

THE USE OF DRILLING METHOD IN TEACHING PHONETIC TRANSCRIPTION AND WORD STRESS OF PRONUNCIATION CLASS

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Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan penguasaan transkripsi suara dan penekanan kata bahasa Inggris melalui metode *drilling*. Bahwa, telah secara jelas terbukti kemampuan penguasaan pelafalan kata Bahasa Inggris mahasiswa semester empat tidaklah memuaskan. Mereka sering dijumpai salah dalam melafalkan kata kata Bahasa Inggris. Sementara itu, transkripsi suara dan penekanan kata bahasa Inggris merupakan fitur utama pelafalan yang merupakan dasar utama untuk mampu melafalkan kata dalam Bahasa Inggris dengan baik. Sedangkan metode *drilling* yang diimplementasikan pada penelitian ini merupakan bagian penting dari kegiatan - kegiatan pembelajaran pelafalan kata Bahasa Inggris di dalam kelas dan cukup efisien digunakan ketika pembelajar lebih tergantung kepada pengajar. Selain itu, *drilling* juga bermanfaat dalam membantu pembelajar dalam mengingat hal-hal baru yang diajarkan. Penelitian tindakan kelas ini terdiri dari dua siklus yang mana dalam tiap siklus terdapat empat tahapan kegiatan. Siklus kedua dilakukan dengan merujuk hasil refleksi pada siklus pertama dengan memperbaiki beberapa kelemahan yang ada pada siklus pertama. Subyek yang terlibat dalam penelitian ini adalah mahasiswa semester empat pendidikan Bahasa Inggris STKIP PGRI Trenggalek. Metode pengumpulan data dilaksanakan melalui pemberian tes pelafalan dan observasi. Untuk selanjutnya data dianalisis secara kualitatif dan kuantitatif. Hasil penelitian membuktikan bahwa pengimplementasian metode *drilling* secara efektif meningkatkan prestasi mahasiswa secara bertahap dari studi awal, siklus pertama dan siklus kedua yang mana pada siklus kedua ini telah mampu mencapai kriteria kesuksesan yang selaras dengan capaian pembelajaran sebagaimana tertuang dalam silabus.

Kata Kunci : *drilling*, transkripsi suara, penekanan kata, pelafalan.

Abstract: This research gives an account of how to enhance the students' phonetic transcription and word stress mastery of pronunciation through drilling method. That was obviously proved that the fourth-semester students' mastery of pronunciation was unsatisfactory. They were often found mispronounce English words. Meanwhile, phonetic transcription and word stress are considered as the main pronunciation features as a basis for having a good pronunciation. Then, drilling method was used in this research since it is an essential part of classroom pronunciation work and is also possibly the time in the lesson when the students are more reliant on the teacher. Besides, drilling is also fundamental to help students remember new items. However, this study was a classroom action research, which consisted of two cycles and each of cycles consisted of four phases. The second cycle was done based on the reflection in the first cycle by revising some drawbacks. The participants of the research were the fourth-semester students of English language education study program of STKIP PGRI Trenggalek. The data collection methods of this research had been obtained from pronunciation test and observation. Then, the data of this research were analyzed qualitatively and quantitatively. The research findings proved that the implementation of drilling method effectively enhanced the students' progressive achievement from the preliminary study to the first and the second cycle and to finally meet the success criteria toward learning outcome stated in the syllabus.

Key Words: drilling, phonetic transcription, word stress, pronunciation

INTRODUCTION

In this global era to face the world's challenges having an inclusive knowledge and mastering English as an internationalized language is an indispensable necessity. Besides, in the universal education setting, where English has turned out to be a language taught in the classroom, teaching and learning pronunciation is necessary and it has become a remarkable issue these days. Kelly (2000:11) stated that pronunciation is the key to speaking, meanwhile, Basuki (2016:42) argued that "... through the pronunciation mastery, one's speaking will be fluent, other people will be easy to understand it, or in the other word, people will not understand when the speaker pronounces incorrectly. Moreover, Kelly (2000:11) added that the consistency in mispronouncing phonemes can be extremely difficult for other speakers from another language to understand. This can be very disturbing and frustrating for them although they have a good knowledge of grammar and vocabulary but have adversity in understanding and being understood by other English speakers. Thus, having a good mastery of grammar and vocabulary is not more important than having a good mastery of pronunciation for those who want to speak and deliver their ideas orally. Therefore, teaching pronunciation for English language pupils may not be neglected anymore. Teachers may always enforce the pronunciation while they are teaching vocabulary, grammar and any other English components and skills.

