Chapter Five

Conclusion and Suggestions

Conclusion

Autonomous learning method is an effective method implemented in the teaching and learning process. The involvement of students is very important. Students can express and share their idea even in decision-making in the classroom. Therefore, the autonomous learning method has been implied in the teaching and learning process.

The first is the research result shows that the autonomous learning method is an effective method implemented in teaching and learning process. By applying the autonomous learning method, students' thinking improves to be creative and become an independent learner. In addition, with applying the autonomous learning method the role of lecturer in the classroom becomes subs tract. The roles of lecturer are as guider and facilitator. Moreover, this research finding shows that the autonomous learning method can be accepted in the teaching and learning process. It shown with the result of findings above most of students ticked agree, the result approximately in range **50 – 74%** and the mean is approximately in **2.1 – 3**. It means *"good"* result in description. It means that application of autonomous learning method at EED UMY can be accepted but still need a little improvement.

All elements of the obstacle about the autonomous learning method are time-availability, energy, responsibility, understanding, learning material and preparation to learn, instruction and motivation of this research. For students, they can still difficult to overcome related to some the obstacles above. It was prove with some statements related to the practice of autonomous learning, the respondents assume that the practice of the autonomous learning method at EED UMY is accepted and applied but still need little improvement of infrastructure aspects.

Thus, there are aspects of autonomous learning method; student, lecturer and infrastructure. However, there was still problem that should be re-arranged in infrastructure but the application of autonomous learning method that has been already run well and accepted for students. As a matter of fact, it is related to the obstacles of autonomous learning method, students still felt overburdened in learning material like textbooks that has not been provided by the lecturers in the teaching and learning process. Consequently, the lecturer should think and consider what students' need and students' interests.

To sum up, the result of this research shows how important it is to apply the autonomous learning method that encourages student to become more active and independence. This research proves that the autonomous learning method can develop the activeness and independent of learner to run the teaching and learning process in the classroom even in outside. Although there is still need improvement in learning

material like textbooks but the application of autonomous learning method at EED UMY is accepted and run till now.

Suggestions

The findings of this research suggest some implications for the methods used in teaching and learning process for students. From the research results which have been evaluated, the researcher gives some suggestions for lecturers, students, institutions and also further researcher.

For lecturers. The lecturers are suggested to choose the autonomous learning method to apply in teaching and learning process because this method is an effective method where involvements of students are more dominant. Additionally, the lecturer can know about students' need and students' interests.

For students. The students are suggested to enjoy the autonomous learning method because this method is where they can explore what they want and need related to developing the teaching and learning process to be great. Hence, the students are suggested to not forget to pay attention in detail what the lecturer is explaining. They cannot understand the instruction from their lecturer therefore, they cannot do the task overall.

For institutions. The institutions are suggested to consider and develop the autonomous learning method in order to create qualified students and also become the institution which are assumed by another institutions to have quality and qualified in learning process even students itself.

For further researchers. The other researchers should conduct a similar research to review but focus on other methods of learning. Therefore, the other researcher can compare this research result with other researches through *the mean, the validity and the reliability.* For the next research, the researcher wants to conduct a research about applying the autonomous learning method which is appropriate with the student.

References

Adamson, J. (2012). Autonomy in learning english as a foreign language.

    International Journal of Global Education, 1(2).

Amir, M. (2009). INOVASI PENDIDIKAN MELALUI PROBLEM BASED

    LEARNING. Jakarta: Prenada media group.

Balcikanli, C. (2010, February). Learner autonomy in language. *Australian Journal of*

    Teacher Education, 35(1), 90-103.

Benson, P. (2001). *TEACHING AND RESEARCHING AUTONOMY 2nd* (Vol. 2).

    United Kingdom: Pearson Education Limited.

Brown, H. D. (2001). *TEACHING BY PRINCIPLES: AN INTERACTIVE APPROACH TO LANGUAGE PEDAGOGY.* New York: Longman.

