



EMPOWERING STUDENTS ACCESS CENTER (SAC) IN SUPPORTING ENGLISH LEARNING

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Abstract: This study focuses on conducting a need analysis to explore the role and effectiveness of the Student Access Center (SAC) in supporting English Education Department students' learning endeavors. The SAC is a place and an essential resource hub catering to students' academic, personal, and professional needs. The data was collected using a survey design from a questionnaire given to 51 English Education Department students at UIN Antasari Banjarmasin. The questionnaire included five Likert-scale-based choices regarding the student's learning needs about the role of SAC. The investigation delves into various aspects, including the collection of books provided by the SAC, its accessibility, and the extent to which it addresses students' needs both inside and outside the classrooms. The study examines students' perceptions of the SAC's facilities in enhancing their learning, the circulation service, and the function of SAC. Findings from this study contribute to a comprehensive understanding of the SAC's significance in supporting English Education Department students. Ultimately, this research aims to foster a conducive learning environment that maximizes students' academic achievements and success.

Keywords: Empowering, English Learning, Student Access Center (SAC)

Abstrak: Studi ini berfokus untuk melakukan analisis kebutuhan dan mengeksplorasi peran serta efektivitas *Student Access Center (SAC)* dalam mendukung upaya belajar mahasiswa Program Studi Tadris Bahasa Inggris. SAC berfungsi sebagai pusat sumber daya penting, melayani kebutuhan akademik, pribadi, dan profesional mahasiswa. Melalui desain penelitian survei, data dikumpulkan dari kuesioner yang dibagikan kepada 51 mahasiswa program studi Tadris Bahasa Inggris UIN Antasari Banjarmasin yang terdiri dari lima pilihan berdasarkan skala Likert tentang kebutuhan belajar mereka terhadap fungsi SAC. Penelitian ini menggali berbagai aspek, termasuk koleksi buku yang disediakan oleh SAC, aksesibilitasnya, dan sejauh mana memenuhi kebutuhan mahasiswa baik didalam maupun diluar kelas. Selain itu, penelitian ini mengkaji persepsi mahasiswa terhadap fasilitas SAC dalam meningkatkan pembelajaran mereka, layanan sirkulasi dan juga fungsi SAC. Temuan dari penelitian ini berkontribusi pada pemahaman yang komprehensif tentang pentingnya SAC dalam mendukung mahasiswa Program Studi Tadris Bahasa Inggris. Pada akhirnya, penelitian ini bertujuan untuk menumbuhkan lingkungan belajar yang kondusif yang memaksimalkan prestasi akademik mahasiswa dan keberhasilan secara keseluruhan.

Kata Kunci: Pemberdayaan, Pembelajaran Bahasa Inggris, Pusat Belajar Mahasiswa

DOI: <https://doi.org/10.37249/assalam.v7i2.671>

Received: 30 September 2023; **Revised:** 15 November 2023; **Accepted:** 19 November 2023

To cite this article: Nor, H., & Sari, A. L. . (2023). EMPOWERING STUDENTS ACCESS CENTER (SAC) IN SUPPORTING ENGLISH LEARNING. *Jurnal As-Salam*, 7(2), 243–263. <https://doi.org/10.37249/assalam.v7i2.671>

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INTRODUCTION

Learning facilities are structures and infrastructures facilitating knowledge acquisition to meet learning objectives. In addition, learning facilities are a tool or a complement in supporting the teaching and learning activities carried out by students and teachers to expedite or facilitate the learning process to be completed. Learning facilities

are vital resources since they help students learn (Alokluk, 2020). One of the learning facilities in academic institutions is the Student Access Center (SAC). The Student Access Center (SAC) is a place that provides learning facilities in the English education department and assists students in their learning.

Furthermore, students can study individually or in groups and locate educational materials that interest them and fit their preferences. SAC has many learning resources such as English teaching materials, dictionaries, novels, thesis, journals, TOEFL or IELTS books. Therefore, the students can use the books to investigate their expertise further. Allah the Almighty created humans with extraordinary potential, namely logical thought. As humans are taught, reading is one way people can exercise their minds. Therefore, the students can acquire new information and develop their intellectual abilities by reading books. Students can access various books at the Students Access Centers (SAC) to aid their learning. In many Asian nations, where English is required from primary school through university, Self-Access Centers (SACs) are commonplace (Kongchan and Darasawang, 2015). SACs provide opportunities for language learning that mimic a native or almost native setting, which is crucial as there is little exposure to English outside the classroom. SACs promote autonomous learning and learner autonomy, and they are more than merely English libraries. They offer assistance so users can develop their learning strategies and take greater ownership of their education while considering individual variances. SACs thus play a crucial role in helping learners build the attitudes and abilities necessary for lifelong learning.

Besides, the management of self-access language learning in tertiary institutions in Hong Kong was investigated by Gardner and Miller (2011) from the viewpoint of seven self-access center managers. Five themes are identified and discussed in the study, including how managers interpret key ideas about learner autonomy and self-access learning, their opinions on self-access language learning and the factors influencing them, the function of a self-access center, and the factors influencing the implementation of self-access learning. According to the study's findings, managing self-access language acquisition is a complicated process specific to each environment, yet practical management concepts are presented. The report identifies five guidelines for managing self-access language learning well.

Previous studies have explored various aspects of student access centers in higher education. Research has examined how these centers' different services and resources impact students' learning outcomes (Cotterall & Reinders, 2001; Reinders, 2015; Coy & Brady, 2003; Morrison, 2005). Others have looked at the difficulties in getting to these centers, such as lack of knowledge or problems with transportation (McMurry, 2005; Ortiz, 2006; Morrison, 2008). Additionally, academics have looked into institutional support, staff knowledge, student engagement, and other elements that contribute to the functional usage of student access centers (McMurry, Tanner, and Anderson, 2009; Cheng & Lin, 2010; Gardner & Miller, 2011; Castellano, Mynard, and Rubesch, 2011; Hughes, Krug & Vye, 2011; Lentz et al., 2012). The study suggests that technology deployment and support can be improved by focusing on students' specific needs and behaviors at a particular self-access center. The study's implications are relevant to SALC

managers seeking to enhance language learning opportunities through the strategic use of technology.