Regrettably, as the necessity of a good mastery of pronunciation for a better oral communication, there was an issue dealing with the fourth-semester students of English language study program of STKIP PGRI Trenggalek. They were often found mispronounce English words thus their English sounded disturbing. As a result, their oral communication tended to be misunderstood and broken down. Besides they looked neglected the pronunciation, the preliminary study had obviously proved that this circumstance was caused by the students' mastery of phonetic symbols, transcriptions and word stress. They still found difficulties to distinguish several phonemes (vowels, consonants and diphthongs) and stresses among syllables in a word. Thus, they scored unsatisfactory in pronunciation practice test in preliminary study step of the research. Meanwhile, the learning outcome of pronunciation practice area of study is to make students able to analyze, distinguish and utter/pronounce English words correctly and accurately which corresponds closely to the norms in daily life.

For many years, drilling is a technique that has been used in foreign language classrooms. A technique that is constructed fundamentally or just in light of language drills is probably not going to discover numerous disciples today. Nonetheless, drilling

remains a helpful method in the classroom in the event that it is utilized suitably. Kelly (2000:16-18) stated one of the fundamental manners by which pronunciation is practiced in the classroom is through drilling. Drilling is also fundamental to the teaching of word stress, sentence stress and intonation. According to Kelly, the researcher believes that drilling Method is a better way to improve the students' phonetic transcription and word stress mastery of pronunciation. Besides it may help the students to remember new items, it is also possibly the time in the lesson when the students are more reliant on the teacher.

Related to the descriptions above, the statement of the research problem is how can drilling method be used to enhance the students' phonetic transcription and word stress mastery of pronunciation? More importantly, this research aims at describing the use of drilling method in enhancing the students' phonetic transcription and word stress mastery of pronunciation.

Specifically, the scope and the limitation of this research are limited on the teaching and learning phonetic transcription and word stress of pronunciation by using drilling method for the fourth-semester students of English language study program of STKIP PGRI Trenggalek in the 2017/2018 academic year.

This research may give some benefits for people, especially in English language education setting. For the students, they may be used to drill themselves practicing pronunciation by noticing its phonetic transcriptions and word stresses and they never neglect pronunciation for a better oral communication anymore. For the teachers, it is useful to enrich their knowledge of the utilization of different approaches, method and techniques in teaching pronunciation, especially when students are strongly reliant on teachers. Besides, they may be aware of the pronunciation necessities thus they may always enforce pronunciation while they teach any other English components and skills. For the next researchers and readers, they may take the findings of this research as one of their references for any research or learning purposes.

Reviewing some literature of pronunciation, Webster (1989:1152) argued that pronunciation is act or result of producing the sounds of speech, including articulation, vowel formation, accent, and inflection, frequently by referring to some standard correctness or acceptability. Then, Nasr (1980:177) defined pronunciation as the way in which (a particular) language is pronounced; a particular person's way of pronouncing language; the way in which a word is usually pronounced. Thus, pronunciation is how words are standardized pronounced through an act of producing sounds of speech by referring to some standard correctness or acceptability of a specific language.

Meanwhile, Basuki (2016:45) headlined the necessity of pronunciation is as the key of speaking. A good mastery of pronunciation makes one's speaking fluent and fluency of speaking is a key for successful oral communication.

However, as the importance of pronunciation, some problems still commonly occur in pronunciation teaching-learning. Kelly (2000: 12-13) stated that there are two key problems with pronunciation teaching. Firstly, it has tendency to be neglected and reluctant. And then secondly, when it is not neglected, it has a tendency to be reactive to a specific issue that has emerged in the classroom as opposed to being strategically planned. Then, Dixon (1963:07) stated teaching English pronunciation is both a simple and complicated procedure. It is simple in that such teaching involves merely the drilling of students on the various sounds of English. Any conscientious teacher, who herself has good pronunciation, can do this. She offers herself as a model of good pronunciation, correct as best as she can with any error the students made. Accordingly, teaching pronunciation may be a bit difficult one. Pronunciation tends to be neglected and reluctant since it may sound difficult for the teacher herself. Teacher of pronunciation should feel competent enough to teach pronunciation and as a living pronunciation model in the classroom. It is also hard to plan teaching and learning pronunciation since the fact proves that teaching-learning activities in the classroom are more dominant at revising and giving correctness to the students' pronunciation errors.

Dealing with phonetic transcription of this research, Ladefoged (2001:23) stated a phonetician is a man who can portray discourse, who comprehends the components of speech generation and speech perception, and who knows the language utilize these instruments. Phonetic transcription is close to a valuable device that phoneticians use in the portrayal of speech. Accordingly, it is sure that the goal of the transcription system, here is to represent each sound of human speech with a tool, with a symbol. Phonetic transcriptions are normally composed in the International Phonetic Alphabet (IPA), in which every English sound has its own particular symbol. These symbols are encased in the bracket / /to show that the transcription is phonetic and does not represent to the spelling arrangement of a particular language. For instance, the IPA-based phonetic transcription of no is nou, and the transcription of do is du:. Note that in spelling, these words are comparable. They both end in the letter o. However, their phonetic transcriptions are different, on the grounds that they are articulated different. Phonetic transcription deals with the phonemes. As a general rule, it is only necessary for written practical phonetic transcription to have symbols for the phonemes. Each phoneme has its own symbol to represent its sound in written form.

