

CHAPTER V

CLOSURE

In this chapter, the researcher presents the result of the study which consists of conclusion and suggestion. The first part provides conclusion from the research. The second part presents suggestions for the English teacher, students and other researcher.

A. CONCLUSION

Based on the explanation in the previous chapter, it can be concluded that there are four main category of spelling errors in students writing based on Cook category. It consists of omission, insertion, transposition and substitution. Then, the researcher found it can divide into nine sub spelling errors. There are omitting the vowel and consonant letters, insert the double and extra letters, exchanging the position of vowel and consonant, consonant with other consonant or vowel with other vowels, and the last replacing the vowel or consonant letter with the false one.

The most common spelling errors in student's writing is omission. The frequency of omission is very high. It is 35%. There are 128 errors with 55 omitting the vowel letters and 73 omitting the consonant letters.

B. SUGGESTIONS

After the whole of research, the researcher found that many students have problem in writing. One of them is spelling. Moreover, the researcher would present some of suggestions. There are:

1. Teacher is necessary more focus on the student's spelling while writing.

This research shown all of students in the second grade of SMPN 2 Aluh-Aluh still cannot use the correct spelling in their writing. Nobody answers without spelling errors. It described that they have spelling weakness. To decrease this problem, researcher suggests to the teacher for making them aware with their own writing not only in spelling but also for other parts.

2. Students are better to pay attention when write English words or sentences. They have to decrease their careless with checking it in the dictionary and practice English in the daily life and try to spell it correctly.
3. The researcher found some spelling errors in student's writing with the sub errors for each category but it was not equipped with the reason why students did spelling errors. So, for next researcher, she or he can explore about the reason of students' did spelling errors in their writings for being his or her study.