Hughes, Krug, and Vye (2011) examined the benefits of attending the Saitama University English Resource Center (ERC), a self-access center for English language learning open to all university students and managed by full-time faculty who alternate as center advisors. The study builds on previous research to explore how advisors promote language learning by facilitating autonomous socialization in the L2 among center attendees. Learners are exposed to discourse patterns and linguistic input through authentic social contact in the center, which is unavailable in most institutional contexts. The study also shows that visiting students have formed an out-of-class learning community beyond the center's walls. The findings reveal a significant increase in center attendees and a rise in the number of frequent attendees over the past year, indicating the growth of this extraordinary L2-based community. The study's implications suggest the significance of promoting authentic social interaction and self-directed learning in self-access centers to enhance language learning outcomes. Numerous studies have also emphasized the significance of student-centered methodologies as well as the necessity of continual evaluation and development of these centers (Kongchan and Darasawang, 2015; Senbayrak, Ortaçtepe, and Trimble, 2019)

Humphreys (2023) also did a study of Qualitative content analysis of reflective writing and supporting survey data from 30 students disclosed that the resources in both universities led to similar learning outcomes, showing that self-access resources can support intercultural and Global English learning. Students preferred collaborative learning components, albeit one set of materials required a more significant time commitment, which they criticized. The study suggests that short-form resources integrating intercultural and Global English content and incorporating collaborative learning may be more effective for self-access learning in the language and non-language department programs. The study provides practical implications for the style of digital resources for intercultural and Global English learning in self-access contexts.

In conclusion, this body of research offers insightful recommendations for developing and operating successful student access centers that can promote students' success in higher education. The Student Access Center (SAC) is additionally offered in the English Education Department of UIN Antasari Banjarmasin. It is where students can access learning facilities in the English education department, and SAC assists students in learning. Furthermore, students can study individually or in groups and locate educational materials that interest them and fit their preferences. SAC has many learning resources such as English teaching materials, dictionaries, novels, thesis, journals, TOEFL or IELTS books. However, doing a need analysis research is still necessary to determine and meet the needs of the students about the SAC's facilities. Moreover, the implication of this research can be utilized by stakeholders to improve SAC facilities based on students' preferences in order to support students' learning. The preferences consisted of the availability of books to enhance students' learning, the appropriateness of books to the students' subject, the lecturers who always encourage to borrow books at SAC, reading material outside of lectures at SAC, students' conveniently of facilities, proper computers,

efficient bookshelves, rooms arrangements, card renewal, the maximum number of books that can be borrowed, the length of limit for borrowing books, and SAC as a place for meetings or discussions or workshop activities.

LITERATURE REVIEW

The Role of Students Access Center (SAC) as a Learning Support

Refers to Gardner & Miller (2011), SAC is the facility that emphasizes providing the learning materials, location, and support for the students learning. In addition, Kongchan (2008) mentioned that SAC is considered a facility where language learners can take control of their learning by utilizing the materials and facilities provided by the SAC to strengthen their competence. Moreover, Marzuki and Saptopramono (2016) stated that SAC is a place where students may do autonomous learning or other out-of-class learning using their preferred learning resources, tools, style, and method. Thus, SAC is a location where students can use resources and facilities to facilitate their study. SAC provides materials and facilities that enable students to learn independently (Kongchan & Darasawang, 2015). In addition, Suriaman (2015) mentioned that the primary goals of SAC are to foster independent learning and fulfill students' needs in language learning. Hughes et al. (2012) state that SAC aims to satisfy students' needs, aid in language acquisition, and foster academic and personal growth. Therefore, the purposes of the SAC are to facilitate independent study and assist students in improving their language skills.

In the Student Access Center (SAC) of the English Education Department, the students can do autonomous learning or in groups with other students. Since the Student Access Center (SAC) provides students with learning materials, they can use various materials as references in their learning. According to Kongchan (2008), the materials should meet the needs of the students and allow them to select things according to their interests.

SAC has several functions that can be used as follows:

- a. The Place for Students Learning. Students can use SAC as a place where they can find the learning materials they need for individual or group learning;
- b. The Place for Meeting or Discussion. Apart from being a place of learning, SAC can also be used as a place for discussions or meetings for both organizations and students;
- c. The Place for Workshop. SAC is a place for workshops held by organizations and stakeholders that present a variety of fascinating and essential topics that are useful for students in their learning;
- d. The Place for Seminar Proposal. SAC is also a place for students to present proposals. Students who want to examine their theses must complete a proposal seminar. Moderators, supervisors, and presenters all came to the proposal seminar. Other students are welcome to attend as advisers, questioners, or listeners.
- e. The Place for Administering the Test of English as a Foreign Language. In addition, this test is for English education department students of UIN Antasari Banjarmasin and the public. The institution has set a minimum score of 500 for English Department students. Moreover, the certificate is also available for the TOEFL test. Students in the

English Education Department may utilize the certificate to meet the requirements for graduation. According to Alek et al. (2019), the TOEFL is used by most Indonesian colleges to assess students' English proficiency and as a graduation requirement. Every university has its own set of criteria that students must fulfill before they are allowed to graduate.