To explain further, the following tables deal with the transcription of phonemes; consonants, vowels and diphthong in examples:

Table 1. The Table of English Consonants Transcriptions

P	pie	pea		lowercase p
t	tie	tea		lowercase t
k	kye	key		lowercase k
b	by	bee		lowercase b
d	dye	D		lowercase d
g	guy			lowercase g
m	my	me	ram	lowercase m
n	high	knee	ran	lowercase n
ŋ			rang	eng (or angma)
f	fie	fee		lowercase f
v	vie	V		lowercase v
θ	thigh			theta
ð	thy	thee		eth
s	sigh	sea	listen	lowercase s
z		Z	mizzen	lowercase z
f(s)	shy	she	mission	esh (or long s)
ʒ (z)			vision	long z (or yogh)
l	lie	lee		lowercase l
w	why	we		lowercase w
r (ɹ)	rye			lowercase r
j (y)		ye		lowercase j
h	high	he		lowercase h

Note also the following:
 T f(ts) chi(me) chea(p)
 dʒ ji (ve) G

Table 2. The Table of English Vowels Transcriptions

1	2						
i:	i:	heed	he	bead	heat	keyed	lowercase i
ɪ	ɪ	hid		bid	hit	kid	small capital I
eɪ	eɪ	hayed	hay	bayed	hate	cade	lowercase e
ɛ	ɛ	head		bed			epsilon
æ	æ	had		bad	hat	cad	ash
a:	a:	hard		bard	heart	card	script a
ɑ:	ɑ	hod		bod	hot	cod	(2) turne script a
ə:	ə:	hawed	haw	bawd		cawed	open o
ʊ	ʊ	hood				could	upsilon
oʊ	əu	hoed	hoe	bode		code	lowercase o
u:	u:	who'd	who	booded	hoot	cooded	lowercase u
ʌ	ʌ	Hudd		bud	hut	cud	turned v
ɜ:	ɜ:	herd	her	bird	hurt	curd	reserved epsilon
ai	ai	hide	high	bide	height		lowercase a (+l)
aʊ	aʊ		how	bowed		cowed	(as noted above)
əl	əl		(a)hoy	bowed		cowed	(as noted above)
ɪl	lə		here	beard			(as noted above)
ɛɪ	ɛɜ		hair	bared		cared	(as noted above)
air	aə	hired	hire				(as noted above)

Note also the following:
 ju ju hued hue Bude cude (as noted above)

Column 1 applies to many speakers of American English, column 2 to most speakers of British English. The last column gives the conventional names for the phonetic symbols in the second column, some of which are also accompanied by the length mark (:) or by (r).

Meanwhile, when a word has many syllables, one of them is always pronounced more strongly. This may be called word stress, and we may say that the syllable is stressed. On a word, the stress can fall on the first, middle or last syllable. Jones (1987:245) defines, "Stress may be described as the degree of force with which a sound or syllable is uttered", then, Hayes (2009:271) stated, "Stress is generally taken to involve the force or intensity with which a syllable is uttered", and Dobrovolsky (1989:39) says "Stress is a cover term for the combined effect of pitch, and length – the result of which is vowel prominence". In a nutshell, stress is applied not to individual vowels and consonants but the whole syllable. A stressed syllable is articulated with a more prominent measure of vitality than an unstressed syllable, and is a more prominent inflow of speech. The following tables outline the stressed syllable placement and then rule of word stress.

Table 3. **Stressed Syllable Placements**

Ooo	oOo	ooO
SYL labus	en GAGE ment	ushe RETTE
SUB titute	ba NA na	kanga ROO
TECH nical	pho NETIC	under STAND

Table 4. **The Rule of Word Stress**

Core Vocabulary	Prefixes and Suffixes	Compound Words	Words having a Dual Role
Many 'everyday' nouns and adjectives of two syllable length are stressed on the first syllable. i.e. SIS ter, BRO ther, Mother, Lonely etc.	These are not usually stressed in English. Consider: QU ietly, oR IGinally, deF Ective and so on. (Note the exceptions, though among prefixes like B icycle and DIS locate)	Words formed from a combination of two words tend to be stressed on the first element . i.e. POST man, NEW spaper, TEA pot, CROSS word.	In the case of words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable (in line with the core vocabulary beside) and the verb on the last syllable (in the line with the prefix rule). i.e. IM port (n), im PORT (v), and RE bel (n), re BEL (v)

To explain further, since it is debatable whether any degrees of stress less than primary, secondary, and tertiary exist, this research marks only primary and secondary stresses. Unmarked vowels have tertiary stress. Up until now, we have taken a gander at the syllables as far as being either stressed or unstressed. Truth be told, inside longer words syllables can have distinctive degrees of stress. Daniel Jones, in *An Outline of English Phonic*, cites the word 'opportunity', which has five levels of stress as seen below. '1' indicates the greatest level of stress, and '5' is the last.

