

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. General Overview of Research Location and Research Objects

This research was conducted at MTs Tarbiyatus Shibyan address in the village of Margomulyo, Rt. 02, Rw. 03, Juwana district, Pati Regency. The research of implementation of Tongue Twister to improve the consonant pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati involves the students, the headmasters, and the English teachers at MTs Tarbiyatus Shibyan. To illustrate things relevant to this research, the following researcher describe them:

1. Institutional

MTs Tarbiyatus Shibyan was erected in 1986 by a group of Kyai and young people. MTs Tarbiyatus Shibyan stands in the shadow of the Tarbiyatus Shibyan foundation, which originally settled on MI Tarbiyatus Shibyan for the foundation, but after some developments and renewal, the Tarbiyatus Shibyan foundation successfully diffuses the level. Education starts at a child's education level: Early Childhood Education (PIAUD), Raudlatul Athfal (RA), Madrasah Ibtidaiyah (MI), and Madrasah Tsanawiyah (MTs).

MTs Tarbiyatus Shibyan's initial goal was to repair the system in the village of Margomulyo, which is to provide the children with nine years of education. Because it was before 1986 or before MTs Tarbiyatus Shibyan founded the village, most kids in that village went to school until the sixth grade. So it gives off a taste of concern in the hearts of Kyai Ali Ridwan and Kyai Hanan. So he suggested that religious figures, the local community, and youth figures be brought together to establish an advanced education level as an initial step toward improving education in the rural.¹

2. Human Resources

In the learning process, there is a great need for an educator who has the potential to teach and has more knowledge and insight. As for the educators at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, there are 15 educators who have always dedicated themselves to the madrasah. The names of the educators are attached.

¹ RU, The Interview with Headmaster of MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder, October, 15th, 2022.

In general, the students in MTs Tarbyatus Shibyan Margomulyo Juwana Pati come from and around Margomulyo village. The students at the madrasah are also made up of various families and different economic levels. MTs Tarbiyatus Shibyan had three classes, each with one class: VII, VIII, and IX. Each class consisted of 25–40 students. Because these madrasah are still in the early stages of development, some of the divisions become more specialized in learning systems each year. All of the students in this school—there are only 94 of them now.² The following table contains information about the student on MTs Tarbiyatus Shibyan Margomulyo Juwana Pati:

Table 4.1
Student data of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati In 2022/2023

No	Class	Male	Female	Total	Homeroom Teacher
1	VII	14	17	31	Camellia Nela Nurillah, S.Pd
2	VIII	19	18	37	Sunaryo, S.pd
3	IX	12	14	26	Surikah, S.Pd
	Total	45	49	94	

3. Profile of Madrasah

Here’s the researcher showing the profile of the Madrasah Tsanawiyah Tarbiyatus Shibyan:

- a. The name of Madrasah : MTs Tarbiyatus Shibyan
 Address : The Village of Margomulyo
 Distract : Juwana
 Regency : Pati
 Accreditation Status: B (Good)
 Phone Number : 082893580698
 Web : MTs TARBIYATUS SHIBYAN
- b. NPSN : 69726362
- c. Years Founded : 1954
- d. Years operating : 1986
- e. Level : Junior High School
- f. Status : Swasta

4. Geographic Location of Madrasah

MTs Tarbiyatus Shibyan Margomulyo Juwana is a Tsanawiyah Madrasah located in Margomulyo village, Rt.02,

² Curriculum Book of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, The Observation from the Researcher, Observation 1, October, 17th, 2022

Rw.03, which is geographically located in Juwana district, Pati regency, Central Java province, which is adjacent to Nguren Siti village in the east, Kincir village in the south, and Pantura highway in the west.

