

## CHAPTER II

### LITERATURE REVIEW

The second chapter reviewed related literature as the fundamental theory in the theoretical background of the research as well as previous related research in addition to the conceptual framework to complete the frame of the literature.

#### 2.1 Autonomous Learning

The foremost central variable of the research is autonomous learning. The subsequent presented the description of the concept of autonomous learning and the categories of autonomous language learning.

##### 2.1.1 The Concept of Autonomous Learning

The autonomous learning concept discusses the ability owned by students to take charge of determining learning objectives, development, contents, techniques, monitoring, and evaluation in self-directed learning and classroom learning (Benson, 2011; Holec, 1980). A further focus of the concept is as suggested by Holec (1980) and Littlewood (1996) to involve two critical elements; willingness or taking charge of and ability or capacity to make and carry out the options directed to the student's learning actions. Moreover, the term "ability" concerns the skill to be objective, to reflect critically, to decide, and to act independently, while the term "taking charge of" reflects the students as learners or learning agents (Holec, 1980). It can be said that the autonomous learning concept concentrates on the ability and willingness to regulate students' learning direction.

Language research has been also applied to autonomous learning concepts. Autonomous language learning focuses on the student's capability to learn a language beyond the school programs to achieve the foreign language learning objective related to foreign language skills (Hsieh H-C, Hsieh H-L., 2019). Basbagi and Yilmaz (2015) emphasize that an autonomous student in a foreign language has to decide on suitable learning strategies, self-direct, organize the learning process, and self-assess the learning goal including materials, worksheets used and activities needed. Research on university students' autonomous learning has provided vigorous information about institutional, educational, and behavioral aspects, both

human and mechanical (Benson, 2011; Mynard & Stevenson, 2017) Moreover, to boost their autonomous learning within or beyond the classroom learning, the provision of learning-resources noted by Benson (2016), Gardner and Miller (1999) as well as Richards (2015) have to be able to appropriately fulfilled students' need. In other words, successful autonomous foreign language learning must be supported by appropriate learning strategy, resources, material, activities, and self-assessment of the language learning.

### **2.1.2 The Categories of Autonomous Language Learning**

Littlewood (1996) proposed three types of autonomous learning in EFL. They are a) features of learner autonomy, b) domains of autonomy, and c) levels of autonomy. Those three types are further categorized into six: (1) beyond-the-classroom learning, (2) own-decision learning, (3) autonomy as a communicator, (4) autonomy as a learner, (5) proactive autonomy, and (6) reactive autonomy. Each of the categories is described by Littlewood (1996) below.

#### **2.1.2.1 Features of learner autonomy**

##### 1) Beyond classroom learning

In this category, students have to be responsible for their learning out-of-classroom learning. They must be active to do activities leading them to learn beyond the classroom.

##### 2) Own decision learning

Own decision learning refers to students in partial or total possession of learning responsibility. The activity is typically based on students' learning preference for pleasure enthusiastically.

#### **2.1.2.2 Domains of learner autonomy**

##### 3) Autonomy as a communicator

The category belongs to students' ability to practice the language productively in communication by applying appropriate communicating strategies in particular circumstances.

##### 4) Autonomy as a learner

Autonomy as a learner focuses on the capability to learn independently using desired and proper learning strategies, both inside and outside the classroom.

### 2.1.2.3 Levels of learner autonomy

#### 5) Proactive autonomy

Proactive students are those who have self-control over and organize their learning activity and its direction, regulate their learning purposes, select their learning strategy, and evaluate acquired skills and knowledge.

#### 6) Reactive autonomy

Unlike proactive, reactive regulates, reactive to, and undertakes the learning activities as an assignment when they are directed to. A direction is initiated to manage their learning to achieve the objective that they own.

Another proposed kind of learner autonomy is suggested by Nunan (1996:155) who offered two autonomous learning kinds; full autonomous and semi-autonomous.

#### 1) Full-autonomous

Students who are full-autonomous are in charge of their learning decision as well as their implementation and material preparation entirely without any involvement of their teachers, institution, or advisors (Nunan, 1996). In other words, the key element of full autonomous emphasizes the learners themselves who are in control of their learning preparation, process, and evaluation with no contribution from other people.