2 4 1 5 3
 /**dpə**'tju:nɪtɪ/

Meanwhile, dictionaries tell us which syllable is stressed. The most famous framework is to put an apostrophe (') before the stressed on syllable in the phonetic transcription of the word. For instance, the transcription for become is /bɪ'kʌm/. In the event that a word has just a single syllable (for instance pen, house), the syllable is constantly stressed. Dictionaries always do not put an apostrophe before the main syllable. So they do not compose /'pen/ — they basically compose /pen/. A few dictionaries utilize different frameworks for demonstrating word stress. For instance, they may put an apostrophe after the stress on syllable, or they may underline the stress on syllable.

Interestingly, Kelly (2000:16) expressed: One of the primary manners by which pronunciation is practiced in the classroom is through drilling. Meanwhile, Dixson in Basuki (2016:45) stated "teaching English pronunciation is both a simple and complicated procedure. It is simple in that such teaching involves merely the drilling of students on the various sounds of English". To explain further, Senel in Riswanto and Haryanto (2012) stated that drilling system is exceptionally helpful in teaching pronunciation since it can make right and precise pronunciation. Henceforth, drilling is fundamental method practiced in teaching-learning pronunciation since pronunciation is a productive skill which comes after the receptive skill. It means that the students may produce well as if they receive well. Consequently, to have a good mastery of pronunciation, repetition/drill to reception/hearing/studying the correct sounds and rules of pronunciation of language should be continued over as long a period of time as possible.

Furthermore, Senel in Riswanto and Haryanto (2012) gave numerous types of drilling techniques which can be utilized in teaching pronunciation. They are:

a. Word – association drill

In this kind of drilling, the teacher pronounces some vocabulary and the students rehash it or students are requested to practice. At that point, the teacher records more vocabulary. And then, teacher pronounces English phonemes. After the teacher articulates one of the phonemes the students are requested to predict on what word the phonemes is base on the written words. Furthermore, we can see in the example:

1. In which of the words as follows, do we have sound /æ/?

a. Bed b. bad c. but d. bear e. beer

2. In which of the words as follows, do we have / e/?

a. Bag b. mail c. get d. lake e. feet

b. Saturation

In this kind of drilling is appropriate for all places of the problematic sound, for instance, sound/S/. It can be set in:

<i>Initial</i>	<i>Medial</i>	<i>Final</i>
See	leasing	peace
Seep	pistol	niece
Seed	classic	purse
Sip	paucity	less

c. Mobility Drill

Mobility drill is very necessary aspects in pronunciation teaching. In this type, the teacher requests the students discover the some number of as vocabularies that the words starting with a similar letter and afterward request those students pronounce them. Example: *Bat bad brick ball boy See sees she sea shut Thing thick tuck tack thin*

d. Comparative Drill

This type is nearly the same as mobility drill however in this drill, one of the elements that we pronounce are placed in different position. In this kinds of drilling, it might be confounding in light of the fact that to recognize the sound students require great command of listening. For example: In drilling /f /, /v / and / p/, / f/, sounds Fee-bee feat – peat Freeze - breeze visa - Pisa pig – fig Another example/ æ / and / e / Sat - set band - bend sand - send bad - bed pan - pen

e. Substitution Drill

This sort of drilling might be applied by substituting any sound rather than the other sound. Example: /t/ instead of / θ/ or /d/ in place of / ð/ and many more. Here are some exercises:

- a. This is thin/ tin
- b. Do you see his lung/ lunch
- c. Was it a brand/branch
- d. He is our king/ kin
- e. It is cheap/ chip.

