

# The Role Self Access Language Learning Center (SALLC) Materials In Achieving KKNi Based Curriculum Learning Outcomes

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## *Abstract*

English Department's Self Access Language Learning Center (SALLC) is one of facilities which is designed for students to improve their English skills. The students have access to resources in form photocopied exercises with answer keys to train their ability in English language skills and language components. SALLC promotes the approach where students study independently choosing from among different resources that are available. With a proper use, it can result an empowerment and better learning outcomes, but when the materials are not suitable with curriculum demands, it can be problematic. For this reason, it is important to do a need analysis for SALLC materials and its correlation with KKNi based curriculum. This article is written based on a research that has been conducted in English Department of FBS UNP in 2013 under the title *SALLC Material Development Based on KKNi Curriculum Learning Outcomes*. From the result of the research it is found that the users of SALLC need more variation of SALLC materials dealing with English language skills (speaking, writing, listening, and reading) and language components (vocabulary and grammar). Another finding of the research is the users of SALLC need materials that are suitable with the KKNi based Curriculum, so what they learn in the classroom can be practiced independently in SALLC by accessing various materials in any levels (basic, intermediate and advance). This article is focusing on the discussion of reading exercises.

**Key terms:** *SALLC, KKNi, learning outcomes, reading skills*

## **A. Introduction**

There are many factors that can influence the English language learning achievement. Curriculum, lecturer/teacher, facilities, and learning materials play important role in teaching and learning English as Foreign Language (EFL). Teaching and learning process in the classrooom should be supported by a good academic environment where students can improve their skills, one of facilities for this purpose is English Language Learning Center (SALLC). It is one of facilities which is designed for students to improve their English skills (reading, writing, listening, and speaking). The students have access to resources ranging from photocopied exercises with answer keys to train their ability in English language skills and language components. SALLC promotes the approach where students study independently choosing from among different resources and materials that are available. Most of users in SALLC access reading materials because they think that they need to improve their reading skills in order to be able to comprehend any text in english, so it needs practice a lot.

Reading is an essential skill for students of a foreign language. It is the way to get information and knowledge from a text or book in which knowledge and science are found. By reading, students can increase their vocabularies and entertain themselves. By strengthening reading skill, students will make a better progress and development in learning English. In short, reading is important for students to develop their speaking and writing skills. Yopp (2001) states that reading can develop students' ability to learn through a text; to expand their ability to think broadly, deeply, and critically about ideas in the text. Using a suitable text for students will motivate them to read and increase their interest in reading.

At university level, students need to practice a lot to explore the materials which is related to their major. There are three levels of reading subject at English Department of FBS UNP, they

are Reading 1, Reading 2, and Extensive Reading. Good students are expected to read actively even though they are not assigned by lecturers to read. They may come to SALLC to do various types of exercises.

Although students have completed three levels before Extensive Reading, there are still problems they face when they read. Lack of vocabulary and low motivation is the greatest problem for students. In the extensive reading class students will read the non-fiction and fiction text. They have to find their own material to be presented in the class. For non-fiction materials such as scientific articles, news and others students do not find many difficulties in the text but when students have to present fiction text in the class for example short story, most of them find difficulty to understand the story. The students cannot locate the idea of the text because they are unfamiliar with the words and also they cannot guess the meaning from the context. Because they find it is difficult their motivation to read the short story decrease. According to Alderson (2000) poor motivation doubles the problems in reading because the less someone reads the less existing knowledge they will have later in connecting their reading material with what they know already.

Students need an appropriate supporting material in reading; a material which can make them read and increase their reading ability. An appropriate source that they may access is reading logs in SALLC. The most important thing is there should be a correlation between curriculum and material in SALLC. Among the SALLC materials, reading logs is the material that is accessed more by the students. Reading logs is an ideal model to ease access to literary text, the various sections of reading logs activate background knowledge and introduce strategy to help students recognize the difficult features of setting, narration, plot, characters and theme. In the reading logs the students have to report their guessed, difficult vocabularies, how they are getting on with reading, problems they have encountered, and emotions and feelings they experience as they read and write.

## **B. Content**

### *Self Access Language Learning Center*

Self-access centers are places designed for self-directed language learning in which students engage in literacy practices that permit their learning a foreign language. As such, the center is a social context where literacy practices take place. In this article the writer focused on reading material as artifacts of the literacy practice in the self-access center. Most of the materials in self-access centers can be classified in different ways. They may be authentic, didactic, published language learning materials, and/or adapted and designed materials that fit the students' needs in each setting (Gardner & Miller, 1999).