#### 2) Semi-autonomous

On the contrary, students who are semi-autonomous are basically a preparation for autonomous since they are active learners who are encouraged to learn in the teacher's direction which must be transformed gradually from teacher-centered to student-centered teaching or their own decision (Nunan, 1996). In concisely, semi-autonomous students are a preparation for full-autonomous students where the preparation and process of learning are completed by the teacher's guidance even if they learn actively.

Summing up the kinds of learners' autonomy abovementioned, autonomous learners can be categorized into six; beyond-the-classroom learning, own-decision learning, autonomy as a communicator, autonomy as a learner, proactive autonomy, and reactive autonomy. Other divisions of autonomous learning are full-

autonomous and semi-autonomous. The last kinds of autonomous learning (full and semi-autonomous) tended to be similar to the level of learner autonomy. In this study, those six categories are employed to analyze autonomous learning within beyond-the-classroom learning.

Among various beyond-the-classroom learning environments, SAC is one of the places to be able to facilitate students to learn autonomously and regulate their learning by deciding what, when, and how to learn in a natural circumstance (Hsieh H-C, Hsieh H-L, 2019). In other words, SAC as beyond-the-classroom learning is trusted to be the place to enhance students' autonomous learning as described in the subsequent section.

## **2.2 Self-Access Center (SAC)**

As the form of beyond-the-classroom learning, the notion of SAC and the requirements for SAC success can be described below.

### **2.2.1 The Notion of Self-Access Center (SAC)**

Researchers in previous pieces of literature have defined self-access centers in many ways since the early nineteenth century. The definition by Sheerin (1991) is the frequently acknowledged definition that an approach of learning materials design and organization is provided for students to enable them to choose materials and do tasks independently as well as gain advice toward what they are performing. Another definition proposed is that it is the center of self-access that provide facilities, and materials to boost self-access learning (Gardner & Miller, 1999).

In more current literature, the SAC notion elucidated it as a certain place where numerous resources including learning materials, supports, and activities are available and arranged to provide accommodation for students with diverse purposes, levels, styles, and interests of learning (Cotterall & Reinders, 2001). Another explanation of self-access is defined to contain materials, people, and additional resources where students can make the most of self-regulated learning either in the classroom or out of the classroom and elect their selected materials and activities (McMurry et. al., 2009).

Accordingly, SAC can be said as the center where students are provided accessible unrestricted materials, facilities as learning resources as well as support

and activities they can self-access accommodating their varied purposes, levels, styles, and interests of learning to enable them to elect the materials, doing tasks independently, gaining advice toward what they are performing.

Another term focusing on the center of language learning was named self-access language learning (SALL) which is generally established under particular institutional management where students personalize their language learning through interacting with numerous sited facilities and resources designed in a particular atmosphere in a target language to empower them doing and developing their independence, particularly intended for their language skills and proficiencies enhancement (Gardner & Miller, 1999; Morrison, 2008). Another term to refer to SALL is SALC standing for self-access language centers which are defined as settings of language learning offered language learning materials and resources, support, and occasions for students to learn individually (Tassinari & Ramos, 2020). Consequently, in SAC and SALL or SALC, students are entirely responsible for their language learning goals based on their learning needs.

The term SAC and SALL in the Indonesian context is generally interchangeable. The abovementioned concept of SALL is part of SAC, however, most Indonesian institution name SALL as SAC. Research on SAC/ SALL in the Indonesian context done in 2015 about SAC patterns used by English major students found that only game and reading activities were regularly done by students in SAC (Furaidah & Suharmanto, 2015). Another study about SAC related to students' strategies for independent learning in SAC (Suriaman, 2015), and improving students' self-independence and adjustment to their language competence through SAC (Samsudin et al., 2020). Therefore, the concept of SALL is generally the same as SAC in Indonesia which mostly focuses on the English language center within schools or universities.

### **2.2.2 Requirements for Self-Access Centers' Success**

To state a SAC as successful, three requirements suggested by Holec (1985 as cited in Aston, 1993) and Sturtridge (2014) are resources and materials, technology, and counseling service as discussed below.

