

Students' Needs for Autonomous Learning through Self-Access Center Resources and Activities: A Survey on the Target and Learning Needs of SAC Users

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Abstract

The Self-Access Center (SAC) is one of the infrastructures for realizing the self-access approach as one of the modes of learning beyond the classroom (LBC) that is essential to the manifestation of the student-centered approach in language education. This study looked at the target needs of English department students for independent learning using SAC resources and their learning needs for independent learning using SAC activities. There were 51 university students participated in the study using a mix of questionnaire and interview data collection techniques. The study revealed that the student's primary necessity for autonomous learning resources of SAC was materials for specific English skills out of the classroom supported with the use of sufficient internet resources and a native speaker as a resource. It is to fulfill their short and long terms goals to attend in SAC. It was also discovered that the students preferred individual reading, free writing, native American speaker advisors, and listening activities. Vocabulary, pronunciation, and grammar need to be progressively integrated into these programs since many of them wish to be overseen by Native American speakers, notably for the American English pronunciation model, and non-native speakers for English grammar.



Key Words: *Autonomous Learning; Students Access Center; Target Needs; Learning Need; Learning Beyond Classroom*

Introduction

A rising number of academic publications now cover both the importance of outside-the-classroom learning and the importance of teaching and studying foreign languages. Along with Richard's (2015) emphasis on the critical balance of both activities within and outside the classroom to achieve successful learning, the term "Language learning and teaching beyond the classroom" (LBC) has become popular. SAC is one environment for learning outside of the classroom that has been shown to help students study independently and regulate their learning by choosing what, when, and how to learn in a natural setting (Hsieh & Hsieh, 2019). Furthermore, Benson (2016) remarks that the provision of learning tools can help students learn independently inside or outside of the classroom.

The ongoing advancement of technology has allowed for language learning and instruction to take place outside of the classroom (Reinders & Benson, 2017). One of the LBC models that plays a significant part in the global shift toward a more student-centered approach in language education is the self-access method. With the self-access approach, learning is personalized to support student-centered learning in which students choose for themselves how to interact with a particular learning environment to guide their learning processes. Self-access centers (SAC), a newly coined word, are the hub of a self-access method and the facilities that support self-access learning (Gardner & Miller, 1999). In other words, SAC offers spaces as a hub where students can easily access accessible facilities. Briefly, SAC as beyond-the-classroom learning is trusted to be the place to enhance students' autonomous learning.

In addition to SAC, self-access language learning (SALL), which is typically formed under institutional administration, can include a language learning focus. Students can interact with a variety of locations that are built in a specific environment, allowing them to develop their self-directed learning abilities (Morrison, 2008). From this point on, students are solely accountable for their learning objectives, which are determined by their needs. Another problem that is developing is that students' independent learning activities and contact with the materials in SALL are barely acknowledged given that they are entirely responsible for their learning goals based on their requirements. Individual learning, consultation, and organized programming were discovered to be carried out in SAC in the Taiwanese environment (Hsieh & Hsieh, 2019).

The aforementioned conclusion was only applicable to Taiwanese students, who differ from Indonesian students in that they are typically accepted as senior high school graduates between the ages of 18 and 22, have typically taken six hours of English in their senior high schools, in addition to one hour of weekly laboratory practice. There has been minimal research done on the SALL or SAC autonomous learning activities of Indonesian pupils. According to Miller et al., (2007), who believe that SAC is an effective way to increase students' lifetime and independence in learning where they are given the freedom to do individual activities based on their time, levels, and needs, research on SAC in Indonesia has been dominated by studies on students' learning independence. An examination of the Indonesian setting done in 2015 about SAC patterns used by English major students found that only game and reading activities majored done by students in SAC (Furaidah & Suharmanto, 2015). Other prior related studies in the Indonesian context examined English department students' perception of SAC (Njoto, 2014), students' strategies for independent learning via SAC (Suriaman, 2015), and SAC to improve students' self-independence and adjustment to their language competence (Samsudin et al., 2020).

The issue that arises is that little is known about the specific needs of autonomous learning for students in the English department within the SAC context. The aforementioned previous related studies concerning needs analysis of autonomous learning were mostly conducted and projected to various students from the non-English department. As a result, this study examined how SAC materials and activities could meet the demands of English department students for independent learning. This study aims to investigate how SAC materials and activities can meet the demands of English department students for independent learning. The goals are to more specifically describe the target needs of English department students for autonomous learning through the resources of SAC and to identify those needs through the activities carried out in SAC to support English department students' needs for autonomous learning.