MTs Tarbiyatus Shibyan is located in a strategic location in the middle of the village. It is far from the north coast road, so it is a little difficult to access public transportation for students whose homes are far away and who need public transportation to go to school.³

5. Vision, Mission, and Goals

a. Vision

As a basic educational institution, MTs Tarbiyatus Shibyan Margomulyo Juwana Pati must consider Islamic characteristics in its vision for the expectations of students, parents of students, madrasah graduate user institutions, and the community. MTs Tarbiyatus Shibyan Margomulyo Juwana Pati also responds to developments and challenges in science and technology in the information and technology era based on Islamic religious values. As for the vision of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, which is formulated as follows: "Faithful, Knowledgeable, and Moral Karimah,"

Vision Indicator:

- 1) The realization of a generation that can behave according to the Islamic teachings.
- 2) The realization of a generation that has good morals.
- 3) The realization of a generation that is disciplined and diligent in performing compulsory worship and sunnah.
- 4) The realization of a generation that is polite in how they speak and behave.
- 5) The realization of a generation that is skilled in facing a challenging future.
- 6) The realization of a superior generation in academic and nonacademic achievements based on Islamic values as provision to continue higher education or live independently.

The vision above reflects the ideals of a future-oriented madrasah by paying attention to potential of the madrasah, the environment, as well as the competencies

³ Curriculum Book of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, The Observation from the Researcher, Observation 1, October, 17th, 2022

and character that will be possessed by all components of the madrasah, especially students, and is based on Al-Qur'an and Hadith.

b. Mission

To realize the vision, MTs Tarbiyatus Shibyan Margomulyo Juwana Pati defines the following steps:

- 1) Carry out coaching, teaching, remedial instruction, and training together and continuously.
- 2) The effectiveness of learning and guidance processes so that students can develop optimally according to their potential.
- 3) Always trying to improve the quality of education.
- 4) Providing facilities for guidance and practicum development together and continuously.
- 5) Adding local content to worship skills.
- 6) Make a study groups about religious deepening at Islamic boarding schools.
- 7) Instill attitudes and behaviors that are in accordance with Islamic religious law.

c. Goals

The goals of education in MTs Tarbiyatus Shibyan Margomulyo Juwana Pati in general cannot be separated from the purposes of national education, namely, developing potential learners, among them:

- 1) Empowering people to be able to serve Allah SWT.
- 2) Educate people to be skilled and have good morals according to the Al-Qur'an.
- 3) Growing sense of the values of Faith, Islamic, goodness in worship and tradition.
- 4) Carry out the education process in an orderly, effective and efficient manner.⁴

6. Educational Facilities and Infrastructure

Facilities and infrastructure are absolute requirements that must be owned by an institution and planned programmatically to achieve maximum results, whether in the form of a place (room), tools, or other complementary facilities. The more complete the facilities and infrastructure owned with maximum empowerment, the more opportunities to improve educational

⁴ Curriculum Book of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, The Observation from the Researcher, Observation 1, October, 17th, 2022

quality will exist. The available facilities and infrastructure are as shown in the appendix 3.

