

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The final chapter of this study presents the research conclusions and some suggestions based on the results of the previous discussion. In addition, this conclusion is related to the results of students' perceptions about the use of CBST at the high school level or MAN 1 Kediri Tarokan. These suggestions contain several recommendations for teachers, students and future researchers.

#### **A. Conclusion**

Students' Perceptions of the Use of CBST at the senior high school level or MAN In relation to the research findings on students' general perceptions, the results showed that the positive responses were given by students' general views about CBST in English learning. This means that most students agree and have a positive response to the use of CBST in supporting their English learning. This research was done by distributing a questionnaires. The questionnaires contain 30 statements to the 100 eleventh grade students who have used CBST. The perceptions itself divided into 3 categories, they are: knowledge, attitudes and behavior. From the data, number 3 become the highest mean score with the mean score  $\bar{X} = 3,66$ . In the attitudes, the statements number 30 become the highest score with the mean score  $\bar{X} = 4,04$ . And in the behavior the statements number 15 become the highest score with the mean score  $\bar{X} = 3,83$ .

After distributing the questionnaires, the data of the questionnaires were calculated using Microsoft excel. The result was categorized in negative ( $\bar{X} = 1.2-2$ ), neutral ( $\bar{X} = 2.1-3$ ), and positive ( $\bar{X} = 3.1-4$ ). The total population in this research is

251 students from eleventh Student at senior high school in academic 2020/2021. The result showed that most of the students agreed and gave a positive response to the use of CBST in supporting English learning in particular in reading skill. This is evidenced by the total all of the data that has been obtained or the total of students' answers divided by the number of questionnaires, it shows that 30% of students chosed *strongly agree*, 28% of students chosed *agree*, 10% were *neutral*, 19% *disagree*, and 13% strongly *disagree*.

So the results all of the data showed that most of the students chose 'agree'. It can be categorized as positive responds in the presence of CBST. This explains that the students feel helpful to implement CBST because when using CBST they easily understand the reading text and increase their reading interest and their value. The students often use CBST in learning process not only in English lessons but also in other lessons. They often use CBST because it is simple and not boring technique and its application does not take a long time. The students also have perceptions that CBST is a positive experience because CBST can help them to improve their reading skill, make it easier to understand reading text and very easy to apply in learning or not complicated in apply.

## **B. Suggestion**

In connection with the conclusions above, the researcher wants to give some suggestions to teachers, students, and further researchers.

### 1. Teacher

For the teacher, the researcher suggested that the teacher provide motivation and support to students in using CBST to make it more effective and efficient. In addition,

not only one teacher knows the effectiveness of using e-books in learning, but other teachers also have to know whether the use of CBST is effective in learning to be precise in MAN 1 Kediri.

## 2. Students

For the students, researchers suggest that not only teachers know the effectiveness of using CBST in learning, but students also need to know how to use CBST efficiently and appropriately in the learning process in order to maximize the use of CBS techniques. Even though, considering its advantages and disadvantages, they should be taught to know learning strategies using CBST. This can help them in learning English to understand a reading text.

## 3. Further researchers

For further researchers, this study suggests that this study be limited to investigating students' perceptions at the academic level at IAIN Kediri. I suggest that future researchers have a different subject. That is, the limitations of this study are not only reaching small subjects, but can be expanded again. The results of this study can be more trusted if they are developed to increase the perceptions of teachers or students in other schools.