Method

Based on Hutchinson, T., & Waters' (1987) need analysis model for autonomous learning through SAC materials and activities, this study used a mixed method approach to identify students' target and learning needs. Questionnaires were the instruments used to collect the data, and it was determined whether they were valid and

reliable. The questionnaire had significant 29 values that were the same at 0.00, which was less than or below 0.05, indicating that it was valid. With a Cronbach's Alpha score of 0.996, the survey was also trustworthy. For the purpose of data triangulation, a semi-structured interview was planned with a smaller group of participants under the guidance of interview facilitators that focused on three essential target demands, including necessities, shortages, and wants, as well as students' interests, learning styles, and learning strategies for the learning needs. All UMM English department students made up the study's population, and a random selection procedure was used to select 51 of them as SAC users who had visited the center in 2022. Based on how each year of the study accommodated students' demands at all levels of the classes to avoid bias, 8 of 51 students were chosen as interview subjects.

Finding

Students' Target Needs for Autonomous Learning Resources of SAC

As shown in Table 1.1, the frequency (F), mean, and standard deviation (SD) of each question's replies were displayed. By examining their short and long goals for independent study in SAC, the inquiries were launched. The results showed that the respondents' brief reasons for wanting to study in SAC were to learn English outside of the classroom (1,55) and to improve one's English skills (1,53). Additionally, the most sought-after long goals for SAC students were to improve their English skills (1,69), while the average long goals were to continue studying (1,45) and to communicate with others (1,39). The least popular for both short-term and long-term study in SAC was for English-based tests like TOEFL (1,16 and 1,20) and for work (1,14 and 1,12).

1.1 The Respondents' Short and Long-term Purposes to Self-study in SAC

Short-term Purposes to self-study in SAC	F	Mean	SD
For studying English out of the classroom	28	1,55	0,50
For improving English skills	27	1,53	0,50
For finding coursebook-related to certain courses	17	1,33	0,48
For English examinations (like TOEFL etc)	8	1,16	0,37
For work	7	1,14	0,35
Long-term Purposes to Self-study in SAC	F	Mean	SD
To improve my English skills	35	1,69	0,47
To continue future study	23	1,45	0,50
To social communication	20	1,39	0,49
To get a satisfactory score on TOEFL or other English tests	10	1,20	0,40
To get the job	6	1,12	0,33

The majority of them admitted that they had enjoyed learning English at Amcor UMM to supplement their in-class learning, such as by engaging in English games and puzzles. This indicates that they intended SAC study to focus on English outside of the classroom, which is consistent with the most popular student-focused SAC study goal. The majority of SAC students also wanted help with their English-language proficiency to complement their course-related competency, such as by completing the English course assignments. The results of the questionnaire were in agreement with both developing one's English language abilities and discovering coursebooks pertinent to particular courses. They did not plan to rely heavily on the employment information in Amcor UMM because there were relatively few job-related materials and resources that led to their least desired goal.

Two further inquiries concerning the needs of students are related to the target need for SAC's autonomous learning tools. elements for specific skills (1,51), English test-based material, and authentic-based content (1,49 and 1,49) were the most essential elements for supporting autonomous learning in SAC. In contrast, academic-based content was sought out on average (1,33). Additionally, paper-based, computer and internet-based (1,57), and online digital-based (1,51 and 1,51) were the resource types with the highest needs for enabling autonomous learning. The need for audio-visual based (1,49) was moderate. The students needed the least amount of material resources for job-related content (1,14) and audio-based resources (1,41). The results of the students' need for resources and material kinds to enable autonomous learning in SAC were shown in Table 1.2.

The interview revealed the materials the students required to fulfill their goal of studying at SAC, which is to advance their English language proficiency. As a result, they mostly requested engaging materials to boost their English proficiency, thereby allowing them to study English for fun by engaging in activities like playing many board games and English-language puzzles, as well as supporting course work. They also needed SAC, particularly Amcor UMM to give English skill-based materials and resources because the main library lacked the materials and resources. They needed to improve their speaking, listening, reading, and writing abilities. English exam preparation books for the TOEFL and IELTS were another item the students required.