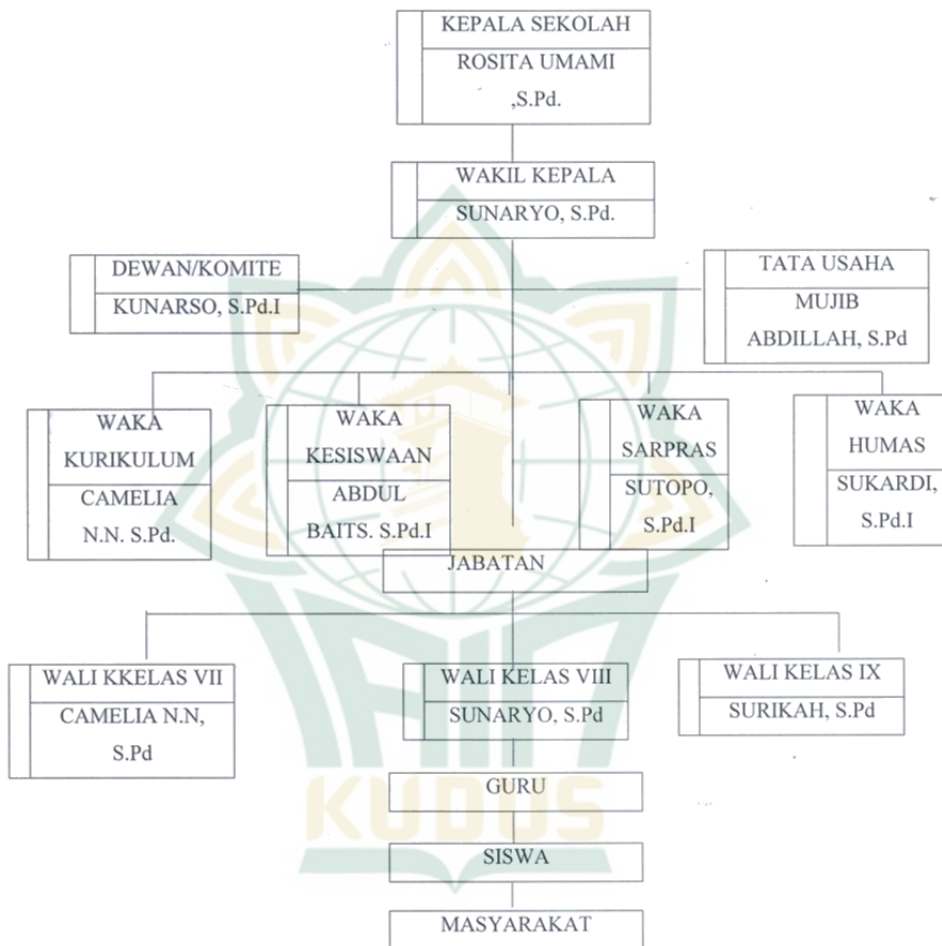
7. School Organizational Structure

Organizing is the process of dividing tasks and authority so as to create an organization that can be driven as a unit in order to achieve the goals that have been set. Through organization, the tasks of an institution are divided into smaller parts. In another sense, organizing is the activity of mobilizing resources and programs.

The preparation of the organizational structure at MTs Tarbiyatus Shibyan uses predetermined provisions. The organizational structure is designed to facilitate the work system based on their positions and respective positions. This aims to prevent abuse of the rights, powers, and obligations of one another. In the preparation of the organization at MTs Tarbiyatus Shibyan, it is carried out according to the abilities of each, so that in carrying out the assigned tasks, it can be carried out optimally. The organizational structure of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati shows that there is a relationship between administrators, headmasters, teaching staff, and employees with students that cannot be separated and has goals to achieve. There is good cooperation and working relationships within these institutions that support the achievement of learning objectives. The following is the organizational structure of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati for the 2022-2023 academic year.⁵

⁵ Noticeboard of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, The Observation from the Researcher, Observation 2, October, 17th, 2022

Table 4.3
ORGANIZATIONAL STRUCTURE
MTs TARBIYATUS SHIBYAN
2022/2023 ACADEMIC YEAR



8. Curriculum Structure of MTs Tarbiyatus Shibyan

The MTs Tarbiyatus Shibyan curriculum is structured as a guideline for organizing learning activities to achieve educational goals by taking into account the developmental stages of students and adapted to the environment, needs, developments in science and technology. The content of the curriculum is an arrangement of study materials and lessons to achieve goals. The curriculum used at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati is an Integrated Curriculum between

the Ministry of National Education Curriculum (2013 Curriculum). KTSP curriculum, Ministry of Religion Curriculum, Local Curriculum and School Curriculum.⁶

9. Program of MTs Tarbiyatus Shibyan

- a. Every morning at 06.45 to 07.00 the students carry out joint prayers, sholawat nariyah, asmaul husna, and reciting verses in Al-Qur'an at school yard.
- b. Collecting money for class need every Monday.
- c. Charity (Infaq) every Thursday.
- d. Habit of greeting.
 - 1) When meeting fellow Madrasah residents.
 - 2) When starting and ending the lesson.
 - 3) Every entry and exit of the room.
- e. Habit of shaking hands.
 - 1) When meeting with all of teachers.
 - 2) When meeting with fellow school residents.
 - 3) Farewell to the teacher after the last lesson.
- f. The habit of praying when:
 - 1) Exit and enter bathroom.
 - 2) Get on vehicle.
 - 3) Will study and finish studying.
- g. The habit of always saying the Thayyibah sentences.
- h. Always wear a clean and tidy uniform.
- i. Habituation always comes on time in accordance with the rules of the Madrasah.
- j. The habit of always keeping the classroom and environment clean.
- k. Carry out planting of trees and ornamental plants in the school environment.
- l. Conduct study guidance for students who are slow learners.
- m. Complete the learning resources book.
- n. Complementing learning media or learning visual tools.
- o. Optimizing library function.
- p. Carrying out an evaluation which includes:
 - 1) Daily assignments.
 - 2) Midterm tests.
 - 3) End of semester tests.

