CHAPTER 5

CONCLUSION

This chapter presents the conclusion of the research by briefly answering the research questions, implications about the logical consequence of the findings, as well as suggestions for several parties, especially future research directions.

5.1 Conclusion

The existence of Amcor UMM as SAC especially for English department students is expected to be the place where they can study English out of the classroom to improve their English skills through some needed resources and activities.

The students' target needs for autonomous learning resources of SAC are learning English-specific skills materials either internet or online-based, multimedia-based, and paper-based materials depending on their preferred learning styles. The most prominent issue of SAC resource needs is the provision of authentic-based resources in the form of American native speakers to practice speaking individually because the existing programs both One Day English and English-Speaking Buddy are limited to a small number of participants and not designed to individual learning as what they wish but a group learning. The other issues found are the lack of a virtuous internet connection as the most necessary resource to study in SAC and the lack of standardized English-based test materials like the TOEFL preparation books as the second most necessary materials to study in SAC.

Also, students' learning needs for autonomous learning activities in SAC are that the activities for each skill and language element interested to do in SAC are depending on their learning style and strategy preference. Activities more favored by the students are individual activity in listening, native American speaker advisors guide in speaking, individual reading, and free writing. Vocabulary, pronunciation, and grammar are also needed to be more integrated into numerous offered programs because they wish to be guided by Native American speakers preferably for the American English pronunciation model, and non-native speakers

for English grammar. Nevertheless, the findings on the students' preference in learning strategy indicated that most English department students are semi-autonomous learners and only less than one-quarter of them are full-autonomous learners.

5.2   Implication

The research findings disclosed that numerous specific materials, types of resources, and activities needed and favored by English department students are still lacking. For this reason, the practical implication of the research is for SAC supervisors to consider future development and recommendations of material and resource allocation as well as ideas of forthcoming programs of SAC based on the identified needs particularly for the English department students not only in UMM but other higher education institutions also for supporting autonomous learning.

In addition to practical implications, the findings that most English education students under study are semi-autonomous learners subsidize the preliminary description of Indonesian learning style and strategy preference in the higher education context. To enable students to be full-autonomous learners, the need to introduce the notion of autonomous learning in SAC particularly might be advantageous for them to plan their English learning more autonomously.

5.3   Suggestion

Bound by the limitation of generalizability of small-scale research, some suggestions are projected for SAC directors and future research. As a result of the revealed lack of SAC materials, resource types, or activities, it is recommended to the SAC directors analyze and evaluate the guests' needs every year to be updated and adjusted to the newcomers' needs for SAC materials, resource types, or activities. Another suggestion based on the discovered finding is that the beginner and inexperienced guests were likely to be reluctant to access the facilities or programs in SAC, it is advised to hold an orientation for the beginner every year and the inexperienced users whenever needed. Orientation is one of the four ways to advance the effectiveness of SAC by Cotterall and Reinders (2001).

For future research, the finding that English department students' preference in learning strategies is mostly semi-autonomous in SAC, it is suggested to observe

the individual students' activities in SAC to see their autonomous learning behavior, monitor their progress, and evaluate their progress for the students to be full-autonomous learners in SAC by being participant observers in SAC.