### **2.2.2.1 Resources in SAC and/ or SALL**

Offered a set of resources in SAC and/ or SALL in the form of materials is termed by Cooker (2008) as 'self-access materials. They are formatted in paper-based (books, articles, magazines), audio-visual (cassette tapes, video-tapes, DVDs), online digital-based (e-books, e-journal, e-magazine, websites), and computer-based (CD-ROMs) (Cooke, 2008). Furthermore, Cooker (2008) classifies the SAC resources into seven categories after having completed a global online and offline survey of SAC resources including England, New Zealand, Australia, Hong Kong, and Japan. They are 1) authentic materials (periodicals, programs exposed on television, movies, songs in the target language), 2) graded readers (supplemented with audio), 3) language learning computer or mobile software/web-based material (computer-assisted language learning/ CALL), 4) drama-based materials, 5) coursebooks, 6) texts for specific skills (texts for vocabulary, pronunciation, grammar and the four language skills) and, 7) texts for preparing a test.

In accordance with the above-mentioned description of SAC resources, Castellano et al. (2011) agree that printed materials like books, articles, or magazines in combination with audio, videos, software, internet, and other technology tools like static computers, laptops, mobiles, smartphones, and tablet devices are so-called SAC resources. Moreover, in earlier literature, Detaramani and Shuk (1999) discovered numerous preferred materials in SAC encompassed films, videotapes, magazines, cassette tapes, satellite TV, CALL, language learning books for speaking, writing, reading, listening, interactive videos, newspapers, novels, group viewing or listening and books for grammar. Among those materials, students favored multimedia material (50%) in the form of films (63%), videos (58%), and magazines (48%). Another type of resource is elaborate comprehensively in the subsequent section about technology as a resource in SAC.

### **2.2.2.2 Technology as Resource in SAC and/ or SALL**

Technology has turned out to be a gradually vital element in language learning including SAC and/ or SALL as they are miscellaneous and easily accessible. Castellano et al. (2011) use the term technology-based language

learning tools (TLLT) to refer to any computer hardware or software which is valuable for language learning encompassing CD-ROMs along with certain software as supplementary of particular books, DVDs, etc. Additionally, technology combinations both computers and the internet have been proven beneficial for education particularly for language learning as information resources since they provide students with chances to have native speakers contact distantly (Murray, 2005).

In 2006, the use of technology in SAC has been evaluated globally involving five nations and forty-six SACs resulting in that language learning software being available in the entire SAC, electronic resources provided by 50% of them, and internet connection as resources accessible in 75% them (Lazaro & Reinders, 2006). They further emphasize the use of an electronic catalog as another SAC technology support to ease students discover the materials or resources needed (Lazaro & Reinders, 2006).

Therefore, resources in SAC in this study cover both paper-based material and technology-based including audio-visual, online digital-based, and computer-based tools and materials. One more notable element of SAC's success is the counseling provided by SAC as below.

#### **2.2.2.3 Counseling in SAC and/ or SALL**

The function of counseling in SAC is aimed to provide assistance, guidance, and advice on students' learning skill learning methods (Gardner & Miller, 1999). Therefore, SAC is not only limited to resources, but it also includes counseling or what is called by Hsieh H-C, Hsieh H-L. (2019) as the consultation. The counseling offered in SAC can be speaking practices with tutors preferably native-speaker, programs like workshops, and writing checks (Detaramani & Shuk, 1999; Takahashi et al., 2013; Suriaman, 2015). This is in line with Hsieh H-C, Hsieh H-L. (2019) suggests that three consultations called tutorials individually or in a group to fascinate either SAC users' beginners or experienced ones are oral practice, writing, and learning consultations.

Concerning speaking or oral practice in SAC, studies by Detaramani and Shuk (1999) and Hsieh H-C, Hsieh H-L. (2019) revealed that speaking or oral

practices were the most preferred and done activities among others. The speaking and oral practice are believed able to provide occasions for students to practice speaking and asking questions to learn novel information as well as practicing comprehending meaning during the discussion with teachers or foreigners especially for experienced SAC users to get feedback during their interaction (Hsieh H-C, Hsieh H-L., 2019).

