



# The Utilizing of Tongue Twister Media for English Speaking Activity of Management Students in School of Management

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## Abstract

The ability of using English is important and is needed nowadays in many aspects. Everyone is supposed to be able to speak English for communication. The problem happens in non-English students who learn English for specific purpose. They do not feel confident to perform speaking due to they are very rare practicing English previously that causes some problems in pronunciation and mastery vocabulary. Therefore, this study is aimed to know the management students' pronunciation of English words using tongue twister media and to probe the management students' perception in speaking English activity. This research applies a qualitative approach with 24 Management major students from one class who mostly work and enroll online and offline English class. The instrument used are field note observation, questionnaires, and recorder. The findings show that most management students found speaking problems in pronouncing the sounds of /θ/, /ð/, /ʃ/ and /ai/. Although they were not confident in speaking English for the improper pronunciation, they were still trying to learn English well. They expressed that the utilize of tongue twister media in speaking activity is helpful, fun and challenging to pronounce and listen to the good pronunciations.

**Keywords:** *tongue twister; speaking; management; English for Specific Purpose*

## Introduction

Learning a foreign language is not only learning the sentence patterns and the ability to write. Written and spoken English are clearly different. Writing involves marks on paper without any noises and can be seen by eye while speaking is involved by sound and is caught by the ear. (O'Connor, 1980, p. 1). English has become the global language over the past few decades. It is estimated for 470 million people around the world presently speak English and that number is still growing (Dudeny & Hockly, 2010, p. 1). It is widely used as a language of communication nowadays and become the second language of almost all places over the world (Kreidler, 2004, p. 1). As the importance of learning English, it has included in as the compulsory study from primary school, even in University although it is not in English major. Many parents now are also conscious that some knowledge of English will help their children get better jobs in the future (Dudeny & Hockly, 2010, p. 1).

As the ability of using English nowadays is important and is needed in almost

many aspects, people are supposed to be able to speak English to communicate in some specific needs. In education contexts, students are drilled English to ease them to learn in communication. Learning language must be produced actively in the classroom to drill the pronunciation ability. English is always considered as a difficult language to study and to use especially for students who learn English as a specific purpose (ESP) because they have various backgrounds of study previously. They feel clumsy in pronouncing English words moreover in producing long English sentences in speaking. Pronunciation is important in speaking because the right and clear pronunciation will make the interlocutors understand what we suppose to convey. Speaking depends on hearing and spoken English can involve many media to drill English pronunciation such as on films, on the radio, on tapes, practicing English pronunciation using Tongue Twister and many other means. Students can have chances to listen to English and learn for the sound of it. Later, they can easily say the words using the sound of they have heard (O'Connor, 1980, p. 3-4).

English may seem difficult to understand for them whom they have not learned before. This always happens in non-English students who learn English for specific purpose because they mostly meet troubles in speaking and writing English. Not all management students in IBMT Surabaya know and remember the English materials they had ever studied before; even they have just learned the specific English materials in University. In speaking, they do not feel confident to perform speaking due to they are very rare practicing English previously that causes some problems in pronunciation and mastery vocabulary. It becomes another difficulty when the management students are studying in University by online, offline, and while working. They will have various bustles except learning. In online lecturing, most students do not focus on the lecturing because they are learning while working. They tend to enroll the online class without any contributions in the class. Another problem in the offline lecturing is they find difficulties when they are asked to come forward to give simple opinion of one hot topic discussed lately using English. Some of them are shy and afraid to make wrong in pronunciation. In front of the class, they use unclear pronunciations which are difficult to understand. They pronounce the English words based on the pronunciation they often listen or they create it by themselves. Management students usually focus on learning the success or failure of companies, public sector institutions, sport teams, and so on which frequently depends on the quality of the managers (MacKenzie, 2010, p. 12). They rarely prioritize to learn English whereas English will still play a role to help them to communicate with broader customers from abroad.

