

DIGITAL AUTHENTIC RESOURCE AND ACTIVITY NEEDS OF ENGLISH MAJOR STUDENTS FOR AUTONOMOUS LEARNING OVER SELF-ACCESS CENTER (SAC)

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ABSTRACT To boost English major students' autonomous learning beyond classroom learning through the Self-Access Center (SAC), the provision of learning resources and activities in SAC should meet their needs. However, little is known the specific needs of English major students for autonomous learning in SAC. This research focuses on autonomous learning based on the needs of digital authentic resources and activities through SAC as accelerated learning outside the classroom for students majoring in English. A mixed method was applied based on the need analysis model by Hutchinson and Waters (1987). Around 51 English major students of UMM as users of "American Corner" (Amcor) UMM were required to fill out the questionnaires consisting of 6 questions adapted from Ortiz (2006) and 16 of them were selected as interview participants. Observation was also held to support both data. The findings revealed the digital authentic resource needed, lacking, and wanted the most by English major students. Additionally, the types of activities needed the most to support autonomous learning in SAC were also described. The implication of the research is for SAC managers to consider future development and recommendations of resource provision as well as ideas for forthcoming programs of SAC based on the identified needs particularly for the English major students.

Keywords: autonomous learning, digital resource, authentic resource, need analysis, self-access center (SAC)

INTRODUCTION

To reach effective learning in education, there is a growing need to balance teaching and learning foreign languages both learning inside the classroom and learning beyond the classroom (LBC) (Richards, 2015). One form of LBC called Self-Access Center (SAC) is a self-access center where students access and interact independently with the resources to improve resource-based learning (RBL) to develop autonomous learning (Morrison, 2008) in various facilities designed in a certain atmosphere (Gardner & Miller, 1999). Henceforward, students are fully responsible for their learning objectives based on learning needs.

A preliminary study of the problems confronted by students during their LBC at SAC revealed that several resources have not met the needs of English major students at all levels to learn English as their foreign language beyond the classroom. Approximately 75% of Gen Z students urge the inclusion of technology in SAC to access it online. So (2012) believed that innovation and integration of the internet into learning resources have been adaptable to include electronic, digital, or online resources that complement LBC. Besides, the selection of authentic language input is proven to significantly influence the development of students' foreign language learning (Bahrani & Sim Tam, 2012). This shows that digital and authentic resources are the most important provisions in their autonomous language learning at SAC.

Another problem that was found during the preliminary study was the lack of a variety of activities to accommodate the needs of English major students at all learning levels at SAC. Furaidah and Suharmanto (2015) discovered that only two dominating activities students do at SAC; playing games and reading activities. The findings may be rooted in the limited programs that suit their learning needs at SAC. Whereas, the provision of learning resources must be able to meet student needs appropriately (Benson, 2016; Richards, 2015) and needs to be carefully considered to allow students to be autonomous learners by being responsible and enthusiastic about their learning. Therefore, student activities at SAC must also be increased according to their needs.

Along with suitable learning resources and programs, SAC is believed to be able to facilitate students to autonomously learn and manage their learning by deciding what, when, and how individuals can learn in natural circumstances (Hsieh H-C, Hsieh H-L, 2019). In other words, SAC as an LBC setting is considered a center for increasing student autonomous learning.

Previous related studies on SAC needs analysis have been investigated by Detaramani and Shuk (1999) of undergraduate students from all departments at the City University of Hong Kong and Ng and Gu (2016) who examined the competing needs among SALL stakeholders in China. University of Hong Kong, Shenzhen, Takahashi, et al. Al. (2013) analyzed students' independent learning needs (SDL) at SAC at Kanda University of International Studies (KUIS), Japan and Sultana (2018) analyzed the autonomous learning needs of Bangladeshi learners.

