

THE IMPLEMENTATION OF SELF ACCESS LEARNING IN SELF ACCESS CENTER

Elise Muryanti, S. Pd

DIKIRIM KE	
DITERIMA TEL.	22 sep. '04
SUMBER WACANA	Ad
KOLEKSI	K1
NO. INVENTARIS	204/K/2004-i.2 (2)
PLAKARDIS	420.7 MUR. i②

PADANG STATE UNIVERSITY
2004

ABSTRAK

Self Access atau belajar secara mandiri adalah suatu cara pembelajaran yang baru dikembangkan di beberapa Institusi Pendidikan di Indonesia. Belajar mandiri ini dapat diterapkan dalam belajar Bahasa Asing. Metode ini dapat dilakukan di pusat belajar mandiri yang disebut juga dengan Self Access Center (SAC). SAC dilengkapi dengan fasilitas belajar seperti buku-buku, kaset, video, CD Room, TV, VCD Player, Tape Recorder dan Computer Assisted Learning (CAL). Anggota Self Access dapat menggunakan fasilitas SAC untuk meningkatkan kemampuan berbahasa mereka.

Makalah ini akan membahas bagaimana belajar secara mandiri di SAC, menganalisa kebutuhannya dalam berbahasa asing dan apa tujuan yang akan diharapkan dalam belajar, serta bagaimana mencapai tujuan belajar secara mandiri dengan pelaksanaan belajar yang memang tanggung jawab individu sebagai pelaksana pembelajaran.

Dalam mendapatkan hasil belajar yang diharapkan, pembelajar mandiri harus melakukan langkah-langkah belajar sebagai berikut:

- A. Pembelajar harus menganalisa kebutuhannya akan bahasa asing.
- B. Melakukan belajar secara mandiri dengan melakukan hal-hal berikut ini:
 1. mengisi rencana pembelajaran
 2. memprioritaskan belajar dalam mencapai tujuan.
 3. belajar pada tempat keterampilan yang tepat.
 4. belajar dengan serius dan benar-benar fokus pada apa yang sedang dipelajari.
 5. mengerjakan tugas belajar mandiri.
 6. mengevaluasi diri dengan mengoreksi sendiri tugas mandiri dengan mengecek kunci jawaban yang tersedia. Pencapaian tujuan belajar dapat dilihat dari hasil evaluasi.

Dengan melakukan langkah-langkah yang disarankan tersebut, pembelajar mandiri akan dapat melaksanakan pembelajaran secara optimal dan dapat mencapai tujuan belajar dengan hasil yang sesuai dengan apa yang diharapkan.

TABLE OF CONTENTS

Abstraks

Chapter I. Introduction

- A. Background of the Problem..... 1
- B. Formulation of the Problem..... 4

Chapter II. Review of Related Literature

- A. The Principle of Self Access 5
- B. Self Access Center as The center for Independent Study 7
- C. The Facilities In Self Access Center 7
- D. The Application of Need Analysis 8

Chapter III. Discussion

- A. Self Access Center and Facilities 10
- B. Accessing Learners Language Needs 11
- C. Learning Independently in SAC 15

Chapter IV Conclusion

- References 23

CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning language nowadays is different from learning in the past. There are many changes in the concept of learning nowadays. The differences are on the principle of learning, the media used for learning and the place of learning. The traditional principle of learning is the teacher center has been changed into the learner center. In traditional learning, teacher is the center of learning. The role of the teacher in the class is full of control. Teacher is the main source of knowledge while learners should listen and accept what the teacher teaches. Learners' role is as the receiver of the knowledge transferred by the teacher. Meanwhile the learners' role in the learning currently is the doer of learning. Learners should involve actively in learning activities. It is straightly different from the role of learners in the past.

Furthermore, the changing principles also need the improvement of the media used for learning. The development of science and technology support the improvement of media for learning activities. Learners, nowadays, do not only learn from the textbook but also learn from newspapers, magazines, tape recorders, televisions, and computers. Learners can get knowledge from many different sources and medias. Learning from media can give an interesting learning activity for learners. Then, by the assistance of modern technology in learning a language can give more benefit to the student's achievement in their

study. For instance, using tape recorder can bring the students' imagination in the situation the speaker's conversation. This device can train the student's ability in listening and in some methods using this device can create a situation as if the students were talking and interacting with the native speakers.

