

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The conclusions of this research are derived from the five initial agendas formulated in the research questions. They include what EFL students' perceptions of the application of autonomous English learning, what students' strategies in applying autonomous learning English, what EFL students' perception of their responsibility and their lecturer responsibility in autonomous English learning, what English lecturers' perception of their ability in fostering autonomous learning, and the extent to which autonomous learning is applied by teachers teaching and learning EFL.

5.1.1 EFL students' perception of their responsibility and their lecturer responsibility in autonomous English learning

As revealed in this study, the students have definite views about the lecturers' roles and their responsibilities. The lecturer is seen as someone having a very important role to play in the language learning process. Furthermore, students of English study program have positive responds toward their responsibility and their lecturer responsibility in autonomous English. They perceive five developmental components concerning learning. They are: 1. determining the objectives, 2. defining the contents and progressions, 3. selecting methods and techniques to be used, 4. monitoring the procedure of acquisition properly, 5. evaluating what has been acquired with positive statement. In another word, this study shows that students perceive themselves as sufficiently autonomous, that they are willing to take responsibility and that they continue to

see the teacher as a dominant figure who is the decision maker in the classroom. Thus, this study highlights the need to integrate learner independence into the language curriculum, with a well-structured focus, delivery, and content.

5.1.2 EFL students' perceptions of their ability in autonomous English learning

Based on data finding and discussion of this research, it can be concluded that it draws up what the participants perceive the intended meaning of autonomous learning. The results indicate that students perceive themselves as autonomous enough in language learning and lecturers have the ability to move their students towards autonomous learning.

Considering the essential components of autonomous learning, it can be easily observed that students of English study program are relatively better at understanding instructors teaching objectives and requirement and monitoring the use of learning strategies. Additionally, they are relatively weaker in setting up personal learning objectives and study plans, using learning strategies in an effective way and monitoring and evaluating the English learning process.

5.1.3 English lecturers' perception of their responsibility in autonomous learning

English lecturers perceive that they could develop learner autonomy in their classroom settings. There were four broad strategies through which lecturers felt they encouraged autonomy. They are determining the objective of each

course, choosing the learning content, evaluating students' learning progress, selecting method and technique, and monitoring the learning process.

5.1.4 English lecturers' perception of their ability in fostering autonomous learning

Based on data finding from questionnaire and data from interview, lecturers have high perception of their ability in fostering autonomous learning. The lecturers perceive that they already use innovative teaching, they provide appropriate media to gain the success of teaching, they motivate and facilitate their teaching, they provide students learning materials and resources, they apply ICT into language learning, they train students to develop their skills and strategies to become autonomous, they do curriculum reform, they do cooperative learning with other students and teachers, and they do training teachers with positive statement.

5.1.5 The extent to which autonomous learning is applied by teachers teaching and learning EFL

The English lecturers already apply use course design in their teaching. They use innovative teaching. They provide appropriate media to gain the success of teaching. They motivate and facilitate their teaching. The English lecturers have applied course design to foster autonomous learning. They foster autonomous learning to certain subjects such in the subject Multimedia.

5.2 Implication and Suggestions

Based on the above discussion, it can be summed up the following points. Firstly, language teachers should change their roles to ones that support, facilitate and promote the development and fostering of learner autonomy. Just as many researchers and scholars (e.g. Aoki, 2000, 2002; Dickinson, 1992; Pang, 2003; Xu, 2007) point out that language teacher is a very important influencing factor in fostering learner autonomy.

For language teachers, it is not only their ethical and career responsibility, obligation and commitment to foster and develop learners' language communicative competence, but also more importantly, to facilitate and promote language learners' autonomy in learning. As a result, language teachers should be clear about their roles, functions and influences in the development of learner autonomy, and change their traditional roles to fostering learner autonomy and catering to individual needs. In another word, the lecturers have to consider the focus (topic, task, functional, grammar-based, mixed syllabus), the delivery (the amount of independent learning time a teacher spends) and the content (activities and tasks) should be prepared bearing in mind the best way to introduce students to autonomous learning, the skills and knowledge needed, and the extent that students are permitted to make decisions based on their own needs. Hence, respecting student ideas, sharing decisions in teaching, learning goal setting and leading students towards taking responsibility for their learning rather than prescribing the learning process will all increase student motivation, and thus, foster success

Secondly, language teacher education programs should help student teachers not only learn the knowledge of learner autonomy, but also raise their awareness of teacher autonomy. As illustrated above, one significant issue that needs to be addressed in the future research is initial teacher training. It is noted by many researchers and teachers that the way language teachers were taught, to a certain extent, would determine their own pedagogical approach in practice. Just as Smith (2004) argued that language teachers cannot be expected to foster and develop learner autonomy if they themselves do not know what it is to be an autonomous learner. On account of this, a series of teacher education and training programs, courses and educational practicum should be designed to well facilitate the development and fostering of the student teacher autonomy. If student teachers have the knowledge, conception and clear understanding about learner autonomy and teacher autonomy, they can apply what have learned and experienced into their language teaching practice.