Principle of Students Access Center

Due to its functions that fulfill students' learning needs, SAC has an essential function in language education. According to Cooker (2008), in order to preserve its function, self-access principles must be implemented. They are as follows:

- a. Self-Access Learning Must Be Truly Self-Accessible. It emphasizes that SAC, as the learning facility, should encourage and instruct students about its proper utilization.
- b. Students should be involved in the center's activities, which is one way to support and motivate students to utilize SAC. Engaging students in the center's ideas, discovering materials, and negotiating goals and activities will encourage more students to use SAC.
- c. Language Learning Must Be Enjoyable. If a self-access center is truly self-access, the students must be captivated, and the most effective method to achieve that is to make language learning enjoyable.
- d. SAC Should Have the Goal of Being a Place of Choice for Students. SAC should be a place where students will choose to study. In order to motivate students to use SAC, it is crucial to give the resources and facilities that meet their needs.
- e. The Physical Settings and Resourcing should be supplied. The physical setting, equipment, and furniture utilized in SAC generally have a significant function in fostering and supporting students' motivation. Gardner and Miller (2011) claim that the institution frequently provides the location. The establishment of the SAC image also heavily relies on facilitation, which includes items like computers, speakers, LCD projectors, printers, desks, chairs, bookcases, cabinets, air conditioning, fans, lamps, outlets, televisions, and air fresheners.

RESEARCH METHODOLOGY

Research Design

The research design in this study is quantitative research. Quantitative research methods emphasize accurate measurements and the statistical, analytical, or numeric analysis of data gathered through surveys or questionnaires. Quantitative research is defined by Creswell & Creswell (2018) as the process of collecting numerical data and analyzing it through mathematically based methods in order to understand phenomena. The type of quantitative research that was employed was a survey design. In addition, it provides a numerical description of a population's trends, attitudes, and opinions and tests for associations among population variables by analyzing a population sample (Creswell & Creswell, 2018). Furthermore, Cohen et al. (2007) stated that a survey has various characteristics and several claimed purposes that it is used to survey a broad range of topics, people, programs, and others to evaluate or describe any fundamental features. Furthermore, surveys frequently gather information at a specific moment to describe the

nature of current conditions, provide standards by which conditions can be assessed, or find connections that arise in particular events.

This research was descriptive quantitative based on an offline survey. The goal was to understand more about the SAC's role and the learning requirements of the students. The survey design became suitable for this study because it explored the individual or group point of view related to the specific topics (Ary et al., 2014). This study was carried out at the SAC of UIN Antasari Banjarmasin. It is located on Jl. A. Yani Km. 4, RW.5, Kebun Bunga, Banjarmasin, Kalimantan Selatan. The participants for this study were 51 students in the 2020, 2021, and 2022 classes. They were chosen since they are still studying this semester, and most use the facilities on SAC.

Data Collection

According to Kabir (2016), the questionnaire presents questions with open-ended or closed-ended answers that the respondents answer regarding the research topic. In addition, the Likert scale was formed in this questionnaire. According to Roopa and Rani (2012), the Likert scale is a type of psychometric scale regularly utilized in studies that employ questionnaires to measure attitudes toward society. In addition, data on students' learning needs to the SAC function was collected directly from its administration in a real-world setting. The questionnaires were distributed before the students conducted a focus group discussion (FGD) in SAC. It is held on March 15, 2023. The researchers distributed the questionnaires directly offline at SAC. In order to determine their learning needs related to the function of SAC, the students were asked to complete questionnaires with five Likert-scale options. As a result, the study topic was addressed by using questionnaires distributed to students to assist their learning at SAC.

Data Analysis

After gathering all the necessary data, the researcher examined and analyzed the data to obtain the intended outcomes from the data collection technique. During this stage, researchers used descriptive statistics. Descriptive statistics use numerical and graphical tools to organize, present, and analyze data (Fisher & Andrea, 2009). In order to establish a conclusion for this study, the data gathered from the questionnaire were analyzed using descriptive statistics, which include the measures of frequency and central tendency, as well as charts to characterize the responses obtained for each of the questions. Inferential statistics were not necessary to obtain a conclusion because survey research did not give the hypothesis, and the study variable was only one. It is sufficient to conclude this study by utilizing descriptive statistics to characterize the answers obtained from the questionnaire.

FINDINGS AND DISCUSSION

Results

This study aims to determine students' preferences in the English Education Department regarding the Student Access Center (SAC) 's role in fostering learning. The researchers used the information from the questionnaire to address the issue. Thirteen statements about how the Student Access Center (SAC) helps them learn more were

included in the questionnaire, for every item consisting of 4 options with different values. From questionnaires that were carried out, researchers found the following facts:

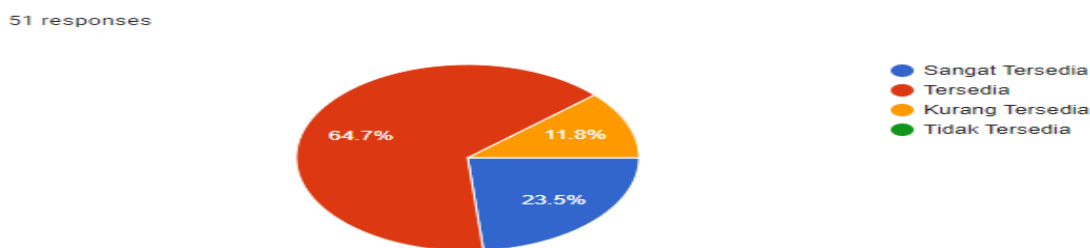


Figure 1. Availability of books at SAC to enhance students' learning

In this statement, researchers asked about the availability of books in SAC to enhance students' learning. Figure 1 shows that 64.7% (33 students) stated that the books in SAC are available to enhance their learning; this suggests that a significant portion of the students perceive the SAC as a valuable resource for accessing books and supplementary learning materials. Also, 23.5% (12 students) affirmed that the books in SAC are always available to enhance learning; this subset of students expresses high satisfaction with the accessibility of books, implying that the SAC is well-stocked and consistently maintained to meet their academic needs. The last one, 11.8% (6 students), stated that the books in SAC are less available to enhance their learning. This group of students may be experiencing challenges in accessing the books they require for their studies, either due to limited availability or issues with the SAC's book management.

