

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The research shows that the first graders in SMPN 1 BOYOLANGU in the academic year 2015/2016 made some types of spelling errors in writing descriptive text. Error they had made were categorized into error of omission, addition, and misordering. The students made the total 48 errors. There are 34 errors in omission, 13 errors of addition, and an error in misordering.

In omission error, students omit a letter or more in the well form word. Like in the word 'beautiful' students wrote 'beutiful'. In this case the student omit a letter 'a'. In addition error the student add unnecessary letter in a well form, like in the word 'very' the student write 'verry' the unnecessary letter is 'r', the student should write single 'r'. Misordering errors is specified by the wrong order of the letter, like in the word 'she' the student make an error with write 'seh'.

## B. Suggestion

To uncover spelling errors happened in the students writing task, researcher have some suggestion, those are:

### 1. Doing Exercises

Sometimes the students do not realize they make an error. When it happened frequently it will be their habit. They think that they do not make an error because they do not know what their error. Like discussed before that writing is a skill like cooking, driving and etc. It can be learn. 'More practice our ability will be increase' or 'Practice makes perfect' Widarso (1992:7) are suitable word to use in this case. So, practice and practice.

There are some examples of exercise in the spelling ability that researcher take from the book under the title 'Teaching English Spelling' by Ruth Shemesh and Sheila Waller, those are:

#### a. Vowel Trivia

In the exercise named 'Vowel Trivia' firstly the student read the definition of a word that will be guess and then the students choose a suitable vowel to complete the word. For example:

- 1) r\_n            not walk
- 2) m\_n            not a woman
- 3) m\_p            a farm animal and etc.

The answers are:

- 1) run
- 2) man
- 3) map

The students put a vowel 'a, e, i, o, u' in the blank space.

b. Vowel Inserts

Almost same with 'Vowel Trivia' in 'Vowel Inserts' the students put an or some vowel to complete the word. This exercise is more complex than 'Vowel Trivia'. For example:

- 1) A thief or robber    b\_nd\_t
- 2) Vegetable's for Cinderella's carriage                          p\_mpk\_n
- 3) A quick meal or snack, with bread                                  s\_ndw\_ch

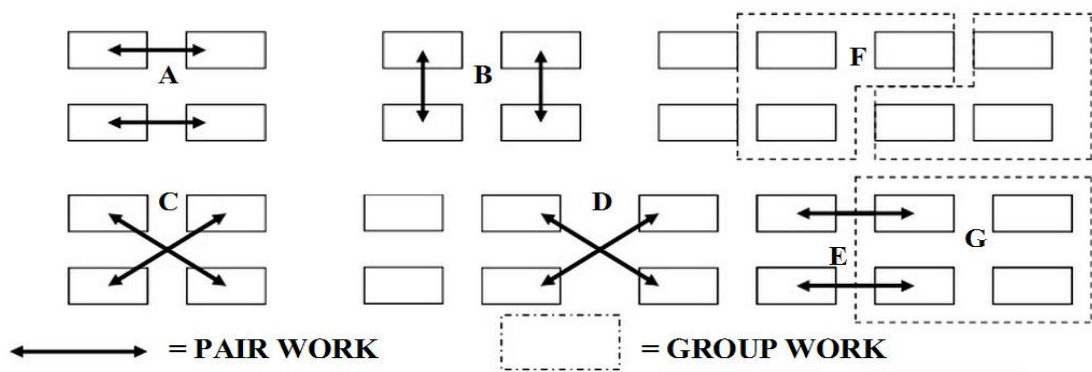
The answers are:

- 1) bandit
- 2) pumpkin
- 3) sandwich

2. Students Correction

Not only practice but also the way of correction. To make the students know where they make error, they should know their error actually and the correct one. They can correct it actually or remind it. One of the way that is do a peer correction. Peer correction can be held in a large classes.

Many teachers feel that correction by the students in large classes is impractical. (Bartram and Walton, 1999:88). It isn't true! It still possible as can be seen in the following diagrams:



The letters in the diagram show that there are many different possible combinations for pairwork (A, B, C, D, E) and groupwork (F, G). The teacher should give the clear instruction. All the students must know exactly what they have to do and who they work with. Unclear instructions sometimes produce chaos, and chaos can lead to discouragement.

### 3. Teacher Correction

Beside peer correction the researcher suggest to do teacher correction. Here, teacher correct the student's task with code the error (Bartram and Walton, 1999:84-85) like code 'om' stands for omission. 'Add' for addition, 'mf' stands for misformation, and 'mo' for misordering. For example: when the students make an error of omission, the teacher write the code 'om' where they make an error. After this, the teacher giving back the task to the students, then the students correct the task based on the error code. This way make the students learn to interpret the code to correct the error by themselves. Knowing their error and correct it by themselves make they remind the error and hopefully they will not repeat their error again.

For the teacher, there are some useful tips helpful in teaching spelling (Shemesh and Waller, 2000:7-8): (1) teach one spelling pattern every week; (2) spend 8-12 minutes introducing the spelling pattern, another five minutes doing

the warm-up listening exercise, and as much time as your class needs to do and check the spelling activity; (3) if you teach non-native English student, try using the student's mother tongue, if possible, to introduce the spelling pattern and to write the 'rule' on the board; (4) you may want to have a 'spelling corner' to record or display the spelling patterns, as you teach them. Referring to previously taught patterns become easier this way; (5) encourage your students to use a separate notebook or file for the weekly spelling patterns, example words and spelling activities; (6) teach words listed as 'common exceptions' only if they are fairly important words that your class is likely to need; (7) test the weekly spelling pattern a few days after teaching it. This shouldn't take a long, and it can be a five-minute activity for the beginning or end of a lesson; (8) to reduce student tension, as well as your teaching load, try letting the students grade their own spelling quiz, by comparing their answers to those you write up on the board. Occasionally, you may want to check them yourself. We suggest that one mark be given for writing the correct spelling pattern, and another mark for spelling the whole word correctly; (9) you might like to encourage each student to record his/her spelling quizzes in a table or graph form, with the name of the spelling patterns as headings; (10) if, at the same time, other classes are learning the spelling patterns, you can suggest an inter-class spelling-bee every few months.

Shemesh and Waller (2000:2) states "No practice, no learning!" like spelling ability, we can't increase our ability in spelling without practicing it regularly. Langan (2006:13) Writing especially spelling is a skill like cooking, swimming, driving and etc, it needs regularly practice to reach the good ability.