

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions of the present study. There are two parts of this chapter. The first part presents the major findings of the study. The second part deals with the recommendation for further study.

5.1 Major Findings

This present study serves as an attempt to investigate the typology of Self-Access Center (SAC) in one vocational school in Bandung and to investigate the students' perception on the use and the facilities of SAC itself and to investigate whether the Self-Access Language Learning (SALL) in SAC has already promoted students' autonomy.

This research has found two major findings: (1) Considering the setting of this SAC, it can be considered as semi-supermarket type of SAC. This is because the SAC system offers learners the opportunity to look around and choose what to study. This is as recommended by Gardner and Miller (2008) that supermarket type of SAC is suitable for all learners category. This system offers learners the opportunity to look around and choose what to study. The system ideally displays materials under clearly marked categories: listening, reading, phonology, games, etc which in turn are usually color-coded according to level. However the system

categories are not marked yet. That is why this SAC is considered as semi-supermarket SAC.

The detail findings about the typology of this SAC are summarized below:

1. NUMBER OF STAFF:

The 2 (two) SAC staff which include one full-time librarian and one part-time SAC counselor. The part-time SAC counselor is because she is the German teacher who is posted for the position of SAC counselor.

2. NUMBER OF STUDENTS:

1200 students in 36 classes (It consists of 12 classes of the 10th grade, 12 classes of the 11th grade and 12 classes of the 12th grade)

3. ABOUT THE STUDENTS:

The students are from six programs: Hotel Accommodation, Restaurant, Hair and Skin Beauty, Fashion Design and Pastry. However, there is a new program which has been open only two years ago, it is tourism service and business.

4. THE SIZE OF SAC:

A building with 180 meter² wide which is divided into 2 main rooms: Self-Access Center (SAC) room and library room.

5. REASONS FOR ESTABLISHING SAC:

The Self-Access Center (SAC) in this vocational school was established in 1997. It was promoted by one of the librarian staffs who joined the workshop of librarian and Self-Access Center (SAC) in The University of Gadjah Mada, Yogyakarta, Central Java. In this school, the term used is Self-Access Study (SAS) room. The SAC room is located on the second floor beside the library building and the multimedia room. The library itself was established earlier in 1980.

The reasons for establishing the SAC in this school is to facilitate students to learn independently by using certain facilities in the SAC. In other words, it was established to promote students' autonomy in learning, especially in learning English

6. TYPE OF SAC:

This SAC can be considered as semi-supermarket type. This is because the SAC system offers learners the opportunity to look around and choose what to study. However the system categories are not marked yet, such as there are not clear categories of learning (listening, reading, phonology, games and so on) which in turn are usually color-coded according to the level. In this way, learners can independently gain access to the system and easily find area they wish to study.

7. STAFFING AND MANAGEMENT:

The school principal, who is helped by the vice principal for facilities (*wakil kepala sekolah bidang sarana*) make all decisions related to resources and

timetabling. While the teacher-in-charge is a German teacher who is also a part-time for SAC counselor

8. THE USE OF SAC:

Basically, the SAC is used by all students in this school. And to make it well-organized, there is a time-table for students to visit SAC. The time-table is put on the door of the SAC. Here is the time-table:

TIME / DAY	MON	TUE	WED	THU	FRI
10.00-10.15	X FD	X HSB	XI Ps	XI HSB	XII FD
11.45-12.15	X Ps	X R	XI FD	XI R	XII R
16.00-1630	X HA	XI HA	XII HA	XII Ps	XII HSB

NOTE: FD (Fashion Design Program), Ps (Pastry Program), HSB (Hair and Skin Beauty Program), HA (Hotel Accommodation Program), and R (Restaurant Program)

However, since only few students who are willing to visit SAC and due to the needs of students, the time-table becomes very flexible. Students can come to SAC anytime as they wish from Monday to Friday, from 7 am to 4 pm.

9. LEARNER PROFILES:

There are no learner profiles available in this SAC. A learner profile is a collection of information relating to an individual learner, which the purpose is to provide a picture of the learner's current development and future potentials in terms which relate to self access learning.

However there are visitor books available for all students in one program. Every SAC visitor must fill out this visitor book to know what purpose they come to this SAC. To get the clear picture of visitor book, see appendix 7 to

appendix 11). Since the major goals of the *Learner Profile* are to establish the needs and wants of the learners and to monitor every student's progress, so each student's needs and wants as well as their' progress are not effectively recorded.