Furthermore, it can be said that boosting autonomy is not an easy endeavor in the EFL class. There must be commitment on both parts: teachers' and students', to vary the orientation of current trends in teaching and learning. It is not always clear how individual teachers can implement the underlying principles. In some cases there may be terminological confusion and existing materials and tools may not be sufficient to ensure students' development of necessary awareness and skills. A climate of relative freedom for both teachers and students is needed. However, the researcher believes that this study is a useful starting point to help lecturers in their attempt to develop learner autonomy. For

example, lecturers need to identify which areas of responsibilities to transfer to the students, where there is more scope for student involvement and what contribution student could make in the whole language learning process.

Moreover, before implementing autonomous learning, the researcher suggests that lecturers pay more attention to the needs of students and the current educational situation. Then another suggestion is that the lecturers should be able to discuss with peers who are in the same subject and at the same level when learning. Because through discussions with colleagues, lecturers will get much input on interesting teaching and motivated. It should be exposed to the students at the first lecture meeting to assess its applicability and make necessary revisions to meet the students' needs and avoid possible handicaps. The delivery method could be planned between the first and second week, and some improvement is made based on the previous reflection. This explains why the course design comes during the process and not at the beginning or during education input (Hadiyanto, 2020).

Furthermore, Hadiyanto et al.(2021),and Ahlstrom et al.(2014) showed that the teachers' principles that facilitate students to gain knowledge and skills include: understanding how students learn, matching the learning and teaching principles, facilitating rather than control learning, motivating and encouraging students to interact in learning actively, assuring the practice of soft skills and acquisition of hard skills, promoting and expecting student accountability for learning, providing timely, specific feedback on learner progress. Individualizing learning experiences based on needs. However, in

language teaching, lecturers can provide all the necessary circumstances and input; but learning can happen only if learners are willing to contribute, and only if they do. Moreover, success in learning very much depends on learners having a responsible attitude.

It has become a great responsibility for all the teachers to learn how we can teach our students the easier approaches to the learning. For this, we need to understand ourselves and develop our awareness in language teaching. This will lead us to the application of recent approaches in language learning. What we have to understand is to make our students do; we should initiate ourselves.

However, theoretically this research enriches the literature on autonomous learning in the English teaching and learning process, especially understanding the concept of autonomous learning. These conclusions should not be seen surprising and should not be evaluated without considering the practices in the educational institutions of University of Jambi. Since English language courses at all levels of educational institutions in Jambi are structured which are bordered by a ready-made curriculum and textbooks, unfortunately, students and sometimes even teachers do not have the opportunity to participate in the decision making process of selecting materials, techniques and methods. As a result of these practices at educational institutions, students are not given the opportunity to be autonomous enough to decide about setting their own goals and monitor their own progress and study on their own pace and in accordance with their interest. In these premises, the best thing they can do is to understand and internalize the objectives of the instructors or courses and make study plans to reach the ultimate goals of

the courses. At this point, it should be noted that unless these structured courses are not abandoned, language learners cannot be fully autonomous in their learning process.

Furthermore, considering that the implementation of autonomous learning is closely related to management, staff development, learner training, and learning resources, a policy framework which addresses this implementation should also be developed. Without this, it would be difficult to implement independent learning in a coherent way and to attract institutional commitment. Within this framework, teachers need to experience autonomous learning themselves and need to be committed to self-development. The questions of how teachers can be psychologically prepared and which skills and knowledge are needed for autonomy should be addressed as well. Students/learners need induction sessions and support so that they can become familiar with independent language learning materials, equipment and resources. Thus, designated advisors working at the Self-Access Center will be able to provide students with appropriate approaches.

Finally, in the future, even though challenging, more empirical research needs to be carried out to explore the relationship, development model and mechanism between language learner autonomy and teacher autonomy. Furthermore, above all, it is suggested that ELT programs should increase students' understanding of autonomy in language learning process help them develop autonomy in their studies, and it recommends that the role of autonomous

learning to promote students' perceptions of achievement should not be underestimated.

Other researchers interested in the same field can conduct quantitative research to obtain more general results through a sample of schools with a larger population. Moreover, other research can conduct qualitative research on autonomous learning with special students. It is also recommended that in the future, follow up researches will examine various factors that affect autonomy, in EFL settings, with increased numbers of participants elaborately.