Besides using tape recorder, the students can also use computer as other media in learning a language. Language learning program can be created by using computer. The program of learning a language in computer is a kind of two ways interaction. In this program, computer is as a native speaker and the students can practice directly with it. Furthermore, by using computer the students can also learning written ability. If they learn writing activities, the computer will help them in correcting their grammar.

Another device is a television. Using this device can give an interesting experience to the students because the students can see directly the situation of the speakers' dialogue. The advantage of using this device is the students can learn the appropriate intonation and expression in a correct situation. This ability is very important because a single word can have various meaning if it is uttered in different intonation. Beside intonation, the situation can also influence the meaning of the word. So, by using television in learning a language can enrich the students' experience and knowledge of the language they are learning. That is why a language center is suggested to use some electronic media in increasing the students' achievement in learning a language. In addition, another different in current learning is the place of

learning itself. The place of learning is not only in the classroom but also outside of the classroom. Learners can learn independently in library and in self-access center. Then, the ways of students learn are also different. Some students are familiar with learning under the teacher's instruction while the other students prefer to learn independently from many sources not only from teachers but also from other media. However the old learning style is still found in current learning, even the role of teacher has been changed but in class observation can be found many learners still do the passive learning. Learners still depend on the teacher's explanation. This kind of learners get problem in learning independently. This type of students does not have responsibility in learning process.

Thus to make students more independent to study, it should be supported by the environment. As the need of globalization era, people should be able to speak English. One of suggested environments to study English independently is learning independently at self-access center. SAC is a new environment for self-access learning (independent learning). It helps students to study English as an International language. SAC is a good place for building a feeling of independent and responsible in studying. It is still new in Indonesia. In this country it can be found in some institutions such as in The British Council, in The University of Bengkulu, and in PPBA Bung Hatta, while in the State University of Padang is still in preparation to provide this facility. Then, the problem that may occur in learning in SAC is that the students are not familiar in using this facility.

Self-access learning suggests a comfortable learning environment. However, This kind of learning is new for most of students. Students are not common to study independently in SAC. Self Access Learning is a new issue for students. Most students are not usual to study in SAC, how to learn independently, how to use the media in SAC and how to set the goal of learning and how to achieve the goal with a successful result. These problems may appear in students' learning in Self Access Center.

Realizing SAC is a new environment for learning a language, the writer, thus, wants to limit a problem into the facilities in SAC, The application of need analysis in setting the self- access goal and the ways to study.

B. Formulation of the Problem

This paper attempts to discuss about the facilities in self-access center, the application of need analysis in setting the self-access goal and the implementation of self-access learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Principle of Self Access

The perception of learners who do the learning process is the movement on the ways the learners learn a foreign language. Learners nowadays should be able to direct their own learning activities. Self-Access according to Sheerin (1989) means learning independently and autonomously without any instruction of teacher. Self-Access gives the autonomy to the learners to do learning activities. Language learners in Self Access should know how to learn independently and be responsible in learning activities. According to Sheerin (1989) in Self-access learning the learners should be responsible in independent learning. Self-access make learners have the responsibility in the learning process. This perception is contrary to the old learning principles where teacher is responsible in learning. Gardner and Miller (1989) say that independent language learning is a stage between teacher, dependent learning, and autonomous learning. Gardner and Miller agree that in independent learning teacher's role does not teach the students but teacher has a role as counselor. The counselor only helps students be independent in their learning. Teacher and students in self access learning doesn't close in the process of sharing knowledge but teacher only facilitate the learning while learners are the doer of learning.

Furthermore, Shevick, in Sheerin (1989) explains that in order to increase learner independence and responsibility, the traditional roles need to be changed as follows:

Teacher

Paternal/ assertive	—————>	Fraternal/ Permissive
Dispenser of all knowledge	—————>	Resource Person/ consultants
Fostering dependent	—————>	Training for independence

Students

Passive	—————>	Active
No responsibility for learning	—————>	Assume responsibility for learning
Seeking approval	—————>	doing without ever approval
Submissive	—————>	involved in decision making

Teacher in Self Access Learning does not have traditional roles. Teacher has a function as the consultant or counselor to train learners to be independence in learning, while learners should be active and involved in all decision-making and has the responsibility in learning activities.