10. COUNSELING AND ALTERNATIVE COUNSELING:

Basically, there is no formal SAC counselor who got SAC tutorial training/ counselor training. In fact, there are only a teacher and one school staff who are in charge to manage SAC. There is no fixed schedule for counseling, so every student can do counseling anytime they want, from Monday to Saturday, from 7 am to 4 pm. The counseling program available is in the form of face-to-face student and SAC counselor, and so far, there are no alternative counseling available.

11. SAC MATERIALS:

There are four sources of the materials in Self-Access Center (SAC), namely: published language-learning materials, authentic materials, specially produced materials and student contribution to materials.

For published-language-learning materials, this school has used English textbooks from the Ministry of National Education (*Dinas Pendidikan*) as the obligatory resources for students from tenth grade to twelfth grade. And this school also has bought several volumes of English text books which are commercially published by certain publishers. The total number of published language materials available is 18.250 books. It includes ten obligatory

subjects (English, *Bahasa Indonesia*, Math, Religion, *Kewirausahaan*, *Pendidikan Kewarganegaraan*, *Pendidikan Jasmani dan Kesehatan*, Sundanese Language, Art, and History) and 7 additional subjects (Physics, Chemistry, Psychology, Biology, Sociology, Economics, Geography).

For authentic materials, this Self-Access Center (SAC) always subscribes for 2 newspapers everyday (they are *Pikiran Rakyat* and *Kompas*). It also subscribes for *Paras* and *Femina* magazine once a month. Later it also subscribes for *Gadis* teen magazine and *Sora* Sundanese magazine twice a month. There are also booklets and brochures from related industries, such hotel brochures, academy brochures, etc.

For specially produced materials, this SAC has provided several modules related to the programs available in this school, except for Pastry program. For example, *Front Office* module, *Make Up Room* module, *Room Service* module for hotel accommodation program, *Food service* module for Restaurant program, *Manicure* and *Pedicure* module for Hair and Skin Beauty program.

For student contributions to materials (students-created-materials), in this Self-Access Center (SAC), there are some clippings, students' papers, and also *Skripsi* from Indonesia University of Education (UPI) and *Nusantara Islamic University (Uninus)* graduate students. The number of *Skripsi* is about 30 pieces.

12. SAC ACTIVITIES:

There are several activities in this SAC, namely: English club, native speakers and TV viewing. The English club is named by English Conversation Club (ECC) which is conducted every Saturday from 9-10 am. The members are students of various grades in that vocational school. Once there were native speakers coming to this English club: (1) Kevin Dalton from IALF. Dalton trained English for teachers from this school and from other vocational schools in Bandung, (2) Jessica from AMINEF, (3) Keith and Maria from THE CENTER. They visit English Conversation Club and interact with the students by doing several interactive activities. They come to this school as proposed by school staff.