The writing program integration into SAC has been observed positively to assist students' development of writing skills (Hsu, 2007) in a term called the writing-across-curriculum (WAC) program and writing consultation service (Hsieh H-C, Hsieh H-L, 2019) to promote students' learner autonomy in writing. In writing consultation program, the SAC provided advisors to discuss English grammar and writing clinic for 15 minutes by showing errors in grammar and potential corrections for the errors (Hsieh H-L, 2019).

### **2.3 Need Analysis**

Need analysis in education refers to identifying students' needs to be transformed into objectives of learning as the fundamental element to develop materials for teaching, activities for learning, assessments, evaluation, etc. (Brown, 2009). Another concept of need analysis proposed by Hyland (2006) is the procedure to collect and assess data as the aid to answering the "how" and "what" of certain courses or programs as a simultaneous process of evaluation to find out their effectiveness. In the educational context, it can be said that need analysis is defined as gathering as much information and data to identify the needs of a specific group of people as a way to develop certain aspects of the educational process to achieve successful learning.

In detail, the need analysis concept is supported by the objectives purposed by Richards (2001) which are 1) discovering the skill needed by the students for certain purposes like learning in university, or becoming guides, etc., 2) understanding whether certain courses or program have been fulfilled students' needs, 3) knowing a group of people needs to be trained certain skill, 4) recognizing a group of people believe about the goal changes 5) detecting a gap amid what they can do and what they want to be able to do, and 6) gathering difficulties faced by



the students. Additionally, in language learning, Dudley-Evans and St. John (1998) suggested purposes of need analysis to understand three elements; the students as individuals who use and learn the language, the way to optimize students learning and skills, and the target and learning atmosphere suitable for the students. In other words, the purpose of need analysis is to obtain information about the match between the student's needs and the existing course or program to assess and enhance the learning gain and course or program success.

Among various notions of need analysis proposed by linguists, the most repeatedly referred to as the reference is what was suggested by Hutchinson and Waters' (1987: 54) who defined needs in a language-centered approach as comprehension and production linguistics feature's ability within target condition. They further distinguish two sorts of needs "target needs" and "learning needs".

### **2.3.1 Target Needs**

In this first type of needs, the term "target needs" refers to whatever needs to be done by the students to be successfully performed within the target circumstances covered in three areas; "necessities", "lacks", and "wants" (Hutchinson & Waters, 1987: 54). In other words, to discuss "target needs", three terms above need to be carefully considered in identifying what knowledge and language skills the students want to be successful in the desired level within target circumstances.

Hutchinson and Waters (1987) defined and described each of the three terms; "necessities", "lacks", and "wants" as the following.

#### **2.3.1.1 "Necessities"**

The first term is "necessities" which represented the need based on the requirements the students have to know to perform in the target circumstances. Since the concept of need by Hutchinson and Waters (1987) is related to English for Specific Purposes (ESP), the target circumstance is exemplified by the students as a businessman has to know the business letter. Moreover, Nation and Macalister (2019) noted that "necessities" are incorporated with the knowledge requirement. In the context of SAC, the English department students are required to identify what they have to know as university students in certain courses or certain circumstances

they need English for. What books do the English department students in the fourth-semester need to read in linguistics courses for instance? SAC resources need to provide to fulfill the SAC resources as their necessities. In short, “necessities” are the requirement has to be understood by students to accomplish their learning goals.

#### 2.3.1.2 “Lacks”

The second term is “lacks” which stands for “the gap” between the student's target and their present ability by deciding the “necessities” that are lacking based on what they have already known (Hutchinson & Waters, 1987). Another short-term explanation of “lacks” as purposed by Nation and Macalister (2019) is concerned with the existing knowledge. Hence, there must be equality between students’ current and target circumstances. Within SAC resources, the concept of “lack” stresses the match between the available and lack of resources according to the student's “necessities” to learn in SAC. It can be briefly said that “lacks” refer to the absence of a particular target in reference to the availability of the present circumstances of students’ “necessities”.

#### 2.3.1.3 “Wants”

Last of all, “wants” means an individual perception subjectively concerning their desires in language learning (Hutchinson & Waters, 1987). In a brief term, Nation and Macalister (2019) highlighted that “wants” refer to subjective needs. Referring to the definition, “wants” can be anything the students want to learn a language. In relation to SAC, SAC users may come from different English levels and classes which results in different desires based on their individual aims to learn in SAC. They may have different desires for resources provided by SAC in fulfilling their “necessities” and “lacks”.