Self-Access can be done not only for adult but also for adolescent. Self-Access in university should supply the need of university students.

B. Self Access center as the center for studying independently

Self-Access center according to Sheerin (1989) is a center to learn or study independently (Self Access). Sheerin also says that such centers offers students the opportunity to pursue their learning in their own preferred way and at their own pace. Students in this center can direct their own learning and decide what activity can they do in Self Access center. SAC is the facility is offered in learning Foreign Languages nowadays.

Moreover Gardner and Miller (1996) says that Self Access Center can be set to suit all types of learners. From learners of general to learner of English for specific purposes can use this center. Self Access Center also can be set from beginners to advanced learners. SAC should suit the needs of learners.

C. The Facilities in Self Access Center

Sheerin (1989) explains three section of Self Access Center. The sections are a library section, a self-access section, and equipment. In library section contains books, newspapers, and magazines, which cater for a variety of students needs, while in self-access section include language-learning materials, which students can use on their own.

In self access section students have to be able to find material easily which is at their level and satisfied their perceive needs. They also need to be able to evaluate their own work by checking the key answer. (Sheerin : 1989)

The equipment according to Sheerin (1989) is cassette recorders, Audio – active comparative (AAC) labs, computers and video station.

Those facilities can be used to study independently in Self Access Center

D. The Application of Need Analysis in Finding the Goal of Learning in Self Access Center.

In SAC room, learners should work and study independently. Learners should be active in learning in order to get the goal of learning. Learning activity can be meaningful if learners active in learning process and are able to decide what will they study and how to study the lesson (Yulaewati : 1993). The principle of autonomy learning needs the responsibility of learners as the doer of learning. The good language learners should be able to decide what do they study and what do they really need to improve. Feeling of responsibility is a must in self-access learning. The successful of learning language depends on the perception of the learner about learning and the ways of them to learn a language.

Moreover Naiman at all (1979) explains some of the criteria of the successful language learners. Some of the criteria of them are: responsibility in learning activity, active in learning and involved in decision-making. The concept of learners as the doer of learning should need the active learners in self-access learning. The learners also should be able to decide what skill do they want to learn and how to learn it. The learners should be able to analyze what do they really need to study in SAC.

Need analysis is needed in setting the goal of learning in self-access center. Harvey (1984) says that need analysis is needed to analyze and determined the activities perform in learning foreign languages. By doing need

analysis, the learners will realize what should they improve and how to improve it. It helps learners to set the goal of independent learning in SAC.

Moreover Gardner and Miller (1998) explain how to do the need analysis in self-access learning. Self-access learners should think what do they really need to learn in the self-access center by answering some questions. These questions will help learners to find their needs.

1. What do / will you need English for? Study, business, engineering
2. What kind of skill do you need? e.g listening, speaking
3. What are your weaknesses in learning English? E.g. listening, reading, speaking, grammar, etc.

By answering these questions and writing down the answer on the sheet, learners can set the goal of learning. Learners can analyze what skill do they want and what activities can they do for self access learning.

CHAPTER III

DISCUSSION

A. SELF ACCESS CENTER AND FACILITIES

It has been mentioned in the review of related literature that SAC is a center to do independent learning activities. Students in the Self Access center study independently without any assistance of teacher. The students should be able to study and use the material and the equipment in Self Access Center. Before being the SAC member, students are trained to study independently and to use the SAC facilities. Since students are not familiar to study in this center, the training is a must for students themselves. The students are equipped with the knowledge of self access learning and introduced with the facilities there. This training is done the SAC counselors. The counselors should introduce every issue and facility in SAC.

There are some facilities used in Self Access Center. They are books, magazines, journals, newspapers, TV satellite, VCD players, CD Rooms, cassettes, tape recorders, and Computers Assisted Learning (CAL). These facilities are provided in each corner of skills.