Numerous recent related study on SAC examines the SAC resources used and autonomous learning activity in the context of Taiwanese undergraduate students (Hsieh H-C, Hsieh H-L., 2019) and analyzes the current state and proposes future recommendations for SAC with respect to learning autonomous (Hobbs & Dofs, 2017; Suriaman, 2015), and SAC to increase student independence and language competence (Samsudin et al., 2020), and technology use in SAC (Castellano, Mynard, & Rubesch, 2011).

To achieve success in autonomous learning in learning a foreign language, a need analysis has proven to be important to assist them in being responsible in their learning and motivate them to take initiative and be passionate about learning a foreign language (Sultana, 2018). The prior studies of need analysis for autonomous learning mentioned above were projected onto various students from non-English majors. The problem that arises is the lack of knowledge about the special needs of autonomous learning in English major students at SAC. Therefore, this study analyzes the English major students needs for autonomous learning over digital authentic resources and activities at SAC.

SAC requires reorganization, reimagination, and revitalization if its goals do not accommodate autonomous learning (Hobbs and Dofs (2017). Little is known about students' need for autonomous learning at SAC through digital authentic resources and activities for all levels of English majors. This research focuses on autonomous learning based on the needs of digital authentic resources and activities through SAC as accelerated learning outside the classroom for students majoring in English. Based on the description of the problem, the formulation of the problem to be answered in this study is "What are the target needs of English major students for digital authentic resources and learning needs of autonomous learning activities at SAC". Therefore, the research is aimed to examine English department students' need for autonomous learning through SAC digital authentic resources and activities.

LITERATURE REVIEW

Research on Self-Access Center (SAC)

Previous research on SAC trends can be categorized into six; SAC perception, SAC uses and autonomous learning activities, SAC activities, needs assessment and/ or analysis of SAC, need analysis of autonomous learning and technology use in SAC. Research about the perception of SAC was examined by Njoto (2014) who 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. Hsieh H-C and Hsieh H-L (2019) investigated SAC-used resources and autonomous learning activities of Taiwanese non-English major undergraduates and exposed a strong relationship 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 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 go to the SACs 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 activities for 207 English major students at the State University of Malang disclosed only games and reading activities mostly done. Another finding indicated that the more advanced the students' classes were, 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 have caused their ignorance of the existing SAC.

Except for the SAC activities, one more trend of SAC research has also been focused on the need assessment and/ or analysis of SAC. Ng and Gu (2016) investigated the competing needs among stakeholders of SALL in the School of Humanities and Social Sciences (SHSS) Shenzhen and found that SHSS students perceived positively high to the SALL indicating its precise direction. 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 by Takahashi, et al., (2013) related to student self-directed learning (SDL) needs at the Self-Access Learning Centre (SALC) at Kanda University, Japan resulted 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 need analysis study was inspected by Sultana (2018) who found that autonomous learning can be successfully implemented by need analysis to help empower students to be responsible for students own learning. Thus, the role of autonomous learning needs analysis plays a huge portion in identifying and adjusting interests and needs based on their preference to encourage them responsible for learning direction.

The last trend of related research on SAC was concerned with the technology used in SAC that discovered that the students have to serve as the SAC users who have particular needs on technology adoption and support of SAC's success as an autonomous learning center. (Castellano, Mynard, & Rubesch, 2011). The issue found was associated with increasing materials awareness, support formally and informally, student-use-based materials developments, and deciding more strategic resource purchases.

Considering the aforementioned research on SAC, research by Hsieh H-C, and Hsieh H-L. (2019) about SAC use, Castellano, Mynard, and Rubesch's (2011) study on the technology usage in SAC, 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 major 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 major students showed a deficient result that it was unable to meet the student's needs and accommodate all students' levels of English major classes, especially for advanced classes need on English learning so they were not registered as the SAC members.

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 major students at all levels. This study focuses on investigating English major students' needs for autonomous learning through SAC resources, and activities.

