Student 10</b>	12	75
<b>Student 11</b>	13	81
<b>Student 12</b>	12	75
<b>Student 13</b>	13	81

*Table 2 illustrates the grades obtained by students in the post-test applied by the researcher.*

*Source: Researcher's creation*

The post-test, was administered on June 19th, 2024. It served as a critical measure to evaluate the progress and improvement in students' English pronunciation skills after the intervention. Moreover, for this study, students read aloud the poem "Stopping by Woods on a

"Snowy Evening" by Robert Frost. Moreover, their performance was evaluated using a rubric designed to measure pronunciation, intonation, fluency, and expression. The results, summarized in Table 2, reveal significant improvements in the student's performance compared to the pre-test. In addition, scores ranged from 75% to 100%, with most students achieving notable progress. For instance, Student 1 improved from a pre-test score of 69 to a post-test score of 94, and Student 3 achieved a perfect score of 100. This consistent increase across the group highlights the effectiveness of the intervention methods, including the use of tongue twisters, in enhancing pronunciation skills.

The post-test results demonstrate that the targeted activities and consistent practice led to substantial gains in students' pronunciation abilities. The marked improvement in scores underscores the value of structured, repetitive exercises in mastering difficult sounds and improving overall fluency. This study's findings suggest that employing varied and engaging methods, such as poems and tongue twisters, can significantly enhance language learning outcomes, providing a practical approach for educators to help students to achieve higher proficiency in English pronunciation.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusion**

This part of the investigation serves as the final report of the results gathered by the researcher throughout the entire study. According to Walden University (2024), a conclusion offers a sense of closure for the reader, while also reinforcing the main points and significance of the study. In addition, a conclusion revisits the main points, reiterates the significance of the research, and might suggest future directions for further study. A conclusion highlights the significance and impact of the findings, emphasizing their contribution to the field. Moreover, it offers a sense of completion to the reader, tying together all the elements of the study.

After having the opportunity to conduct this investigation with seventh-grade students at Colegio Técnico Profesional de Acosta, the researcher observed a significant improvement in the group's English pronunciation through the implementation of tongue twisters. This technique proved to be effective in addressing the specific pronunciation challenges faced by the students. Throughout the study, the researcher utilized a variety of appropriate instruments and methodologies to collect and analyze data. These tools included pre- and post-tests, and different tongue twisters. The gathered information was meticulously examined, leading to a comprehensive final analysis that demonstrated the positive impact of tongue twisters on the students' pronunciation skills. This thorough approach ensured that the findings were reliable and provided valuable insights into the effectiveness of using tongue twisters as a teaching tool in language acquisition.

## **5.2 Conclusions**

In this study, the researcher explored the impact of using tongue twisters to improve the English pronunciation of seventh-grade students at Colegio Técnico Profesional de Acosta. Through careful implementation and analysis, the research aimed to enhance pronunciation skills and provide valuable insights into effective language teaching techniques. The following conclusions summarize the key findings and implications of this investigation.

### **5.2.1 To identify the pronunciation deficiency of different English sounds among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024**

This specific objective dealt with identifying the pronunciation deficiencies of different English sounds among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024, and it was effectively addressed through the pre-test results. The pre-test, administered to a total of 13 students from group 7-2, revealed notable variations in pronunciation proficiency. Moreover, the data, illustrated in Table 1 in Chapter IV, indicated that students' final grades ranged from 38 to 75, with the majority of students scoring below 50. Specifically, the points obtained varied from 6 to 12, highlighting significant discrepancies in the ability to pronounce English sounds accurately.

The findings from the pre-test underscore the necessity for targeted pronunciation interventions, as a substantial portion of the group demonstrated deficiencies in this area. This diagnosis of pronunciation challenges provides a crucial baseline for further instructional strategies and interventions aimed at improving English pronunciation skills among the students. The identification of these deficiencies informed the subsequent phases of the study, ensuring that tailored techniques, such as tongue twisters, are employed to address and mitigate these pronunciation issues effectively.

Additionally, the pre-test results served as a vital diagnostic tool, shedding light on specific areas where students struggled the most. This granular understanding of their pronunciation challenges allowed the researcher to design more focused and effective interventions. By pinpointing exact weaknesses, such as difficulties with particular sounds or phonetic patterns, the study could implement targeted exercises that directly addressed these issues. This strategic approach not only maximized the efficiency of the instructional methods, but it also fostered a more supportive learning environment, ultimately setting the stage for significant improvements in the students' pronunciation skills.

### **5.2.2 To apply the use of tongue twisters as a learning strategy to improve pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024**

This specific objective dealt with applying tongue twisters as a learning strategy to improve pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024, and it was successfully achieved. Figure 1 in Chapter IV presents the results obtained from the application of four different tongue twisters to a total of 13 students in group 7-2. Moreover, the student's performance improved progressively across the four tongue twisters, with grades rising from 55 on the first tongue twister to 65 on the second, 80 on the third, and culminating in 90 on the fourth. This upward trend demonstrates the effectiveness of tongue twisters in enhancing pronunciation skills.

Furthermore, the significant improvement in students' scores from the first to the fourth tongue twister indicates that consistent practice with tongue twisters helped students to develop better control and accuracy in their English pronunciation. The technique not only engaged the students but also provided them with a fun and challenging way to work on their pronunciation.

