

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter comprises the conclusion and suggestion of the study after collecting the data source and analyzing the data. Conclusion is derived from the result of research finding and discussion. While the suggestion is to improve the research for further researcher, particularly who is interested in linguistic. Thus, this chapter will discuss clearly about conclusion and suggestion.

#### **A. Conclusion**

In this research, the researcher finally know the ability of students English of STAIN Kediri particularly about their comprehending the theory of linguistic that is suprasegmental feature exactly about stress. The comprehending of the students English can be proven in their speaking ability, when they speak English. They produced the utterance that can be analyzed. There are many interference when they produced an utterance that is interference of word stress and sentence stress. However, not many of them aware the use of stress, because it can influence them when they talk to native English.

In this study, found the stress pattern that produced by students' English, that is word stress and sentence stress. The most commonly interference of word stress produced by students English of STAIN Kediri can be categorized into some categories that is the interference of two-syllable noun, verb, adjective and the interference of suffix and prefix. Besides that,

the most commonly interference of sentence stress produced by students English of STAIN Kediri is also categorized into four, that is interference of sentence stress functioned as subjective complement, objective complement, subject, verb, direct object and indirect object.

The result of the research found that the stress pattern produced by the English students of STAIN Kediri, it can be said that the interference of the stress is divided into two that is word stress and sentence stress. In word stress, the stress pattern that produced by students' English is in the category of two syllable noun, verb, adjective and word containing suffix. For the category of two syllable noun, verb and adjective, the respondents often made interference when they should stress on the first syllable, but they stress on the second syllable. They often interchange the stress syllable. The stress interference is caused by the misplace of stress. According to the rules of word stress, two-syllable noun is stressed on the first syllable, however the respondent is stressed on the second syllable. In addition, for the word containing suffix, the respondent put the stress on the last syllable or it can be said on the suffix, whereas they should stress on the syllable before the suffix. In this case, the example of suffix is *-ment* from the word *management*, *-ion* from the word *omission*, *-tion* from the word *invitation*, *-er* from the word *examiner*, *-or* from the word *advisor*, *-ity* from the word *ability*, and *-ical* from the word *grammatical*. The placement of stress of suffix should be on the syllable right before the suffix, the fact some of the respondents misplace the stress. Then, the category of verb, based on the rules that the stress of two-

syllable verb is on the second syllable but in contrast the respondent put the stress on the first syllable. The last is the category of adjective, the rule of stress of two-syllable adjective is on the first syllable, and however they put the stress on the second syllable.

In addition, the interference of sentence stress found that the respondents produced interference of sentence stress in category of functioned as subjective complement, the second is functioned as direct object, furthermore is the category of functioned as verb, then the category of functioned as subject and objective complement, the last is the sentence stress interference in category of functioned as indirect object.

In conclusion, between word stress and sentence stress cannot be separated. Both of them are important in learning English. It is very crucial when we talk to the native English, because sometimes native English can understand what we say but we cannot understand what they say. It is because of the lack of our knowledge about stress. However, there is still some interferences of stress that produced by English students of STAIN Kediri.

## **B. Suggestion**

Suggestion is also included the important part to improve the quality for next research or to get better research. In this point, the writer will give some suggestion for the next researcher and also the lecturer based on the analysis, findings and also discussion. The suggestions as follows:

1. For the next researcher, in this research, the researcher only did the research about suprasegmental feature particularly stress. For the next

researcher, it can take other part of suprasegmental feature such as speech sound, intonation, pitch, length and etc.

2. For the lecturer, based on the analysis of this research, still found the interference of stress, not only word stress but also sentence stress. Therefore this is the duty for the lecturer to recognize the students about stress. Indeed, stress seems not too important, but it is part of phonological interference that commonly produced by the students. The lecturer can treat the students by drilling the stress from word first. After that, ask them to try by themselves.