⁶ RU, The Interview with Headmaster of MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder, October, 15th, 2022.

- 4) Grade ascension exam.
- 5) Madrasah exam (writing and practice)
- q. Reporting of learning outcomes:
 - 1) Affidavit Results From the National Exam (SKHUN)
 - 2) Report or Report card
 - 3) Affidavit Results From a Nationalized Madrasah Final Exam (SKHUAMBN)
 - 4) Diploma
- r. Include students in events/ competitions.
- s. Give awards to accomplishment students.
- t. Organizing scouting activities (as a mandatory extracurricular), sports and arts in extracurricular forms.
- u. Provision of extracurricular facilities including sport and tambourines.
- v. Provide professional trainers from outside the madrasah.⁷

B. Research Findings

Based on the study done by the researcher at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati about the implementation of Tongue Twister to improve explosive consonant pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati. MTs Tarbiyatus Shibyan Margomulyo Juwana Pati is an institutin that has used Tongue Twister in the teaching-learning process to improve explosive consonant pronunciation. Mr. Mujib stated that the purposes of using Tongue Twister method are to make the students have other sides about understanding the material and to add some references in learning English pronunciation.⁸ In this research, the researcher found some results, including:

⁷ RU, The Interview with Headmaster of MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder, October, 15th, 2022.

⁸ MA, The Interview with English teacher at MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder. October 17th 2022

1. The Implementation of Tongue Twister to Improve Explosive Consonant Pronunciation of Eighth Graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati



Figure 4.1

Interview with English Teacher at MTs Tarbiyatus Shibyan

Before the researchers made observations, the researchers conducted interviews first. The interview structure was conducted on Saturday 13 October 2022 with the English teacher of MTs Margomulyo Juwana Pati, Mr. Mujib Abdillah. In this interview, the writer asked the English teacher some questions related to the way students learn in classroom, especially for English pronunciation, and the teacher's technique in learning pronunciation.

The first category that the author observes is the ability of the students. The teacher explained that the students in the class who graduated from MI Tarbiyatus Shibyan had slightly better pronunciation because, since MI, he has been teaching English from grades 1 to 6. So the English teacher already understands the characteristics of the students who graduated from MI Tarbiyatus Shibyan. The teacher explained that in order to teach pronunciation, students must have an intermediate knowledge of English. Based on this problem, the previous teacher's problem was motivating students to learn English. The teacher also stated that in order to teach pronunciation, the teacher must demonstrate good pronunciation to students. If students want to learn pronunciation, they can do it online or on YouTube, and they can check their own pronunciation in the dictionary to see if it is correct.

The second category is the students' difficulty learning pronunciation. The teacher mentioned that the common problems students face in learning pronunciation are caused by the

influence of their mother tongue, namely Indonesian, which makes it difficult for them to imitate English pronunciation well. The teacher added that learning pronunciation requires a lot of practice, which they don't only get at school. In this case, the teacher is simply advising students that if they want to learn pronunciation, they should use English music and movies. It is effective for improving their pronunciation. Check it with a dictionary, the teacher also said if there is a student wants to check their pronunciation. In this condition, the authors suggest the teacher use the tongue-twister technique. Initially, the teacher asked how to use the technique. However, after receiving a thorough explanation from the author, the teacher agreed to use it in teaching activities. In addition, researchers observed students' learning styles. The teacher explains that students have different learning styles, so he or she must adapt his teaching methods to their preferences. This effort is to stimulate students' interest in learning English. Unfortunately, they are still hesitant to present their English in class for fear of making mistakes, especially in pronunciation practice.