Theoretical Framework of the Needs for Autonomous Learning in SAC

Identifying and assessing the needs is essential for the development of programs including SAC. Since SAC is believed to alternate effectively as an out-of-class language learning mode (Morrison, 2005) enabling students to advance their autonomous learning skills and proficiencies (Morrison, 2008), knowledge and evaluation of whether its operation fits the users' needs for autonomous learning is an inevitable concern. Morrison (2005) suggests considering several evaluation tools for SAC. One of them is self-need assessment also known as need analysis (Songhori, 2008) of autonomous learning from the SAC users. Therefore, a need analysis of autonomous learning in SAC served as a fundamental element of assessing the SAC operation.

Among various ideas of need analysis, 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 features' ability within target circumstances. They further distinguish two sorts of needs target needs and learning 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). The term "necessities" represents the need based on the academic requirements the students have to know to perform in the target situations. The term "lacks" stands for the gap between the student's target and their present knowledge by deciding the "necessities" that are lacking based on what they have already known (Hutchinson & Waters, 1987). The term "wants" refers to an individual perception subjectively concerning their desires in language learning (Hutchinson & Waters, 1987). Concisely, the analysis of the target needs of SAC has to consider three terms to get the students to the successful users in learning autonomously within the target circumstances.

On the other hand, learning needs to focus on anything the students need to do to learn and master 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 to 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, to lead to autonomous learning needs, it can be the students as the users desire certain learning programs provided or potential activities to carry out in SAC based on their styles, strategies, and interests in English learning.

RESEARCH METHODS

Research Design

To direct the research 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 mixed method was used to gain a more insightful understanding of the student's needs by not only relying on the questionnaire results but also reinforcing and triangulating by observation and a focus group interview.

Participants and Setting

The research was projected to the SAC users from English major students of Universitas Muhammadiyah Malang (UMM) managed naturally at UMM SAC called American Corner known as Amcor as a center for learning English out-of-classroom. A total of 51 students of English major as Amcor users who have been visiting the SAC during 2022 were selected through a random sampling technique. The whole 51 samples were required to fill out the questionnaires to generate their autonomous learning needs over SAC resources and activities. Among 51 samples, 16 of them were selected as interview participants representing each level of the study year accommodating students' needs in all class to evade bias.

Data Collection and Instrument

Three phases of data collection of this research are observation, survey, and interview. The research began with the first phase by doing observations in the Amcor UMM area by observing various available learning resources and activity programs offered at Amcor assisted by field notes and videos of Amcor UMM conditions. The second phase was delivering the questionnaire through both paper-based and Google forms to give a wider chance for the SAC users. The questions comprise two need analysis elements; target need (3 items) related to three elements of "necessities", "lacks", and "wants" toward SAC resources and learning need (3 items) associated with students' preferred interests, learning styles, and strategies under the SAC activities context. The validation was done by assessing the instrument's validity and reliability.

The construct validity of the 6 questions of the questionnaire with a total of 37 responses as the instrument was assessed by validity test confirming the validity of Ortiz (2006) as to where the adaptation of the instrument was from. The result of the validity test through the Pearson correlation test showed that the significant values of items 1 to 37 were the same at 0.00 which was below 0.05. This suggests that all the 37 items were significant and thus they were valid. Additionally, the reliability was executed through piloting the instruments to a small number of similar characteristics participants who were English major students. The result of the piloted data obtained was assessed through Cronbach's Alpha as the most appropriate measure to assess the reliability. Based on the reliability statistics test result, the value of Cronbach's Alpha was 0.996 which is higher than 0.600. This denotes that the instrument was reliable.

In the third phase, the obtained data from the questionnaire both target and learning needs were further explored through focus group interviews and was projected to 16 participants guided by interview guides. The interview guide has been adapted from Ortiz (2006) by modifying the questions into "why" to reinforce and support participants' responses in the questionnaire regarding their target and learning needs for autonomous learning through SAC resources and activities in SAC to provide more insightful and fruitful findings. Additionally, the interview conducted with the interview participant was audio recorded to keep the data on-tracked.

Data Analysis

After all the data was completed, the next step was analyzing each of the data by using techniques according to the type of data obtained. As the data obtained were both quantitative and qualitative data, both techniques were also applied in analyzing the data, descriptive statistics and descriptive qualitative.