1.2 Necessities for Autonomous Learning Resources of SAC

Materials needed to self-study in SAC	F	Mean	SD
Materials for specific skill	26	1,51	0,50
English test-based material like TOEFL/ IELTS preparation books	25	1,49	0,50
Authentic-based material (English films, songs, novels, TV programs)	25	1,49	0,50
Academic material like English coursebooks	17	1,33	0,48
Job-related material	7	1,14	0,35
Resource type needed to self-study in SAC	F	Mean	SD
Computer and Internet-based	29	1,57	0,50
Paper-based (books/ articles/ magazines/ newspapers)	26	1,51	0,50
Online digital-based (e-books, e-journals, e-magazines, websites)	26	1,51	0,50
Audio-visual-based (video, DVD)	25	1,49	0,50
Audio (podcast, cassette tape)	21	1,41	0,50

According to the results of the questionnaire, the internet in SAC was considered essential to help their research even though it had a poor connection. In contrast, they chose more printed books than digital ones in order to provide better attention conditions so that they could focus when studying. They stated that using internet resources to study occasionally led to extra distractions, making it harder for them to concentrate on the subject matter. The following inquiries centered on a shortage of resources as the target need for SAC's autonomous learning resources. Table 1.3 provides an illustration of the survey findings about the paucity of resources and resource kinds to facilitate autonomous learning in SAC. It discusses the highly regarded shortage of legitimate, English-based materials (1,37) and test-based materials (1,43), such as authentic English films, songs, novels, and television programs, in the SAC to facilitate autonomous learning. Academic resources like coursebooks for English courses (1,33) were in the heart of what was thought to be a lack of resources in SAC to facilitate independent learning. Contrarily, the least amount of material was deficient in SAC for job-related and skill-specific materials (1,27 and 1,27 respectively).

Table 1.3 Lacking Resources for Autonomous Learning in SAC

Materials lacking to self-study in SAC	F	Mean	SD
English test-based material like TOEFL/ IELTS preparation books	22	1,43	0,50
Authentic-based material (English films, songs, novels, TV programs)	19	1,37	0,49
Academic material like English coursebooks	17	1,33	0,48
Job-related material	14	1,27	0,45
Materials for specific skill	14	1,27	0,45
Resource type lacking to self-study in SAC	F	Mean	SD
Audio-visual-based (video, DVD)	18	1,35	0,48
Computer and Internet-based	17	1,33	0,48
Paper-based (books/ articles/ magazines/ newspapers)	16	1,31	0,47
Online digital-based (e-books, e-journals, e-magazines, websites)	16	1,31	0,47
Audio (podcast, cassette tape)	15	1,29	0,46

The results of interview indicated that there were few TOEFL books in SAC and that they could not improve TOEFL scores through SAC, are consistent with the finding that there were insufficient TOEFL books to support autonomous learning in SAC. Some of them stated that they preferred studying at home, either online or with their TOEFL study guide. The interview results that demonstrated the students' need for TOEFL books were in relation to the fact that there weren't any available at SAC, despite the fact that they were supposed to study there and raise their TOEFL score. The questionnaire revealed that the most apparent deficiency was in audio-visual materials like DVDs and videos (1,35). Additionally, it was noted that the SAC (1,33) had a second lack of resources, only marginally different from the first one, that were computer and internet-based. Resources that were available online or on print (1,31 and 1,31, respectively) were often deficient in SAC to facilitate independent learning. Audio resources, on the other hand, were thought to be the least inadequate in SAC (1,29).

The internet in SAC was viewed as lacking resources the most during the interview session to aid their study because of its poor connection, in contrast to the highest resource type lacking discovered in the questionnaire. They claimed that in order for the students to be able to enable their independent learning in the SAC, the internet in the SAC needed to be maintained to have a steady connection. The only resource seen as deficient in SAC was the internet resource. The final two inquiries regarding the target requirement for SAC's autonomous learning resources focused on the types of materials that students would like to have access to. The results of the questionnaire, which are presented in Table 1.4, revealed that authentic-based material, such as English songs, films, novels, and television

programs, was most desired (1,57), followed by materials for specific skills (1,51), which is consistent with the findings of the most needed material, which were explained in the previous section.

1.4 Wants for Autonomous Learning Resources of SAC

Materials wanted to self-study in SAC	F	Mean	SD
Authentic-based material (English films, songs, novels, TV programs)	29	1,57	0,50
Materials for specific skill	26	1,51	0,50
English test-based material like TOEFL/ IELTS preparation books	24	1,47	0,50
Academic material like English coursebooks	16	1,31	0,47
Job-related material	15	1,29	0,46
Resource type wanted to self-study in SAC	F	Mean	SD
Computer and Internet-based	26	1,51	0,50
Online digital-based (e-books, e-journals, e-magazines, websites)	24	1,47	0,50
Audio-visual-based (video, DVD)	20	1,39	0,49
Paper-based (books/ articles/ magazines/ newspapers)	19	1,37	0,49
Audio (podcast, cassette tape)	18	1,35	0,48