From the given data, it can be assumed that most students find the availability of books in the SAC satisfactory, but a smaller group feels there is room for improvement. Further investigation and analysis would be necessary to understand the reasons behind these varying perceptions and to inform potential improvements in the SAC's book availability and management.

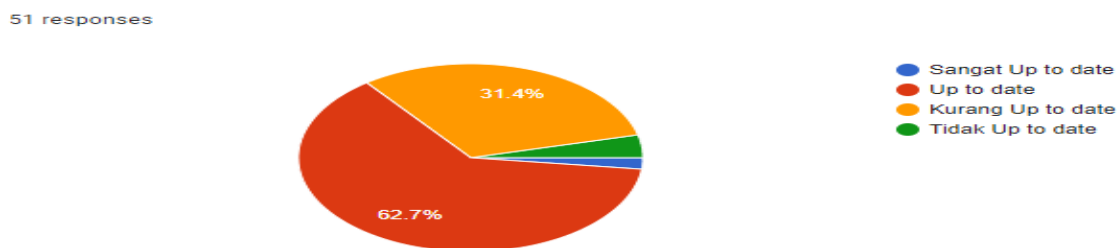


Figure 2. The appropriateness of books in SAC to the students' subject

In this statement, researchers asked the opinion of the appropriateness of books in SAC to the students' subject. Figure 2 shows that 76.5% (39 students) stated that the books in SAC are appropriate for their subject; this suggests that a significant majority of the participants believe that the book collection in the SAC aligns well with their academic disciplines or areas of interest.

Also, 21.6% (13 students) stated that the books in SAC are very appropriate for their study; this subset of students seems to be particularly satisfied with the relevance and suitability of the book resources available, indicating that the SAC provides valuable materials that directly correspond to their coursework or academic needs.

The last one, 11.8% (6 students), stated that the books in SAC are less appropriate for their study; this group of students feels that the book collection may not fully meet their specific subject-related needs or preferences, suggesting the potential for improvement in this aspect.

According to the available data, most students believe that the books in the SAC are relevant to their courses. It suggests that the SAC has effectively selected a collection compatible with academic specializations and interests. Furthermore, some students believe that the book selection is excellent for their courses, underscoring the SAC's capacity to meet the unique educational requirements of some students.

51 responses

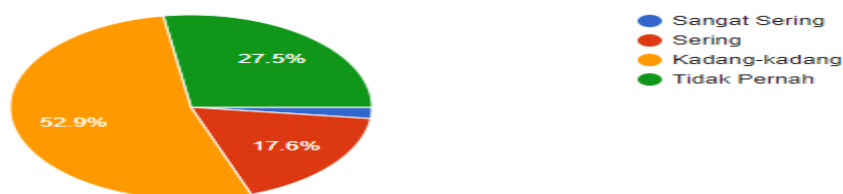


Figure 3. The lecturer who gives courses always motivates the students to borrow books at the Student Access Center (SAC)

In this statement, researchers asked the lecturer's opinion on who gives courses and always encourages the students to borrow books at SAC. Figure 3 shows that 52.9% (27 students) stated that the lecturers occasionally encouraged them to borrow books at SAC. It indicates that more than half of the participants occasionally receive encouragement from their lecturers to utilize the SAC's book resources.

There are also 27.5% (14 students) who stated that they had not ever asked by the lecturers to borrow books. This group of students does not receive any encouragement from their lecturers. About 17.6% (9 students) stated that the lecturers often encourage them to borrow books, a relatively small percentage, but still, a notable proportion of students frequently receive encouragement from their lecturers to utilize the SAC's book resources.

The last one, 2% (1 student), stated that the lecturers often encourage borrowing books at SAC. It indicates that there is a minority of students who receive frequent and powerful encouragement from their lecturers to utilize the SAC's book collection. It gives insights into the role of lecturers in promoting the use of the SAC's book resources among students, which could inform strategies to enhance collaboration between lecturers and the SAC to meet the educational needs of students more effectively.

51 responses

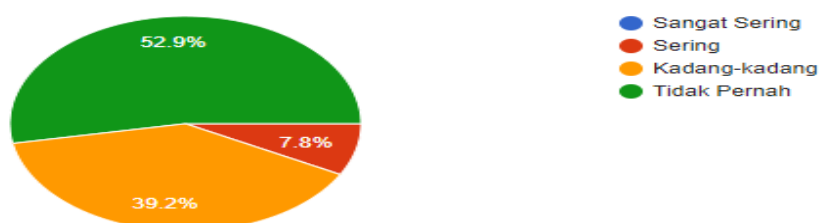


Figure 4. Students borrowed books at SAC as reading material outside of lectures

In this statement, researchers asked about the students' frequency of borrowing books at SAC. Figure 4 showed that 52.9% (27 students) said they never borrowed books at SAC as reading material outside of lectures. It indicates that more than half of the participants do not utilize the SAC's resources for reading outside lecture-related materials.

There are also 39.2% (20 students) who sometimes borrow books for reading material. This group of students borrow books from the SAC on an occasional basis when they require additional reading materials, and the last one, 7.8% (4 students), often borrowed books at SAC as reading material outside of lectures. This small group of students frequently utilizes the SAC's resources for personal reading beyond what is included in their lectures.

The data suggests a range of student borrowing behaviors when utilizing the SAC's resources for personal reading outside lectures. Many students do not borrow books for this purpose, with over half indicating that they never borrow. However, many students borrow occasionally, suggesting that they recognize the SAC's value in supplementing their reading needs.

51 responses

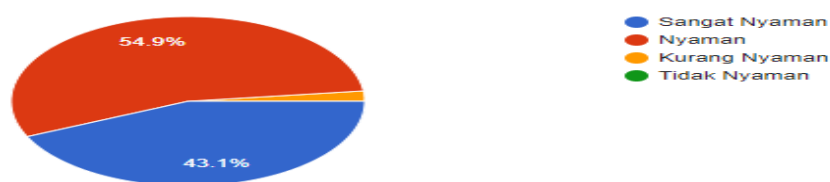


Figure 5. Comfortably with the facilities available at SAC

In this statement, researchers asked for opinions on the student's comfort level with the facilities available at SAC. Figure 5 showed that 54.9% (28 students) felt comfortable with the facilities. It indicates that more than half of the participants found the SAC's facilities conducive to their comfort while using the center.