The final category, namely observation, is carried out to observe the teaching and learning process in pronunciation activities. Observations were made on November 6, 2022, in the eighth grade of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati for the 2022–2023 school year, starting at 09.15–11.15 WIB. In general, teachers use traditional methods to explain material to students, but sometimes the English teacher at MTs Tarbiyatus Shibyan uses the tongue-twister method in the teaching and learning process.

The teacher goes through several stages here. First, the teacher provides students with feedback on their manners. Second, the teacher stimulated the students' brainstorming by showing them some related stuff around the school. Thirdly, she discussed how to describe someone in English. The teacher then explained the noun to describe. She gave a lot of vocabulary to the students and read aloud together. After that, he asked the students to read the dialogue in the books interchangeably. Then, when the students read the dialogue, the teacher pays attention to whether the student's pronunciation is correct or not; if there is an incorrect pronunciation, the teacher immediately corrects the pronunciation. During a teaching-learning activity, the teacher used a LKS book as a medium to explain the materials. In addition, when speaking to his students, the teacher used informal

language. It causes his students to have little regard for him. In the last session, the teacher concluded the materials.

The implementation of teaching is the main activity of teaching. It includes the delivery of material and discussion. The English teacher explained that in the implementation of teaching and learning English explosive consonant pronunciation.

Based on the result of the observation at MTs Tarbiyatus Shibyan, it has implanted the tongue-twister technique in the classroom. The following are examples of MTs Tarbiyatus Shibyan's learning process.

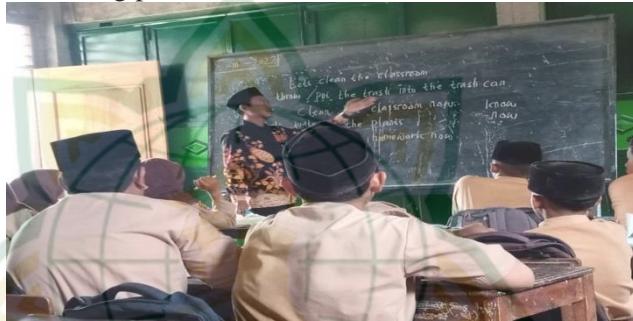


Figure 4.2
English Teaching and Learning process

The picture above explains that an English teacher at MTs Tarbiyatus Shibyan is teaching English material using the tongue-twister method. The tongue-twister method was used by the teacher to instruct the students. It was used to make it easier for the teacher to involve the students in the process of teaching and learning how to pronounce English consonants.

Before starting the lesson, the teacher makes some preparations. According to a statement from the English teacher of MTs Tarbiyatus Shibyan, Mujib Abdillah stated that he had prepared material about the related topic, the teacher. The content is simplified and only contains objectives, steps, and learning assessments. In addition, the English teacher made other preparations before learning began; the next step is handling the students to start the learning process in the classroom.

According to the English teacher, English teaching and learning activities are usually carried out directly from the pronunciations of the English teacher. Material is usually delivered by the teacher on the blackboard. Then, the teacher explained and read the material, after that, the student repeated the pronunciation after the teacher said. For the pronunciation

sometimes the teacher play English dictionary on her cellphone. The dictionary on her cellphone has pronunciation, the teacher usually play it, so the know how pronounce it. Moreover, the way to teach pronunciation need to be effective, so that the learning process get maximum result.⁹

In learning English explosive consonant pronunciation, many sources can be used, either from YouTube or the internet. The English teacher at MTs Tarbiyatus Shibyan explained that learning resources through the tongue-twister technique is very easy. For learning resources and media, he often used handbooks, LKS, videos on YouTube, and sources from the internet.¹⁰ However, based on the results of her interviews with students and the support of her friends, they prefer YouTube videos as their learning media because they make it easier for them to understand the material and do not bored them during the learning process.¹¹

2. Analyze the Problem of Students at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati in Pronouncing Explosive Consonants Using Tongue Twister.