In analyzing the quantitative data obtained from the questionnaire results were further calculated to find out the percentage for all 37 responses to the questions. Furthermore, the result of the percentage was analyzed descriptively. Besides, content analysis was applied to analyze qualitative data obtained from interview results and observation results which were descriptively analyzed. Reading and analyzing the data was conducted several times to find the indication of students' need for resources and preferred activities in SAC.

To validate the descriptive findings of the qualitative data, both methodological triangulation and theoretical triangulation were used in this study. In methodological triangulation, the data from the questionnaire, interview, and observation were triangulated to

check and confirm the findings from each method enhancing the findings' reliability. As a theoretical triangulation, the result of methodological triangulation was analyzed for the relevance of previous theories or preceding research. which analyzed major elements of the findings to draw a precise conclusion.

FINDINGS AND DISCUSSION

Amcor UMM is one of the free access SACs at UMM which is specifically designed for those who are interested in learning English in an American atmosphere. It is located in the main library of UMM Campus 3 Malang. Amcor UMM is a partnership program between UMM and the United States/USA Embassy in Indonesia (USAID) which aims to improve visitors' English skills, especially American English, and empower them to obtain more in-depth information about American English including its values. and culture. Amcor UMM provides many physical learning resources such as books, magazines, novels, journal articles, and others, as well as digital resources such as e-libraries, e-journal articles, e-magazines, e-news, several Hollywood box office film collections, documentaries, animations, music CDs, and so on.

Aside from physical learning resources and digital resources provision, various other activities can be carried out at Amcor UMM, including playing English games individually or in groups such as Scrabble, Monopoly, Puzzles, Board games, Story Cubes, etc. Amcor UMM has various programs with Native American speakers in collaboration with USAID. Other activities that can be obtained are group activities organized by Amcor UMM in various programs involving native American speakers such as Massive Open Online Course (MOOC), Public English Club (PEC), One Day English (ODE), English Speaking Buddy (ESB), American Trivia, Movie Screening, Film Club Discussion, English Seminar or Workshop, etc. A US education guidance center is also available for those wishing to continue their studies in the US. Therefore, Amcor UMM provides countless resources and activities to learn American English.

Autonomous Learning Needs for SAC Digital Authentic Resources

The need analysis began by examining digital authentic resources at SAC to support autonomous learning which consists of necessities, lacks, and wants. The overall result of the questionnaire can be seen in Table 1.

Table 1: The results of the questionnaire on the need for digital authentic resource

Digital authentic resource type to support autonomous learning in SAC	Percentage		
	Need	Lack	Want
Internet	57%	35%	51%
English websites (e-books, e-journals, e-magazines)	51%	31%	47%
English native-speaker resource persons	49%	27%	57%
Online English test materials e.g., TOEFL and worksheets	49%	43%	47%
American videos or movies	49%	35%	39%
American audio or podcasts	41%	29%	35%

The detailed description of the table is elucidated separately based on the three main analyses; necessities or needs, lacks, and wants of English major students in autonomous learning at SAC, especially Amcor UMM.

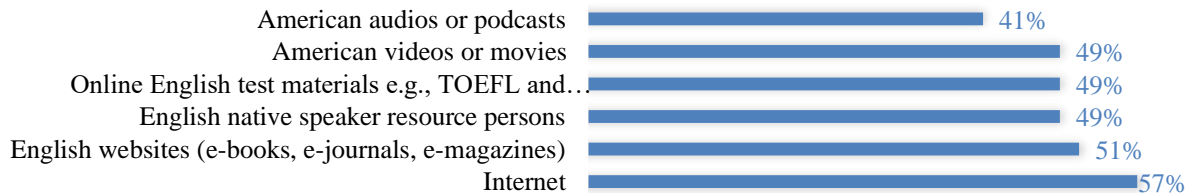
Digital Authentic Resources Necessities at SAC for Autonomous Learning

The first analysis was about students' necessity for digital authentic resources at SAC to support autonomous learning. As seen in Chart 1, the highest necessities for digital authentic resource types supporting autonomous learning found in the questionnaire were exposed to the internet (57%). The result of the interview about students' needed resources in the form of digital and authentic indicated that they need a more stable internet connection. The interviewee admitted, "I need the internet more to help me learn English in the digital era". The available internet connection was perceived as bad. The worth of the Internet as a learning resource finding is in line with McMurry, Tanner, and Anderson (2009) and Castellano,

Mynard, and Rubesch (2011) who believed that internet is the support for autonomous learning because of their regular use at home.

