CHAPTER V
CONCLUSION AND SUGGESTION

This last section of the thesis provides an overview of the investigation leading to the conclusion and offers some suggestions attained from the study. There are two sections in this chapter, the first section discusses conclusions which built up upon the basis of research analysis and findings. The second section discusses the suggestion addressed for those who are interested in the promotion of learner autonomy such as principals, English teachers, institution, policymakers, and those who are interested in conducting further research.

5.1 Conclusion

This study has investigated several issues related to teachers' perception of the promotion of learner autonomy and how they implement it in the learning process. After having gone through the data analysis and deep investigation on the research, the researcher tries to highlight the conclusion of the main issue by revisiting the research questions. The conclusion is summarized as follows:

Aiming at describing teachers' perception about learner autonomy and how these perceptions were manifest in teaching practices, this study found evidence that teachers define learner autonomy equated to other terms such as self-study and independent learning without disregard teachers' role in encouraging students' autonomy. The findings from the current research show that the teachers have partial understanding on the concept of learner autonomy resulting little strategies used by the teachers to promote learner autonomy during the teaching practices. The results from the first questionnaire indicate that both of the teachers have an awareness of their roles in promoting learner autonomy and creating an environment to support the promotion of learner autonomy. However, the teachers' awareness was not translated into action during the classroom teaching.

One of the most visible teachers action during observation is teacher centered approach where the teacher decides almost everything during the learning process with no or little room to share responsibility with the students. It

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might be caused by the influence of cultural context and values hold by the participants. In Indonesia where the power distance is high, the relationship between teacher and students is authoritarian. The teachers in the current research expressed that their students are more concerned about the immediate goal which is to pass exams, and to get a good score rather than engage in a long term, more abstract goal - to develop autonomous learning skills and strategies.

The result from the questionnaire has shown that teachers' perception toward their roles as a teacher in an autonomous classroom. They perceive that teachers are responsible for creating environment which can nurture students' autonomy. Furthermore, both of the teachers also aware about particular characteristics that possessed by an autonomous learner. By having this perception as a base, it was expected that the teachers would apply strategies and provide various activities to train the students in choosing their learning styles. However, the result of the questionnaire and teachers' actual teaching practice were conflicted. The result of the questionnaire shows that the teachers used classroom and learner based approach and applied some strategies to support the promotion of learner autonomy. According to Nguyen (2014), when classroom based approach applied, the teachers should negotiate control and responsibility with their learners in the setting of goals, the learning process and determining evaluation and assessments. Yet, there was only little action from the teachers in doing the stategies were found. This result confirms the finding of a study conducted by Ürün, Demir, and Akar (2014). Similar result of the teachers' action in applying learner based approach was rarely to be found. Moreover, teachers' pressure to finish a certain content in the textbook in a specific amount of time with a big number of students might make them feel to maintain a rigid focus for teaching without incorporating learner autonomy.

A perceived barrier that appears to have contributed to the alignment between teachers' perception about learner autonomy and their teaching practices in the current research is the lack of teacher's intensive training to apply learner autonomy. Moreover, the result also indicates that students' motivation served as the second biggest constraint in her teaching context. As a result, the participants perceive that they could do something to foster learner autonomy in their contexts

but it appeared that the teachers hold the belief in students' inability to be autonomous Yet, according to Liu (2015), the establishment of learner autonomy to students lead them to be more motivated.

It is argued that the teachers may have this attitude because they lacked understanding of learner autonomy or they might see it as an excuse for not attempting to foster learner autonomy in their teaching contexts. Although the data from the current research provided some evidence that teachers had only little room to promote learner autonomy, the data also offered a glimpse of teachers' potential to foster learner autonomy as the government directives such as curriculum reform and a greater use of ICT.

However, it was found that what perceived by teachers were different during the actual teaching practice. The current research indicated that teachers' actual teaching practices were primarily traditional, teacher-centered teaching with little inclusion of learner autonomy. Based on the result of the classroom observation, it is clear that majority of the choice made in the questionnaire were not translated into actual classroom practice. Particularly for the first participants, the number of actions that aimed to promote learner autonomy is lower than what has been stated in the questionnaire. While for the second participants, the number of actions that aimed to promote learner autonomy is higher as has been anticipated in the beginning. Yet, the primary activity which aimed at fostering learner autonomy were not found from both of the teachers. In addition, it was found that teachers did not foster learner autonomy in their class partly due to some barrier as mentioned by the teacher including lack of training in promoting learner autonomy, lack of time, little belief that their students are capable of becoming autonomous in their learning. Moreover, learning culture difference in Asian also become one of the constraint, the relationship between teacher and students indicate that there was a high-power distance which lead students to follows all teacher instruction without giving opinion.

While there are perceived barriers existed that prevented teachers from implementing learning autonomy in their teaching there are still scope that they can, promote learner autonomy in the classroom. The current research has highlighted the need for policy considerations that clearly outline the importance

of learner autonomy in Indonesian education. These policies need to be implemented formally so that teachers can appreciate the benefits to be gained in fostering learner autonomy. In order to help teachers, the government needs to also provide teacher training through workshops and seminars on how to foster learner autonomy.

In conclusion, the current research has provided a detailed description of teachers' perception about learner autonomy and how these align with teaching practices in the classroom. The perception perceives by the teachers were translated into approaches very well in the questionnaire. However, during actual classroom practice, teachers' action to promote learner autonomy was still low.

5.2 Suggestions

Based on the conclusion presented above, there are several items to suggest regarding teachers' perception toward learner autonomy. These recommendations are addressed particularly to English teachers and other researchers who are interested in this field.

As the results of this research indicate that the teachers lacked professional training about learner autonomy. They themselves acknowledged the need for workshops or seminars on learner autonomy for their professional development. This support can help teachers improve their awareness of learner autonomy and how to foster learner autonomy in Indonesia educational contexts and more specifically in their teaching contexts

Moreover, the results of the study also suggest that there should be further research on the impact of the classroom physical arrangement and overall classroom dynamics on promoting learner autonomy in general. The results from the current study demonstrate that the traditional classroom physical arrangement dominated. Teachers appeared to have no awareness about the importance and the influence of students seating on their learning. It also may be that the teachers feel most comfortable teaching in this traditional arrangement and see no reason to change. It is recommended that more research should be done in this area to identify the relationship between teachers' teaching zones and students' seating arrangements in fostering learner autonomy. Concerning the teaching materials,

teachers are suggested to be creative to select the materials and approaches suitable for the students need, experience and background to promote learner autonomy.

For further studies, it is suggested to have more participants coming from different areas and school, so more variation of perception can be found. Last but not least, it is suggested for next studies to have deeper investigation into teachers' difficulties in promoting learner autonomy in the classrooms.