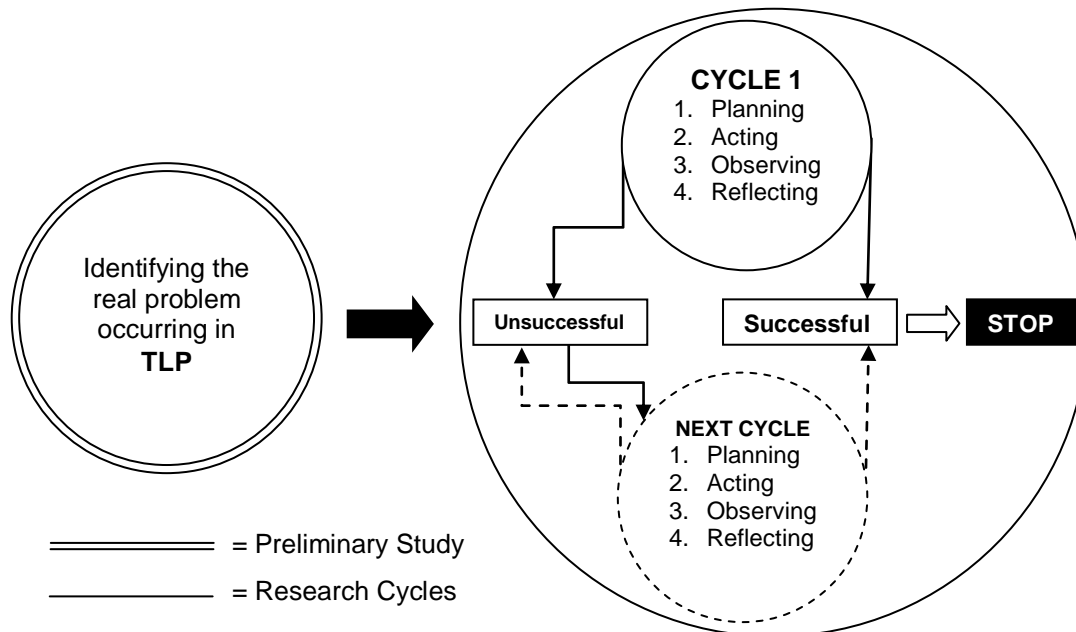
RESEARCH METHOD

Research design implemented in this research is classroom action research design (CAR). This research is especially conducted to enhance the practical quality of teaching in class (Latief, 2010:81). Thus, CAR begins with problems about classroom practices/experiences, issues, or challenges. Meanwhile, the objective of this research design is to describe how the use of drilling method in enhancing phonetic transcription

and word stress mastery of the English language study program students in pronunciation class.

To explain further, the following figure describes the classroom action research procedures started from preliminary study to research cycle:

Figure 1. **Classroom Action Research Procedures**
(Adapted from Basuki, 2016: 48 - 49)



Based on the figure above, this research has two main research procedures; they are preliminary study and research cycle. Preliminary study is to identify and define the real problems occurring in class. As stated previously, most students got the unsatisfactory mark of pronunciation test. Henceforth, the most crucial issue in the class was the phonetic transcription and word stress mastery of the students. Accordingly, the success criteria of this research are the enhancement of students' phonetic transcription and word stress mastery of pronunciation that is most students (75%) are able to analyze, distinguish and utter/pronounce English words correctly and accurately which corresponds closely to the norms in daily life. In other words, the success criteria of this research are most students (75%) get at least good score in pronunciation practice test.

Meanwhile, the following steps of an action research cycle are done in order to solve the problems and achieve the objective of the research.

Planning

This step covers some activities as the following:

1. Making some teaching plans for phonetic transcription and stress of pronunciation by incorporating drilling method as the method proposed to tackle the issue. There are

many types of drilling techniques used in the teaching plans such as: word-association, saturation, mobility, comparative and substitution drill

2. Making an observation filed note as an instrument to monitor and record TLP whether it is in line or not with the teaching plans have been made before.
3. Making a valid pronunciation test as an instrument to measure students' phonetic transcription and word stress mastery of pronunciation.

Acting

This step is merely as the implementation of the previous step; planning. It is to teach phonetic transcription and word stress of pronunciation by incorporating drilling method based on teaching plans. At the end of this step, a test is given to the students to know whether their phonetic transcription and word stress mastery of pronunciation has been enhanced and met the success criteria or not.

Observing

Basuki (2016: 51) argued: "observation is the process of recording and collecting the data about aspects that lead to successfulness or unsuccessfulness of the implemented strategy toward the success criteria of this research". This step is done at the same time as the previous step; acting. A collaborator is necessarily involved in this step to monitor and record any aspects leading to successfulness or unsuccessfulness of the implemented method in the acting step by using an observation filed note.

Reflecting

This step is to analyze the collected data from the previous steps; acting and observing, reflect and decide whether the result of the collected and analyzed data are successful to achieve the success criteria or the contrary, continue into the next cycle and revise the planning step based on drawbacks found. Meanwhile, in analyzing the collected data, the researcher applies the technique of data analysis as the following:

1. The data of the observation field notes in the form of checklists and descriptions about the situation of the class during the TLP are analyzed qualitatively to have a conclusion whether the implementation of drilling method is already in line with the teaching plans and sound of theories.
2. The data of the pronunciation practice test that is the students are to utter/pronounce English words through minimal pairs, tongue twisters, alliteration, sound recognition and tone analysis is analyzed quantitatively by calculating and scoring correct pronounced and mispronounced words. Then, the scores of the students are classified into 5 categories; excellent (85% – 100%), very good (71% – 84%), good (60% - 70%),