Various studies have been discussed and examined previously related to the use of tongue twister for speaking activity. A study from Juniarti (2020) discussed the improvement of pronunciation ability at the first-grade students of SMK Negeri 2 Parepare using tongue twister technique. They examined the students' scores on pronunciation test between them who were taught using tongue twister technique and them who were not. By using a quasi-experimental design, the data was collected through pretest and posttest to know whether the tongue twister technique is effective to improve students' pronunciation ability or not. The result showed that t-test value (to) was higher than t-table (tt) which meant that the tongue twister technique was accepted and the technique was able to use in teaching pronunciation. Another study was from Nurhasanah & Zainil (2018) that examined

the use of tongue twister to improve students' pronunciation of /s/ and /ʃ/ consonants at junior high school students. The result yielded that using tongue twister technique could challenge students to repeat pronouncing the difficult words until they could pronounce them correctly. The next study was examined by Azis et al., (2021) related to the use of tongue twister technique to improve students' pronunciation in pronouncing *sound* /ð/, /d/, /θ/, /t/, /ʃ/, and /s/. The researcher used pre-experimental which resulted 86.81% of post-test score. It was assumed that using tongue twister technique could improve students' pronunciation correctly especially in pronouncing *sound* /ð/, /d/, /θ/, /t/, /ʃ/, and /s/. This current study wants to discuss the tongue twister media used by ESP University students without any treatments previously using qualitative approach to find the students' difficulties in pronunciation.

From the previous studies examined above, tongue twister is successfully used to improve students' pronunciation. Therefore, this study is necessary to fulfill the gap to know: (1) How is the management students' pronunciation using tongue twister media? And (2) How is the management students' perceptions in speaking English?

Learning a new language means practicing speaking by using language to communicate in real life. A speaking lesson is a kind of associating learners between in the classroom and the world outside (Hadfield & Hadfield, 2000, p.3). Speaking skill cannot be separated from pronunciation. Good speaking skill is considered as producing good pronunciation. Learning English always becomes an obstacle for many students since they learn English as a foreign language which the mother language is Indonesian. The mother language will always interfere students' pronunciation from various regions such as Java, Madura, and other regions in Indonesia and it becomes a challenge for L2 learners to learn English pronunciation.

Learning to speak English cannot be separated from pronunciation. There is no purpose that learning English must be able to acquire a native-like pronunciation, but to be comfortably intelligible (Kenworthy, 1988, p. 3). Pronunciation is about learning the spoken sounds of vowels, consonants, and combinations (Cook, 2000, p. 12). It causes problems since the sounds are different from the written form. There are three areas about pronunciation that are sounds, stress, and pitch and intonation (Harmer, 2001, p. 50). Those three areas cannot be easily practiced by students who learn English as the second language. Sounds are about individual sounds of words; stress is where emphasis is located in words and sentences; while pitch is about describing level at which the speaking is and intonation is to describe the music speech. Here is the tables of some sounds with the articulations (Azis et al., 2021, p. 149).

*Table 1. Consonant Articulation*

<b>Sounds</b>	<b>Place of Articulation</b>	<b>Manner of Articulation</b>	<b>Name</b>
/ð/	Dental	Fricative	Voiced Dental Fricative
/d/	Alveolar	Plosive	Voiced Alveolar Plosive
/θ/	Dental	Fricative	Voiceless Dental Fricative
/t/	Alveolar	Plosive	Voiceless Alveolar

			Plosive
/ʃ/	Palato-alveolar	Fricative	Voiceless Palato-alveolar Fricative
/s/	Alveolar	Fricative	Voiceless Alveolar Fricative

English is considered as the unpredictable language since its spelling is different from its pronunciation (Kholisoh & Farida, 2019), so it causes some difficulties for L2 learners such as miscommunication. Having good pronunciation will produce good communication.