To sum up the above description of target needs, the analysis of the target needs of SAC has to consider those three terms to get the students as the users successful in performing the language within the target circumstances. Hence, the three elements are the keys to investigating the target need for analysis.

### 2.3.2 Learning Needs

The next type of need is learning needs which are focusing on anything the students need to do with the aim of learning and mastering the language skills and

knowledge required (Hutchinson & Waters, 1987). Another definition suggested by Xiao (2007) emphasized the issues influencing learning such as learning style and strategy, interests, and motivation. Alqunayeer and Zamir (2016) also noted the importance of identifying students' preferred learning strategies, learning interests, skills, and motivation to learn in discovering their learning needs.

Above all, it is implied that learning needs show the ways, learning processes, or situations the students undergo to move from starting or current knowledge and ability condition that is lacking to reach the required objective of learning English. In the SAC framework, learning needs can be the students as the users desired certain learning programs provided or potential activities to carry out in SAC based on their interests, learning styles, and learning strategies in learning English within SAC.

In Summary, target needs are the students' necessities, lacks, and wants to perform a language within the target circumstances, while learning needs stress the desired learning ways, situations, or processes based on their interests, learning styles, and learning strategies in language learning. Each target needs and learning needs have to be balanced as Hutchinson & Waters (1987) advised that either target objectives or learning situations are essential to be taken into consideration in analyzing the needs for certain courses or programs. Therefore, the need analysis of this research is following the model of Hutchinson & Waters (1987) to involve the target needs and the three major concerns on necessities, lacks, and wants and the learning needs to cover interests, learning styles, and learning strategy as an expected learning situation in identifying the students as the users' need for SAC.

#### **2.4 Previous Research on SAC**

Previous research on SAC trends can be categorized into five; SAC perception, SAC uses and autonomous learning activities, SAC pattern, needs assessment and/ or analysis of SAC, and need analysis of autonomous learning. Research about the perception of SAC was examined by Njoto (2014) aiming at discovering English department students' perception of the existence of SAC within Widya Mandala Catholic University. The research was carried out by distributing a questionnaire to 100 English department students and conducting an interview

with 15 of them. The research found that students perceived the existing SAC positively, and were able to enhance their motivation to learn English more. However, some limitations of the SAC were found by the students who suggested further improvement of SAC to fulfill the students' needs.

The second trend of the SAC research topic was SAC use and autonomous learning activities. The most recent related research on SAC use examined SAC-used resources and autonomous learning activities of Taiwanese non-English major undergraduates to explore the students' autonomous learning activities and their use of SAC resources and to find out the relationship between SAC use and autonomous learning activities (Hsieh H-C, Hsieh H-L., 2019). A mixed method was used by collecting the data through email interviews with the students, observation of students' SAC use, and informal interviews with the center's staff. The interview and observation data were analyzed through content analysis to generate each participant's autonomous learning scores and SAC use scores. To study SAC use and autonomous learning activities correlation, statistical analysis through Spearman rho was applied. The findings exposed a strong relationship found between autonomous learning activities and SAC use. Furthermore, those students with more autonomous learning activities used SAC resources range bigger than that with less-autonomous learning activities.

The further trend of autonomous learning in SAC was investigated by Hobbs and Dofs (2017) who analyzed the current condition and proposed future recommendations for SAC concerning autonomous learning. The research found that the current SAC has the same objective to facilitate students' success in doing self-study out-of-classroom. However, the SACs are experiencing a required reorganization, reimagination, and revitalization because the users typically are going to SAC for individual consultation instead of self-learning. Moreover, the evaluation of both SAC and autonomous learning are related to one another to suit the institution's need as the recommendation for future SAC improvement. Another recommendation is technological use to fulfill the future students' needs such as practices through Zoom, Skype, etc.

