

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

1.1 Conclussions

Thematic analysis was used to analyze the data obtained from interview. The results of this study showed that there were five teacher's beliefs in learner's autonomy in English language learning at MA Masdarul Ulum. Those beliefs were presented through several themes, they were: (1) Beliefs about learner autonomy, the teacher stated learner autonomy as the ability to understand and accepts responsibility for their own learning. (2) Beliefs about teacher's role in developing learner autonomy, the teacher's roles in developing learners' autonomy were as a facilitator, counselor, resource, manager and organizer. (3) Beliefs about classroom environment, teacher's use group seating, and U-shaped can support cooperative learning that will help the students to develop their autonomy. (4) Beliefs about the development of autonomy, the current curriculum in Indonesia encourage the development of learner autonomy, because it encourages students to be more active and less dependent on their teacher through technology integration. (5) Beliefs about the application of learners' autonomy, the teacher stated that the most effective way to practice learner autonomy in Indonesia are; hand-on exercise, small group discussion and project-based tasks to encourage collaborative learning.

1.2 Suggestions

There are several suggestions that can be given from this study. That are: (1) For students, it is highly expected to be more active in the learning process and not too dependent on their teacher, not only waiting for spoon-feed from their teacher, but start learning to think actively and critically in their learning process. (2) For the teacher, it is advisable to motivate students to be more independent in learning, and to think more actively, it is also hoped that teachers will use the student-centered method that made the students more active with group discussion, peer-learning, and so on. (3) for the headmaster of MA Masdarul Ulum, it is recommended to provide language learning facilities, such as: language laboratories that contain computers and audio for listening lessons, reading corners for reading activities, wide tables for group discussion, and other facilities needed by the teacher to encourage students to become autonomous learner.