SAC consists of several corners. The corners are Speaking corners, Writing corner, grammar corner, Reading corner, listening corner and CAL. The listening corner is divided into three sections: listening with TV satellite, listening with VCD player and listening with tapes. Students in Sac can choose in what corner that they want to use. The use of the corners

depends on the skills that the students want to be improved. If students want to learn speaking, they should use speaking corner. After selecting the speaking material, the students should study in speaking corner. They are not allowed to use other corners because they can disturb other students' activities.

B. ACCESSING LEARNERS LANGUAGE NEEDS

Using self access center is something new to many learners. Learners in our society are still not usual using self access center. Before using self access center, the learners should recognize what do they really need. The learners should analyze their needs by themselves by answering these questions.

- a. What do / will you need English for?
- b. What kind of skill do you need?
- c. What are your weaknesses in learning English

The learners should determine whether they want to learn English for business or for engineering or English for education. If learners want to study English for business, this learner can use the English for business material. Self access center is set to provide some English specific purposes materials. So, students from different background can study in the self access center. In my observation in the self access center at PPBA Bung Hatta found that the user of SAC university of Bung Hatta comes from different education background. They come from not only English department students but also from engineering, public Japanese, etc. They do not only study English but

also study other language such as Japanese. SAC PPBA Bung Hatta also provides the material to learn Japanese. Before studying in self access center, the learners should recognize what do they need, English or Japanese. After deciding that they want to improve English then they should think again what is English for. If the answer is English for business, they should come to business material later. After deciding that they want to study English for business, they write the goal in the paper, the goal is English for business. Then the learners should decide the skill do they need. If the learner chooses speaking for business presentation in seminar the learner's goal is set to learn speaking for business presentation. In setting the goal of self access learning the learners should refer back to the weaknesses of them in learning English. The learners learning goal is to change the weaknesses in to the strength so learning activities is set to reduce the weaknesses by learning more and more. If the learners are weak in vocabulary for business presentation, the learners should improve the vocabularies by taking a note the new business vocabularies so they can use the vocabulary in speaking area.

Need analysis also can be done by filling the worksheet below.

Instruction: Below is some common language skills. Tick the skill (s) you need most at present or will need in the future. Do not choose too many because it will be more efficient to work consistently on a few areas at time. Put down a number (1 = very poor, 5 = very good in the last column to indicate your proficiency in items you have ticked.

Language Focus	Needs		Proficiency 1. Very poor 2. Very good
	now	future	
Reading Academic articles or texts Literature or readers newspaper and magazines Advertisements and public information Others.			
Writing Academic articles or papers Creative writing Curriculum Vitae and resumes Descriptions Diary Essays Formal letters Instruction / leaflets Memos and messages Minutes Newspaper articles Reports and proposals Talks and presentations Others:			

Listening Business, meetings Conversation Dictations Discussion Drama Entertainment (e.g. movies) Interviews Lectures TV/Radio news Song / Music Storing Talk and presentations Telephone conversations Others			
Speaking Business meetings Social conversations Group discussions Interactive skills Talk and presentations Telephone conversation Story telling Others			
Grammar Pronunciation Vocabulary Other			

By filling the worksheet above, learners will recognize their needs now and future. So learners can focus their learning to the skills they need. The next thing that learners should be done is prioritize the needs as the goal of learning, for example: The learners need to study listening, they can give checklist to listening now. Learners refer back to the weakness of them is to understand the TV and radio news. The goal of self access learning of them is

improving the listening skills especially listening TV, news and radios news.

The SAC activities that the learners prefer should be listening on that field.

Another way to do need analysis in order to set the goal of learning, the learner should circle the following selection below.

These selection is important to find out what should the learners reach in self access. Consider each area or skill and circle the number which you think is your level on a scale of 1 to 5

1= this is the standard I would like to reach –my goal

5= I can do very little. I am a long way from my goal

Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5
Listening	①	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

It can be seen from the table above that the learner circle listening 1. It means that this learner should study listening more. Listening is accepted as the goal of learning in SAC. From doing the analysis, the learners can recognize the goal of learning in Self Access Center so learning activities should not be far from the goal.

C. Learning independently in Self Access Center

After recognizing the learners' need, the learners have to work individually or work in group in self access. Independent or self reliant and responsible are needed in self-access. The learners in Self Access Center can do individual learning or group work learning. The learning is chosen based on the need of learners.

