

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is divided into three sections: conclusion, implications and recommendations for future studies. The conclusion is the section to conclude the results and discussion of the present study by briefly summarizing the important parts. Implications presented cover pedagogical and institutional implications drawn from the present study. Furthermore, recommendations for future studies are provided.

5.1 Conclusions

Based on the findings and discussion which have been elaborated earlier, there are some points highlighted in this study. First, the teachers perceived learner autonomy as important aspects in language learning. However, the teacher's perceptions were not enough to sustain the implementation of learner autonomy in actual classroom practices. It was found that the teachers were not sure to involve the students to take part in methodological decisions. There was the willingness from the teacher to offer the students to choose their own learning contents, however, at the end, they are the one who decides. There was the doubtfulness from the teacher if the contents and materials the students choose are relevant with the syllabus and national curriculum.

Second, 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 independent learning without rejecting the teacher's role and presence in fostering learner autonomy. The results from the questionnaire indicate that the teachers have the awareness to foster learner autonomy in the teaching practice.

Third, it was found that the materials and technology integration was important in helping the students to be autonomous. If the teacher follows the material and the tasks from the textbook too strictly, the development of learner autonomy will be low. It was proved from one of the teachers who used internet tools and less use of textbook will foster students' independence in learning. Moreover, the teachers' creativity to give students various learning activities is helpful to make the students autonomous in learning.

Forth, it was found that the teacher's understanding about learner autonomy as well as the knowledge to foster it to the students affected their implementation in the teaching practices. The role of teacher's development and in-service training in building the teacher's knowledge on learner autonomy is important. Therefore, it is important for the institution to nurture teachers to professional development and in-service training.

5.2 Implications

This part presents the implications of the study. Based on the results of the study, it is suggested for the teachers to give the students the knowledge and information about how to determine their own goal in learning, to select the activities and materials to help them reach their goal and to assess their own progress in learning. By giving them more freedom to choose the methodological decisions in learning, it is hoped that they can improve their autonomy in learning. Then, it is also better for the teacher to be literate in internet tools and media since learner autonomy can be fostered mostly through the use of media, such as blog, videoconference and online group discussion. Moreover, it is important for teacher to participate in training, workshop and conference discussing the issues of learner autonomy in EFL learning.

5.3 Recommendations

This section presents the recommendations for future studies. Since the current research has just concentrated one EFL teachers in one region, the results are not supposed to be generalized to all conditions of EFL teachers in Indonesia. The further studies are recommended to involve more participants to reveal more valid and in-depth analysis of learner autonomy perception and its implementation. Besides, the present study was carried out at the senior high school level, it would be interesting to gain the teachers' perceptions from different levels such as Junior High School or University level. It is also suggested to explore how the teacher perceived learner autonomy as well as its implementation from specific English skills. For instance, teacher's strategies in teaching speaking or writing to foster learner autonomy.

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EFL TEACHERS' PERCEPTIONS AND STRATEGIES IN IMPLEMENTING LEARNER AUTONOMY

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