The second most needed digital authentic resource was the English website (51%). Although the interviewee admitted that learning a language through websites caused more distractions hindering them from focusing on the material., they still need them to find e-journals, and e-books related to their interest or to support students inside the classroom learning.

Chart 1: The percentage of digital authentic resources necessities at SAC



The next student necessities were English native-speaker resource persons (49%), American videos or movies (49%), and online English tests or worksheets (49%). In the interview session, other most prominent needed resources were English native American resource persons arranged by Amcor UMM in a program One-Day English or ESB to practice speaking, American videos or movies to practice listening, and online English tests or worksheets and its materials like TOEFL preparation as most of the advanced classes students confessed, “As students in the seventh semester, we need to practice TOEFL more”. The video as the audio-visual finding was similar to what Castellano, Mynard, and Rubesch (2011) found that videos through DVD are expansively sought in the SAC. The last one was American audios or podcasts (41%) that were thought to be less needed to improve their listening skills.

Digital Authentic Resources Lacking at SAC for Autonomous Learning

Except for the necessities, the lack of digital authentic resources was analyzed to know the gap in what to fulfill. Chart 2 indicated that the highest lacking resource was online English test materials e.g., TOEFL and worksheets (43%). This is in line with the interview result confirmed by stating “When I try to look for TOEFL books in Amcor, I could not find any of them so I am used to studying TOEFL out of Amcor by buying a TOEFL book myself, and studying at home”. Furthermore, the internet and American videos or movies (35%) were the following most resource-lacking. However, the interview results showed that the internet in SAC was the most perceived the lacking resources in SAC on account of its bad connection. They stated, “Internet in the SAC required maintenance to have a stable connection so it will be convenient for the students to facilitate their learning in SAC”. Meanwhile, Amcor UMM has provided numerous videos and movies in the form of DVDs. The interview session confirmed that English major students need updated American movies to practice listening to English.

Chart 2: The percentage of digital authentic resources lacking at SAC



The next three most needed digital authentic resources were English websites (like e-books, e-journals, and e-magazines) (31%). As Amcor UMM has provided e-library, e-journal articles, e-magazines also social media, students' expectations revealed in the interview that they wish to access more website-based language learning to support their English learning.

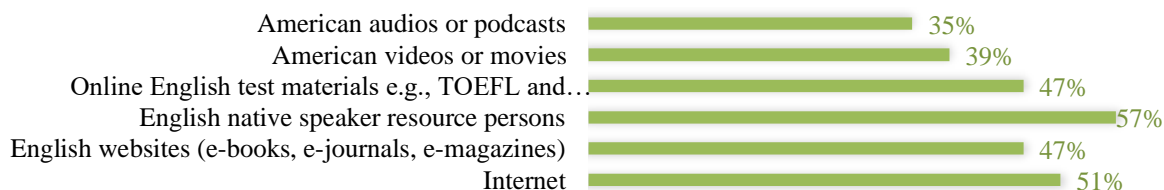
Digital authentic resources in the form of American audio or podcasts were seen as the second least lacking resources in SAC (29%). Students in the interview result preferred videos or movies to watch and listen to English speakers rather than audio. English native American speakers as the resource person was the least lacking resources (27%) observed due to the existence of organized and scheduled programs with native speakers like ESB or ODE to practice speaking while listening to the native speakers. The native speakers' interaction and communication during learning outside of the classroom like in SAC is of the human resource aiming at boosting the students' participation in RBL or resource-based learning over SAC (Gardner & Miller, 2008).