Another prior related research in the Indonesian context concerning SAC patterns was examined by Furaidah and Suharmanto (2015) who observed the SAC patterns used by 207 English Department students at the State University of Malang as an attempt to describe the activities of students' SAC pattern and to sightsee the most effective activity to advance their English skill and learning autonomy. The study used a descriptive qualitative design by collecting data through observations, interviews, and questionnaires. The analysis procedures are checking the validity of the data, tabulating, and coding, classifying, identifying, interpreting data, and a conclusion drawing. The findings showed that only games and reading activities were mostly done by the students. Another finding indicated that the more advanced the students' classes are, the more students were not registered as SAC members. Moreover, students in the more advanced classes perceived their English skills as higher which contrasts with their English score obtained below 7. The SAC's incapability to fit the students from more advanced classes' learning needs was believed to cause their ignorance of the existing SAC.

Except for the SAC pattern, one more trend of SAC research has also been focused on the need assessment and/or analysis of SAC. The research found in correlation with the need assessment of SALL was observed by Ng and Gu (2016) investigated the competing needs among stakeholders of SALL in the Chinese University of Hong Kong, Shenzhen as a pilot operation for students in the School of Humanities and Social Sciences (SHSS). Its objective was to discover their needs and preferences in SALL and analyze the balance needs of SALL. Two main sections involved in this research were briefly describing and evaluating the SALL pilot operation and explaining recommendations toward the SALL growth in the future. The findings indicated that SHSS students responded to the SALL pilot operation positively in high perception which confirmed that the SALL was directed precisely. However, students found the insufficient English atmosphere outside the lecturers' room and looked forward to their speaking especially pronunciation to being guided or corrected in SALL.

Later research on the need analysis of SAC was analyzed by Takahashi, et. al., (2013) related to student self-directed learning (SDL) needs at the Self-Access

Learning Centre (SALC) at Kanda University, Japan. The purpose of the study was to discover the four major stakeholders' needs of SDL in SALC. The data collected was the perception of SDL from the students, learning advisors, teachers, and the university senior management team. The results showed that the four stakeholder groups, perceived the SDL skills need for students in SALC similarly. Students wanted more SALC learning activities with advisors or teachers as well as desired to use more tangible resources.

The last relevant study was formerly inspected by Sultana (2018) on the need analysis of autonomous learning for Bangladeshi ESL learners. The study found that autonomous learning can be successfully implemented by need analysis to help empower students to be responsible for their own learning. Varied language proficiency levels led to the diverse duration needed to achieve their learning goal effectively. Thus, the role of autonomous learning needs analysis took a large portion in identifying and adjusting interests and needs based on the student's preference to stimulate and encourage them responsible for their own learning direction.

Considering the aforementioned research on SAC, research by Hsieh H-C, and Hsieh H-L. (2019) about SAC use as well as the two previous research of need assessment and/ or analysis of SAC and need analysis of autonomous learning has been projected to involve undergraduate students from various departments which results in students' needs, in general, and might not accommodate English department students' needs which must have a different level in English in the specific context of and limited to SAC resources and activities. Meanwhile, research by Njoto (2014) and Furaidah and Suharmanto (2015) involving English department students showed a deficient result that it was unable to meet the student's needs and accommodate all students' levels of English department classes, especially for advanced classes need on English learning so they were not registered as the SAC members.

As Hobbs and Dofs (2017) found a required SAC reorganization, reimagination, and revitalization since the users' purposes were not self or autonomous learning. Therefore, little is known about students' needs for

autonomous learning in the context of SAC through resources and activities, especially for English department students from beginner to advanced classes. This study focuses on investigating English department students' needs for autonomous learning through SAC resources, and activities.

## **2.5 Conceptual Framework**

This section contains an overview of the researcher's flow of thought arranged systematically based on a theoretical framework about English department students' need for SAC resources and activities to answer research questions on what English department students' target needs toward SAC resources are and what their learning needs for activities carried out in SAC are.

The issue of the research is concerning English department students' need for autonomous learning through SAC resources and activities as seen at the top of Figure 2.1. To address the issue, the need analysis model by Hutchinson & Waters (1987) involving two major elements of target needs and learning needs is employed to discover the SAC resources and activities. The target needs which further are divided into “necessities”, “lacks”, and “wants” are used to find out the students' needs for SAC resources. Meanwhile, the learning needs that cover interests, learning styles, and learning strategies are utilized to expose students' needs for activities carried out in SAC. The results of the research are expected to give a thorough description and explanation regarding students' needs for autonomous learning through SAC resources and activities, especially for English department students.

