CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion drawn from the research finding and discussion in the previous chapter. This chapter is divided into two parts. The first is conclusion and the second is suggestion.

A. Conclusion

Based on the research finding, the eighth-grade students of intensive class had some types of spelling errors in writing of recount text. The finding also found the frequencies of errors occurred based on the types of spelling errors. The last, it was found factors that causes of spelling errors. The researcher concludes several points as follows:

1. There were 175 spelling errors identified in 28 students in students' writing of recount text. The errors divided on nine types such as omission a letter, addition of letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange two adjacent letters, error involving an apostrophe, erroneous splitting or joining of words (words segmentation error), two or more errors of the same type or different types (multiple error).

2. In frequency of spelling errors, the highest spelling error occurred was dominated by substitution of one letter category with percentage of 24,60%. There were 43 errors on substitution. The second was omission of letter, there were 35 and the frequencies were 20%. The third was addition of letter, there 28 errors and the frequencies were 16%. The fourth was erroneous splitting or joining of words (word segmentation), there were 24 errors and the frequencies were 13,70%. The fifth was double letter instead of single letter, there were 12 errors with frequencies 6,90%. The sixth was interchange of two adjacent letters, there were 11 errors and the frequencies were 6,30%. The seventh was multiple error, there were 9 errors and the frequencies were 5,10%. The next was error involving an apostrophe, there were 8 errors and the frequencies were 4,60%. The last was single letter instead of

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double letter, there were 5 errors and the frequencies were 2,90%.

3. The causes of spelling error are divided into interlingual error and interalingual error. The interlingual errors were found on phonological, morphological, grammatical, and semantic interference. Then, the causes of spelling errors based on the interalingual errors were found on students' lack of interest to learn. Interalingual error or developmental error was caused by the difficulty of the target language in which it was more dominant factor that caused of spelling error. Interalingual errors factor occured because simplication, overgeneralization, hypercorrection, faulty teaching and fossilization.

B. Suggestion

From the research finding and facts that have been discussed on the previous chapter, the researcher gave some suggestion for teacher, students and next researcher.

1. For the teacher

The teacher should be more aware to students' error in writing regard to spelling error. The teacher should correct and give attention in teaching spelling even they neglect the spelling errors of students in their written work. Moreover, in language teaching, the teacher teaches various skill of English such as listening, reading, speaking and writing. It is important to develop and integrate spelling lesson into the language teaching in the various skills in English such as vocabulary, grammar, writing, speaking, reading, and listening to develop their spelling skill.

2. For the students

Students should pay more attention in spelling and always check the correct spell word in dictionary using digital dictionary will be recommended. In order to increase their spelling, the students should be more aware in writing especially in spelling and also should practice more concerning spelling in their writing.

3. For the next researcher

The next other researchers can analyze more deeply in the same topic on different focuses or different methodology such as by using quantitative to explore the fact. Further research can also analyze other types of spelling error that students committed in their writing. Moreover, the researcher can analyze spelling error in another integrated skill of English such as spelling error in students 'speaking.