

## **CHAPTER V**

### **CONCLUSSIONS AND SUGGESTIONS**

This chapter presents the conclusion of the research and the suggestion for the further research with the same or similar topic.

#### **5.1 Conclusions**

As mentioned in the first chapter, this research is intended to answer three purposes of research: (1) to explore the dimensions and degree of learner autonomy which are found in EFL learning in a state university in Bandung, particularly in English education program; (2) to figure out the situations under which learners learn autonomously; and (3) to investigate how the lecturers' perception about learner autonomy influences their efforts to encourage learner autonomy.

In terms of the first research question, based on the results of questionnaire, all dimensions of learner autonomy are found and each dimension is reflected in various degrees. The degree of technical and political dimensions of learner autonomy is in respect not as satisfactory as expected. However, the degree of learner autonomy in the psychological and socio-cultural dimension is high enough.

The low percentage of learner autonomy in the technical dimension means that only the minority of the participants who show self-management of learning behavior (e.g., setting goals, making study plans, reflecting, monitoring, and evaluating their learning) and learn outside the class. The low number of political dimension of learner autonomy reveals that most of participants get a restricted freedom to negotiate the goals of learning, the lesson plans, the topics, and the materials for their English learning.

The large number of learner autonomy in the psychological dimension means that most of the participants are aware of their cognitive process, able to control their affective in learning, and having intrinsic or/and extrinsic motivation in

learning English, which are important for language learners. The quite large number of learner autonomy in the social dimension shows that more than a half of the participants feel autonomous when they learn collaboratively with other learners in which they can learn from their friends when they study with them. Furthermore, the participants agree that learner autonomy is not entirely Western culture and they optimistically be able to practice autonomy in their English learning.

Regarding to the second research question, there are four major aspects related to situations under which learners learn autonomously, including the subject matter, the lecturer, the free time, and the challenging task. For the subject matter, learners learn autonomously when the learners find that the subject matter is interesting, appropriate with their needs, difficult and they realize that it is not enough to rely on the classroom session. In terms of the lecturer, learners learn autonomously when the lecturer greatly engages them in the learning and encourages them to set goals and learn outside the class. Furthermore, learners learn autonomously when they have much time and get a challenging task, such as a final project.

In terms of the third research question, the lecturers' perception about learner autonomy influences the ways they encourage learner autonomy in their courses. As the participants perceive learner autonomy in terms of the technical, psychological, and social dimensions and they expect the learners to be autonomous in those dimensions, their efforts to promote learner autonomy are also seen in those dimensions of autonomy. The efforts that the lecturer have done to encourage learner autonomy are giving the task, giving motivation to learn outside the class and to set the goals of learning, giving direction about the strategies of learning, and giving a final project within a group. Furthermore, as the participants are not desired to encourage learner autonomy in the political dimension because of some reasons, they do not attempt to encourage it.

## **5.2 Suggestions**

### **5.2.1 Pedagogical Implication**

This research shows descriptions about the dimensions and degree of learner autonomy found in EFL learning in a state university in Bandung. Based on the results, the technical and political dimensions of autonomy found is not as satisfactory as expected. Therefore, the lecturers are suggested to give learners more opportunities to negotiate with them about the topic, the materials, and the process of teaching-learning, if the opportunities to negotiate the goals of learning is not possible. By giving learners more freedom to choose the topic, the materials, and activities in the classroom that are appropriate with their interests hopefully can enhance their autonomy in learning. Furthermore, in order to promote the technical dimension of learner autonomy, the lecturers are suggested to give learners a project within a small group or pair which encourages them to self-manage their learning and to use a portfolio to evaluate the progression of learners' learning.

### **5.2.2 Further Research**

Since this research investigated the dimensions of learner autonomy in EFL learning in an English program study of a university which included English skills courses (speaking, listening, reading, and writing for general communication), the further research is suggested to investigate learner autonomy in a more specific English skill class, for example learner autonomy in a speaking class, in order to get more in-depth findings for a specific context. In addition, the further research can conduct a research which implements a certain method to promote autonomy in a certain skill which is helpful for learners.