

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

Through the implementation of this study, the researcher gained a deeper understanding of how various internal and external factors intertwine to shape students' autonomous learning behaviors. Observing the high motivation and willingness of students to engage in independent learning, despite facing institutional and personal challenges, highlighted the resilience and adaptability that EFL learners possess, even when learning conditions are not entirely ideal. Their enthusiasm for developing receptive skills, particularly in reading and listening, demonstrated a strong foundation that could be further nurtured toward achieving full learner autonomy.

The researcher also recognized that fostering autonomous learning requires more than simply encouraging students to take responsibility; it demands a supportive environment that facilitates goal setting, strategic planning, and critical self-assessment. Although many students demonstrated substantial motivation, they still needed structured guidance to transform that motivation into systematic and sustainable learning behaviors. This need was particularly evident in the development of productive skills such as speaking and writing, where structured practice and reflective feedback were necessary to bridge the gap between current performance and potential capabilities.

Furthermore, this study reinforced the researcher's belief that learner autonomy is not a fixed endpoint but a gradual and dynamic process influenced by

personal agency, social support, institutional policies, and access to learning resources. The strong correlation found between external factors and autonomous learning levels emphasized the importance of building a supportive learning ecosystem. It is not enough to expect students to become autonomous without providing them with the necessary tools, opportunities, and encouragement.

Based on the reflections from this study, the researcher views autonomous learning as a lifelong journey rather than a final achievement—one that requires consistent cultivation from both the students themselves and the educational environments that support them. Moving forward, educational efforts should strive to balance learner freedom with structured support systems to truly foster sustainable independent learning among students.

## **5.2 Recommendations**

Based on the findings of this study, several recommendations were made to enhance autonomous learning behavior among EFL students at Universitas Jambi:

1. Enhance support systems: Provide academic counseling, self-access learning centers, and workshops for autonomous learning.
2. Encourage teacher involvement: Teachers should give regular feedback and create activities that foster independent learning.
3. Improve resource access: Ensure equal access to digital tools and learning materials for all students.
4. Promote goal-setting and time management: Encourage students to set learning goals and create study plans.
5. Foster peer learning: Support study groups and peer mentoring to enhance motivation and collaboration.
6. Further research: Investigate cultural factors, motivation, and emotional resilience in learner autonomy.

By implementing these recommendations, educational institutions and instructors could have fostered a more supportive environment for autonomous learning, ultimately enhancing students' English language proficiency and independent learning capabilities.