Digital Authentic Resources Wants at SAC for Autonomous Learning

After all the needs and the lacks identified, the next was the authentic resources that the students wanted to facilitate autonomous learning. The result as depicted in Chart 3 generated that an English native-speaker resource person was wanted the most by 57% of the students. All the interviewees agreed on the resources sought the most as the statement, “One Day English and English-Speaking Buddy are favorite programs to practice speaking with Americans, but the programs are limited.” The observation showed both programs are reserved for a limited number of students who had been registered prior to their participation. Native American speakers as resource persons being wanted most was in agreement with Takashi's (2013) finding that human resources for their advisors at SAC were sought the most.

Besides, as the most needed resource, the internet was also the second most wanted resource to support autonomous learning (51%). Based on the observation, the students who are all in the Z generation unquestionably placed the internet as their main resource to support their autonomous learning. However, the bad and unstable internet connection at SAC as revealed as the result of the lacking resources hindered their autonomous learning at SAC.

Chart 3: The percentage of digital authentic resources wanted at SAC



The third most wanted digital resources were online English test material and worksheets like TOEFL online exercises and English websites (47% and 47%). The finding that Online English test material like TOEFL was the wanted resource is synonymous with the result of the most lacking digital authentic resource, the interview, and observation results that no TOEFL materials or exercises provided either online or offline. The absence of English test materials disappointed most advanced class students since they need a place to study English-based tests like TOEFL. The two least wanted digital resources were American videos or movies (39%) and audio or podcasts (35%). Students during the interview admitted that they wanted them moderately since both resources are easy to find out of SACs.

The mentioned findings disseminated general insight about digital and authentic resources most needed, lacking, and wanted for English major students. Therefore, those findings promote the recommendation for the SAC for future resource provision completed the SAC to enable students' autonomous learning.

Autonomous Learning Needs for SAC Activities

Upon the identified digital authentic resources needed by the English major students abovementioned, the subsequent analysis of the student's needs was conducted by analyzing activities needed to carry out at SAC to facilitate students' autonomous English learning that

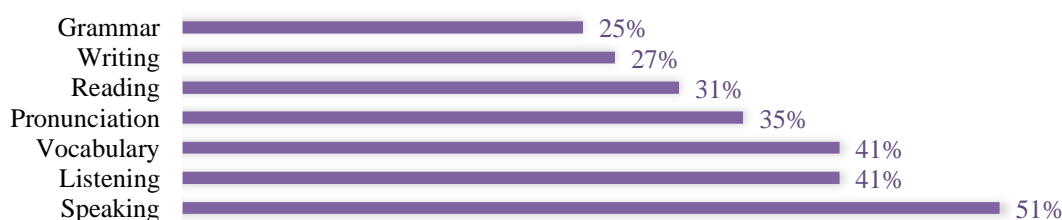
consists of interesting activities, learning styles-based activities, and learning strategies-based activities as described in detail below.

Interesting Activities at SAC for Autonomous Learning

As an English-based SAC, Amcor UMM need to provide four English skill-based activities (listening, speaking, reading, and writing) as well as language elements (pronunciation, vocabulary, and grammar) to grant English major students autonomous learning need. Among the seven skills and language elements, the activity that interested the most to learn at SAC was speaking skills (51%). During the interview session, students stated “The most interesting programs in Amcor are One Day English and English-Speaking Buddy where we can practice speaking with Native American speakers”. This finding is consistent with the findings of Deteramani (1999), Gardner and Miller (2008), Furaidah and Surahmanto (2008), and Sultana (2018) who noted the importance of speaking with native speakers in learning English as well as the above finding on the resource persons from native speaker as the most wanted.

