THE USE OF PATHWAY AT THE SELF-ACCESS CENTER TO IMPROVE STUDENTS’ ACHIEVEMENT IN GRAMMAR

A Thesis
In Partial Fulfillment of the Requirements for the Sarjana Pendidikan degree in English Language Teaching

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WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2010
LEMBAR PERNYATAAN PERSETUJUAN

PUBLIKASI KARYA ILMIAH

Demi perkembangangan ilmu pengetahuan, saya mahasiswi UNIKA Widya Mandala Surabaya:

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Judul : The Use of Pathway at the Self-Access Center to Improve Students’ Achievement in Grammar

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ACKNOWLEDGMENTS

The writer would like to thank Jesus Christ for His guidance and blessing during her life, especially during writing this thesis.

The writer also wants to express her deepest gratitude and thanks to:

1. Prof. Dr. Agustinus Ngadiman, her first advisor, for his support, comments, suggestions, and guidance in the process of accomplishing this thesis.
2. Dra. Agnes Santi Widianti, M.Pd., her second advisor, for her ideas, support, care, advice, guidance, motivation, suggestions and patience in the process of accomplishing this thesis.
3. Hady Sutris Winarlim, M.Sc., the head of the English Department, for his permission to collect the data.
4. Trianawaty, S. Pd., for her support and help in the process of collecting the data from the IC students.
5. Drs. Basilius Himawan Setyo Wibowo, M. Hum., the chairperson of Digital Language Laboratory where the writer is working, for his understanding, help and support.
6. All lecturers and administrative staff of the English Department of Widya Mandala Surabaya Catholic University, who have helped her during her study at the English Department.
7. IC B and D students of the academic year 2009 who became the subjects of this study, for their cooperation. Without their participation, the writer would not have been able to conduct her study successfully.
8. Her wonderful parents, Yohanes Kuncahyo and Yohana Suciati, also her wonderful brother, Juan Kolemar Cahya, for their love, prayer and support. They are the best gift from God.

9. Maria Agatha Dinda Paskarini, her wonderful partner in the DLL, for her free cookies, snacks, candies, full supports and motivations during the making of this thesis.


11. Her beloved friends Puty Sonia, Leonard Prawira, Bernard Rizky Noweng, Maria De Castro, Christine Caroline, for helping her enjoy the stressful days during the making of her thesis.

12. All of her friends in Wima Kids, especially Honey, Pretty Christina Effendy, Peedo Salim, Priscillia, and Dian Erlyta, for their full supports and helps to handle her classes sometimes.

Finally, the writer also thanks those whose names have not been mentioned for their valuable time, support and help, so that the writer is able to accomplish her thesis and study in this university.

The Writer
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Abstract

Cahya, Gemma. The Use of Pathway at Self-Access Center to Improve Student’s Achievement in Grammar

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Key words: Pathway and Self Access Center.

An English teacher as the role model for their students must master Grammar, since it is one of the most important language components. However, lots of students at English Department of Widya Mandala Catholic University, who are trained to be English teachers, are not successful in understanding grammar. One of the reasons of this failure is because independent study and assignment are given larger portion in the credit-system for the teaching-learning program to ensure students’ success in taking the classes, however, lots of students rely on only teacher’s explanation in the classroom and reluctant to do the independent study. By the policy of giving larger portion for independent learning, essentially, students are not expected to depend only on the lecturers’ lecturing in the classroom, but they also can relearn independently beyond the classroom about what they have got in the classroom. To provide rich environment for the autonomous students who want to find additional exercises or knowledge about English without relying on only the teacher’s explanation, English Department established Self-Access Center as a rich learning environment which offers a variety of carefully chosen, well-presented and easily accessible resources which will allow learners to work according to their individual interests and needs. However, since there are millions of materials and resources at the SAC, students sometimes find themselves lost directions in the middle of SAC ‘forest’ in finding the materials. Thus, the students need pathway to guide and direct them to learn autonomously at the SAC so they can make the best use of the resources at the SAC. Interested in it, and agreed that any successful learning is an independent learning, the writer arranged this study to find out the effect of pathway to the first semester students of English Department of Widya Mandala. In this study, the writer searched for the answers of the questions: Is there any significant difference in the grammar achievement between the ones using pathway at SAC and those who don’t? What are the students’ perceptions about the using of pathway to learn grammar at the SAC? The first result is
that there were positive differences in their grammar achievement between those who learn grammar using pathways at the SAC and those who don’t, however the differences were not significant. The second result is that there are positive responses and perceptions toward the using of pathway to learn grammar at the SAC.