Several authors have suggested the features materials should have. Importantly, Reinders and Lewis (2006) identified a set of specific features to evaluate self-access materials to allow more effective practices at self-access centers. To determine those features, first the writer conducted a need analysis through questionnaire as proposed by Gardner and Miller (1999) to gather data about what the students at the SALLC thought was good material for self-access. Ultimately, they created a checklist to evaluate materials that focused on reading material

During the observations at SALLC of FBS UNP, it is identified the correlation between what they are studying in the class and the exercise in SALLC. This included noting what kind of textual material was involved. After these observations, students were asked about their reasons for choosing those materials. Students reported that they used materials for two main reasons: to do the task which is given by the lecturer in the classroom, such as studying for a test, and because they perceived certain features of the materials (or the technology) as beneficial for their own learning.

It seems students made decisions mainly based on the affordances they perceived in the materials. They identified that they can learn different aspects of the language and this gave them a sense of purpose when using materials. The response of students toward SALLC and SALLC materials can be seen in the data below:

Link and match between materials in the classroom and SALLC materials

25%	Very good
55%	Good
20%	Not good

SALLC materials that are accessed most

67%	Language skill (listening, writing, reading, speaking)
20%	Language component (vocabulary, grammar)
13%	Other

Language skill materials that are accessed most

58%	Reading
22%	Listening
10%	Writing
10%	Speaking

From the need analysis it is found that most of the materials do not meet the ideal features and it was not suitable with KKNi based curriculum demand. Neither the materials were consistently organized to afford such learning, nor did the students conceptualize their learning with a plan. Rather, the center provided materials for learning activities, but the opportunities for greater affordance were not evident in the observations made.

Holec (1981) explains that to *take charge of one's learning* implies the responsibility to make decisions about all aspects of learning such as the pace, the when and where, the materials, monitoring, and assessment. If students are to be autonomous, they are then responsible for making decisions for the selection of materials. However, the selection may be made by their own choices, selected through consultation with an expert (advisor/mentor), or negotiated with teachers or tutors. In this study, it is found that the students decided to make their own choices and chose materials all by themselves and, as we noticed in the interviews, because they thought those materials would help them develop their language skills.

In summary, it is seen that SALLC materials are not wholly sufficient due to the lack of full adaptation to this context. Most students have a specific language learning focus for the visit to the self-access center, and they rely on their own judgments and the inconsistent organization of materials to access useful ones. They take advantage of the materials' affordances despite the lack of systematic organization or adaptation. It is also identified that some students come to SALLC and put in time to fulfill their course requirements, but it seems they do not move beyond what is familiar or entertaining in their language learning experience.

### *KKNi Based Curriculum*

National Qualification Framework Indonesia based curriculum or *Kurikulum berbasis Kerangka Kualifikasi Nasional Indonesia* (KKNi) will increase the quality of universities' graduates. All this time, there are a lot of courses that only use cognitive elements, for example it only studies what is a language and does not demonstrate how language is used. As the result, there are a lot of universities' graduates who have different position compare to foreign graduates. If it is seen from the quality of human resources, our graduates who work in foreign companies are valued lower than expatriates. So it is a necessity for Indonesian government to make an effort to make equal between national and foreign graduates.

An effort that can be realized is through KKNi based curriculum. KKNi is a framework of working qualification classes which juxtaposes, equalizes, integrates education sector and training and working experience in order to grant working recognition of competences in accordance to the position of employment in different sectors.

The backgrounds to make KKNi based curriculum are divided into two, external and internal. In external, it includes global challenge and competition and the ratification of various conversion. While for internal, it includes the difference (quality, quantity, and ability), unemployment, various rules or qualifications and various education.

By the formulation of KKNi based curriculum, it is expected that there is an equalization of education quality. One of the efforts that can be done is by reconstruct the used method. In addition, there must be an evaluation and its application.

For undergraduate program (level 6) there are four characteristics that should be gained based on KKNi, they are: (1) capable to apply science, technology and arts within her/his expertise and adaptable to various situations faced during solving a problem. (2) Mastering in-depth general and specific theoretical concept of a certain knowledge and capable to formulate related problem solving procedure. (3) capable to take a strategic decision based on information and data analysis and provides direction in choosing several alternative solutions. (4) Responsible for her/his own job and can be assigned to take responsibility of the attainment of organizations, performances.

### *The Concept of Reading*

Reading is the combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated (Kustaryo. 1988). It means when the reader read the text, he or she is not only read but also involve their knowledge to be able to understand the text.

Brown (2004) said that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Richards (2008) also said that Reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and an understanding. In other word, the reader should have ability to connect the information that they read to get the general understanding from the text.