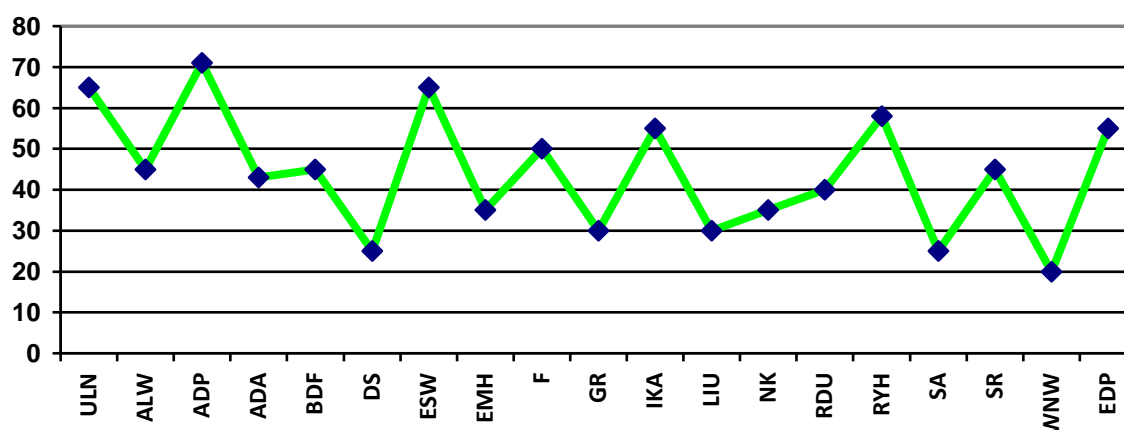
low (40% - 59%) and failed (0% - 39%) based on the percentages of the correct number of pronounced words divided by the total number of pronounced words.

FINDINGS AND DISCUSSIONS

Findings

1. Preliminary study

Figure 2. **Students' Pronunciation Test Score in Preliminary Study**



Meanwhile, the score distribution of the students' pronunciation test in the preliminary study can be found in the table as the following:

Table 5. **Score Distribution of the Students' Pronunciation Test in Preliminary Study**

Interval	Qualifications	Preliminary Study	
		Number of Students	Percentages
85% – 100%	excellent	0	0%
71% – 84%	very good	1	5,26%
60% - 70%	good	2	10,52%
40% - 59%	low	9	47,37%
0% - 39%	failed	7	36,84%

2. Research cycles

a. Cycle 1

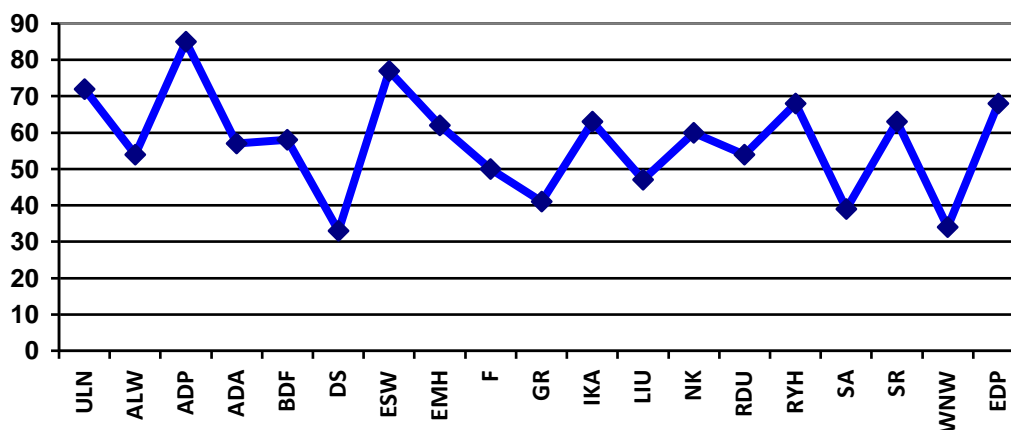
1. Observation field notes

Research findings on observation field notes implemented during the TLPs of incorporating drilling method to enhance the students' mastery of phonetic transcription and word stress proved that the teaching plans were not successfully applied as they are intended to. In the first and the second meeting, the researcher was merely only able to drill the different sounds among phonemes (vowels, consonants, and diphthongs) and the different stress of the words. The students looked reluctant, neglected and difficult to

distinguish phonemes and stresses since the phonetic symbols are difficult to remember and they used to mispronounce English words. Consequently, repetition of drilling on mastering phonetic transcriptions of the phonemes and word stress in examples was still continued until next meetings.

