

## **V. CONCLUSION AND SUGGESTION**

This chapter, the researcher would give his conclusion regarding his research. The researcher also provided his suggestion regarding the topic with the researcher perspective in this chapter.

### **5.1. CONCLUSION**

As the result showed previously, there is significant effect of literature product preference on student vocabulary achievement in writing. Among the three achievements, the only one which has significance is lexical density; the other two achievements, word count and readability, didn't have significance toward literature product preference. Then, between three preferences, as single preference, samples with movie preference have better mean score compared others in lexical density.

If we look at the mean comparison, song has the lowest mean. Meanwhile, samples which their preference is in between song and movie have the best score. The researcher believes that it happened because the samples duality of preference gives the best effect.

Sample with more than one preference have the highest mean. The researcher believes the more literature student preference, the better achievement they will have.

Thus, the researcher concludes that student with different literature product preference has different vocabulary achievement. In detail, movie is the best in affecting student vocabulary in writing singularly; specifically in lexical density.

Seeing that lexical density has connection with literature, the researcher assumes literature is good item in vocabulary absorbent. Word or words which presented in literature have good impact in vocabulary learning and also in learning the deepening of the use of the word.

## **5.2. Suggestion**

Based on the conclusion, using various literature products in class seemed as a good choice. It gives various ways for student learning English through various kind of literature product. Second, as we using various literatures in class, we can observe which product have the best effect and decided which product should be prioritized to be used in class.

Using movie can be effective to aim vocabulary achievement. In this research, it proves that literature gives effect to vocabulary achievement in writing. The researcher thought that this research can be expanded to a greater focus, or different skills to be looked through.

Using movie to teach in classroom can be effective. But scenes must be evaluated and be suitable for the students' age. Using English subtitle will give more effectiveness; the subtitle must be clear, and words that will be taught should be marked; the quality of clip and sound also has to be clear. By doing that, student will not only learn word that they need to learn in class, but also how it pronounced; some catchy phrase or word will be depth memorized.

The researcher expects that this study can contribute such reference for further studies. There are lot potential can be unlocked from literature in English learning. The last part of explanation of this research from the researcher had been presented in this chapter. The researcher hoped that the study can be useful for the development of teaching – learning activity.

The result of the research has been presented in this chapter. Through the result, the researcher assumed that movie gives the best result for vocabulary achievement in writing. The researcher hoped the result of this research would be useful.