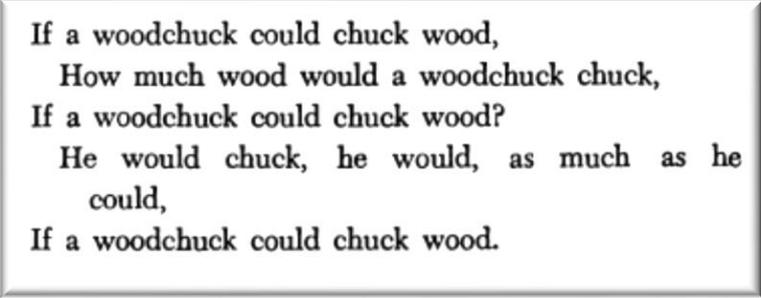
Communication is a daily need. Communication occurs between speakers and listeners to convey messages. All L2 learners including English Department students will encounter some problems in pronunciation moreover for ESP students. The teachers' role is how to help students to overcome the intelligibility problems (Harmer, 2007). Hence, there are various media and techniques can be used to drill students the good pronunciation such as by listening to music, watching a movie, creating interactive games, and using a media like a tongue twister.

Since the development of teaching and learning process, various creative media in teaching appear to help students in learning. There are various fun media and techniques to make students interested in learning English such as the use of tongue twister. A proper media to teach pronunciation should be effective to achieve the best result (Kholisoh & Farida, 2019, p. 64). Using a tongue twister media, students are drilled to pronounce some random words that can finally introduce the students the best pronunciation of the word.

Tongue twister consists of a group of sounds that are difficult for mouth and tongue to manage especially for non-native learners (Yusnilita & Afifah, 2020, p. 84). It will become a challenge for L2 learners to try and practice the difficult words to meet the best pronunciation by fun. The learning media also affects the students' motivation to learn. It also had impact to articulation processes in phonological (AR et al., 2020, p. 84) to avoid errors in delivering the meaning. Here are the examples of tongue twister (Schwartz, 1972):

Pete's pa, Pete, poked to the pea patch to pick a peck of peas for the poor pink pig in the pine hole pig pen.

Figure 1. Tongue Twister Example



If a woodchuck could chuck wood,  
How much wood would a woodchuck chuck,  
If a woodchuck could chuck wood?  
He would chuck, he would, as much as he  
could,  
If a woodchuck could chuck wood.

*Figure 2. Tongue Twister Long Example*

From the two examples of tongue twister above, there are some identical words that are not meaningful, but they are helpful to make a twist in a tongue when the speakers say them. Students only need to repeat the same words to know how the best pronunciation is by using the good articulation.

### **English for Specific Purpose (ESP)**

ESP students rarely emphasize to learn English because they only focus on learning the specialized discipline in the major they involve in. It causes the students also rare to know and practice English well. Since the 1960s, ESP has effectively become one of the most active branches of Applied Linguistic in general, and of Teaching English as a Foreign Language (TEFL) as English has become a world language that should be taught in different learning situations for specific purposes (Wulandari, 2018). It can ease ESP students for the future's needs of specialized discipline they are learning. Dudley-Evand & St. John (1998) as cited in Gavioli (2005, p. 5) stated that ESP is characterized as "the study of the English language in specialized contexts and fields of knowledge, such as medicine, engineering, business, and the like". Teaching language in ESP classes is often split between the need to be both an expert in the (foreign) language and an expert in the specialized discipline (Gavioli, 2005).

Teachers must be able to design the materials of ESP course to cover both students' needs such as learning English and learning business management materials. Teachers should set goals, objectives, and selecting materials to meet the learners' need in field (Kho & Pradana, 2019). ESP only focuses on smaller number of varieties, text types and situations, and often one at a time. ESP students only need to learn simple English in writing, reading, and listening skill which still have correlations with the specialized discipline of business management. In the case of speaking, they only learn how to pronounce English words well and be confident to practice them.

Teaching English for ESP University students of business management which most of them are working is quite challenging for the teachers because they are rarely focus in learning and are frequently absent coming in the class. Working ESP students must divide the time for learning and working. As English is needed in all qualifications, they must be able to comprehend the use of English well. Students at the level of Universities are considered already to have basic skills and sufficient knowledge of English grammar to support the ability to communicate in English (Ekayati et al., 2020). They should combine the English skill with the specialized discipline they are studying for the future needs such as doing the product marketing for wider scope (international), having international business relations, and

communicate with international customers as stated by Sari (2018, p. 2) that having a successful profession is about a demand of possessing English as it is important for the development of the global market and international relations. Therefore, learning English is a compulsory subject for all students in all majors.