Aebersold and Field (2011) stated that reading is what happens when people look at a text and assign meaning to the written symbols in the text. It means reading is a process to get information from every word in the text and different people will have different idea about what they have read because they have their own interpretation about the text.

Brynes (2004) stated that reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Before the student start to read they have to know the purpose why they read. The purpose of reading will determine the appropriate reading strategy for students. The students need to get information from the science or technology articles but in reading a literary text they read for pleasure. There are many ways of reading, for example scanning and skimming. Scanning is the way to look the text quickly to find specific information and skimming is the way read to the text only to find the general idea of the text. When reading a text or book the student will find different difficulties so, it is important to notice the purpose first.

Harmer (2007) stated that there are two kinds of readings that is intensive and extensive reading. Intensive reading refers to the detailed focus on the construction of reading text which takes place usually in classroom. Intensive reading is accompanied by study activities. The students have to find out the main idea and supporting details from the text and they have to know what kind of grammar that is used in the text and then know what the information in the text is. On the other hand, according to Harmer (2007) extensive reading refers to reading which students do often away from classroom. Extensive reading gives a chance to students to choose what they want to read and is supported by the lecturer and then they share their reading experience to the lecturer.

Susser and Robb (1990) define extensive reading as reading of large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the text. Nunan (2008) also say that extensive reading means reading many books or longer segment of text without a focus on classroom exercise that may test comprehension skills. Then, Aebersold and Field (2011) stated an extensive approach to teaching reading is based on the belief that what students read for general comprehension of large quantities of the texts of their own choosing will improve their ability to read. It means that in extensive reading

class, the students should be able to read a longer text with many kinds of topics and find the materials within their language proficiency range and can accomplish their goal in reading.

During extensive reading language learners should be interested in what they read and their attention should be focused on the meaning of the text rather than learning the language features of the text. According to Palmer in Day and Bamford (2008) extensive reading means reading book after book and a reader's attention should be on the meaning not the language of the text. In other words, the students should choose the text that interests them to improve their reading ability because reading is a source of learning and source of enjoyment. In addition, Harmer (2007) and Grabe (2009) said that extensive reading is a pleasure reading.

Nation (2009) said that extensive reading fits into meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners need. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development. As the students gain the skill and fluency in reading, their motivation to read will increase. It means that the teacher has to know the students' ability in order to make the right purpose and assignment in reading.

Day and Bamford (2008) said that extensive reading may be done in and out of classroom. Aebersold and Field (2011) also said in an extensive reading course almost all of the reading is done outside of class without peer support or teacher aid. Outside the classroom, students can borrow the books from the library or find a text in internet and read it at home. In the classroom, students read individually books or text for a certain time. In other word, the student can read the reading materials outside the classroom and then they can present and share what they have read with their friends in the class.

According to Stanley (2005) the characteristics of extensive reading is (1) reading material; reading for pleasure requires a large selection of books be available for students to choose from at their level, (2) students choice; students choose what they want to read based on their interest, (3) reading for pleasure and information, (4) extensive reading out of class, (5) silent reading in the class, (6) language level; the objective of extensive reading is to encourage reading fluency, so the books should not be too easy or too difficult, (7) use of dictionaries; dictionaries should be avoided, (8) record keeping; teacher and students keep a record of what they are reading, and the last the teacher as a role model. Day and Bamford (2008) also state the characteristics of an extensive reading approach. That is, (1) students read as much as possible, (2) a variety of wide range topics is available, (3) students select what they want to read, (4) the purposes of reading are usually related to pleasure, information, and general understanding, (5) reading is its own reward, (6) reading materials are well within the linguistics competence of the students, (7) reading is individual and silent, (8) reading speed is usually faster than slower, (9) teachers orient students to the goals of the program, and (10) the teacher is a role model of a reader for students. From explanation above, Those characteristics have same point and goal that is to make the student fluent and motivate in reading. Based on those characteristics it is important to provide reading exercise in SALLC that can give students chance to improve their reading skills.

Based on the explanation above, it can be concluded that the students should find a pleasure to read first before they began to read large quantities material. The students should read the material based on their proficiency language in order to get the goals in reading that is to get the general understanding and the meaning from the materials that they read. Then, as they gain fluency in reading the students will find enjoyable reading at a reasonably fluent speed.

#### *Reading Subject at University*

The foreign students have many goals to achieve while they read. They want to be able to read for information, pleasure, for their career and for study purpose. The students have to be an active reader when they study in university because reading is the key to open the knowledge.

