

**IDENTIFYING AUTONOMOUS LEARNING FOR  
ENGLISH DEPARTMENT STUDENTS THROUGH  
SELF-ACCESS CENTER (SAC) RESOURCES AND  
ACTIVITIES: A NEEDS ANALYSIS**

**THESIS**



**ENGLISH EDUCATION STUDY PROGRAM  
POSTGRADUATE PROGRAM  
UNIVERSITY OF MUHAMMADIYAH GRESIK  
2023**

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**THESIS**



submitted as a partial requirement to obtain the degree of  
*Magister Pendidikan*

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**ENGLISH EDUCATION STUDY PROGRAM  
POSTGRADUATE PROGRAM  
UNIVERSITY OF MUHAMMADIYAH GRESIK  
2023**

## ACKNOWLEDGEMENT

In The Name of Allah, The Lord of the world, The Master of the day after, The Creator of everything in this universe. Sholawat and Salutation be upon our prophet Muhammad SAW, who has guided me into the only right faith which is Islam.

All praises to Allah and Rasulullah, as well as my sincere gratefulness for any knowledge, advice, supervision, and guidance in the process of the completion of this Master's thesis for my greatest supervisors; Dr. Slamet Asari, S.Pd., M.Pd. and Dr. Nirwanto Ma'ruf, S.S., M.Hum as well as the Head of English Education Postgraduate Program, a special appreciation and a boundless thankfulness for Prof. Dr. Khoirul Anwar, M.Pd as the examiner as well as the Director of Postgraduate Program, and a special appreciation for Dr. Yudhi Arifani, M.Pd as the one inspired me to conduct this research topic, urged me to submitted it into gaining research grant, and facilitate me to connect to the research object.

Also, all of the lecturers in the Postgraduate Program of the University of Muhammadiyah Gresik.

With hopefulness, the surplus of the thesis is supposed to be able to offer some advantageous assistance for the readers. Also, for the lack of this thesis, the writer does expect any valuable commentaries, recommendations, and criticism.

Gresik, 31<sup>th</sup> July 2023

The Writer

## ABSTRACT

Mukamil, Mukamil. 2023. *Identifying Autonomous Learning for English Department Students through Self-Access Center (SAC) Resources and Activities: A Need Analysis*. English Education Postgraduate Program. University of Muhammadiyah Gresik. Advisor I Dr. Slamet Asari, S.Pd., M.Pd., Advisor II Dr. Nirwanto Ma'ruf, S.S., M.Hum.

**Keywords:** Autonomous learning, Resource, Activity; Self-Access Center (SAC)

To boost English department students' autonomous learning beyond the classroom learning through Self-Access Center (SAC), the provision of learning-resources and activities in SAC should meet their needs. The issue that rises is that little is known about the specific needs of autonomous learning for English department students within the SAC context. Therefore, this study analyzed English department students' needs for autonomous learning through SAC by answering the research question of what the English department students' target needs for autonomous learning resources of SAC and learning needs for autonomous learning activities carried out in SAC are. The research is aimed to examine English department students' need for autonomous learning through SAC resources and activities.

To direct the questions, mixed methods were applied using both quantitative and qualitative approaches focusing on discovering students' target and learning needs based on the need analysis model by Hutchinson and Waters (1987) for autonomous learning through SAC resources and activities. The research was projected to English department students as users of "American Corner" which is so-called Amcor as one of SACs at University of Muhammadiyah Malang (UMM). Around 51 English department students of UMM were required to fill out the questionnaires consisting of 17 multiple-choice questions adapted and modified from Ortiz (2006). Among 51 samples, 8 of them were selected as interview participants.

Two techniques were employed to analyze the data, descriptive statistics through SPSS version 25 and descriptive qualitative through content analysis. The result of the validity test through the Pearson correlation test showed that the significant values of all items were the same at 0.00 which was less than or below 0.05 that suggests that all the items were significant and thus they were valid. The reliability statistics test result based on the value of Cronbach's Alpha was 0.996 which is higher than 0.600 denotes that the instrument was reliable.

It was found that the student's primary necessity for autonomous learning resources of SAC was materials for specific English skills to improve their English skills supported by adequate internet sources which is still lacking so they also want it the most. Also, students found standardized English-based test materials like the TOEFL preparation book were also lacking. Another most wanted material to support their autonomous learning was authentic-based material for specific English skills, especially a resource person in the form of a native speaker. Furthermore, 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 programs. 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.

Based on above-mentioned findings, the practical implication of the research is for SAC managers 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.