According to the results of research on the implementation of the tongue twister method to improve English explosive consonant pronunciation in the eighth grade students of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, there are some problem of students at MTs Tarbiyatys Shibyan Margomulyo Juwana Pati in pronouncing explosive consonant using tongue twisters. The purpose of the learning process is to acquire new knowledge. In the improvement process, a teacher often experiences various things that became obstacles or barriers to achieving goals, both in terms of carrying out learning and in terms of improvement.

Well-organized teaching materials will bring several advantages, and good teaching materials will be able to motivate readers to carry out activities such as marking, taking notes, and sketching. The importance of the materials provided should be such that they are really important, both in terms of the goals to

⁹ MA, The Interview with English teacher at MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder. October 17th 2022

¹⁰ MA, The Interview with English teacher at MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder. October 17th 2022

¹¹ MA, The Interview with English teacher at MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder. October 17th 2022

be achieved and their functions. The teaching materials given to students must be of high quality. So quality teaching materials can produce quality students. Because the function of teaching materials exists in the process of teaching activities performed by teachers in contextual learning materials so that students can carry out learning tasks optimally.

Based on the observations of researcher, there are some obstacles experienced by the teacher in improving explosive consonant pronunciation using the tongue twister method in the eighth grade of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, as explained by the English teacher, namely: "What is certain is that applying a learning method to students must experience some obstacles or barriers. For example, as an English teacher, I have experienced a few obstacles in implementing this learning method. First, it's not easy for me or maybe other teachers to take the time to always accompany students' learning 24 hours a day because of other activities. Second, very few have supporting books. In addition, the small collection of school library books can also be an obstacle in the process of improving this teaching material. Third, there is a lack of supporting media, because sometimes we need media to support the use of teaching materials in the teaching and learning process. Then there was a lack of enthusiasm and interest in learning among the eighth grade students of MTs Tarbiyatus Shibyan, especially in this English subject, because they thought that English was the most difficult subject."

The limited time and knowledge of an educator are things that can become obstacles in carrying out the process of implementing learning methods to get maximum results, and teachers are required to know how students can understand the learning material that has been delivered.¹²

Moving on from the explanation above, Mrs. Rosita Umami, S.Pd, as the principal of the school, also explained that there were obstacles experienced by the English teacher in applying the tongue twister method to this English lesson, namely: For example, teachers are constrained by time, energy, and facilities that are not optimal enough to apply the tongue twister method to improve explosive consonant pronunciation in the eighth grade of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati. Second, the

¹²MA, The Interview with English teacher at MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder. October 17th 2022

classrooms are not fully adequate because the conditions have not been covered with ceramics but are still covered with cement plaster and bricks, so that students do not fully feel comfortable in the teaching and learning process.”¹³

Looking at the explanations of the English teacher and the school principal, it can be concluded that learning difficulties are a condition in the learning process characterized by certain obstacles to achieving learning outcomes. So to present a learning method to good students, the span of study time and learning design must really be carefully planned, because lessons that are too many and quite difficult to present tend to cause boredom in students.

C. Discussion

After presenting the data in accordance with the facts, the next step in this research is to conduct a clear and detailed analysis of the collected power using descriptive qualitative data analysis. The following are the results of the analysis from the researcher:

1. **The Implementation of Tongue Twister to Improve Explosive Consonant Pronunciation of Eighth Graders at MTS Tarbiyatus Shibyan Margomulyo Juwana Pati**

The implementation is the planned and intentional execution of activities aimed at transforming evidence and ideas into policies and practices that work for people in the real world. It seeks to realize the plan; both the 'how' and also 'what'. In the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.¹⁴

Tongue twister is a learning method that can improve students' skills in explosive consonant pronunciation. According to Machackova, tongue twister is phrases or sentences that are challenging to pronounce despite using similar sounds that are true and offer the students fun exercises for practicing their pronunciation. Tongue-twister sentences are made up of words that sound same but have diverse meanings. Also, certain tongue twisters are amusing and will be around tomorrow. This method

¹³RU, The Interview with Headmaster of MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder, October, 15th, 2022.

