

## ABSTRACT

Theoretically, students are given the materials prepared by their teachers, and teachers prepare the materials according to the prevailing curriculum. However, some students can be more anxious than one can think of. Standing in the position as a teacher, one needs to be well-prepared to have such kind of students, because they may ask for more than what is given.

Concerned with the usage of prefix *un-* and *dis-*, one can spontaneously point out, for example, 'agree' has to use *dis-* for its negation to form 'disagree', but 'able' has to use *un-* for its negation to form 'unable'. A number of questions may arise from this condition.

The objectives of this study are to find out whether there are special or regular rules about the usage of prefix *un-* and *dis-* or not, to know how much the mastery of prefix *un-* and *dis-* among the seventh-semester students of the English Language Education of Sanata Dharma University is, and to find out what the most common reason or background that underlies the students' choices of the usage of prefix *un-* and *dis-* is.

To accomplish this thesis, there were two kinds of research done, i. e. book or library research and field research. The sample of population of interest was taken from the seventh-semester students, class of 1990, of the English Language Education of Sanata Dharma University. The instrument used consisted of a test and a questionnaire which were bound as one set. The procedures of the research consisted of five stages, i.e. book research, the test and the questionnaire design, test (data collection), data and data analysis, and conclusion.

The result of the research indicated that *un-* was used mostly with adjectives, i.e. about 59.86%, and adverbs, i.e. about 17.25%. *Dis-* was used mostly with nouns, i.e. about 41.79%, and verbs, i.e. about 29.44%. The test on the mastery of the seventh-semester students showed that the students had good to very good mastery. About the most common reason or background that

underlies the students' choices of the usage of the prefixes, the result of the questionnaire showed that most of the students, i.e. sixty percent, said that they had been influenced mostly by their learning and memorization.

Considering the usage of prefixes, we can conclude that it will be good to give a proper position to the discussion on prefixes in language teaching. Prefix *un-* and *dis-* are the examples of the prefixes that have important roles in the word-formation of English. Prefix can be taught in vocabulary or structure courses. This implies that the teachers or lecturers who are involved in the teaching of the two courses are requested and needed to give more attention to this specific language element, compared with other teachers or lecturers involved in the teaching of other courses.