TOEFL/IELTS preparation books are the third type of material they most desired (1,47), which is in accordance with the most deficient material mentioned in the sub-heading above. The least desired materials by the students for SAC access were academic materials like English coursebooks (1,31) and materials connected to careers (1,29). In a similar vein, the sort of resource desired by the students was consistent with the results of the questionnaire as to what they required most, and what was the second most deficient in SAC, namely computer and internet-based tools to support their independent study (1,51). Online digital resources like e-books, e-journals, e-magazines, and so forth were also highly sought-after (1,47), followed by audio-visual resources like video and DVD (1,39). Paper-based resources like books, articles, periodicals, and newspapers (1,37) and audio resources like podcasts or cassette tapes (1,35) were the least wanted by the students.

Many students concurred during the interview that they looked for authentic-based information the most, which was consistent with the survey's findings. Additionally, they looked for resource people who might provide them with authentic-based information, such as a Native American speaker, in an effort to dig up speaking skills information that would help them improve their English-speaking abilities. Amcor UMM had set up a native speaker to serve as a resource person in a number of programs through a number of the activities that were described in the following sub-chapter concerning the needs of students for autonomous learning activities in SAC. The conclusion that students' primary need for SAC resources was the internet, which was also the second resource that was deficient, is consistent with their top resource preferences. Some students choose paper-based resources over online ones due to the importance of attention, in contrast to the second most desired resources, which are web-based resources. Their attention was occasionally diverted while learning online due to pop-up notifications or adverts. They chose paper-based resources as a result to aid in their independent study in SAC.

Students' Learning Needs for Autonomous Learning Activities in SAC

Interests, learning styles, and learning strategies were the three factors used to determine the requirement for learning activities in SAC. It was discovered that Amcor UMM, an English-based SAC, must satisfy students' English needs in order to increase their English abilities in connection to their interests. acquiring English include acquiring vocabulary, pronunciation, and grammar in addition to the four language skills (listening, speaking, reading, and writing). According to the results of the survey (Table 4.6), speaking was the ability that students found most fascinating to learn on their own in SAC (1,51), followed by listening, vocabulary (1,41 and 1,41), pronunciation (1,35), reading (1,31), writing (1,27), and grammar (1,25).

1.5 English Skill Needs for Autonomous Learning Activities in SAC

English skill interested to self-study in SAC	F	Mean	SD
Speaking	26	1,51	0,50
Listening	21	1,41	0,50
Vocabulary	21	1,41	0,50
Pronunciation	18	1,35	0,48
Reading	16	1,31	0,47
Writing	14	1,27	0,45
Grammar	13	1,25	0,44

Speaking was cited by students as being the most exciting subject to study in SAC during the interview process, particularly speaking with a buddy who is a natural speaker. The Amcor UMM programs One Day English and English Speaking Buddy, which concentrate on face-to-face communication with native speakers, were the most popular among the students. With other students and in particular while conversing with a native speaker, they can practice speaking English all day. This interview outcome supported the survey finding that speaking English was the English ability in SAC that needed the most improvement. Table 1.6 provides more concrete examples of the speaking activities that students like participating in during SAC.

Table 1.6 Speaking Activity Interests for Autonomous Learning in SAC

Speaking activities to self-study in SAC	F	Mean	SD
I start conversations in English	23	1,45	0,50
I practice English with other students	20	1,39	0,49
I try to speak like a native English speaker	17	1,33	0,48
When I don't know what word to use when I'm talking, I use gestures	16	1,31	0,47
I make up words if I don't know how to say them	14	1,27	0,45
If I don't know how to say a word in English, I try to explain its meaning (in English)	14	1,27	0,45
I ask questions in English	12	1,24	0,43
I try to anticipate what the person who is speaking in English is going to say	9	1,18	0,39

The majority of SAC students want to start conversations in English (1,45), then they want to practice communicating with other students (1,39), and finally they want to try to sound like native English speakers (1,33). The typical speaking activities they were interested in while self-studying in SAC were using gestures (1,31), making up words (1,27), and explaining the words (1,27) whenever they were unable to find the precise words to convey certain words in English. The students found it least engaging to ask questions (1,24) and anticipate the interlocutor's discussion (1,18) when learning to communicate in SAC autonomously. According to the interview results above, speaking with friends while playing English board games and conversing with native speakers during the One Day English and ESB programs were the three most engaging activities for learning English in SAC. These activities helped students develop their ability to speak English fluently by interacting face-to-face with native speakers.