Also, 43.1% (22 students) felt comfortable staying in SAC because of the facilities; this group expressed higher satisfaction and comfort with the available amenities and services. The last one for about 2% (1 student) felt less comfortable. It indicates that a student did not find the SAC's facilities as comfortable as they would prefer.

The data suggests that many students felt comfortable with the facilities at the SAC, with a substantial portion expressing a higher level of satisfaction by feeling "really comfortable". It proves the SAC's ability to create a setting that caters to students' wants and comfort while they utilize the facility's resources.

51 responses

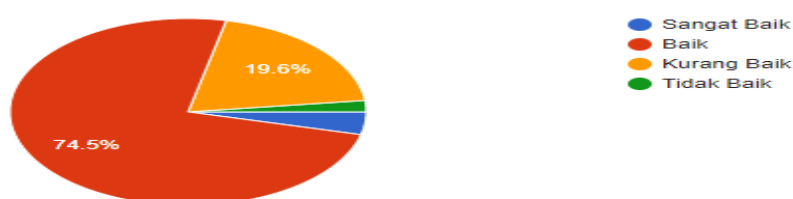


Figure 6. Computers in the Student Access Center (SAC) can be used properly

Researchers enquired about the SAC computers in this statement. Figure 6 demonstrated that 38 students, or 74.5%, believed the computers to be in good working order. It suggests that a sizable majority of the participants thought the computers were kept up-to-date and helpful. Additionally, 19.6% (10 students) said that the SAC's computers were no longer beneficial to them and needed to be changed. This particular group of students voiced discontent with the condition of the computers at the moment, speculating that they might be old or have technological problems that limit their usability.

However, only roughly 3.9% of the students (two students) acknowledged such high levels of satisfaction with the PCs' operation and condition. The data shows that most students thought the computers at the SAC were in good shape, which is encouraging. Still, many students felt that the computers needed to be changed and were less than satisfactory. The computer facilities may be updated, maintained, and improved with the help of these insights, ensuring that they continue to satisfy students' academic needs effectively.

51 responses



Figure 7. The bookshelves available at Student Access Center (SAC) are sufficient

In this statement, researchers asked the opinion of the bookshelves available in SAC. Figure 7 shows that 70.6% (36 students) stated that the bookshelves are sufficient for them. Most participants found the available bookshelves to meet their storage and access needs.

Also, 17.6% (9 students) perceived that the bookshelves are highly sufficient. This subset of students expressed an even higher level of satisfaction, indicating that they are particularly pleased with the bookshelf facilities. The last one, about 11.8% (6 students), stated that the bookshelves are less sufficient, and this group of students does not find the bookshelf capacity to be entirely adequate for their needs.

The data suggests that a significant majority of students perceive the bookshelves at the SAC to be sufficient for their needs. It suggests that in offering a setting where students can obtain and keep the resources they need, the SAC has been successful. These insights can inform decisions on maintaining and improving the bookshelf facilities to serve the requirements of a wide range of students and enhance their overall experience at the center.

51 responses

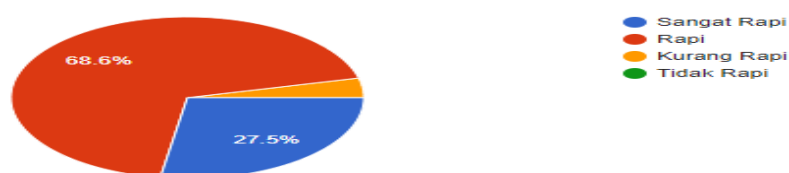


Figure 8. Arrangement of the rooms in the Student Access Center (SAC)

In this statement, researchers asked the opinion of the rooms' arrangement in SAC to the students' subject. Figure 8 revealed that 68.6% (35 students) stated that rooms are tidy. It indicates that over half of the participants found the rooms organized and well-kept. There are also 27.5% (14 students) who considered that the arrangement of the rooms is exceptionally tidy. The arrangement and cleanliness of the rooms were rated more favorably by this subgroup of students.

The last one, 3.9% (2 students), stated that the arrangement is less tidy. This smaller group of students does not find the organization of the rooms up to their expected standards. The data suggests that most students perceive the rooms' arrangement at the SAC to be tidy and well-maintained. It indicates that the SAC has produced a visually appealing environment conducive to studying.

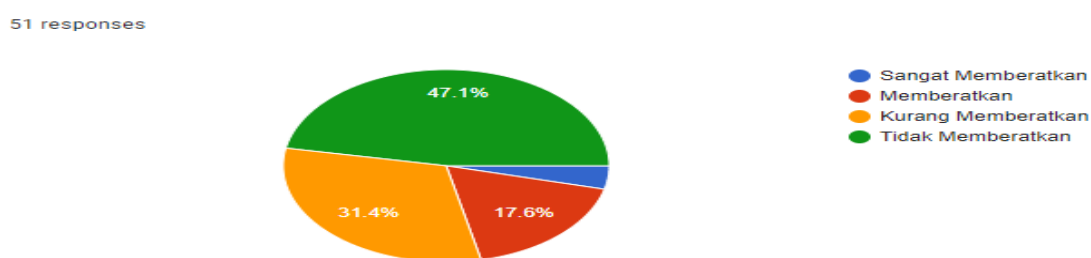


Figure 9. SAC card renewal once every 6 months is a burden for students

In this statement, researchers asked the opinion of the card renewal for being a SAC member. Figure 9 showed that 47.1% (24 students) stated that the renewal was not a burden for them. It suggests that a sizable percentage of participants consider the card renewal process to be reasonable and not too complicated or time-consuming.