To begin the reading learning process the students have to know the purpose first. When the purpose of reading and the kind of reading are already decided, the teacher should know the principle of teaching reading, according to Harmer (2007) The principle of teaching reading is (1) encouraging students to read as often and as much as possible, (2) engaging students with what they are reading, (3) encouraging the students to respond to the content of the text, (4) making prediction is a major factor in reading, (5) matching the task to the topic when using intensive reading texts, (6) good teachers exploit reading texts to the full. It means that the more students read the better they become and teacher's role is important to encourage students to read and discuss with the students about the text to see their feedback, also teacher should integrate the reading process into interesting lesson sequence and appropriate tasks.

### *Reading logs for SALLC*

Fuhler in Yopp and Yopp (2000) stated that the act of writing in response to a reading selection helps to move both younger and older children beyond literal comprehension to a more complete understanding of a content of a book and encourages personal and thoughtful engagement with books. Writing helps students organize their thought to comprehend what their read. Students logs are the superb way to keep learners involved in the processes of monitoring comprehension, making comprehension visible, fitting in new knowledge, applying knowledge, and gaining language proficiency (Aebersold and Field 2011). It means that reading logs can help student to keep their written record of their personal reaction from the text.

According to Carlisle (2000) Reading logs is a simple and direct tool to encourage and tap learners' individual response to novel. Bean, Chappell and Gillam (2007) also stated that reading logs is informal assignment that ask students to record their understanding, questions and responses to a reading. In other words, reading log is a place to take risks, speculate, ask questions, express opinion and build knowledge for students.

Kelly and Farnan in Yopp and Yopp (2000) argued that reading logs can be effective in promoting the critical thinking skills of analysis and evaluation and promoting personal interactions with text if the appropriate prompts are provided. Appropriate prompts are those that involve readers' perception of, association with or evaluation of the text. By using reading logs, the lecturer can see how far the students understand about the text and with reading logs students can freely write their opinion, analysis, and what they like and dislike from the text without being forced to present it in front of the class.

According to Benton and Fox (1992), reading log has four separate processes. Anticipating/retrospecting refers to guesses about what is going to happen next, what events leads to the current situation and how book is going to end; Picturing refers to images that come into the mind's eye; Interacting refers to opinion on a character's personality and actions, or feeling about events and situations; and Evaluating refers to comments on the skill of the writer.

According to Carlisle (2000) the component of reading log is questions that students ask themselves about characters and events as they read, memories from students experience provoked by the reading, guesses about how the students think the story will develop and why, reflections on striking moments and ideas in the book, comparisons between how the students behave and how the characters in the novel are behaving, thoughts and feelings about characters and events, comments how the story is being told, connections to others texts, ideas, and courses, and an outline of the chapter. Additionally Lyutaya (2011) also states the components of reading logs guess what the book might be about, comment on a passage or sentence from the text, make a poster featuring one of the characters in the story, write down questions and answer, speculate about information gaps, read a review, write a letter, imagine filming the story, provide your own ending, give opinions about the story, and write down aspects of the culture reflected in the story. Reading logs must be written in English, but the students are free to write their components to suit their needs and interest to express their feeling. There are no set rules for what reading logs should look like. Reading logs can be organized in various way depend on the students' need. The response in reading logs will depend on the students'

background, culture, beliefs and experience. The more students understand the text and more experience students in reading, the more they write what they can reflect from the text.

#### *The Advantages of using Reading Logs*

The advantages of using reading logs for college students is: the students are demanded to read the text outside the classroom in order to prepare themselves before they follow learning process in the classroom, reading logs helps them to keep in track of what they have read. Reading logs motivate students to read, then they can express their thought without hesitation in discussion because by writing reading logs helps them to integrate different sources of information, knowledge and organize their thoughts to support their arguments in discussion, as a result, they gained clear understanding about the ideas in the text and it improve their reading ability become better.

### **C. Conclusion**

As part of that English language teaching for EFL class, it is found that the materials, an important element of self-access centers, require special attention because they represent the main artifacts students interact with when learning independently. The writer noticed that not all of the materials fit into KKNi based curriculum because they lack the features to support self-regulated learning.

These aspects deserve improvement for students to be provided with a full supporting structure that assists them in achieving their language learning goals at the center. Reading exercise is not only used for literary text but it can also use for another text and book in any grade of students. It is suggested to the lecturer to make the components in reading logs based on the purpose of study and the lecturer should give feedback to their reading logs. Also the lecturer should be a role model of a reader who can recommend reading materials to the students and create atmosphere to stimulate students to read. Then, extensive reading should be a student-centred and a student-managed activity and the role of the teacher is to advise, assist, correct, and widen the students' interests and encourage them to analyze their own reading experience by talking about the SALLC materials that they

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