There are some procedures of learning in the self-access center that should be done by self-access learners.

1. Fill the study plan

When entering self-access center, learners should fill the study plan.

Below is the example of a learners' study plan:

Date & time	Subgoal (s)	No of hours	Activities/materials	Remarks
2/2	Improve listening to news on TV	2 x 40	Watching / listening to TV news o	Understanding, get new vocabulary

420.7
MUR
③

204/K/2004-i.2(2)

4/2	Improve listening to news on radio	2 x 40	Listening to radio	Understanding, get new vocabulary
6/2	Improve listening to news on TV about Forecast	2x40	Watching / listening to TV forecast news	Understanding, get new vocabulary
8/2	Improve listening to movie	2x40	Watching / listening to movie in TV	Understanding, get new vocabulary

Signed – Consultant – Date

By filling the study plan, the learner has the aim of learning in SAC. So she/he can direct their learning without depending on the teacher. This way make learners are responsible in learning activities. So, the learners are reinforcing to get the goal of learning. The sub goal of learning is determined by refer back to the result of need analysis. The sub goal can give the direction of learners to the activity in the self-access center. Learners in SAC only focus in the sub goal so the achievement of self-access learning can be checked after learning activities.

2. Prioritize the learning based on the goal

It has been explained that independent learning in the SAC should be focused on the goal fill in study plan. The activities should not be far from



the goal. Self-Access learners should prioritize their learning based on the goal or sub goals. If the goal is to improve understanding in listening to news report the learner should choose the TV satellite and radio as the sources of learning

3. Come to the right corner of skills

If a self-access learner chooses to learn listening, she/he should come to listening corner. The learner can choose the cassette, the files or listening books provide in the SAC. If she/he wants to listen to the news in TV, the learners should use the TV satellite corner, so other SAC members are not disturbed by the sound of TV.

There are some corners of skills available in self-access center. They are listening with tape recorder corner, TV sat corner, speaking area corner, writing corner, reading corner, computer corner, VCD player corner. SAC learners can choose which corner that they want to use. The use of the corners should be relevance to the skills that the learners want to study.

4. Study seriously and focus to the goal

Learners in SAC should study seriously. Self-Access learners should be able to work in SAC without disturbing by other learners activities. The learners should be able to concentrate to the lesson, which is being studied.

Learning activities is focused to the goal of learning stated in study plan. Here, learners should be responsible to the process of self-access learning. If they study actively and seriously, they can achieve the good result of learning in SAC. Hard working, active in problem solving and serious in studying is the supporting criteria to get a successful result in studying. Learning activities in Sac should suit the goal of learning stated in the study plan.

5. Do the SAC assignment independently

While studying in SAC, learners should do the assignment given. The assignment is needed to measure the result of the learning activities. If learners are able to answer all questions correctly means that they are successful in self-access learning.

The concept of independent learning is implemented in doing the self-access task or the self-access assignment. A SAC learner should do the individual assignment by himself or herself. An individual learner has responsibility to measure his/ her achievement after learning activities.

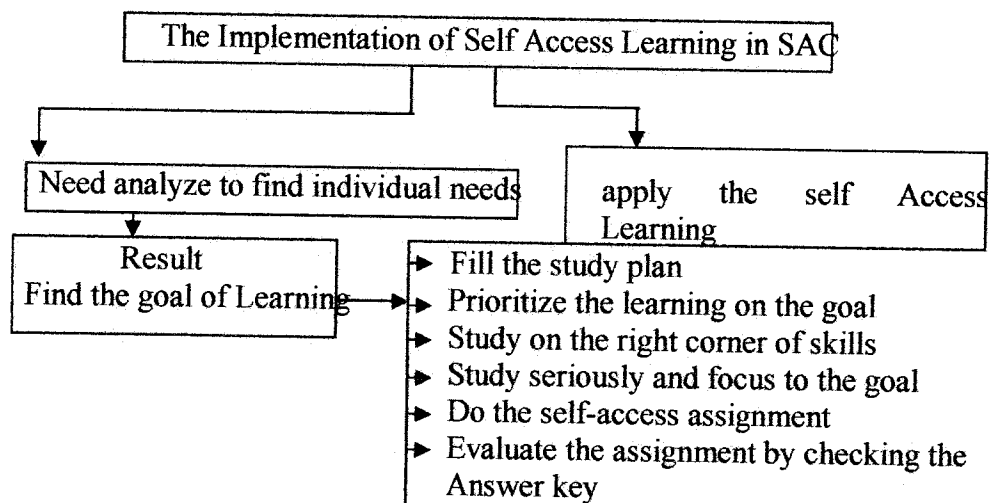
6. Evaluate the assignment by looking at the answer key