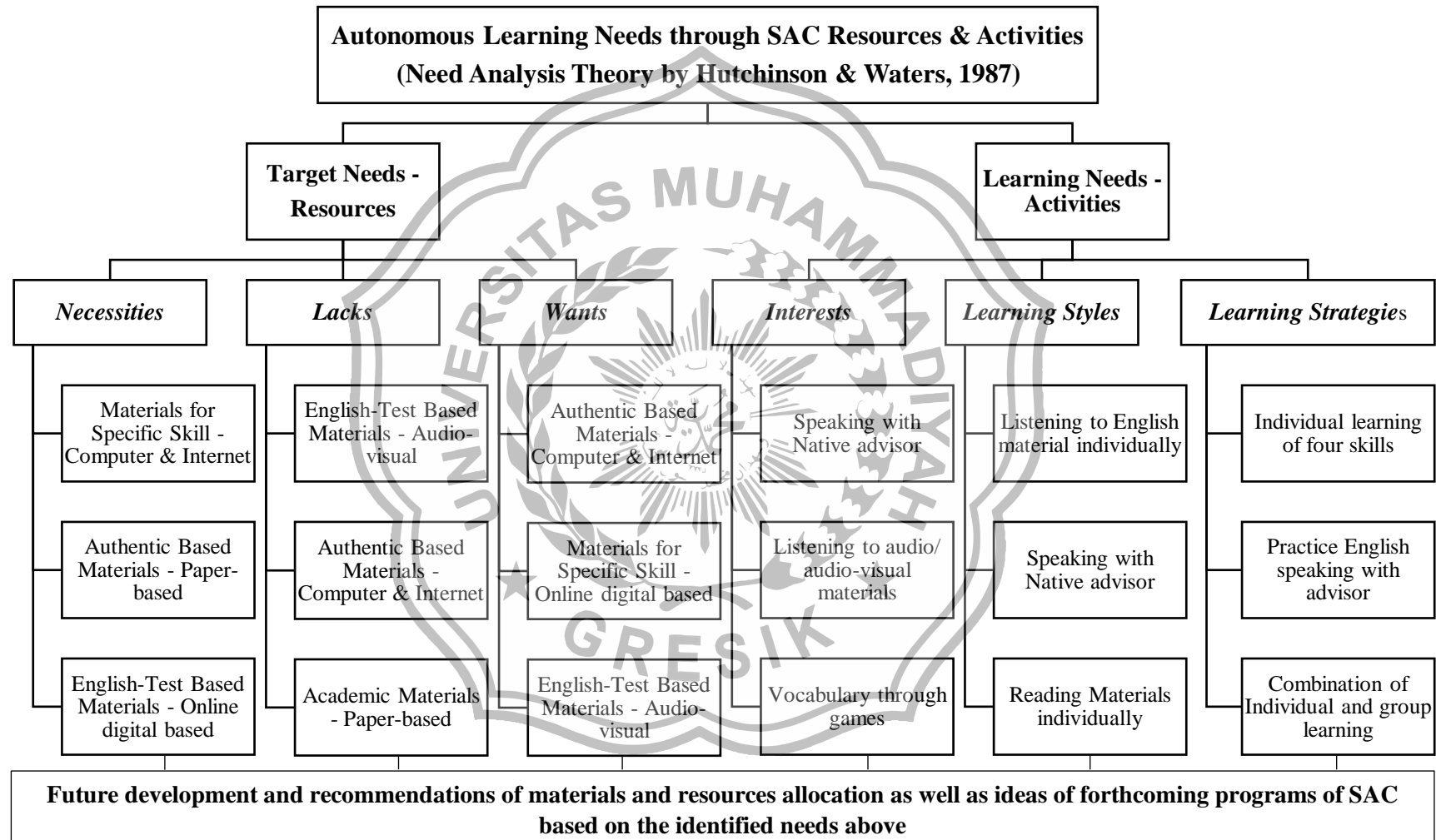


Figure 2.1 The Flowchart of Conceptual Framework of the Research