CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the study, followed with recommendation for EFL teachers and suggestion for further studies.

Conclusion

Since learning English is a long and complex undertaking, English Department students in a university get difficulties in the process of learning English. Actually, there are some reasons why it is difficult to master English as a foreign language. First, a process of learning in universities is completely different from a process of learning in high schools. The lecturers in universities do not directly spoon-feed the students with the materials. Second, English as a foreign language is rarely used in the real situation outside the classrooms. Therefore, in order to survive in their study and become successful language learners, English Department students should take more efforts by taking responsibilities in their own learning by being autonomous. Besides, they are expected to develop their own sense of responsibility in their study or academic task and manage their strategy in learning. One of the learning strategies in learning a foreign language is learning autonomy. Surya (2003) pointed out that learning autonomy is process of directing the learners' self-motivation to develop the potential in learning of an object without any pressure or external influences. Furthermore, by having this kind of learning the learners will enjoy learning a foreign language independently without any pressure.

Therefore, the writer wants to find out the level of autonomy by which the students have and also to find out whether there is a correlation between learning autonomy and learning achievement. This present study is a correlation study by which learning autonomy as independent variable and learning achievement as independent variable too. There are one hundred and ninety nine students of English were utilized in this study as samples. They are the students from academic year 2012, 2013, 2014 and 2015. Then, the data were collected using two instruments; the learning autonomy questionnaire and learning achievement (GPA of the students). At that time, the instrument (questionnaire) was distributed to one hundred ninety nine students of English Department Surabaya who were in 2012, 2013, 2014, and 2015 academic year, subsequently the data analyzed using Pearson Product Moment. There were several results

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implicated based on the data analysis. Then, the finding shows that the undergraduate students were autonomous which means the students' learning is mostly affected by strong internal factors, such as self-efficacy; experiencing pleasure; self-esteem/self-appreciation and self-confidence. However, the correlation between learning autonomy and learning achievement is positive yet it was low. It could be concluded, the students are autonomous in learning English could have low English learning achievement and vice versa. Some students who were autonomous revealed that they had low learning achievement. Being autonomous in learning English didn't make the students automatically get good GPA in learning English. Although, they had been autonomous in learning English, there were other factors which cause them not to gain high GPA.

Suggestions

Suggestions for Further Research

The next research is expected to analyze some variables such as learning styles, learning strategies, or other factors affecting the students' learning deeper using experimental research study because the correlational study has been searched by the researcher.

Suggestions for Lecturers

It is expected that the lecturers can contribute and promote learning autonomy more in the ways they are teaching the students and motivates the students in order to be successful in language learning.

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