## **Method**

This research uses a qualitative approach in which it relies on text and image data, have unique steps in data analysis, and draw on diverse designs (Creswell & Creswell, 2018). The subjects of this study were 24 Management major students from one class who mostly work and enroll online and offline English class and they get difficulty in learning English especially in speaking.

The data collection technique used is unstructured observation and unstructured interview. The instruments are using field note, questionnaire, and mobile phone recorder. Field note is used to observe the students' daily speaking activities to know their pronunciation. Questionnaire is made based on the inventories found since the teaching and learning process of English-speaking class. While mobile phone recorder is used for recording students' speaking activities involving their pronunciations. The questionnaire is a broadly implemented and useful instrument for collecting data and it can be undertaken without the attendance of the researcher (Cohen et al., 2007, p. 317). The questionnaire is an open-ended questions to write what the subjects want to write (Cohen et al., 2000, p. 248) with the question guidelines given (see in the Picture 3), while the mobile phone recorder is for recording the students' tongue twisters pronunciation without any treatments previously and to gather the results of students' answers.

Questionnaires Tongue Twister

Nama: \_\_\_\_\_

1. Apakah anda menyukai belajar bahasa Inggris? Mengapa?  
\_\_\_\_\_
2. Apakah anda percaya diri dalam speaking bahasa Inggris?  
\_\_\_\_\_
3. Bagian apa yang anda senangi dalam belajar bahasa Inggris?  
\_\_\_\_\_
4. Apa bagian tersulit dalam speaking bahasa Inggris?  
\_\_\_\_\_
5. Bagaimana anda membagi waktu bekerja dan belajar bahasa Inggris?  
\_\_\_\_\_
6. Media apa saja yang anda gunakan untuk belajar bahasa Inggris atau melatih pelafalan bahasa Inggris?  
\_\_\_\_\_
7. Apakah menurut anda belajar bahasa Inggris menggunakan media Tongue Twister dapat melatih pelafalan anda?  
\_\_\_\_\_
8. Kesalahan apa yang baru anda ketahui setelah belajar bahasa Inggris menggunakan media Tongue Twister?  
\_\_\_\_\_
9. Apa saja kemudahan yang anda dapatkan setelah belajar pelafalan bahasa Inggris menggunakan Tongue Twister?  
\_\_\_\_\_
10. Apakah belajar pelafalan bahasa Inggris menggunakan Tongue Twister menyenangkan?  
\_\_\_\_\_

Figure 3. The open-ended question and interview guideline

Firstly, the students were given two different tongue twister texts for two meetings without any treatments beforehand to know the students' word pronunciations naturally. Each student was practicing the pronunciations seriously. In the last sessions, the students were asked to fill in the 10 open-ended questionnaires to know how their perceptions after practicing tongue twister are.

Theophilus Thistledown,  
 the successful thistle sifter,  
 in sifting a sieve of unsifted thistles,  
 thrust three thousand thistles  
 through the thick of his thumb.  
 If, then, Theophilus Thistledown,  
 the successful thistle sifter,  
 thrust three thousand thistles  
 through the thick of his thumb,  
 see that thou,  
 in sifting a sieve of thistles,  
 do not get the unsifted thistles  
 stuck in *thy* thumb.

Figure 4. Text 1 of Tongue Twister

Seventy shuddering sailors  
 standing silent  
 as  
 short,  
 sharp,  
 shattering  
 shocks  
 shake  
 their splendid ship.

