

Chapter Five

Conclusion and Suggestion

The last chapter of this research presents two main parts namely the conclusion and the suggestion. The first, the researcher provides the conclusion of the research. In the second part, the researcher gives several suggestions for the students or readers, next researcher, and teachers.

Conclusion

This study focused the types of spelling errors made by students class XI, Science Program at SMA Muhammadiyah 3 in their written task. Based on the findings and the discussions, it could be concluded that students at class XI, science program in this study committed ten categories of spelling errors. Those categories included omission of a letter, addition of a 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, word segmentation error, multiple errors, and sound based error. Those categories answered the first research question of this study. The errors were found by collecting the documentation of 30 students' hortatory task from class XI, science program. According to the researchers' analysis, the error occurred because the influence of the sound of a word and the way to spell is not always clear, as said by Harmer (2001), Harmer (2004), Benyo (2014), Al-jarf

(2010). In addition, error can also occur in students writing because the influence of students' L1, as said by Hourani (2008).

Related to the second research question of this study, the most error that frequently occurs in the students' spelling was single letter instead of double letter with the percentage of 21.4% , and the second highest error was multiple errors (16.9%), followed by substitution of one letter (16.5%), omission of a letter (13.4%), word segmentation errors (7.9%), addition of a letter (6.9%), interchange of two adjacent letters (4.9%), error involving an apostrophe (2.9%), sound based error (2.9%), and the lowest error was double letter instead of single letter with percentage (2.6%). The number of the percentage above shows that spelling errors still happened in students' writing activity.

Suggestion

Based on the result, this research provides several recommendations for the students or readers, the next researchers, and the teachers.

Students or Readers. In order to increase their spelling, the researcher suggests them to be aware in writing, especially in spelling, particularly for students of English Education Department of Universitas Muhammadiyah Yogyakarta as the prospective teachers. The students or the readers should practice more concerning spelling, so they can avoid spelling error in their writing.

Next Researchers. Based on findings of the research about the types of students' spelling errors at class XI, science program at SMA Muhammadiyah 3 Yogyakarta, the researcher suggests the next researchers who are interested doing the same topic to intensely research on different focuses or different methodology, such as using quantitative to explore the fact.

Teachers. Based on finding of the research about an error analysis on students' spelling in writing at SMA Muhammadiyah 3 Yogyakarta, the researcher suggests that the teacher give more practice about spelling in writing course to avoid spelling errors in students writing.