CHAPTER V
CONCLUSION, LIMITATION, AND RECOMMENDATION

This chapter provides the conclusion, limitation and recommendation for further study. Accordingly, this chapter begins by presenting the conclusion summarized from the previous chapter. It is then followed by the elaboration on the limitation of the study. And finally, recommendations both for English teachers and researchers that may be interested in teaching using the same intervention or researching on the same topic are provided afterwards.

6.1 Conclusion

This study was aimed at investigating the use reading portfolio in developing learner autonomy. In particular, the study sought to find out the general profile of learner autonomy, to investigate whether there was a significant difference between using reading portfolio in developing learner autonomy and without using one, as well as to depict the students' responds on the use of reading portfolio in developing their autonomy in reading practice. To answer the research questions, the data needed were collected through inventory test, pretest, posttest and interview.

The first research question is aimed to reveal the profile of learner autonomy of the population. In this case, based on the learner autonomy inventory test which was conducted to 440 students, it was revealed that the profile of learner autonomy in general and in each aspect (learner involvement, learner reflection, and target language use) was moderate. The moderate profile of learner autonomy signals that the students had not reached their optimum capability to take charge of their reading. In other words, the students had not been able to carry active involvement, reflection, and use target language effectively in the process of foreign language learning, especially in reading. The findings on the profile of learner autonomy of the population were inferred from the analysis on the mean scores of the population and from the analysis of the frequency

distribution of students' scores. In addition, as the students showed the moderate profile then a type of preventive intervention is needed so that learner autonomy of the population can be enhanced.

The second research question is aimed to find out the impact of reading portfolio on developing learner autonomy. The profile of learner autonomy as shown previously was used in order to arrange the intervention given to the experimental group. In this case, the portfolio has been proven to be able to give positive significant impact on the development of learner autonomy. The effectiveness of the reading portfolio on developing learner autonomy in general and in each aspect in particular was inferred by conducting descriptive statistic, frequency of distribution of mean scores, *independent sample t-test,* and document analysis. Here, the test results showed that there was such significant difference between mean scores of experimental and control group in the posttest. In other words, the implementation of using reading portfolio had been empirically proven to be able to improve learner autonomy in language reading. Accordingly, the results of the research supported the earlier evidence which revealed that the use of reading portfolio could be implemented to develop learner autonomy. The findings may enrich the existing theories stating that reading portfolios have a positive role in developing learner autonomy in language reading (Lawrence, 2007; Pressley & Gaskin, 2006).

The third research question is intended to reveal the students' responses on the use of reading portfolio in developing learner autonomy. The data obtained from the interview indicate that reading portfolio as well as developing learner autonomy were considered as completely new experiences for the students. In regards to autonomy development the students put forward that reading portfolio assisted them to take more responsibilities to carry active involvement, reflection and target language use in reading practice. In this case, the students' ability to carry active involvement was supported as the reading portfolio provided guideline and questions that leaded them to initiate, monitor, and evaluate reading task. Meanwhile, the students' reflection on the process and product of learning

was fostered as the students were provided with reflection sheet in every reading tasks and showcase. Finally, the students admitted that reading portfolio also had positive effect on developing their target language use as they were guided to use target language at every stage of completing reading portfolio itself.

6.2 Limitation

It is recognized that this study has limitations. All in all, the research is limited on three aspects namely, scope, instrument, and sample study. To be more precise, the limitations of the research itself will be presented as follow.

As the name of the portfolio applies, here, the portfolio was only intended to foster the development of learner autonomy in reading practise. Consequently, this has become one of the limitations of the study as when the portfolio is applied to foster learner autonomy in different language skills, context or learning situation then it may yield different result.

Additionally, the findings of the research were drawn on the basis of test, intervention, and interview which were administered on scheduled time of fifteen weeks. Thus, it may not be feasible to alter students' capacity of carrying active involvement, reflection and target language use in reading practice within shorter period of time. Furthermore, initial test on autonomy development and interviews were provided at the end of the program, yet, it may still be difficult to determine how long the effect of the intervention would last.

Finally, the study was also carried out in a class that consist of more than 30 students. The average of ages of the students involved in the research itself was in between 15-16 years old. As indicated by Little, 1991, maturity of the learners does need to be taken into account in the development of learner autonomy, therefore if the reading portfolio is implemented into younger or older age, then the result may be different, or else it may need certain adjustment.

6.3 Recommendation

This section provides some recommendations for teachers and for further research in the field of learner autonomy in language learning.

6.3.1 Recommendation for English Teacher

Teachers can play a key role in making students aware of and fostering autonomy in language learning. However, it is indicated that in Indonesian context teachers are often constrained to foster the development of learner autonomy. Accordingly, teacher should be made aware of the barriers on the classroom management that can hinder the development learner autonomy. This may be achieved by providing them with support in a form of reading portfolio both as a teaching and a learning tool. Thus, it is recommended that teacher can creatively tailor the form of reading portfolio to their own needs and situation. To be more precise, psychological factors such as perception, motivation, belief and confidence, etc. should be taken into consideration as well.

6.3.2 Recommendation for Further Research

Reading portfolio will be more beneficial if it is implemented in the classroom that has complete equipment and technology friendly. The easiness of access to technology may support the students on looking for the materials to complete the reading task assigned to them. Accordingly it is recommended for the future research to tailor reading portfolio in a more electronically friendly environment and possibly tailor it into e-portfolio.

In addition, as Little (2010) stipulates, portfolio is basically a versatile learning tool that can be suited to any learning situation. Therefore it is advisable for the future research to explore the use of portfolio to develop learner autonomy not only in reading skill but also in other sills as well. Precisely, it is recommended for the future research to develop a language portfolio which could encompass the fourth language skills at once.

In addition, regarding the sample of the study, it is recommended for the future research to use more classes or groups as the comparison for

the experimental group so that the significance difference or the effectiveness of the reading portfolio can be truly depicted.

Finally, regarding the instrument of data collection, the future research may employ more instruments and possibly samples or respondents so that they can better look at complex processing learning such as autonomy in language learning. In this case, The students may be asked to verbalize what they are doing and what they are thinking while undertaking a language task or verbalising it.

6.4 Concluding Remarks

This chapter has presented the summary and limitation of the research. Meanwhile, some recommendations for educational practitioners, specifically teacher and for further research that interested in conducting research on the area of learner autonomy are also provided.