Figure 5. Text 2 of Tongue Twister

## Result and discussion

### The Management Students' Pronunciation Using Tongue Twister

This was their first experience practicing tongue twister. Most students got difficulties in pronouncing the word *th* /θ/ as *t* (fricative). The articulation of *th* /θ/ should be fricative like there is an air coming out from dental parts. In practicing text 1 of tongue twister, the error pronunciations mostly were found in the word *th* /θ/ such as in words of:

Table 1. Students' Pronunciation

Tongue Twister Words	Students' Pronunciation	Should be
Theophilus	Teopilus	/θeofilus/
Thistledown	Tisteldown	/'θɪs.l.daʊn/
Thrust	Trast	/θrʌst/
Three	Tree	/θri:/
Thousand	Tauzen	/'θaʊ.z ə nd/
Through	Trouk, tru	/θru:/
Thou	Tou	/ðau/
Thick	Tik	/θɪk/
Thumb	Tam	/θʌm/
Thy	Thai	/ðai/

From 24 ESP students in practicing the text 1, only 1 student who pronounced the word *th* /θ/ clearly although it was only in one word of *thistle*. Most students pronounced the sound of voiceless dental fricative /θ/ with voiceless alveolar plosive /t/. There was 1 student who pronounced through as *trouk* and one another pronounced it as *truk*. They also mispronounced the sound words *thou* and *thy* as *th*

in the /θ/ instead of voiced dental fricative /ð/.

In text 2, students were given a shorter tongue twister words than the text 1 related to the sound of /ʃ/ that is pronounced as *sh*. The articulation place of /ʃ/ is palato – alveolar which is related to palate and alveolus. There were 4 students who pronounced the text 2 of tongue twister words perfectly while the rest got difficulties in pronouncing some twister words as below.

Table 2. Students' Pronunciation

Tongue Twister Words	Students' Pronunciation	Should be	Numbers of students
Shuddering	Suddering	/'ʃʌd.ə r iŋ/	5
	Saddering		5
	Shuddering		2
Short	Sort	/ʃɔ:t/	5
Shake	Sik	/ʃeɪk/	1
	Sek		8
Shocks	Sok	/ʃɒk/	6
Silent	Silen	/'saɪ.lənt/	1
Shattering	Setting	/-ʃæt. ə r iŋ/	5
	Sattering		1
Sharp	Sarp	/ʃɑ:rp/	5
Ship	Sip	/ʃɪp/	9
	Shep		1

Those words were found in management students' pronunciation practice. They mostly omitted the sound of /ʃ/ in the tongue twister words and only 4 students who were able to pronounce those words with the sound of /ʃ/ as well. The sound of /s/ alveolar and /ʃ/ palato-alveolar is different. Students tended to read some words above using /s/ instead of /ʃ/ which involved the palate. It happened naturally when they were asked to pronounce those words because the sound /ʃ/ was always pronounced wrongly without any stressing in the palate as the place of articulation. The problem also was found in pronouncing the sound of /ai/ in the word silent. One student pronounced it naturally as its written form.

By using the tongue twister media with various words, students were able to learn English pronunciation by fun and easy and they were be able to differentiate the articulation of each word well after learning. It does not mean that students who learn English for Specific Purpose (ESP) must be able to acquire a native-like pronunciation, but their pronunciations are expected to be comfortably intelligible by the listeners.

#### *The Management Students' Perception in Speaking English Activity*

Various responses were obtained through unstructured interview and open-ended questionnaires. The interview guidelines used here was the same as the questions in the questionnaire. Various answers were stated by management students as they perceived in learning English especially in pronunciation.

There were 17 students who answered like learning English. Various reasons were stated such as because English is useful for future; it's an international language; internet uses English; for broader communication; English is fun; they can learn many new English words; and they want to be able to master English. 5 students answered do not really like English because since she was in Junior High

School, she disliked English for the old teacher and she was rare learning English; because English is difficult; and it's a job demand. For 2 students who answered dislike learning English was because English is difficult. From the reasons mentioned, it showed that most students owe the spirit to learn English although it is difficult for them as ESP students. In the second questions, the students were asked about the confidence in speaking English. These answers affect students' performance in speaking activity. The total of not confident answer in speaking English of management students were dominating. They conveyed that they are not good at pronouncing the English words, the long sentences and the lack of vocabulary mastery. 3 students who answered yes were motivating themselves that they must be able to speak English confidently although they still learn it. From the students' answers, it is a must to always involve them in speaking activity using various techniques and media to support their confidence.