Table 1.7 Listening Activity Interests for Autonomous Learning in SAC

Listening activities to self-study in SAC	F	Mean	SD
I watch TV shows or movies in English	33	1,65	0,48
I try to guess the meaning of unknown words in the audio	15	1,29	0,46
I try to learn about the culture of English speakers	13	1,25	0,44
If I do not understand something in English, I ask the other person to slow down or repeat it	12	1,24	0,43
I make summaries of things I hear in English	12	1,24	0,43

Listening, which is indicated in Table 1.7, was the second English skill that people were most interested in learning through SAC activities. The students found watching TV shows or viewing movies to be the most entertaining activity for learning English through hearing in SAC (1,65). This questionnaire finding was backed by the interview revelation that the single listening activity that the students found most engaging was watching or listening to English-language music videos, movies, or songs on their own or participating in movie discussions in a program like Movie Club Discussion and Movie Screening. Making summaries of the movies (1,24), guessing meaning (1,29), and requesting for the unknown phrases to be repeated (1,24) were the three questionnaire findings that match with the behaviors revealed in the interview to be discussed in Movie club. According to the interviewees, the listening activity used in the American Trivia program involved learning about culture (1,25) while listening.

Additionally, vocabulary and pronunciation were the next language components that SAC students were interested in learning independently. The engaging vocabulary learning activities for SAC included acting out new words (1,20), using related pictures (1,18), remembering their position (1,10), writing new words (1,29), reviewing them (1,22), acting them out in sentences (1,39), using them in different ways (1,39), acting them out in writing (1,29), and remembering their position (1,39). Additionally, associating the pronunciation of a word with a visual (1,33) and repeating the words (1,29) were engaging pronunciation exercises to complete while studying in SAC. The interests in vocabulary and pronunciation activities for self-directed learning in SAC are shown in Table 1.8 below.

Table 1.8 Vocabulary and Pronunciation Activity Interests for Autonomous Learning in SAC

Vocabulary and pronunciation activities to self-study in SAC	F	Mean	SD
I memorize a new word by imagining a situation in which I can use it	27	1,53	0,50

I use new words in sentences to remember them	20	1,39	0,49
I use the words I know in different ways	20	1,39	0,49
I connect the sound of a new English word with a picture to help me remember	17	1,33	0,48
I repeat out loud or write new words many times	15	1,29	0,46
I review the vocabulary frequently	11	1,22	0,42
I physically act out new words to remember them	10	1,20	0,40
I use pictures to try to remember new words	9	1,18	0,39
I remember the page or the position of the new words	5	1,10	0,30

The results of the interviews led to compelling activities for the pupils to learn vocabulary, such as the wall-written English words that they can read for fun and without judgment. Additionally, they requested specific SAC-organized sessions for vocabulary and pronunciation improvement, particularly with regard to distinctive American terminology and pronunciation. The students wanted an activity that included native speakers' pronunciation as an example of how to pronounce uncommon words like idioms, collocations, and proverbs. Reading was the third English skill that the SAC was interested in learning. Reading for pleasure (1,31), reading rapidly (1,24), reading without looking up unfamiliar terms in a dictionary (1,24), and reading without translating each word (1,16) were all enjoyable independent study activities in SAC. The least engaging reading exercises were reading by breaking the words into components (1,16) and reading by comparing words in the Indonesian language (1,10). The majority of reading activities in SAC were conducted during the interview session for both leisure and academic support. Some of them enjoyed reading books for pleasure on their own or academic textbooks to help them with their assignments during group discussions. As a result, they sought out and were engaged in both solo and group-supported reading activities to improve their reading comprehension.

Table 1.9 Reading Activity Interests for Autonomous Learning in SAC

Reading activities to self-study in SAC	F	Mean	SD
I read English for fun	16	1,31	0,47
First, I quickly read the texts in English and then I focus on the details	12	1,24	0,43
I read in English without having to look up every new word I find in the dictionary	12	1,24	0,43
I try not to translate word for word	8	1,16	0,37
I divide the words into their parts to be able to understand their meaning	8	1,16	0,37
I look for words that are similar in English and Bahasa Indonesia	5	1,10	0,30

In the end, writing and English grammar were the language components that SAC students were least eager in studying independently, which is consistent with the interview results. The results of the questionnaire about participants' preferences for learning grammar and writing independently in SAC are shown in Table 1.10. The findings showed that journaling (1,14) and posting notes, messages, or status updates on social media (1,27) were the most engaging ways for SAC students to practice writing in English. Finding grammatical rules while writing was the only grammar practice that SAC students were interested in studying (1,24).

