

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. First, the conclusions of the research conducted based on the research questions as mentioned and explained in chapter 1. Second, the suggestions addressed to the researchers who are interested in conducted further research on autonomous learners.

5.1 Conclusions

In relation to three major research questions which are stated earlier in chapter I, namely the characteristics of autonomous learners, the factors influence the autonomous learners to learn English, and the efforts done by the autonomous learners, there are four conclusions can be presented.

First, autonomous learners are self-managed learners. They take responsibility for their learning. They are aware of their learning needs. They also set their learning goals. They plan their learning activities and find any learning materials. They allocate time for their learning.

Second, autonomous learners are not isolated learners. They do not learn alone. They will work collaboratively with their peers.

They need teachers as their counselor who can support them to become autonomous.

Third, autonomous learners will be influenced by positive exposures which are favorable to assist them to become autonomous. These exposures can be authentic sounds, films, authentic printed materials, and internet.

Fourth, autonomous learners set their priority of their learning needs. They plan their learning activities. These efforts are made to improve their learning. Some of the efforts are individual activities made by learners individually.

5.2 Suggestions

From the conclusion above, some suggestions as efforts to promote students to become autonomous learners are specifically put forward to teachers and other researchers.

As it has been stated that autonomy is one of educational goals, this situation can create learners to become autonomous. It means that they have responsibility for their own learning; therefore it is advisable for teachers to assist and to motivate their learners to become autonomous.

In helping learners to be autonomous, it is better for teacher to pay attention to their characteristics. It can help them to determine their classroom behavior.

It is advisable for teacher to know what factors influencing their learners to be autonomous. This can assist them to be more autonomous.

It is better for teachers to develop the facility, where students have access to computers, cassettes (for listening and recording), library materials, language games, testing materials, etc. This can help, motivate, and support learners to become more autonomous beside that, they can improve their English.

For the other researchers, the result of the study can be used as one of references in conducting further study.