2. Pronunciation test

Figure 3. **Students' Pronunciation Test Score in Cycle 1**



Meanwhile, the score distribution of the students' pronunciation test in cycle 1 can be seen in the table as follows:

Table 6. **Score Distribution of the Students' Pronunciation Test in Cycle 1**

Interval	Qualifications	Cycle 1	
		Number of Students	Percentages
85% – 100%	excellent	1	5,26%
71% – 84%	very good	2	10,52%
60% - 70%	good	6	31,57%
40% - 59%	low	7	36,84%
0% - 39%	failed	3	15,79%

Thus, the cycle 1 was unsuccessful to meet the success criteria of the research then it was obligatory to be continued to cycle 2.

b. Cycle 2

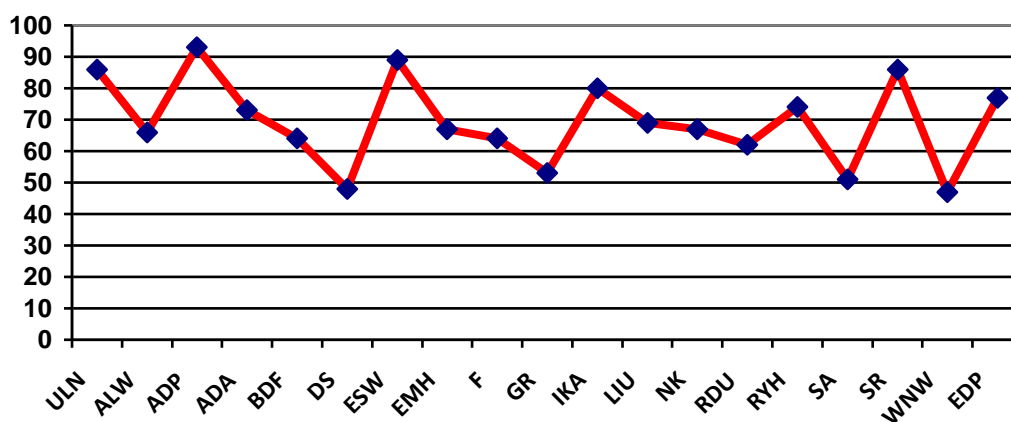
1. Observation field notes

Since the research findings on observation field notes of the cycle 1 proved that the teaching-learning of pronunciation was difficult to be strategically planned, research findings on observation field notes in cycle 2 found that the TLPs were not rigidly planned anymore but were sharpened about drilling which was to achieve the success criteria of the research. The activities during the TLPs were merely focused on drilling the most crucial features of phonetic transcription and words stress theories, dynamically followed the classroom

atmospheres, practiced pronouncing English words, came up with the students' phonetic transcription and word stress errors, revised the errors, gave a role model of good pronunciations, repeated and repeated again. As a result, the students might not neglect the pronunciations anymore. They were attentive and motivated to have better pronunciation mastery. They had a longer-term memory of the different sounds among phonemes (vowels, consonants and diphthongs) and the different stress of the words. Thus, they pronounced English words much better than before.

2. Pronunciation test

Figure 4. **Students' Pronunciation Test Score in Cycle 2**



Meanwhile, the score distribution of the students' pronunciation test in cycle 2 can be seen in the table as follows:

Table 7. **Score Distribution of the Students' Pronunciation Test in Cycle 2**

Interval	Qualifications	Cycle 2	
		Number of Students	Percentages
85% – 100%	excellent	4	21,05%
71% – 84%	very good	4	21,05%
60% - 70%	good	7	36,84%
40% - 59%	low	4	21,05%
0% - 39%	failed	0	0%

Thus, the cycle 2 was successful to achieve the success criteria of the research which says most students (75%) got at least good score in pronunciation practice test. In other words, most students (75%) are able to analyze, distinguish and utter/pronounce English words correctly and accurately which corresponds closely to the norms in daily life. Henceforth, the classroom action research was stopped.

3. Comparison between preliminary study and research cycles

Figure 5. **Students' Pronunciation Test Score from Preliminary Study to Research Cycles**

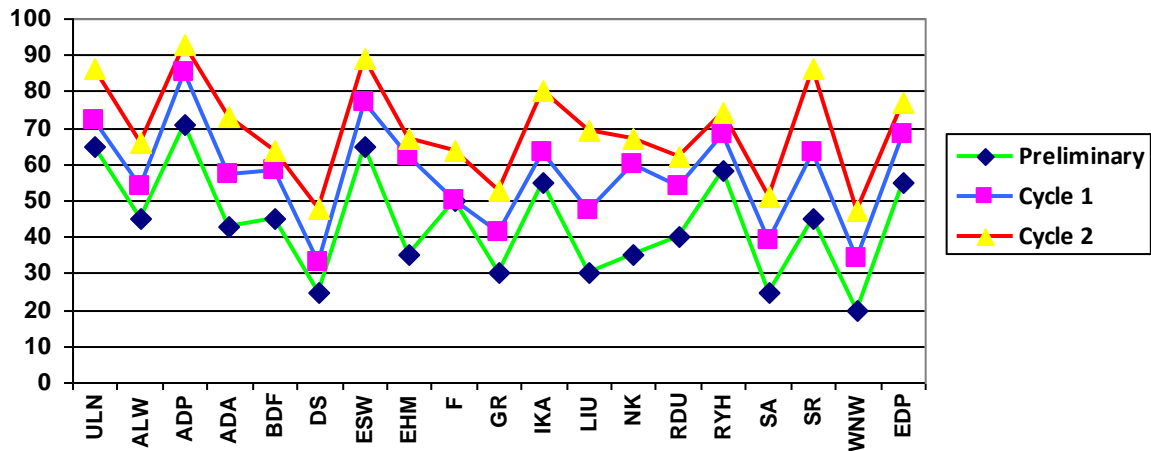


Table 8. **Score Distribution of the Students' Pronunciation Test from Preliminary Study to Research Cycle**