Table 1.10 Writing and Grammar Activity Interests for Autonomous Learning in SAC

Writing and grammar activities to self-study in SAC	F	Mean	SD
I write notes, messages, or statuses in social media in English through SAC computers	14	1,27	0,45
I try to find rules in the use of writing in English	12	1,24	0,43
I write my feelings about learning English in a journal	7	1,14	0,35

Writing for pleasure, such as keeping a personal journal, using new words in notes or status updates on social media, was mentioned during the interview as a writing activity they were interested in while learning at SAC. Due to the fact that learning English outside of the classroom was the students' primary goal when attending SAC, they also preferred having fun while learning to write in English by playing games like scramble words. The students who participated in the interview also agreed that grammar is the least important language element to study in SAC because they require additional justifications or analyses of how to use grammar in their writing and encounter many challenges when attempting to learn English grammar on their own. They sought out resources to help them learn English grammar in an efficient manner and fun way.

The needs of students' learning styles in SAC made up the second component of learning needs for autonomous learning activities. According to Table 1.11's results for the six English learning styles questions given to the students enrolled in SAC, the majority are auditory learners (1,65), who enjoy listening to information while learning, and visual learners (1,53), who prefer to read or watch information while learning. They are also more solitary

(1,33) than gregarious (1,22) learners when asked if they preferred group or solo learning. Additionally, verbal learners (1,27) outnumber writers (1,14) in terms of dominance. This result supports earlier, more pronounced findings about the English proficiency they valued more, as seen in Table 1.11. Speaking abilities outranked writing abilities in the students' preferences for productive talents. They preferred listening over reading when it came to receptive abilities.

Table 1.11 Learning Style Needs for Autonomous Learning Activities in SAC

Preferred Learning Style to Self-study in SAC	F	Mean	SD
I am an auditory learner; I like to listen and/ or watch in learning English	33	1,65	0,48
I am a visual learner; I like to read English materials in learning English	27	1,53	0,50
I am solitary. I like to learn English individually	17	1,33	0,48
I am verbal. I love speaking English very much	14	1,27	0,45
I am social. I like to learn English in a group	11	1,22	0,42
I love writing in English very much	7	1,14	0,35
Learning Style Activities to Self-study in SAC	F	Mean	SD
I would like to learn English by listening to English material individually in SAC	23	1,45	0,50
I would like to learn English by speaking with a native-speaker advisor	22	1,43	0,50
I would like to learn English by reading English material individually within SAC	19	1,37	0,49
I would like to learn English in a group within SAC	13	1,25	0,44
I would like to learn English by speaking with a non-native speaker advisor	13	1,25	0,44
I would like my writing to be guided and corrected by an advisor	12	1,23	0,43

Individual reading (1,37), speaking with native speakers (1,43), and individual listening (1,45) were the activities they needed the most to meet their learning preferences in SAC. Group learning (1,25), speaking with advisers who were not native English speakers (1,25), and guided writing (1,23) were the activities used to complement their learning preferences throughout their independent learning in SAC. The results of this questionnaire corroborated the findings from the interview, which showed that watching or listening to music alone was the activity that SAC students most wished to do while learning. Another interview finding was that there was a greater need for speaking activities, particularly speaking with Native American speakers as speaking advisors like in the programs One Day English and ESB, with higher intensities for each student and flexible scheduling to avoid disrupting on-campus course times. On the other hand, writing activity as the least favored activity during learning in SAC was similarly discovered in the interview session.

The last element of learning needs for autonomous learning in SAC, after interests and learning preferences, is learning strategy, which is illustrated in Table 4.13. Participants were asked about their preferred learning techniques as well as the activities that would support those strategies. The memorization strategy (1,45), which involves memorizing English words on an individual basis, the compensation strategy (1,39), which entails practicing English on an individual basis even when mistakes are made, and the social strategy (1,35), which involves learning to speak English with others, were the three most preferred learning strategies. The three subsequent strategies for learning English in SAC, in contrast, were the affective strategy (1,33) of being motivated while learning, the metacognitive strategy (1,23) of controlling their learning by organizing, planning, reviewing, and evaluating their progress, and the cognitive strategy (1,18) of attempting all methods of learning English successfully.

Additionally, the activities that were most required to support their learning approach were solo learning (1,55), speaking practice with advisors (1,45), and a combination of individual and group learning (1,37). Writing counseling, peer group learning, advisor-led or full class tutoring, and individual counseling on English learning were the next activities needed to complement their learning strategy in SAC (1,27 and 1,27).