Subsequently, both listening and vocabulary were rated the same at 41% as the second and third most interesting activities at SAC. One of the interviewees stated, “Listening to movies in Amcor individually is what I like the most”. Apart from individual listening, the observation showed that group learning on listening can be done by joining a Movie Club Discussion and Movie Screening program to watch, listen, and discuss American movies. Vocabulary as the interesting activity at SAC discovered in the interview was learning vocabulary through playing words-based games like Scramble Words. Listening, the second most interesting skill in learning at SAC accords Furaidah and Surahmanto (2008) who also noted the student’s preference to learn listening at SAC.

Chart 4: The percentage of Interest in English learning activities at SAC



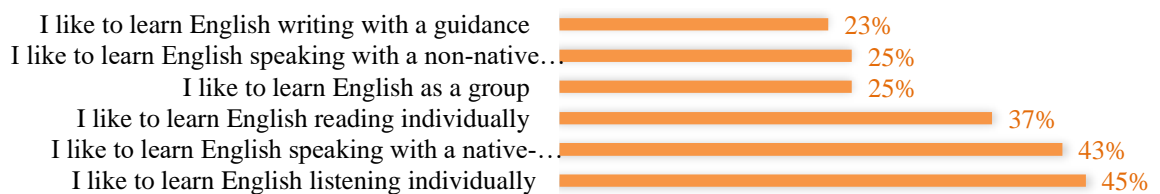
Pronunciation was the fourth most interesting activity to learn autonomously at SAC (35%). The pronunciation activity favored the most as exposed in the interview was still related to speaking with Native American speakers as they learned American pronunciation much from the Native American as the model. This finding reinforced Furaidah and Surahmanto (2008) who found that pronunciation is repetitively practiced at SAC. Additionally, the next most interesting skill in autonomous learning at SAC was reading (31%) both for fun and for academic sustenance. The interviewee confirmed, “I usually read academic textbooks to support course learning, but sometimes also read magazines or novels for fun”

The two least interesting English skill and language elements in autonomous learning support at SAC were writing (27%) and grammar (25%). Personal writing was the only found activity to carry out during the interview, like writing statuses, or quotes on social media. The student specified, “In Amcor, I usually learn writing by writing the quotes or Instagram status”. The last interesting language element to study at SAC was grammar which was also discovered correspondingly during the interview session, “I have never learned grammar in Amcor because I need other explanations to help me understand grammar, so I can not learn it by myself”. The need for other explanations in learning grammar indicated that grammar activities in SAC were hardly ever done individually. Thus, they want future programs to learn English grammar at the SAC. This finding was not synonymous with Deteramani’s (1999) and Sultana’s (2018) finding that English grammar was learned more than vocabulary in SAC.

Learning Style-Based Activities at SAC for Autonomous Learning

In relation to the learning style of English major students, as seen in Chart 5, the two top needed activities to accommodate their style are individual listening practice (45%) and speaking to native speaker advisors (43%) which is consistent with the findings of Furaidah and Surahmanto (2008) who discovered the two skills; listening to music or movies independently and speaking as the most performed activity in SAC. The interview results indicated that most of the students like to watch American movies independently. Meanwhile, speaking activity was also favored especially speaking programs arranged by Amcor UMM from the statement that “what I like the most is to join speaking practice with native speakers from American in ODE and ESB, but perhaps there needs to be an individual contact between one student with one native, like one and one that can adjust to each students schedule”.

Chart 5: The percentage of English learning style-based activities at SAC



Another activity that suits English major student style in learning English at SAC was individual reading (37%). As a resource center, SAC was still used as a place to read materials like books or journal articles. In addition, both group learning and speaking with Indonesian speaker advisors were only preferred by 25% of the students as the ensuing activities to facilitate their autonomous learning styles at SAC. In the interview session, one of the interviewees affirmed, “We also sometimes like to join a group learning like a discussion with friends in SAC”. Conversely, the guided writing activity (23%) was sought activity the least in learning English at SAC which is similar to the result of the least interested activity to learn at SAC. The reason for writing as their least activity to carry out at SAC was discovered in the interview, “Writing in Amcor is just writing on social media because there is no specific writing program offered in SAC”.