31.4% (16 students) perceived less burden for card renewal, and this subset of students perceives the renewal process as somewhat manageable, although it might still involve some effort. In addition, 17.6% (9 students) stated that card renewal is a burden. This group of students found the renewal process more inconvenient or time-consuming, and then 3.9% (2 students) felt very burdensome. This small group of students views the renewal process as significantly challenging or cumbersome.

The data suggests that many students find the card renewal process for their SAC membership to be manageable and not overly burdensome. It indicates that the SAC's efforts in facilitating the renewal process have been practical for many students.

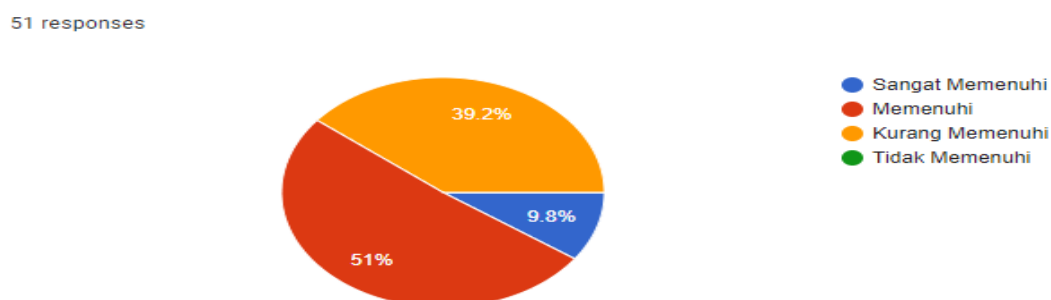


Figure 10. The maximum number of books that can be borrowed in Student Access Center (SAC)

In this statement, researchers asked how many books students can borrow in SAC. Figure 10 revealed that 51% (26 students) felt the number of books satisfied their needs. Many participants find the current borrowing limit sufficient for their academic and reading needs.

However, 39.2% (20 students) said that the number of books less satisfied their needs. This subset of students perceives that the current limit does not adequately meet their requirements, suggesting they might require more books for their studies and interests.

The last one, about 9.8% (5 students), thought that the numbers satisfy their needs. This small group of students expressed high satisfaction with the current borrowing limit. The data suggests a range of opinions among students regarding the sufficiency of the maximum number of books they can borrow from the SAC. Some students find the current limit less satisfying, but many believe it meets their needs.

51 responses



Figure 11. The length limit for borrowing books in Student Access Center (SAC)

In this statement, researchers asked for opinions on the duration of borrowing books in SAC. Figure 11 showed that 60.8% (31 students) stated they need more time limit for borrowing books in SAC. It indicates that many participants find the current borrowing time limit insufficient for their needs, suggesting they require more time to utilize borrowed books effectively.

Only 35.3% (18 students) affirmed that the duration satisfies their needs. This subset of students perceives the current limit appropriate for their reading and study patterns. The last one, about 3.9% (2 students) felt the length of limit for borrowing books does not satisfy their needs. This small group of students finds the current limit inadequate for their reading and academic requirements.

The data suggests that a notable portion of students desire more time for the borrowing limit for books in the SAC. While some students find the current limit fulfilling, others believe it is insufficient for their needs.

51 responses

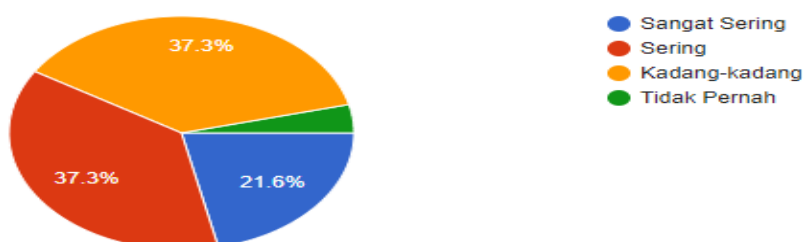


Figure 12. Student Access Center (SAC) for meetings or discussions

In this statement, researchers asked the opinion of the function of SAC for meetings and discussions. Figure 12 shows that 37.3% (19 students) use SAC for meetings. It indicates that a large percentage of participants frequently use the SAC as a place for conducting meetings.

There are 37.3% (19 students) who occasionally use SAC for discussions; this subset of students uses the SAC occasionally for collaborative discussions. About 21.6% (11 students) often have discussions in SAC. This group of students frequently engages in discussions and collaborative activities within the center's environment. The remaining 3.9% (2 students) never used SAC for meetings or discussions. This small group of students does not utilize the SAC for meetings or collaborative discussions. The data indicates that many students use the SAC for meetings and discussions. Students use the center at varying frequencies for collaborative activities, with many using it either often or occasionally.

51 responses

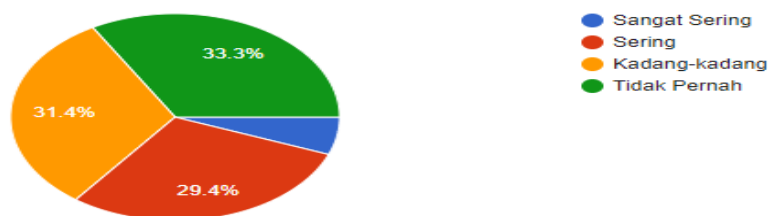


Figure 13. SAC for workshop activities

In this statement, researchers asked the opinion of the SAC function for workshop activities. Figure 13 revealed that 39.2% (20 students) sometimes use SAC for workshop activities. It indicates that many participants use the SAC occasionally to participate in workshops.

There are also 35.3% (18 students) who often use SAC for workshops; this subset of students frequently utilizes the center for engaging in workshop activities. About 19.6% (10 students) never use SAC for workshops, and this group does not participate in workshops within the SAC's environment.

The last one, about 5.9% (3 students) frequently use SAC for workshop activities. This small group of students highly values the SAC as a space for participating in workshops frequently. The data suggests that the SAC serves as a venue for workshop activities for a substantial portion of students. Students use the center at varying frequencies for workshops, with many participating either often or occasionally.