Table 1.12 Learning Strategy Needs for Autonomous Learning Activities in SAC

Preferred Learning Strategy to Self-study in SAC	F	Mean	SD
Memorization Strategy, I like to self-study English by memorizing a new word orally or in written form by imagining a situation in which I can use it	23	1,45	0,50
Compensation Strategy, I like to self-practice my English by speaking and writing even though I am afraid of making mistakes and I know my English is lacking	20	1,39	0,49
Social Strategy, I like to interact with people to learn to speak English	18	1,35	0,48

Affective strategy. I like to be motivated to learn English more effectively so that I pay attention when someone is speaking English	17	1,33	0,48
Metacognitive Strategy, I like to control my self-learning (arranging, planning, reviewing, evaluating progress) to learn English so that I consider what I already know and the new things I learn	12	1,23	0,43
Cognitive Strategy, I try to find all possible ways to self-study English more successfully like reading in English without having to look up every new word I find in the dictionary	9	1,18	0,39
Learning Strategy Activities to Self-study in SAC	F	Mean	SD
Individual learning of the four skills (listening, speaking, reading, & writing)	28	1,55	0,50
Practice English speaking more with an advisor	23	1,45	0,50
Combination of Individual and group learning	19	1,37	0,49
Consult and counsel my writing to the advisor	14	1,27	0,45
Group learning discussion with peers	14	1,27	0,45
Individual consultations/counseling about English learning with an advisor	13	1,25	0,44
Advisor-led tutorial/ Whole class tutor guidance	13	1,25	0,44

According to interview results, individual learning still dominates their learning strategy, thus they require more individual learning activities, which is consistent with the results of the questionnaire regarding both learning strategy and learning style. Additionally, it was discovered that they preferred to learn conversing with advisors, particularly native speakers, as found in the activities required to suit their learning style. This conclusion was in line with the results of the interview and their preferred learning approach, which was also supported by the aforementioned questionnaire result. They therefore urged for the expansion of English-speaking practice programs with native advisors, ideally those who are always available. In addition to learning on their own and with advisors, students expressed during interviews a desire to participate in group learning discussions with peers or advisors, which is consistent with the fifth and final questionnaire response. From that point forward, the SAC offered a variety of learning modalities to students, including individual, group with peers, and advisor-led learning.

Discussion

Students' Target Needs for Autonomous Learning Resources of SAC

Early in 1991, Sheeren (1991) noted that the purpose of self-access provision is to accelerate students' autonomous learning. This purpose was confirmed by the finding that the most necessary purpose to study in SAC was for studying English out of the classroom as one of their autonomous learning atmospheres. In Amcor UMM, many fun games students can access support their English out-of-classroom learning autonomously through Scrabble, Monopoly, Puzzle, Board games, Story Cubes, etc. Another finding that students' purpose to study English in SAC is to improve their English skills is in line with (Sultana, 2018) who discovered 100% of the students considered English as a substantial language worldwide to study so that they wished to be skillful in English. Additionally, Nasoz (2015) found that the purpose mostly sought by students to use SAC was to undertake English course assignments which accords with the finding that average students do English course-related activities in SAC. Using SAC for work as their long-term purpose also corresponds to Sultana's (2018) finding that attaining a good job after graduation was wished by three-quarters of the students.

The foremost necessary materials in SAC to support autonomous learning was English-specific skills materials. This finding related to both short and long-term purposes for English department students to study in SAC for improving their English skills. Furthermore, as the highest-needed resource types supporting autonomous learning, computer and internet-based resource finding corroborate McMurry et al., (2010) and Castellano et al. (2011) who found computers and internet access to support students' autonomous learning in SAC since they are accustomed to using them at home learning autonomously for entertainment by watching online videos and online communication. Additionally, McMurry et al. (2010) reported that students used books in SAC more and McMurry et al. (2010) found books as the most borrowed and implied as needed materials in SAC.

The interview results that authentic-based resource persons like Native American speakers the students want the most was consistent with Takahashi et al. (2013) who found that students desired to interact with human resources more especially advisors, or tutors. The provision of native speakers' contact in SAC has been noted by Gardner & Miller (1999) as one of the activities to encourage students' participation in learning through SAC resources. The native speakers' provision as resource persons in Amcor UMM was organized in several programs in a group discussion. Nevertheless, more students prefer one-to-one speaking interaction with Native Speaker which Amcor UMM has not provided yet.

