

## ABSTRACT

Listyarian, Ardhian. 2015. *English Language Education Study Program Students' Mastery and Perception of Words with -eous, -ic, -ity, and -ion Suffixes*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Pronunciation is an indispensable element in establishing effective communication. Word stress, as a part of pronunciation, is essential in determining the meaning of a word because it puts greater force on a certain syllable of a word. Word stress is subject to stress shift caused by several suffixes such as *-eous*, *-ic*, *-ity* and *-ion*. In this research, the researcher intends to look closely into how the seventh semester students of ELESP year 2014 pronounce 80 English words that end in *-eous*, *-ic*, *-ity* and *-ion* suffixes.

There were two research questions, namely (1) How do the seventh semester students of English Language Education Study Program view the stress placement of English words with *-eous*, *-ic*, *-ity* and *-ion* suffixes? and (2) How do the seventh semester students of English Language Education Study Program stress English words with *-eous*, *-ic*, *-ity* and *-ion* suffixes? The data from the first and second research questions were collected using a questionnaire and an oral test respectively. Thus, the methodology was survey.

The majority of the sample believed that stress placement was very important. They too, believed that different suffixes had different stress rules. Nearly half of them (45%) believed that *-eous*, *-ic*, *-ity* and *-ion* suffixes did not shift the stress and 41% of them believed the opposite. Almost all students (82%) retook no subjects related to pronunciation or phonology. However, their oral performance yielded different results. In the *-eous* category, for example, many students could not locate the stress because the words presented were less familiar to them. Inappropriate stress placement remained a problem when students pronounced words ending in *-ic*, *-ity* and *-ion*. Many students were unaware of the morphological factor that contributed to stress rules so that they failed to stress words having more than two syllables. Improper articulation of speech sounds had been prevalent in all suffix categories. Thus, in several words, there were no more than ten correct pronunciations although in a few others there were more than 20 correct pronunciations.

As for the recommendations, the researcher recommends that ELESP students be taught using approaches that are more engaging in order to meet their various needs. In addition, the researcher recommends that future researchers investigate other topics related to prosodic phonology or the interrelation between stress rules and morphology.

**Keywords:** stress placement, *-eous*, *-ic*, *-ity* and *-ion* suffixes, ELESP students

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Pronunciation adalah elemen penting dalam membangun komunikasi yang efektif. Penekanan kata, sebagai bagian dari pronunciation, sangat esensial dalam penentuan makna kata karena ia memberi penekanan lebih pada suku kata tertentu. Penekanan kata dapat mengalami perpindahan yang disebabkan oleh beberapa akhiran seperti -eous, -ic, -ity dan -ion. Dalam penelitian ini, peneliti bertujuan menganalisa bagaimana mahasiswa PBI semester tujuh program studi PBI tahun 2014 melafalkan 80 kata Bahasa Inggris yang berakhiran -eous, -ic, -ity dan -ion.

Ada dua pertanyaan ilmiah, antara lain (1) Bagaimana mahasiswa PBI semester tujuh mengkonsepkan penempatan penekanan kata pada kata-kata Bahasa Inggris berakhiran -eous, -ic, -ity dan -ion? dan (2) Bagaimana mahasiswa PBI semester tujuh memberi penekanan pada kata-kata Bahasa Inggris berakhiran -eous, -ic, -ity dan -ion? Data dari pertanyaan ilmiah pertama dan kedua dikumpulkan dengan kuesioner dan tes lisan. Dengan demikian, metodologi yang digunakan adalah survei.

Mayoritas dari sampel percaya akan pentingnya penempatan penekanan pada kata. Mereka juga percaya bahwa akhiran yang berbeda memiliki aturan penekanan kata yang berbeda pula. Hampir setengah dari sampel (45%) menganggap bahwa akhiran -eous, -ic, -ity dan -ion tidak memindah posisi penekanan kata dan 41% menganggap sebaliknya. Hampir semua mahasiswa (82%) tidak mengulang mata kuliah yang berkaitan dengan cara pengucapan ataupun fonologi. Meski demikian, performa lisan mereka menunjukkan hasil berbeda. Pada akhiran -eous, misalnya, banyak mahasiswa tidak dapat menentukan penekananan kata karena kata-kata yang kurang familiar. Penekanan kata yang tidak pas tetap menjadi kendala ketika mahasiswa melafalkan kata-kata berakhiran -ic, -ity dan -ion. Banyak dari mereka tidak peka terhadap faktor morfologis yang berdampak pada aturan penekanan sehingga mereka gagal memberi penekanan pada kata-kata yang memiliki lebih dari dua kosa kata. Nampak jelas adanya artikulasi speech sounds yang tidak tepat di semua akhiran. Maka, beberapa kata memiliki kurang dari sepuluh pelafalan akurat meski ada beberapa kata yang memiliki lebih dari 20 pelafalan akurat.

Sebagai rekomendasi, peneliti menyarankan agar mahasiswa PBI diajarkan menggunakan metode yang menuntut keterlibatan mereka secara aktif agar dapat memenuhi kebutuhan mereka. Selain itu, peneliti menganjurkan agar peneliti berikutnya bisa mengkaji topik lain terkait prosodic phonology atau hubungan antara aturan penekanan dengan morfologi.

**Kata kunci:** penempatan penekanan kata, akhiran -eous, -ic, -ity dan -ion, mahasiswa PBI