Discussion

Following a need analysis to assess and meet students' needs for the amenities included in SAC, the findings indicated that most participants were happy with the facilities and services offered by SAC. Apart from a place to learn and provide learning materials, SAC also has other functions. SAC can be employed for many activities, such as discussions, workshops, or proposal seminars. Additionally, SAC offers the TOEFL exam, which is available to students and the general public and comes with a certificate

of completion. In addition, the students can use computers, printers, and other resources to help with their education.

1. Availability of books at SAC to enhance students' learning

The library had a comprehensive selection of fiction and non-fiction books, reference books, journals, periodicals, and other materials that aid students in completing their tasks from the lecturer. Even though students would rather surf the internet for information than visit a library, upgrading new collections is still necessary in the interim. In line with Suriaman (2015), he points out that the primary goals of the SAC are to foster students' learning and fulfill students' needs in language learning. Even though the SAC facilities are adequate, it is crucial to improve them to achieve a better SAC.

2. Facilities available at SAC to Support Students' Autonomous Learning

In the Student Access Center (SAC) of the English Education Department, the students can do autonomous learning or in groups with other students. Since SAC provides students with learning materials, a variety of materials can be used by them as references in their learning. The students can find materials based on their preferences, which should satisfy their needs (Kongchan, 2008).

Wahyuningsih (2017) recommended that the learners reflect on their progress; self-assessment is essential in independent learning. By reflecting on their learning, students can become more accountable and in charge of their education. In addition to being aware of their knowledge, students can utilize it to organize what they will learn next. Additionally, course materials, study aids, and academic advisors are frequently accessible through the student access center. Based on their self-evaluation, students can determine specific tools and resources they require to enhance their learning experience. Integrating self-assessment with the student access center yields significant benefits for students, including the ability to reflect on their progress and a better sense of autonomy and purpose in navigating their educational journey.

3. Room Arrangement and Technology Support for students

The room arrangement in SAC is also comfortable for the students. They can do many activities there, outside the classroom. Searching through the books on the shelf and borrowing them following the rules would be simple for them. Although some students felt less burdened by the once-per-six-month SAC card renewal, others did not mind. It indicates that the renewal process should be revised to be more effective. As pointed out by Moralita and Putra (2019), circulation service in the library is a service that enables users to borrow collections to be taken through a process or set of requirements accepted between the librarian and the user.

Pang, Nhor & Em. (2022) stated that inadequate training and improper classroom technology usage can obstruct students' learning and create barriers to their involvement. It is crucial to guarantee that students can access a fully stocked student access center, making it easier to obtain materials and information.

One central location for resolving these problems can be a well-designed student access center (SAC). Above all, it may provide students with the guidance and support to use information and communication technology (ICT) for educational purposes. Workshops, tutorials, and advice on maximizing technology use in the classroom and

beyond are available to students. With the help of these resources, they can go over any challenges resulting from a lack of knowledge and inappropriate use of technology.

Priyatmojo and Rohani (2017) concluded that SAC promoted students' independent learning because the facilities help the students to do many academic activities, such as searching for online information and completing tasks. Also, the students need to be independent to find references. Throughout the findings discussed, it may be said that all the needs of the students in SAC met the criteria of principals of students' access center in case of accessibility, ease of use, book collections, physical setting, and resourcing.

CONCLUSION

In conclusion, the Student Access Center (SAC), with its extensive library of books and materials, significantly contributes to improving students' educational experiences. The accessibility of subject-relevant books directly impacts the applicability and efficacy of students' learning. The teachers' enthusiastic encouragement to use SAC materials highlights their importance for academic efforts. The SAC's importance to students is demonstrated by how frequently books are borrowed, indicating its usefulness as a trustworthy resource center. The fact that the students feel at ease using SAC resources and are proficient computer users shows how dedicated the center is to foster a positive learning environment. The arrangement of the rooms by subjects further demonstrates SAC's dedication to providing personalized learning experiences. SAC tries to meet the interests and preferences of students, as seen by the ease of card renewal for SAC membership and the consideration of the maximum number and borrowing duration of books. SAC is a multipurpose area that can be utilized for meetings, debates, and workshop activities. By fostering collaborative learning and personal growth, this dynamic function makes SAC a crucial component of students' all-around education.

Future research should determine how SACs affect students' academic performance over time, employment opportunities, English language proficiency, and student cohorts over several years to assess the long-term effects of using SACs. Comparative studies should also be conducted to determine how effective SACs are in different institutional contexts, such as schools, colleges, and language institutes.

Contributions of the Study

Education and student assistance have greatly benefited from the study Empowering Students Access Center (SAC) in Supporting English Learning, which makes several significant contributions. Among these contributions are:

1. **Improved Language Competencies:** The study focuses on how SACs can help students' English language competency. It is essential in a world becoming more interconnected by the day, where communication, academia, and commerce are regularly carried out in English. Students can better prepare themselves for future academic and professional possibilities by encouraging English language acquisition through SACs.
2. **Student Engagement:** The research looks at how SACs might be constructed to encourage more active participation from students when learning English. SACs can improve the accessibility and enjoyment of the English language learning process by

offering resources, tuition, and interactive materials. It leads to more motivated and engaged students, which improves learning outcomes.

