

CHAPTER V

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is divided into three sections: conclusion, implications, and recommendations for future studies. 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 Conclusion

The study revealed that most of the students perceived learner autonomy from psychological perspectives which focus on their motivation, confidence, and willingness in learning English language. They also held positive views on their roles in autonomous learning. They were aware that they were required to be responsible for finding their own ways in practicing English since every student has different ability in understanding in learning. Moreover, they considered using self-material study and did self-evaluation as important parts in autonomous learning. Furthermore, they believed that they still needed their teachers in autonomous learning. They commented that teacher exists to help them in learning. Thus, they reasoned that teacher should be responsible for making them understand English. However, they realized it goes back to how they understand the teacher's teaching. They also hoped teacher would point out their errors they make in learning because they can learn better and learn not to make the same errors in the future. Interestingly, they showed disagreement when asked if the failure of student is directly related to the teacher's classroom management. They argued that there could be many factors influencing the failure in learning. Thus, it might be because of students' ineffective learning. However, they pointed out that it could be because the teaching was not productive.

In developing learner autonomy, the students mentioned a number of activities they were likely to do. Most of the students revealed they liked to

summarize the lessons, learned beforehand, used many audio-visual materials to practice English such as listening to English music and watching English films. It seems that they perceived autonomy could be developed beyond the classroom. Thus, teachers need to make them aware of developing autonomy in the classroom as well. However, developing autonomy in the classroom is just the starting point. Teachers have their own roles in promoting learner autonomy to make sure the students learn on the track. Moreover, they need to encourage them to learn autonomously both in the classroom and beyond the classroom. For initial success, they might direct the learning; later, students should be aware of their own learning. They should learn how to learn.

Teachers also had positive views on learner autonomy. In the present study, the teachers' perceptions were more sociocultural and less political. Though they believed that students should be able to take charge of their own learning, that does not mean they should learn without their teachers. It does not mean learning alone. It is more like a mediated learning where students and teacher socially interact to empower their learning success. The students still need their teachers to guide them to become autonomous in learning English. They are a part in a learning community. Thus, they can learn from each other. They can consult their English learning with their teachers.

Some also looked autonomy from psychological outlooks that consider the learners' attitude attributes in learning such as confidence, motivation, learner-centeredness, and learning effectiveness. Meanwhile, the rest seemed to focus autonomy on technical perspectives in which students make use of learning facilities such as using library, self-center, technology, and learning strategies and styles.

They realized that if they wanted to create an autonomous learning, they should make efforts to promote learner autonomy to their students. They commented that some of the efforts they made to promote autonomy are giving materials to students to learn before coming to the class, making good use of technology to learn better, giving them encouragement in learning, giving

opportunities to learn to self-evaluate their own learning, doing collaborative group work, employing a task-based learning and a project-based learning.

5.1. Implications

This part presents the implications of the study. In the teaching and learning process, teachers should play their roles to promote learner autonomy. Moreover, they are expected to find ways to promote learner autonomy to shift their teacher-centered learning to learner-centered one. They could employ a project-based learning, a collaborative learning, a task-based learning, or any other ways to promote learner autonomy in classroom.

Since today's era is modern and more advanced, they are expected to be technologically literate. Technically, they are expected to be able to facilitate their students' learning, for example, by making good use of Information, Communication, and Technology (ICT) in the teaching of English language to make the learning more autonomous. They can use ICT to create a material which promotes autonomous learning. For example, providing a video material of Simple Present Tense in which their students can study by their own before coming to the class. Teachers also need to motivate their students to foster their creativity in deciding their own ways in learning English. For example, by offering some ways how to learn which eventually the students can decide or suggesting which learning style or strategy they are comfortable with in learning English.

Additionally, curriculum should be designed to promote learner autonomy. The curriculum designers are expected to think thoroughly whether objectives of the learning, learning activities, contents, and evaluation are well-designed to promote learner autonomy.

5.2. Recommendations

This section presents the recommendations for future studies. The present study has some limitations. One of which is lack of observation since the study was focused on delving into the perceptions. Thus, future studies may employ observation to see the real situation of autonomous learning in a higher education.

Document analysis may also be used to see if learner autonomy becomes the goal in the learning objectives, if the tasks or activities, evaluation, or simply the whole learning promotes autonomy.

Moreover, the present study has shown that the teachers' perceptions of learner autonomy were more sociocultural and less political. Considering the findings in the present study, future studies may be carried out to investigate how learner autonomy is promoted in different context seen from sociocultural perspectives based on some issues the teachers have been facing in their English teaching.

Additionally, a different design may be employed, for example an ethnography or an action research to investigate more about the issues in learner autonomy since most of the studies tend to use questionnaire. Thus, an in-depth interview should be administered. A comparative study may also be carried out to delve into the issues of learner autonomy by comparing autonomous learning at a public university and a private one or in different context (high schools or graduate schools).