

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the findings and discussion which have been elaborated earlier, there are some points highlighted in this study. First, the teacher perceived learner autonomy positively; she knew that learner autonomy is helpful for EFL learning. However, the teachers' positive perceptions about learner autonomy were not enough to sustain the implementation of learner autonomy in practice. Otherwise, the teacher was not sure about its feasibility which means she had less confidence to give the students opportunity to take control in their learning. Even though the teacher felt good to let learners make decision in their own learning which included deciding learning goals, materials and learning activities, the teacher thought that learners tended to choose learning material and learning activities which were fun for them only; so that she felt doubt it could be meaningful for the learning process. It shows a lack of consistency between her beliefs and her practices. The teacher had conflicting beliefs about whether to follow the entire curriculum or not, it can be said that she perceived autonomy reflected a misconception that learner autonomy would lead to a reduction of her work in achieving curriculum goals. She also did not have a complete understanding of the definition of learner autonomy itself. That is why it gave impact to her teaching practice in promoting learner autonomy in the classroom.

Second, the teacher has tried to promote learner autonomy even if there were still some components that need to be improved in order to help the teacher in developing learner autonomy implementation in the classroom; one of them was preparing learning material. Moreover, it was found that the teacher did not often provide learning process with technology integration as it is expected in the 2013 curriculum implementation. In other words, the teacher had lack of creativity in creating learning activity to encourage learners' interest in EFL learning.

Third, it can be said that the students cannot be indicated as the autonomous learner based on their perceptions. It reveals from the findings of their technical, psychological, and political perspectives. The result was not satisfactory as it is expected. In terms of technical perspective, the students mostly had interest in learning activity which related to technology integration such as watching English movies, listening to English song and having chat in English through social media. Most of them seemed to make good use of their technology devices to improve their English. In fact, related to psychological and political perspectives, the students still got an impact on teacher-centered learning. Even though the students felt they had capability to take control in their learning, they still gave that responsibility to their teacher. They perceived that psychologically they could take responsibility in their learning. In otherwise, politically; they perceived they still did not have freedom to take responsibility in controlling their own learning. It might be caused by the socio-cultural aspects in the Indonesian context which hold the teacher-centered learning.

5.2 Suggestions

In the suggestion part, the researcher involves the recommendations for pedagogical implication and further research. The suggestions are elaborated like in the following.

5.2.1 Pedagogical Implication

Based on the results of the study, the following suggestions are made to give significant influence to EFL learning in Indonesia, particularly in the 2013 curriculum implementation. First of all, the teacher who is currently involved in the process of English language learning and teaching needs to be more creative to prepare their learning materials in order to improve meaningful learning in the classroom, it is also better to integrate technology in learning, it also helps to promote learner autonomy in the classroom. Moreover, it is important for teacher to participate in any training, workshop, and conference discussing the issues of learner autonomy in EFL learning. Since the results show that the students' technical, psychological and political perspectives are not as satisfactory as expected, the teacher is suggested to provide

learners more opportunity to negotiate with the teacher about the topic, material and the process of the teaching and learning in terms of learning activity, if the teacher thinks that to negotiate the goals of learning is not possible. By giving them more freedom to choose learning material and learning activities based on their interest, it hopefully can improve their autonomy in learning.

Second, the educational authorities are highly suggested to provide the sufficient preparation time, adequate facilities, and effective learning environment to the teacher in order to get improvement in their teaching practice. In addition, more practices in trainings or workshops on developing teaching materials, followed by the controlling activities need to be undertaken by the government and school. This will trigger the teacher to further explore learner autonomy in her/his teaching context.

5.2.2 Further Research

The last but not least for the further research, since the current research has just concentrated one EFL teacher 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 including teachers and students to reveal more valid and in-depth analysis of learner autonomy implementation and its influences on students' language learning. Besides, the present study was carried out at senior high school level, it would, therefore, be interesting to learn more about materials adaptation from different levels such as junior high school or university level. Then, since this research explored learner autonomy in EFL learning including all English skills, the further research is suggested to investigate learner autonomy in a more specific English skill, for example, learner autonomy in speaking or reading, in order to get more in-depth findings for a specific context. It is also suggested to involve interview session for the students for investigating students' perspectives in the further research in order to get a more detailed view on students' perception of learner autonomy.