

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

5.1. Conclusion

The result of study showed that students engaged more with the learning activities when they were given opportunities to get involved with the learning process. It can be seen through their behavior and actual statement toward the learning activities. Students can generate ideas to write their own texts through the engagement with the task, collaboration with peers and teacher guidance. The analysis, then, led the researcher to investigate the level of students' autonomous learning by considering all evidences of their engagement and participation during the learning process. The level of autonomous learning is based on the Vygotsky's (1978) concept of the Zone of Proximal Development which implied that learners first experience the active involvement in the problem solving task through the interaction with peers and guidance from the teacher before they gradually become independent in doing the task without the presence of others. That criteria show the high level of autonomous learning.

However, the result showed that all students in the study group have not yet achieved high level of autonomous learning. Three students are more autonomous than the other two, but they are still considered in the average level of autonomous learning. The evidences shows that students are actively involved in the problem solving task through the presence of

other capable peers and teacher guidance, but the students still cannot fully do the task independently without the presence of others. Meanwhile, the other two students are in the low level of autonomous learning as they showed less involvement and engagement toward the learning activities, peer collaboration and teacher guidance. They also still cannot do the task independently without the presence of others' assistance.

Frequent autonomous behavior in generating ideas to write can be seen during deconstruction; rewriting, retaining, and comparing as the students read many different texts, share more ideas with friends or teacher, discuss problems in the text together, negotiate meaning and correct others. They are not again afraid to make decision toward their own learning, share their ideas to the others, find problems by themselves and solve the problems by using the effective strategies to them.

5.2. Implication

Students' autonomous learning behavior will be developed gradually if the students are given opportunities to do so. Providing activities which can facilitate the students to make their own choice even in a simple activity can build habit which initiates them to become more autonomous and responsible toward their learning. As the learning activities used in this were not given separately based on the skills, they can be applied in regular classes by considering some aspects. The learning materials can be suited based on the lesson being learned. Then, the use of wall magazine can be suited with the need of the class. It might not be

decorated as the real wall magazine if the aim is only providing media to share the students' works. Finally, it needs great control of the teacher as it involves big number of students. But, it does not mean that the teacher take over all the process of learning.

5.3. Recommendation

This study can be a meaningful data for other English Departments students conducting a research about students' autonomous learning. As the study described students' autonomous learning through reading activities, other researchers can also continue or develop the study deeper about the aspect of the autonomous learning by considering some recommendation. The study can be conducted in a regular class to see the effectiveness of the learning activities in giving opportunities for the students to become autonomous for their learning. Then, the indicators or the evidence of autonomous learning can be added based on the finding of the investigation. The other researchers also can vary the activities or conduct to the other skills; speaking, listening, and writing.