Learning Strategy-Based Activities at SAC for Autonomous Learning

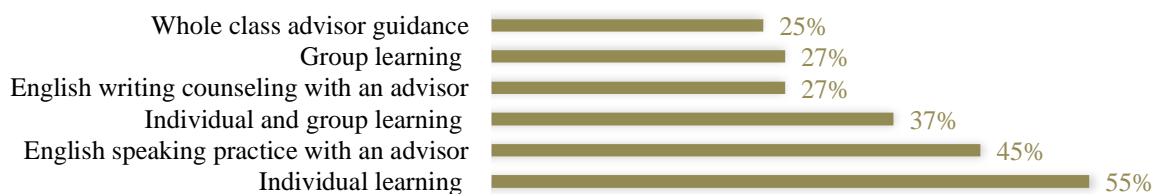
The last category to identify English major students' need for autonomous learning was learning strategy-based activities. The result of the analysis as shown in Chart 6 displayed that individual learning dominated the preferred learning strategy as SAC as well as the highest percentage of overall sought activities under study (55%). During the interview session, all of the interviewees approved the statement, “In Amcor, I really enjoy learning individually”. The finding that individual learning overrated SAC learning corresponded to Deteramani's (1999) and Sultana's (2018) findings that students most favored being responsible for their own learning English.

Likewise, the second most favored activity to support their learning strategy was English-speaking practice with advisors (45), preferably native speakers as found in the interview results. The finding was in line with the second most needed activities to facilitate their learning style. One of the interviewees hoped, “Practice speaking English with native speakers in a fixed program like ODE and ESB must also be provided online to reach more participants”. A combination of individual and group learning was also sought by 37% of the students since some of them were observed still needing guidance from advisors or friends in learning English at SAC.

Aside from individual, learning with advisors and the combination of individual and group learning, the three least activities to support the students' learning strategy were group learning and writing counsel (27%) as well as whole class advisor guidance (25%). During the interview, joining a group learning was favored, “learning English in a group is also

preferable". It was observed that programs like ODE and ESB as the activities which are utmost favorite at SAC were held in a group. The finding that whole class tutor guidance was the least activity needed is contrary to the finding from Sultana (2018) that revealed learning under teachers' guidance was favored the most. Hence, individual, group, the combination of both, and whole-class learning were the activities to gratify strategies in learning English at SAC.

Chart 6: The percentage of English learning strategy-based activities at SAC



Above and beyond, it was found that the students favored personal activity in listening, guidance in speaking practice from native American speaker as resource persons, reading individually, and unrestricted writing. Integration of other language elements into upcoming programs was also sought such as pronunciation and vocabulary in speaking and/ or listening, as well as vocabulary and grammar in writing and/ reading. Therefore, the absent programs that accommodate all skills, can contribute as a preparation for the preliminary stage of forthcoming programs to suit English major students' needs in their autonomous learning at SAC.

CONCLUSION

Amcor UMM for English major students is projected to be the center to study English out of the classroom to improve their English skills through some needed resources and activities in arranged programs. The two digital authentic resources needed the most by English major students are the Internet and English websites. Besides, the two most lacking digital authentic resources are online English test materials and worksheets like TOEFL and the internet. Meanwhile, the most wanted digital authentic resources are English native resource persons and the internet.

Furthermore, SAC activities necessary to accommodate autonomous learning are the programs based on each skill either listening, speaking, reading and writing as well as language elements either grammar, pronunciation and vocabulary suit to each students preference in both learning style and strategy. Students preferred activities at SAC are personal activity in listening, guidance from native American speaker to practice speaking, reading independently, and unrestricted writing. Integration of other language elements into upcoming programs was also sought such as pronunciation and vocabulary in speaking and/ or listening, as well as vocabulary and grammar in writing and/ reading.

The research implication is for SAC controllers to consider the forthcoming development of resource provision and upcoming SAC programs based on the recommendations from recognized needs for English major students to support autonomous learning. The suggestion For future research is to examine the individual activities in SAC to discover their autonomous learning activities, and monitor as well as evaluate their progress through participant observers.

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