In addition, the application of tongue twisters as a learning strategy proved to be a highly effective method for improving pronunciation skills in the seventh-grade students at Colegio Técnico Profesional de Acosta. This finding supports the continued utilization and further exploration of tongue twisters as a valuable tool in language instruction. Additionally, the positive trajectory observed in the students' performance highlights the adaptability and progressive nature of tongue twisters as a pedagogical tool. Each successive tongue twister presented a slightly higher level of difficulty, which helped in gradually building the students' pronunciation capabilities. This step-by-step increase in complexity and thus, ensured that students were continuously challenged, yet not overwhelmed, fostering a conducive learning environment. The observed improvements also suggest that the repetitive and rhythmic nature of tongue twisters aids in muscle memory development for speech, further solidifying correct pronunciation patterns. The success of this strategy underscores its potential not just for initial pronunciation training, but also for ongoing practice to maintain and enhance language proficiency.

### **5.2.3 To evaluate the effect of tongue twisters as a learning strategy to improve the pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024**

This specific objective dealt with evaluating the effect of tongue twisters as a learning strategy to improve the pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024, and it was comprehensively addressed through the analysis of the post-test results. Table 2 in Chapter IV presents the outcomes of the post-test, administered to all 13 students in group 7-2, which provides a clear picture of the progress made by the students after the implementation of the tongue twister exercises. In addition, the post-test results demonstrated a significant improvement in students' pronunciation

skills compared to the pre-test results. The points obtained by students ranged from 12 to 16, translating to final grades between 75 and 100. Several students achieved perfect scores of 100, highlighting the effectiveness of the tongue twister exercises. The lowest grade observed was 75, indicating that all students demonstrated notable progress in their pronunciation abilities.

Moreover, this substantial improvement underscores the efficacy of tongue twisters as a learning strategy. The consistent practice with tongue twisters provided students with a structured and enjoyable way to improve their pronunciation, leading to increased accuracy and confidence in their spoken English. The progression from the initial pre-test scores, where many students scored below 50, to the significantly higher post-test scores, illustrates the positive impact of this method. The data suggests that tongue twisters are not only an engaging and challenging tool but also a highly effective method for addressing pronunciation deficiencies.

The student's ability to master more complex tongue twisters over time reflects their growing proficiency in pronunciation, driven by the repetitive and focused nature of the exercises. Furthermore, the evaluation of the post-test results confirms that the utilization of tongue twisters significantly enhanced the pronunciation skills of seventh-grade students at Colegio Técnico Profesional de Acosta. The marked improvement in scores highlights the potential for incorporating similar pronunciation exercises into language learning curricula to achieve better pronunciation outcomes. This study demonstrates that tongue twisters can serve as a valuable component of language instruction, helping students to develop clearer and more accurate speech; thereby, improving their overall communication skills in English.

### **5.3 Restatement of the Research Question**

This investigation aimed to enhance students' pronunciation skills using the tongue twister's technique. The general objective was to evaluate the effectiveness of tongue twisters as a learning strategy to improve the pronunciation skills among seventh-grade students at Colegio Técnico Profesional de Acosta during the second quarter of 2024. To achieve this goal, the researcher employed various instruments, including pre-and post-tests and four different tongue twisters, to conduct the study comprehensively. Moreover, after analyzing the instruments and the results, the conclusion obtained by the researcher was satisfactory, as she realized the success of the implementation of tongue twisters as a learning strategy to improve pronunciation skills in students.

Furthermore, the research question, "How does the usage of tongue twisters, as a pronunciation strategy, help students enhance their pronunciation when pronouncing different English sounds?" was thoroughly addressed through this investigation. The findings conclusively demonstrate that the utilization of tongue twisters significantly aids in improving students' pronunciation of various English sounds. The consistent practice with tongue twisters led to noticeable improvements in pronunciation accuracy, as evidenced by the students' enhanced performance from the pre-test to the post-test. In addition, the structured and repetitive nature of tongue twisters helped students to develop better muscle memory and control over their speech organs, which translated into more precise and confident pronunciation. Additionally, the gradual increase in difficulty across the tongue twisters kept students engaged and progressively challenged, ensuring continuous improvement. Moreover, the study confirms that tongue twisters are an effective and engaging strategy for enhancing pronunciation skills, making them a valuable addition to language learning curricula.

## **5.4 Recommendations**

Based on the successful implementation of tongue twisters as a pronunciation strategy in this study, future researchers are encouraged to consider the following recommendations to further refine and enhance their investigations.

Future researchers should begin their intervention with shorter tongue twisters, ideally around 10 words in length. Starting with concise tongue twisters can help to ease students into the practice, allowing them to build confidence and to get familiarized with the technique without feeling overwhelmed. Shorter tongue twisters are less intimidating for beginners and can help students to focus on mastering the pronunciation of individual sounds and words. As students become more comfortable and proficient, researchers can gradually introduce longer and more complex tongue twisters to continue challenging the students and promoting further improvement. This step-by-step approach ensures that students do not become frustrated or discouraged, maintaining their motivation and engagement throughout the learning process.

Future researchers should consider customizing tongue twisters to address specific pronunciation challenges that are common among their student population. This targeted approach can be more effective than using generic tongue twisters, as it directly focuses on the sounds and phonetic patterns that students struggle with the most. To implement this, researchers can first conduct a detailed phonetic analysis or diagnostic assessment to identify the particular pronunciation difficulties faced by their students. For example, if students have trouble with certain consonant clusters, vowel sounds, or stress patterns, tongue twisters can be specifically designed to include these elements more frequently. Custom-tailored tongue twisters not only provide more relevant practice but also make the learning process more efficient by

concentrating efforts on the areas that need the most improvement. This personalized strategy can lead to quicker and more noticeable advancements in students' pronunciation skills.

Moreover, involving students in the creation of these customized tongue twisters can increase their engagement and investment in the learning process. By addressing the unique needs of their students, researchers can develop more effective pronunciation interventions and contribute to more precise and impactful language teaching methodologies.

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