3. **Equitable Access:** The study examines how SACs might deal with problems related to fair access to materials for learning English. It looks at how SACs might close the digital gap and give all students—regardless of socioeconomic status—the resources and instruments they need to excel in their English language studies. It guarantees that no student is left behind and encourages variability.
4. **Innovation in Teaching and Learning:** The study explores cutting-edge methods and tools SACs can use to enhance English language instruction. Using digital resources like language apps, online tutoring, adaptive learning platforms, and digital materials can help make learning English more dynamic and effective.
5. **Customized Learning:** The study emphasizes how SACs can provide students with individualized learning opportunities. The study examines how SACs might tailor learning pathways to meet the specific needs of each student by utilizing data and analytics to maximize the English language learning process and accommodate varying learning styles and speeds.
6. **Promoting Multilingualism:** In today's mixed society, having bilingualism is advantageous. The study examines how SACs may enhance multilingual education by offering resources and activities that celebrate and support students' native tongues, teaching English, and fostering a more inclusive approach to language education.
7. **Overall Academic Accomplishment:** There is frequently a correlation between English proficiency and overall academic performance. Students may do better in many areas that need English competence by using SACs to improve their language skills, which can help them achieve more academically.

To sum up, this research provides insightful information about how SACs might significantly influence how English education develops later. It addresses significant aspects of language learning, involvement, accessibility, and creativity, thereby fostering students' intellectual and personal growth.

Limitations of the Study

This study provides insightful information, but it must be understood in light of its limitations to give a more thorough knowledge of its applicability and scope as Extrapolation Challenges in which not all educational institutions may find the study's conclusions universally applicable. Various factors, including the student demographic, the local setting, and institution resources, can influence SACs' effectiveness in promoting English language learning.

Limited Geographic Scope: The study's capacity to address the variety of educational environments may be hindered by its potential to concentrate on a particular geographic area or a small number of educational institutions. It is possible that what functions well in one area or organization will not translate well to another. Furthermore, the research methodology, which encompasses the data collection and analysis techniques, might have inherent limitations. For example, biased data collection methods or a limited sample size may affect the findings' validity and generalizability.

The last is about variability in language and Cultural Backgrounds: The study might not have considered all of the students' varied language and cultural backgrounds. These factors may affect English learning, and SACs may need to modify their approaches to meet the unique requirements of different student demographics. In summary, it is critical to do so when understanding the study's limitations and applying the findings to real-world educational contexts. These drawbacks emphasize the necessity of continued study and modification of SAC techniques to fit the dynamic field of English language acquisition.

Implications of the Study

Numerous significant implications of this study can help stakeholders, legislators, and educational institutions improve student assistance and English language instruction. Enhanced Language Proficiency is one of these implications. According to the study, SACs can significantly influence students' growth in English language proficiency. Because English is often a vital skill in today's globalized society, this affects how well students perform academically and professionally in the future. Better Resource Access: The research emphasizes how SACs help students have better access to various resources for learning English, such as online books, language apps, and tutoring programs. To guarantee that all students have fair access to these resources, educational institutions should fund and maintain well-equipped SACs.

Customized Learning: SACs can provide students with individualized learning paths, which can benefit learners with various requirements and learning preferences. It means that to personalize English language learning programs for each student, educational institutions must embrace technology and data-driven methods. Encouragement of Multilingualism: The research emphasizes how crucial it is to encourage pupils to study their home languages in addition to English. Accordingly, institutions and educators must consider ways to promote multilingualism, recognizing language variety and guaranteeing English competency.

Greater Student Involvement: SACs can operate as focal points for student involvement, enhancing the fun and interaction of learning English. It recommends that teachers incorporate engaging and interactive elements into their English language instruction methodologies to foster higher levels of student involvement. In conclusion, the study's findings imply that SACs can greatly enhance English language training and, as a result, their student's academic and professional success. This study provides recommendations for optimizing SACs and enhancing the standard of English language instruction in educational settings.

Recommendations

The following recommendations for educational institutions, policymakers, and stakeholders rely on the research:

1. Invest in well-equipped SACs: Academic institutions ought to set aside funds for the creation and upkeep of well-equipped SACs that feature contemporary technology, such as computers, internet connection, and software for language acquisition. All students should have access to these centers.

2. Give Staff Training: Ensure that SAC employees are trained in teaching and supporting the English language. To improve their capacity to help students effectively, they can participate in workshops, courses, and professional development opportunities.
3. Customize English Learning Resources: Depending on their unique proficiency levels, provide students with various print and digital learning resources. Make sure these resources are interesting and current.
4. Encourage Multilingualism: Stress the value of bilingual education and invite students to celebrate their home tongues in addition to studying English. Provide services and initiatives that enhance this strategy.
5. Involve Students in Activity: Use engaging and interactive elements in English language training to increase student involvement. Language exchange programs, English clubs, and other extracurricular activities should all be encouraged to participate.
6. Bridge the Digital Divide: Regardless of the socioeconomic status of the pupils, treat the digital divide by granting them fair access to technology and SAC resources. On-campus computer laboratories, Wi-Fi, and laptops may all be part of this.
7. Keep Track of and Assess SAC Effectiveness: Utilize student feedback and learning outcome data to assess SAC effectiveness regularly. Considering this input, modify tactics and assets to keep the centers becoming better. Education establishments and legislators can use SACs to help students in their English language learning process. Implementing these suggestions will ultimately lead to better learning outcomes and more chances in a globalized society.

Future Studies

This study makes numerous directions for future technology and language instruction research possible. Here are a few possible research topics: Examine the effects of SACs over time on students' academic performance, employment opportunities, and English language ability. Future research can track student cohorts over many years to evaluate the long-term impacts of using SAC. Assessing the efficacy of SACs in various institutional contexts, including K–12 classrooms, colleges, and language institutes, comparative studies should be applied and examined on how SACs can be modified to accommodate different student populations' demands. Furthermore, future studies can investigate how SACs can support English language learners from various linguistic backgrounds and identify solutions for the specific issues that non-native English speakers face.

Analyze methods for ensuring that SACs are scalable and sustainable in various educational systems, particularly those with limited resources. Examine the elements that motivate and interest students when they use SACs to learn English and social learning, gamification, and motivational techniques. The international cooperation between educational establishments may improve SAC resources and provide students with a worldwide outlook on learning English. Future research can add the knowledge of the function SACs play in helping students learn English and provide guidance on how

legislators and educational institutions should keep using these access centers to enhance language instruction.

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