In the question of "*Bagian apa yang anda senangi dalam belajar bahasa Inggris?*" various answers were delivered by students such as there were 2 students who like listening, 3 students who like speaking, 6 students who were interested in learning pronunciation, 2 students with reading, 1 students like learning English with fun games, and 2 students like learning grammar. Most of answers were the students who like learning English words to enrich vocabularies. It is continued with the students' preference in learning English pronunciation. Both answers were related to the students' problems as they did not feel confident to speak English because they are lack of vocabularies, their pronunciation is not intelligibly, and they are not fluent in pronouncing the English words.

Most students stated that the difficulties in speaking English are words ended with sound *th /θ/*, pronouncing each word, the tenses usage, in listening activity, and all English materials. 14 students answered pronunciation as the difficult part in learning English which showed that pronouncing English words is still becoming the L2 learners' problems. It must be a concern to involve students in various speaking activities for drilling their pronunciation.

As most management students are working, they divide the learning English time when they already work, in leisure time, and limiting going around with friends. They stated that they still have time to learn and understand the English materials such as using media of game, movie, English songs, Google translate, mobile phone, Duo Lingo application, online dictionary, or tongue twister. One student mentioned the tongue twister media to learn English after having the practice of it in the class. 16 students expressed that learning English using tongue twister is helpful to drill and understand how the pronunciation of each word should be. It also can enhance students' pronunciation significantly.

The faults which were firstly known after learning English by students were about the pronunciation of some words they thought it was true whereas it was not, the pronunciation of the sounds */ʃ/* and */θ/*, and the problem in distinguishing one word with others. The students' perceptions after learning English with the utilizing of Tongue Twister media are they can be more fluent in pronouncing the English words and it can drill their tongue to pronounce English words well. Overall, 21 students were fun in practicing English words using tongue twister media because it is funny and it can challenge them in pronouncing and listening to the good pronunciations.

## Conclusion

The critical difficulties faced by most management students were in pronouncing the sounds *th* /*θ*/ in the words of Theophilus (*Teopilus*), Thistledown (*Tisteldown*), Tree (*Tree*), Thrust (*Trast*), Thousand (*Tauzen*), Through (*Trouk, tru*), Thick (*Tik*), and Thumb (*Tam*). Another sound which became obstacle was in the sound of /*ð*/ which was pronounced as /*t*/and /*θ*/ instead of /*ð*/ in the words of Thou (*Tou*) and Thy (*Thai*). Other mispronunciations appeared in the sound of /*f*/ and changed by the sound /*s*/ which was omitted in some words such as Shuddering (*Suddering, Saddinger Shuddering*), Short (*Sort*), Shake (*Sik Sek*), Shocks (*Sok*), Shattering (*Setting Sattering*), Sharp (*Sarp*), Ship (*Sip, Shep*); and the sound of /*ai*/ in a word Silent (*Silen*).

The perceptions of management students in speaking English activity were they are not confident in speaking English because they are not good at pronouncing the English words and the difficult arrangements of long sentences; and they are still lack of vocabulary mastery. However, since they were still trying to learn English well, most students felt that learning speaking English using tongue twister media was helpful, really fun and challenging to pronounce and listen to the good pronunciations.

This study proposes suggestions for:

a) English Teacher

It is highly hoped that the speaking activity for ESP students is more emphasized to drill the students' proper pronunciation especially for some pronunciations which have become fossilized using various critical topics given to encourage them to speak and enrich new vocabularies.

b) English Students

Learning English is not only for writing subject, but also the ability to speak with right and proper pronunciation is also important. The confidence in performing the English speaking will appear when you can speak English well.

c) Future Researcher

The techniques and media to drill and motivate students' speaking ability are importantly needed to make them encourage to be confident in perform speaking.

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