

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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In this chapter, the writer concludes the result of study and gives some suggestions for further possible research that can be made based on this study.

#### 5.1 Conclusion

After going through some analysis using both statistical analysis and the analysis of the result from the set of opinion-questions, finally, the study comes to the following conclusion:

Students' comprehension in English Physical Science Texts are related to the existence of cohesive devices in the text. For lower level of general English mastery, the absence of cohesive markers in the English Physical Science texts influences the students' comprehension the texts. For higher level of general English mastery, the absence of cohesive markers in the English Physical Science texts influences the students' comprehension the texts. Higher level subjects in general English mastery rely more on sentential relations and surface structures or grammar mastery in making a text students' comprehension for themselves than the lower level ones do. Lower level subjects in general English mastery rely more on background vocabularies knowledge in comprehending a text than the higher level ones do.

## 5.2 Suggestions

The writer realizes that there are some weaknesses in the study; therefore, for the next researchers, there are some suggestions to give. There are some suggestions to improve researchers in the same field with the one being discussed in this thesis.

The point of discussion in this research is the comprehension in general. It would be a step forward if there is another research which discusses deeper than just general comprehension but a comprehension that related to each function of cohesive markers, for example, discussing the effect of subordination to the students' comprehension.

The writer also admits that it would be better if the number of subjects is added. By adding the number of subjects the result of the research will be more representative and more appropriate in making generalization.

Considering the time and money, the writer only tested the subjects with the achievement tests once and also gave the set of opinion-questions once. For the further research, the tests and the set of opinion-questions should be given more than once to improve the result of the research.

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