A generally accepted definition of self-access material tends to be that it consists of activities or text, plus questions or tasks, which are self-

Self-access assignments are provided with the answer key. To do the evaluation is the responsibility of the learners. After doing the self-access task, the learners should correct their work by checking the answer key. It can be accepted that the learners in SAC play the teacher's role as the evaluator. By doing the evaluation independently, learners will know how far their learning achievement on that day is. So in the following day, the learners know what they should want to study more and more. By evaluating their own assignment the learner will realize the strength and the weaknesses of them.

The successful of learning in SAC depends on the activities done by learners. If the learners have good result in answering the SAC assignment, they have achieved the goal of learning in SAC. So learning independently has been done successfully.

To comprehend the application of Self Access Learning more deeply can be analyzed from the scheme below:



CHAPTER IV

CONCLUSION

Self-access or independent learning is new for language learners. Self-access or independent learning gives learners different learning activities. In self-access, learners have the responsibility of learning. The learners in SAC should be able to learn independently without teacher's instruction or guidance. The successful of language learning in SAC can be achieved if learners know their needs of learning. Learners should do need analysis in finding the sub goal of learning. The successful of self-access depends on the way of learning. Learners should prioritize the learning activities based on the goal of the learning. Learners should study the skills on the right corners. Then, learners should study in SAC seriously and do SAC assignment independently and learners should evaluate themselves by looking at the answer key of the assignment.

The learners in SAC should be able to study and work independently. It is almost the same as study in the library, learners in SAC decide what they want to study, what activities that they want to do, find the material, and evaluate their learning achievement by themselves. Learners in SAC can study either individually or study in group. Group work discussion also can be done in SAC.

Before start studying in SAC learners should recognize their language needs. Need Analysis help them to determine what specific skills that they want to study particularly. Need analysis is done based on the aim of the learners to come to SAC and also based on the language weaknesses of them. There are some suggested procedures that should be done by learners in SAC in order to be

successful in studying. First, Learners should fill the study plan when they come to SAC room. The learning activities should be prioritized based on the goal stated in study plan. Second, When Learners come to SAC; they should study on the right corner of skills. If they want to improve listening, they should study in listening corner. There are tape recorders and video are provided in this corner. Next, Learners should study seriously and focus to the goal of learning. Learners should focus to the lesson that they want to study and should not jump their mind to other things. Moreover learners in SAC should do the SAC assignment independently. The assignment should be done to measure the learners' achievement after certain period of studying. Finally learners should evaluate the assignment by checking the answer key in the back of the assignment file. The result of their evaluation show whether they are successful or not. If the result is not good, Learners should refer back to all their learning activities, have they done all the suggested procedures or not. They should try to overcome this problem by themselves.

REFERENCES

- Gardner, David et all. 1996. Task For Independent Language Learning.
Teacher of English to Speakers of Other Languages Inc.
- Harvey, Anamaria. 1984 "Designing an ESP Course : A case study."
English Teaching Forum, Vol. XXII, No 1, P. 24
- Naiman. N, Frohlich M, Sheern H. H and Rodesco A, 1978.
The Good Language Learner. Research in Education
Series, No. 7. Ontario Institute for Studies in Education
- Sherin, Susan. 1986. "Self Access : Resource Book for Teachers.
Oxford University Press
- Smoak, Rebecca. 2003. "What is English Specific Purposes"
English Teaching Forum, Vol. 41, No 2. P. 22
- Yulaewati, E. 1993. Belajar Aktif Membuat Anak Belajar
Lebih Bermakna. Jakarta, Gelora.

