



CHAPTER V

SUMMARY, CONCLUSION, AND SUGGESTIONS

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This chapter presents the summary of this study, the conclusion and suggestions drawn from this study.

5.1 Summary and Conclusion

As stated in chapter one, the purposes of this study is to find out whether English Education Study Program (EESP) students in Widya Mandala are autonomous or not; what their degree of learning autonomy is; what factors strongly affect their learning and also the correlation between EESP students' degrees of learning autonomy and their learning achievement (GPA).

There are one hundred and ninety six students of the English Department in Widya Mandala Catholic University Surabaya are used in this study as the respondents. They are the students from academic year 2006, 2007, 2008, and 2009. Starting from January 11th until February 4th, 2010, a set of questionnaires was administered to those students in order to know their degrees of learning autonomy and what factors affecting their learning. Further, the writer analyzed the correlation between the students' degrees of autonomy and their learning achievement (Grade Point Average

or GPA) to see whether learning autonomy is related to their success in learning or not.

Based on the analysis, the writer found that EESP students are less autonomous with the degree of learning autonomy 2.94 with 57.65% of the EESP students are less autonomous (in the 2nd degree of learning autonomy). There is only one student is in the 4th degree of learning autonomy which means that she uses self-directed learning; she is intrinsically motivated and her learning is fully affected by internal factors.

In fact, EESP students tend to be autonomous or they are almost autonomous because based on the calculation, their degree of learning autonomy is almost 3 and the maximum degree is 4. According to the calculation of the factors affecting the students' learning in Table 4.7, it is found that 7 factors which have the highest scores. The factors are social or cultural purposes (7.30%), home support (7.23%), self-efficacy (7.23%), role models (7.18%), experiencing pleasure (7.15%), self-esteem (7.09%), and self-confidence (6.99%). The reason why they are still less autonomous is that according to the data, there are two external factors, social or cultural purposes and home support, affect the students' learning which have the highest scores and percentages. On the other hand, EESP students are almost autonomous, that can be proven that from those 7 factors, the number of internal factors is more than the number of external factors. That means the students' learning is mostly affected by internal factors.

Furthermore, the writer found that there is a positive correlation between EESP students' learning autonomy and their learning achievement (GPA). There is a low relationship, because the score of the correlation is only 0.24. From the calculation of determination coefficient, the writer can

conclude that learning autonomy correlates learning achievement for 5.9 percent, and for around 94.1 percent, other factors correlate the learning achievement. These calculations in this study are made without considering the other factors.

Moreover, based on the open ended interviews, the writer found that the 8 respondents being interviewed are consistent in answering the questionnaire because their answers in the questionnaire and in the interviews are the same. Based on the data of interviews, the writer concludes and summarizes that in some cases, autonomy affects students' learning and their learning achievement. It is found that in interviews, some respondents have balanced degrees of learning autonomy and their learning achievement. They are successful in their learning and they have high degrees of learning autonomy.

Further, the only student who is in 4th degree of learning autonomy uses self-directed learning. That can be proven from the data in the interview that no external factor affects her learning. She is intrinsically motivated and because of that she is both very autonomous and very successful in her learning. She has strong internal factors that push her to learn.

In contrast, there are some respondents who are very successful in their learning, but they have low degrees of learning autonomy. It can be proven why that might happen by the data from the interviews. Those respondents are extrinsically motive, that means the number of external factors affecting their learning is more than the internal factors. They have high GPA because they learn to reach high scores and they are pushed by home support and peer support, but actually they have lack of self-

motivation, they have no desire to learn without those external factors. The goal of their learning is only high scores in their GPA, that's why they are not autonomous, but very successful.

5.2. Suggestions

The writer would like to give some suggestions for the English Education Study Program (EESP) students, the lecturers, the English Department and also for the next researchers.

5.2.1 Suggestions for EESP Students

The EESP students should promote their autonomy and increase their self-motivation more. Learning is not only a matter of reaching high scores, but also a pleasure of learning and the meaning of learning itself. The students should know the idea of what, why and how they learn so that they can accept the responsibility for their own learning and become independent. After that it is hoped that they can be more successful in their language learning by promoting autonomy and being more independent because any successful learning is an independent learning (Dickinson, 1987).

5.2.2 Suggestions for Lecturers

The lecturers should persuade the students to learn more in any pace that they are comfortable with. The lecturers should not push and force the students to do the assignments, or to go to some laboratories doing some work where they do not enjoy learning there because of the environment or the atmosphere of the places that they do not like. As the result, the students study just for avoiding punishment from the lecturers. The lecturers should

let the students to explore their learning English on their own. The students need more guidance to know their own needs in their learning. By doing that, they will find out the ideas of what, why, and how they are trying to learn so that they are able to accept their responsibility for their own learning. In addition, the lecturers should be open to the students' opinions about their learning especially about their problems in learning. The lecturers should support and encourage the students to be more active, independent and responsible in their own learning process.

5.2.3 Suggestions for the English Department

For the English Department, the writer found that all interviewees don't like to study in their campus. The writer suggests that it should be concerned why most of the students do not like to study and to do the assignments in their campus and why they do not like the atmosphere and the environment of the library and the laboratories. The English Department should survey the students' comments about the facilities in the campus in order to know what should be developed or changed by distributing evaluation sheets to investigate the facilities in the campus every one or two semester.

Based on the information in the interviews, most students need better facilities. It is hoped that if the facilities in campus can be more effective, conducive and positive for the students to study well. The students do not feel like they have to study, but they must study in campus. The better facilities in the campus can encourage and motivate the students to enjoy studying more. The condition and the situation of the facilities that should be concerned are: the classroom situation, the library and the laboratories (Self-Access Center, Reading and Writing Laboratory, Digital

Language Laboratory and Multimedia Laboratory) at the English Department because those are the places where the students spend more time to study, internet in the campus (in the laboratories and Wi-Fi), and so on.

5.2.4 Suggestions for Next Researchers

For the next researchers, first, the next study should include more respondents in which the number of the respondents is very close to the number of all students as the population, so that the next researchers can get stronger data and more valid results of a survey study. Second, the next study should evaluate the students' autonomy, learning styles, learning strategies, and the factors affecting the students' learning deeper with some more points in the questionnaires to measure the students' degrees of learning autonomy. Third, the researchers should pay attention to the students while filling the questionnaire, and then the researchers check the students' answers carefully when the students submit the questionnaire. As the result, all data will be valid without ignoring some questionnaire sheets. The last, because degrees of learning autonomy may change from time to time in a person because of a lot of intrinsic and extrinsic factors, it would be better if the next researchers observe and analyze the students' learning autonomy in a period of time and see whether the students' degrees of learning autonomy will increase or decrease in that period of time or not.



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