Interval	Qualifications	Number of Students			Percentages		
		Preliminary	Cycle 1	Cycle 2	Preliminary	Cycle 1	Cycle 2
85% – 100%	excellent	0	1	4	0%	5,26%	21,05%
71% – 84%	very good	1	2	4	5,26%	10,52%	21,05%
60% - 70%	good	2	6	7	10,52%	31,57%	36,84%
40% - 59%	low	9	7	4	47,37%	36,84%	21,05%
0% - 39%	failed	7	3	0	36,84%	15,79%	0%

Based on the figure and table above, it was proved that the use of drilling method effectively enhanced the students' progressive achievement from the preliminary study (10,52%) to the first (31,57%) and the second (36,84%) cycle and to finally meet the success criteria toward learning outcome stated in syllabus.

Discussions

The discussions of the research findings are highlighted in the following table.

Table 4. **Discussions of the research findings**

	Discussions
<p>The Use of Drilling Method in Teaching Phonetic Transcription And Word Stress of Pronunciation Class</p>	<p>Teaching pronunciation for EFL learners is difficult to plan and they tend to neglect the pronunciation. These findings are similar to Kelly (2000: 12-13) stated that there are two key problems with pronunciation teaching. Firstly, it has tendency to be neglected and reluctant. And then secondly, when it is not neglected, it has a tendency to be reactive to a specific issue that has emerged in the classroom as opposed to being strategically planned.</p> <p>Teaching pronunciation needs a teacher as a good role pronunciation model and she is to always come up with students' pronunciation errors. Similarly, Dixson (1963:07) stated Any conscientious teacher, who herself has good pronunciation, can do this. She offers herself as a model of good pronunciation, correct as best as she can with any error the students made.</p> <p>EFL learners are used to mispronouncing English word. Meanwhile, Senel in Riswanto and Haryanto (2012) stated that there are numerous issues that are faced by EFL students when they studying English. A standout amongst the most widely recognized issues is difficulties that occur during pronunciation TLP. A large portion of them feel troublesome when they pronounce English words. It is caused by numerous factors. The factor can be the age factor, phonetic mastery, the absence of training, motivation, state of mind and first language</p> <p>Drilling is a better and effective method for teaching pronunciation, especially for EFL learners. This finding is in line with Rodger and Richards (1986: 142) who argued drilling technique is one of the ways that used in teaching English pronunciation that refers to behaviorist approach where the students are suggested to be familiar or used to the target language that they learn. In this technique, the students are emphasized to do more practices</p>

CONCLUSIONS AND SUGGESTIONS

Teaching pronunciation for EFL learners is difficult to plan and they tend to disregard or neglect the pronunciation. Besides most of them feel difficult when they pronounce English words, they are also used to mispronounce English words. It is caused by some factors. The factor can be they were formerly taught the wrong pronunciations, age factor, intra language (mother tongue) phonetic and word stress mastery, practice, motivation, attitude and personality. Thus, great teacher and method of teaching pronunciation are noteworthy things to fulfill the pronunciation learning target. Teaching pronunciation needs a teacher as a good role pronunciation model and she is to always come up with students' pronunciation errors. Dixson (1963:07) stated any conscientious teacher, who herself has good pronunciation, can do this. She offers herself as a model of good pronunciation, correct as best as she can with any error the students made. Meanwhile, Drilling is a better and effective method for teaching pronunciation, especially for EFL learners. The finding of this research obviously proves that the implementation of drilling method effectively enhanced the students' progressive achievement from the preliminary study (10,52%) to the first (31,57%) and the second (36,84%) cycle and to finally meet the success criteria. it is in line with Senel in Riswanto

and Haryanto (2012) who expressed that drilling technique is extremely valuable in teaching pronunciation since it can make correct and precise pronunciation.

Having the findings of the research, it is humbly suggested for the people in English language education setting especially for the students and teachers of pronunciation. The students may be used to drill themselves practicing pronunciation by noticing its phonetic transcriptions and word stresses and they never neglect pronunciation for a better oral communication anymore. For the pronunciation teachers, they may use drilling method in teaching pronunciation, especially when students are strongly reliant on teachers. The teachers of pronunciation are also suggested to be a conscientious teacher, who herself has good pronunciation, who offers herself as a model of good pronunciation, who always comes up with students' pronunciation errors, correct as best as she can with any error the students made.

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