

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The last chapter is divided into three sections: conclusion, limitations, and recommendations for future studies. The conclusion discusses the results of the present study by briefly summarizing the essential parts. The implications presented cover pedagogical and institutional implications drawn from the present study. Moreover, recommendations for further study are provided.

5.1 Conclusions

This study investigates EFL teachers' beliefs in fostering learner autonomy by utilizing technology in online classrooms and the teachers' selected technology tools to foster learner autonomy in online classrooms. Based on the findings and discussion, which have been elaborated on earlier, there are some points highlighted in this study.

Regarding the first research question, it is summarized that most EFL teachers had a good understanding of learner autonomy in online classrooms. The majority of the teachers hold almost the same beliefs about learner autonomy in online classrooms, where students took a more active role in their learning. Autonomous learning would happen if students were aware of their goals in learning and knew the appropriate learning strategies according to their characteristics. In the context of the pandemic situation, we face nowadays, learner autonomy was important to be fostered. Some teachers stated that students should be independent, creative, and have critical thinking in online classroom learning. The second and third questions of the research are answered based on the observation, interview, and questionnaire result. EFL teachers utilized some technological tools to foster learner autonomy in their online classrooms. The majority of the teachers could use ICT for teaching and learning. They could use social media to communicate with students in online classrooms. Teachers utilize web-based online resources for material. For presenting the materials, teachers used several presentation tools in their online classrooms. Teachers also used the eLearning/ Learning Management System to plan and create a syllabus, manage learning materials, grading, discuss

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and take quizzes in their online classrooms. Teachers utilized gamification for students' online assessments. They also used some apps to support their teaching practices. For synchronous learning, some video conferences were used by the teachers for engaging and interactive online learning. Most of the teachers utilized some technological devices to conduct their online teaching. Furthermore, most EFL teachers agreed that using technology was important to connect and foster learner autonomy in online classrooms. Although most EFL teachers could utilize technology in their online classrooms, they also faced some challenges. The challenges were the lack of training from the teachers, internet connection, and students' enthusiasm in participating in online learning, limited time of allocation, the technology devices, and financial problem. As a result, both teachers and students have to adapt to technology in online learning.

5.2 Implications

This part presents the implications of the study. Based on the study results, it is suggested that the teachers give the students the knowledge and information regarding the ability to determine their own goal in learning, select the appropriate activities and materials to help students achieve their goals, and evaluate their learning progress. It allows them to choose the proper methodological and learning strategies to foster their autonomy in learning. Moreover, the utilization of technology in online classrooms such as social media, web-based online resources, presentation tools, E-Learning/LMS, gamification, *Google Apps*, video conference, and technology devices. Furthermore, teachers need to engage in online training, workshops, and seminars to develop teachers' skills and ability in utilizing technology to foster learner autonomy in online classrooms.

5.3 Recommendation

Regarding the findings of the study, several considerations are suggested for the authority and future research.

The first suggestion is addressed to the authority and policymakers to put greater attention to develop teachers' skills for utilizing technology in online classrooms. The challenges encountered by EFL teachers should be overcome. Regular training and sufficient technological facilities such as internet connectivity and devices are the utmost factors to be concerned by the educational institutions and government.

Second, for EFL teachers, it is suggested that English teachers be familiar with the various kinds of technology because teachers and students are now in the 21st Century. Today, teachers and students use technology in their daily lives for this current teaching and learning situation in online classrooms. Utilizing technology to foster learner autonomy is proven helpful for the teachers in conducting their online classrooms. It has affected education, particularly in EFL learning.

Third, in observing the EFL teachers' beliefs in utilizing technology to foster learner autonomy in online classrooms, only four teachers who teach from elementary to senior high school were observed. The observation of the online classroom was only taken three times for each teacher. It may cause minor data observation of the study. Further studies are recommended to involve more participants and more time allocation for observing the online classrooms to reveal a more accurate and in-depth analysis of EFL teachers' beliefs in fostering learner autonomy by utilizing technology in online classrooms.

Last, hopefully, this research could positively impact the involved authorities to support teaching and learning due to the pandemic situation we encounter nowadays.