¹⁴ David H. Petters, et al, *Implementation Research in Health A Practical Guide*, 2013, World Health Organiation, Geneva, Switerland P. 13

is necessary since pupils will be trained on how to appropriately pronounce English words utilizing certain related and amusing phrases or sentences. Students are attempting to become more comfortable mimicking and recalling the English phonemes through tongue twisters.¹⁵ As a result, this approach has the benefit of increasing pupils' desire to learn proper pronunciation. The purpose of Tongue Twister is to make children feel comfortable when learning the explosive consonant pronunciation.

The implementation of tongue twisters by the eighth grade English teacher MTS Tarbiyatus Shibyan is considered effective enough because the delivery of English material has been done clearly and interactively. The teacher's role in this communication is to provide simultaneous guidance. And support so that student initiative and creativity can emerge during discussion sessions. Discussion sessions are very necessary so that the material can improve, and students will understand the pronunciation and meaning much better. Pronunciation is one important aspect of speaking English, it can be said that basic skills must be understood before deep learning about speaking. It is the basis of speaking skill, the talk were will be message to be conveyed. Sometimes the listener misunderstanding when the speaker talking if the speaker's pronunciation is not good. In addition, that makes the students difficult to speak English is they are not feeling confidence with their self.

Since most Indonesian students struggle to understand and pronounce English correctly because they are not native speakers, It's crucial to have a clear pronunciation when speaking. It is challenging for the listener to understand what kids are saying when they pronounce words incorrectly when speaking. Since the sounds of words typically differ from their written forms, the students find pronunciation to be a challenging subject. Some English words, particularly unknown ones, are difficult for the pupils to pronounce and cause them to feel confused. Based on the issue in the above sentence, the researcher was able to pinpoint the difficulty pupils have pronouncing English, particularly explosive consonant sounds namely follows: *p, b, g*,

¹⁵ Rahmadini Putri Fahruli, *The Effect of Tongue Twisters on Students' Pronunciation*, (UIN JAKARTA, 2020), P. 10

t, *d*, and *k*, as a result of specific English sounds not existing in the mother tongue.¹⁶

Explosive is thought to have been discovered in the seventh century by the Chinese and the first known explosive was black powder (also known as gunpowder) which is a mixture of charcoal, sulfur and potassium nitrate. The Chinese used it as an explosive, propellant and also for fireworks. Subsequently, with the development of nitrocellulose (NC) and nitroglycerine (NG) in Europe, a new class of explosives viz. low explosives came into existence. As this new class of explosives burn slowly in a controlled manner giving out a large volume of hot gases which can propel a projectile, these low explosives were termed as propellants. The discovery of high explosives such as picric acid, trinitrotoluene (TNT), pentaerythritol tetranitrate (PETN), cyclotrimethylene trinitramine (research department explosive RDX), cyclotetramethylene tetranitramine (high melting explosive HMX) etc. which are more powerful but relatively insensitive to various stimuli (heat, impact, friction and spark), advocated their use as explosive fillings for bombs, shells and warheads etc. Similarly, by following the principle of gunpowder and in order to meet the requirements of military for special effects (illumination, delay, smoke, sound and incendiary etc.), formulations based on fuels, oxidizers, binders along with additives were developed and classified as pyrotechnics. An explosive is a substance which, when suitably triggered, releases a large amount of heat and pressure by way of a very rapid self-sustaining exothermic decomposition reaction. The temperature generated is in the range of 3000 – 5000 °C and the gases produced expand 12 000 – 15 000 times than the original volume. The entire phenomenon takes place in a few microseconds, accompanied by a shock and loud noise.¹⁷

2. Analyze the Problem of Students at MTS Tarbiyatus Shibyan Margomulyo Juwana Pati in Pronouncing Explosive Consonants Using Tongue Twister.

