

**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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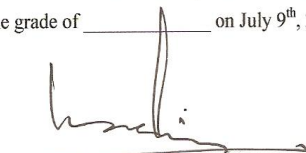


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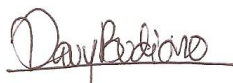
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Abstract

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

Advisors: Prof. Dr. Agustinus Ngadiman
Dra. Agnes Santi Widiati, M. Pd.

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.