Brown, H. D. (2007). *PRINSIP PEMBELAJARAN DAN PENGAJARAN BAHASA* (Vol. 5). Jakarta: Jakarta.

Coterall, S. (1999). Key variables in language learning: what do learners believe about them?. *System,* 27 (4). 493-513.

Dam, L. (1995). *LEARNER AUTONOMY 3: FROM THEORY TO CLASSROOM PRACTICE.* Dublin: Authentik.

Deci, E. L. & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human Needs and the Self- Determination of Behavior. Psychological Inquiry.

Egel, I. P. (2003). *The impact of the european language portfolio on the learner autonomy of turkish primary school students.* Unpublished Doctoral Dissertation. Anadolu Uiversity, Eskisehir

Fabela, M. (2012, September). The impact of teacher training for autonomous learning. *Studies in Self-Access Learning Journal, 3*(3).

Fenner, A.B. & Newby, D. (Eds.). (2000). *Approaches to materials design in european textbooks: implementing principles of authenticity, learner autonomy and cultural awareness.* Graz/Strasbourg: European Centre for Modern Languages/Council of Europe Press

Field, A. (2009). *DISCOVERING STATISTICS USING SPSS 3ʳᵈ Ed.* London: SAGE Publication Ltd.

Godwin, R. (2011, October). Emerging technologies autonomous language Learning. *Language learning & technology, 15*(3), 4-27.

Harmer, J. (2001). *THE PRACTICE of ENGLISH LANGUAGE TEACHING* (3rd ed.). Longman ELT.

Holec, H. (1979). *AUTONOMY AND FOREIGN LANGUAGE LEARNING.* Europe: Pergamon Press.

Hughes, P. (2003). Autonomous learning zones. *European conference for reserach on learning and instruction*, (hal. 2-5). Italy.

Humpreys, G. & Wyatt, M (2014). *Helping viatnamese university learners to become more autonomous.* ELT Journal: Oxford University Press.

Little, D. (1991). *LEARNER AUTONOMY: DEFINITIONS, ISSUES AND PROBLEMS.* Dublin: Authentic.

Macaskill, A. & Taylor, E. (2010).The development of a brief measure of learner autonomy in university students. Studies in Higher Education.

MacDougall, M. (2008). Ten tips for promoting autonomous learning and effective engangement in teaching of statistics to undergraduate medical students

involved in short-term research projects. *Journal of Applied Quantitative Methods, 3*, 223-240.

Mascolo, M. F. (2004). CONSTRUCTIVIST THEORIES. *Cambridge encyclopedia of child development.* Cambridge, U.K.: Cambridge University Press.

Nowlan, A. (1979). Motivation and learner autonomy: Activities to encourage independent study. *The Internet TESL Journal*.

Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning.* pp. 192-203. London: Longman.

Piaget, J. (1973). TO UNDERSTAND IS TO INVENT: The future of education. New York: Grossman

Rice, R. E. (2006). ENHANCING THE QUALITY OF TEACHING AND LEARNING: The U.S. Perspective. *News for Higher Education.*

Ryan, S. M. (1997). PREPARING STUDENTS FOR INDEPENDENCE: resources beyond the classroom. In Benson, P. & Voller, P. (Eds). *AUTONOMY AND INDEPENDENCE IN LANGUAGE LEARNING.* pp. 215-224. London: Longman.

Sanjaya, W. (2008). *PERENCANAAN DAN DESAIN SISTEM PEMBELAJARAN* (Vol. 4). Jakarta: Prenada Media Group.

Slavin, R. E. (2006). *EDUCATIONAL PHSYCOLOGY: theory and practice*,

8[th]edition, Boston, MA: Pearson Custom Publishing.

Sugiyono. (2010). *STATISTIKA UNTUK PENELITIAN*. Bandung: Alfabeta.

Suseno. (2013). *STATISTIKA DALAM PENELITIAN PENDIDIKAN*. Jakarta:

Unindra Press.

White, C. (2003). *LANGUAGE LEARNING IN DISTANCE EDUCATION*.

Cambridge: Cambridge University Press.