13. SAC PHYSICAL SETTINGS AND RESOURCING:

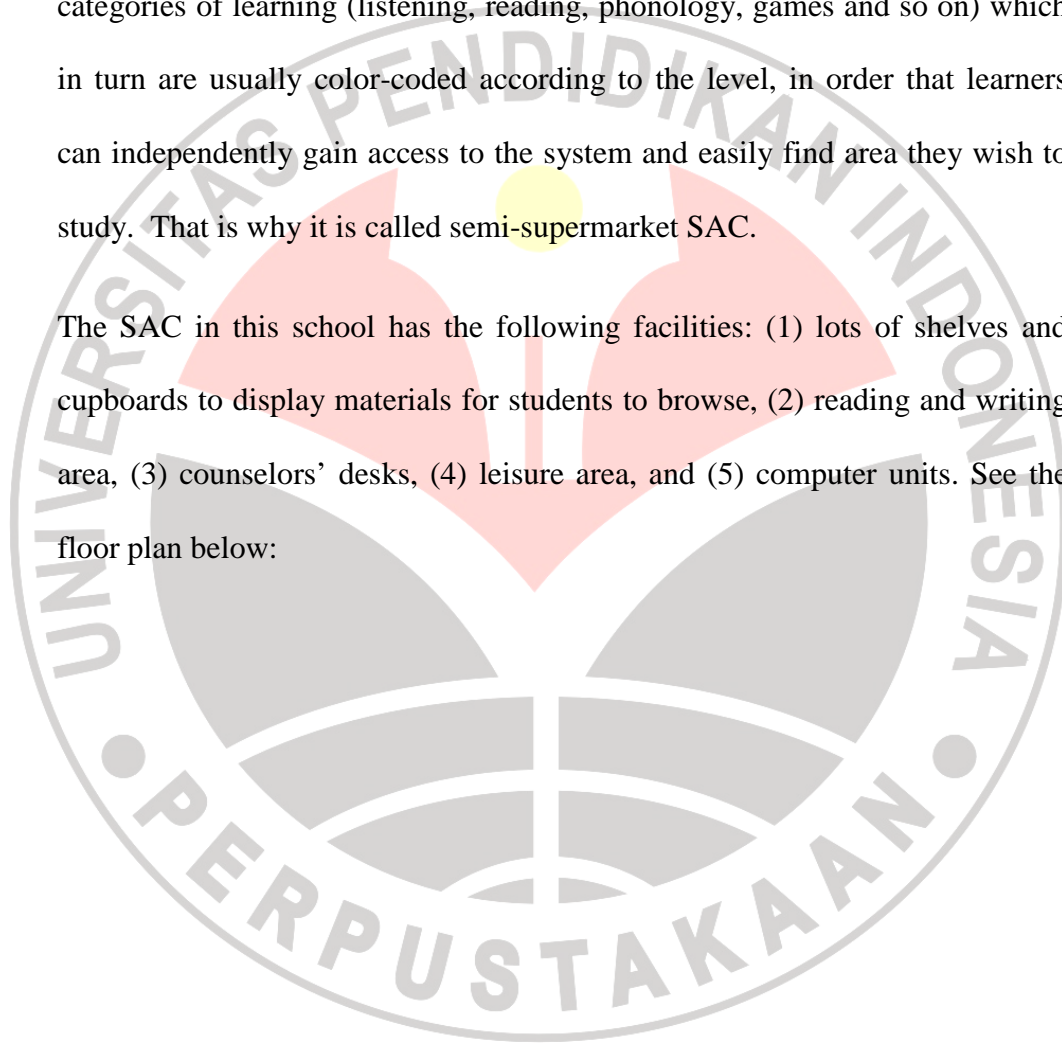
This SAC building occupies 180 meter² land which is divided into 2 main rooms: Self-Access Center (SAC) room and library room. It is located on the second floor of the school building. The SAC is open on the weekdays therefore students can come to SAC anytime as they wish from Monday to Friday, from 7 am to 4 pm.

The environment of this SAC is designed for high school students with the type of semi-supermarket SAC. The SAC is equipped with 20 computer units connected to the internet access and one leisure area for relaxing, reading, writing or TV viewing. In the next room, there are reading and writing areas where students can choose whether to work in groups by sitting behind a big

table or to work individually by sitting behind small table. On every corner of the room, there are some shelves and cupboards to put the materials for Self-Access Language Learning.

However the system categories are not marked yet. There are not clear categories of learning (listening, reading, phonology, games and so on) which in turn are usually color-coded according to the level, in order that learners can independently gain access to the system and easily find area they wish to study. That is why it is called semi-supermarket SAC.

The SAC in this school has the following facilities: (1) lots of shelves and cupboards to display materials for students to browse, (2) reading and writing area, (3) counselors' desks, (4) leisure area, and (5) computer units. See the floor plan below:





The floor plan of the SAC in one vocational school in Bandung

(2) The second finding shows that despite the limitation of SAC facilities, students perceived the use of SAC positively. However, they recommended for the development of SAC, which includes the materials, the physical settings and resourcing, the activities and the counseling program in the SAC. (3) The third finding from this study shows that the Self-Access Language Learning (SALL) in this SAC has not promoted student autonomy yet, since most of the participant students attend and use SAC facilities based on the assignment from teachers. Therefore, some strategies to promote student autonomy in conducting learning in SAC are needed to be developed.

5.2 Recommendations for Further Study

This case study only investigated the use of Self-Access Center (SAC) in one vocational school in Bandung. Thus, the result of this study cannot be generalized into larger scope. Therefore, further study conducted in different settings with more participant students and also the use of specific language program in SAC is recommended to enhance the result of SAC evaluation. There are many areas of Self-Access Center (SAC) that still need research. For instance, SAC management and staff behavior could be studied in order to see how these factors affect students' use of SAC.