Analyze is the process of breaking down a complex topic or substance into smaller parts in order to gain a better understanding of it. In improving learning materials in schools, a

¹⁶ Rahmadini Putri Fahruli, *The Effect of Tongue Twisters on Students' Pronunciation*, (UIN JAKARTA, 2020), P. 10

¹⁷ Jai Prakash Agrawal, *High Energy Materials Propellants, Explosives and Pyrotechnics*, (United Kingdom: WILEY-VCH, 2010), p. 2

teacher needs readiness in planning, implementing, and evaluating. In terms of implementing the improvement of explosive consonant pronunciation for eighth graders at MTs Tarbiyatus Shiblyan, of course it cannot be separated from the existence of problems that determine whether or not the implementation of the improvement of teaching materials is smooth. both for schools, teachers, and students.¹⁸ So in the implementation process, there are problems can be analyzed, which are as follows:

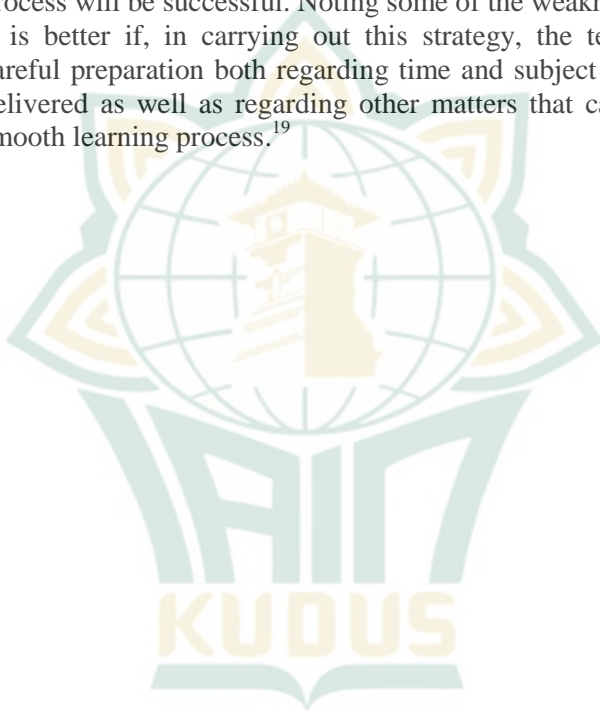
In improving learning materials, the teacher is not the only source of learning whose job it is to convey subject matter to students, but rather how to facilitate students' continued learning. Learning resources are anything that enables students to gain learning experience. Therefore, the development of these teaching materials requires teachers to be creative and innovative so that they are able to adapt their teaching activities to the style and characteristics of student learning. In essence, providing direct experience to students is difficult, not only because of the planning and time constraints, but also because there are a number of experiences that are unlikely to be learned directly by teachers or students.

The problem from within students and teachers, are the different abilities of children and teachers. During the process of implementing the tongue-twister method, it is not easy to do it well because the ability of each student is not the same. Students' abilities are very influential in achieving the targets to be achieved when implementing the tongue-twister method. It often happens that in a teaching and learning event, the teacher and students are not related to each other. This means that the teacher is engrossed in explaining the subject matter in front of the class, while on the bench the students are also engrossed in their own activities, daydreaming, chatting, or even falling asleep. Students don't care what the teacher says, and the teacher also doesn't care about what students sometimes do. For such teachers, what is important is that the subject matter has been delivered, regardless of whether the material is understood or not. In this kind of event, the learning process does not occur because the two important components of the learning system do not work together. It is said that learning occurs in a teaching and learning event when

¹⁸ Michael McCarthy, *Discourse Analysis for Language Teachers*, (Cambridge: Cambridge University Press), 1991, p. 6.

the teacher and students consciously lead to the same goal together. Therefore, both teachers and students in the learning process take advantage of all the potential they have for the success of the teaching and learning processes.

The success of the learning process is highly dependent on what the teacher has, such as preparation, knowledge, self-confidence, passion, enthusiasm, motivation, and various abilities such as the ability to speak (communicate) and the ability to manage the class. Without it, it is not certain that the learning process will be successful. Noting some of the weaknesses above, it is better if, in carrying out this strategy, the teacher needs careful preparation both regarding time and subject matter to be delivered as well as regarding other matters that can affect the smooth learning process.¹⁹



¹⁹ Douglas Brown, *principle of Language Teaching and Learning*, (San Fransisco State University: Longman, 2000)