## ABSTRAK

Mukamil, Mukamil. 2023. *Identifying Autonomous Learning for English Department Students through Self-Access Center (SAC) Resources and Activities: A Need Analysis*. Program Studi Magister Pendidikan Bahasa Inggris. Universitas Muhammadiyah Gresik. Pembimbing I Dr. Slamet Asari, S.Pd., M.Pd., Pembimbing II Dr. Nirwanto Ma'ruf, S.S., M.Hum.

**Kata Kunci:** Pembelajaran Mandiri, Sumber belajar, Kegiatan; Self-Access Center (SAC)

Untuk mendorong pembelajaran mandiri mahasiswa jurusan Bahasa Inggris pada pembelajaran di luar kelas melalui *Self-Access Center* (SAC), penyediaan sumber belajar dan aktivitas di SAC harus memenuhi kebutuhan mereka. Masalah yang muncul adalah sedikit yang diketahui tentang kebutuhan khusus pembelajaran mandiri untuk mahasiswa jurusan bahasa Inggris pada SAC. Oleh karena itu, penelitian ini menganalisis kebutuhan mahasiswa jurusan Bahasa Inggris terhadap pembelajaran mandiri melalui SAC dengan menjawab pertanyaan penelitian tentang apa target kebutuhan mahasiswa jurusan Bahasa Inggris akan sumber belajar mandiri SAC dan kebutuhan belajar untuk kegiatan pembelajaran mandiri yang dilakukan di SAC. Penelitian ini bertujuan untuk menguji kebutuhan mahasiswa jurusan bahasa Inggris untuk pembelajaran mandiri melalui sumber belajar dan aktivitas di SAC.

Untuk menjawab pertanyaan tersebut, metode campuran diterapkan menggunakan pendekatan kuantitatif dan kualitatif yang berfokus pada penemuan kebutuhan target dan belajar siswa berdasarkan model analisis kebutuhan oleh Hutchinson dan Waters (1987) untuk pembelajaran mandiri melalui sumber belajar dan aktivitas di SAC. Penelitian ini diproyeksikan kepada mahasiswa jurusan Bahasa Inggris sebagai pengguna *American Corner* yang disebut Amcor sebagai salah satu SAC di Universitas Muhammadiyah Malang (UMM). Sekitar 51 mahasiswa jurusan Bahasa Inggris UMM mengisi kuesioner yang terdiri dari 17 soal pilihan ganda yang diadaptasi dan dimodifikasi dari Ortiz (2006). Dari 51 sampel, 8 orang dipilih sebagai peserta wawancara.

Dua teknik yang digunakan untuk menganalisis data adalah statistik deskriptif melalui SPSS versi 25 dan deskriptif kualitatif melalui analisis konten. Hasil uji validitas melalui uji korelasi Pearson menunjukkan bahwa nilai signifikansi semua item sama 0,00 atau kurang dari atau di bawah 0,05 yang menunjukkan bahwa semua item signifikan dan valid. Hasil uji statistik reliabilitas berdasarkan nilai Cronbach's Alpha adalah 0,996 yang lebih besar dari 0,600 menunjukkan instrumen yang digunakan reliabel.

Temuan dari penelitian ini adalah bahwa kebutuhan utama mahasiswa terhadap sumber belajar mandiri SAC adalah materi untuk keterampilan bahasa Inggris khusus untuk meningkatkan keterampilan berbahasa Inggris mereka didukung oleh sumber internet yang memadai dimana yang tersedia masih kurang sehingga mereka juga sangat menginginkannya. Selain itu, mahasiswa menemukan materi tes standar bahasa Inggris seperti buku persiapan TOEFL juga kurang.



Materi lain yang paling dicari untuk mendukung pembelajaran mandiri mereka adalah materi berbasis autentik untuk keterampilan bahasa Inggris, terutama narasumber berupa penutur asli Amerika. Selain itu, kegiatan yang lebih disukai oleh siswa adalah kegiatan individu dalam mendengarkan, berbicara pada penutur asli Amerika, membaca individu, dan menulis bebas. Kosakata, pengucapan, dan tata bahasa juga diperlukan untuk lebih terintegrasi ke dalam program. Namun demikian, temuan tentang preferensi mahasiswa dalam strategi pembelajaran menunjukkan bahwa sebagian besar mahasiswa jurusan bahasa Inggris adalah pembelajar semi-otonom dan hanya kurang dari seperempat dari mereka yang merupakan pembelajar otonom penuh.

Berdasarkan temuan yang disebutkan di atas, implikasi praktis dari penelitian ini adalah bagi manajer SAC untuk mempertimbangkan pengembangan dan rekomendasi alokasi materi dan sumber belajar di masa mendatang serta gagasan program SAC yang akan datang berdasarkan kebutuhan yang teridentifikasi terutama untuk mahasiswa jurusan bahasa Inggris.



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