Students' Learning Needs for Autonomous Learning Activities in SAC

Students' interest in learning English skills and its elements autonomously in SAC findings agreed upon the worth of speaking skills as the most needed and interesting skill for the students to learn autonomously in SAC. English speaking with native speakers as the most interesting to study in SAC has been organized by the Amcor UMM program in ESB and One Day English where they are able to speak and practice their oral proficiency in English the whole day. Unfortunately, the program is limited to a small number of participants. Above and beyond, speaking as the most needed and interesting skill to learn autonomously in SAC was in accordance with Furaidah & Suharmanto (2015) and Sultana (2018) research results that more than half of students testified speaking skills to be the most hoped-for skill to learn English in SAC. In addition, the most interesting activities for the students to learn English listening in SAC were listening to English songs, videos, or movies alone or discussing the movies in a program like Movie Club Discussion and Movie Screening which confirmed what Furaidah & Suharmanto (2015) found that movies and videos viewing and listening were frequently hunted listening activity in SAC.

Besides, the finding that students like to learn was vocabulary rather than grammar. It was not corresponding to Sultana's (2018) finding that students liked to learn English grammar more than vocabulary in SAC. On the other hand, pronunciation, the second most interesting language component to study in SAC which was done by connecting the pronunciation of a word with a picture reinforced Furaidah & Suharmanto (2015) result saying that pronunciation exercises are repeatedly done by students in SAC. On the contrary, the finding that some students' reading activity was accomplished without finding new words meaning in the dictionary. This finding was rejected by Furaidah & Suharmanto (2015) who claim that most students like to learn English reading utilizing a dictionary recurrently. Moreover, writing as the least interesting skill to study in SAC was found only for pleasure like writing personal diaries, and new vocabulary on notes, social media statuses, or playing Scramble Words games.

Unlike speaking, the writing program of Amcor UMM was arranged in a joint group program like a workshop, an EduTalk program, and MOOC about writing. Students admitted called for specific writing programs to facilitate their learning to write and discuss or consult their writing drafts which is emphasizing process writing and revision, as the major parts of the students' writing assignments (Hsu, 2007). The absence of a specific program in writing needed by the students leads to their minor need to learn writing in SAC. It happens because writing English is very complicated and difficult (Asari & Maruf, 2017). As a matter of fact, the idea of writing program integration into SAC has been investigated by Hsu (2007) through Writing-Across-Curriculum (WAC) and Hsieh & Hsieh (2019) in writing consultation service to promote students' learner autonomy in writing.

Regarding preferred learning style in SAC, the finding that the two most favored styles in learning were auditory and visual. This finding is still related to the above-discussed finding that watching movies or films is the most interesting activity for listening skills for students. Likewise, both listening and speaking activities favored the most correspond to the two most needed activities satisfying students' learning style in SAC were listening individually to music or movies corroborated the finding of Furaidah & Suharmanto (2015) as well as speaking with native speakers verified by Sultana's (2018) believes on the notability of speaking skill in SAC, especially speaking to native speakers as what Gardner & Miller (1999) specified.

Further, concerning learning strategy findings, the two most preferred learning strategies in SAC which are the memorization strategy, and the compensation strategy was not in concord with Ortiz (2011) who reported both the memorization strategy and compensation strategy used the least by the students to learn in SAC. Whereas, another finding of metacognitive strategy as the second strategy preferred the least was also not in line with Ortiz (2011) whose students used metacognitive strategy the most. The social strategy found as the middle-preference average confirmed (Detaramani, 2015) and (Ortiz, 2011) middle-frequency results of using social strategy in SAC. Since only 23% of the students preferred to use a metacognitive strategy, the abovementioned finding implied that more English department students of UMM were semi-autonomous learners in learning through SAC and only less than one-quarter are full-autonomous learners.

In addition to the preferred learning strategy, individual learning as the most needed activity to facilitate their learning strategy in SAC was consistent with Detaramani (2015) and Sultana (2018) who found that the majority of students favored being responsible for their own learning English independently. Another finding that the least students need the advisor-led tutorial or whole class tutor guidance to gratify their learning strategy was in contrast to Sultana's (2018) finding that most students liked to learn under teachers' guidance. However, the results of the students' learning strategy preference analysis showed that most English department students are semi-autonomous learners since most of them do not prefer metacognitive strategy which leads to full-autonomous learners. Only less than one-quarter of them prefer full autonomy to study in SAC. This issue indicated that students still need advisors' or tutors' guidance in learning English in SAC. This is of course misleading that their purpose to study in SAC is for out-of-classroom learning but ignorance of its main purpose is to enable students' autonomous learning as stated by (Sheeren, 1991).

Conclusion

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. 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.

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