CHAPTER I

INRODUCTION

1.1. Background of the Study

As everybody knows we are now in millennium area where people compete to show their best qualifications. This competition I believe occurs not only in business world, but also in education area. Moreover, in the university the knowledge from lecturers alone is not enough. This is because lecturers have limited time and chance to meet all the needs of university students. Therefore, university students must force themselves to be active and become independent learners outside the class. They must try to find the knowledge that they cannot get from the class and practice those knowledge by themselves as they are considered as a grown-up and mature individual.

The needs to find knowledge of English outside the class motivated the English department of our university, Widya Mandala Catholic University Surabaya, to establish the Self-Access Center, henceforth called SAC. In SAC, as the name suggests, university students are expected to learn and practice by themselves. Through SAC students are hopefully able to develop their knowledge and skills of English. SAC has provided complete and interesting materials for English skills and components such as; speaking, reading, listening, writing, structures, and vocabularies. Besides the materials, the facilities are also complete and interesting. In addition, the atmosphere of SAC is comfortable with air conditioner and friendly counselors.

Self-Access Center is located on the Kalijudan campus. The exact place is in room A 10, the second floor of the main building in Kalijudan campus, next to FKIP office. Although this place belongs to the English Department, it does not mean that it is provided for English Department's students only. SAC serves all students and lecturers of Widya Mandala Catholic University.

It is a pity that not many students register to be its members. And the worse is that not many students, especially those from other faculty besides English, know the existence of the Self-Access Center because it is a new students' facility and lack of publication.

1.2. Statement of the Problem

Based on the reason explained in the background of the study stated above, the writer intends to conduct a study in order to answer the following question; "What is the perception of the English Department's students of Widya Mandala Catholic University who become the members of Self-Access Center toward the existence of the Self-Access Center?"

1.3. Objective of the Study

This study about Self-Access Center is intended to find out the perception of the students of the English Department in Widya Mandala Catholic University who become the members of SAC toward the existence and effectiveness of the Self-Access Center.

1.4. Significance of the Study

This study is expected to give some contribution or input to the success of Self-Access Center in serving its members. Hopefully, the result of this study can give significant knowledge whether SAC is really successful in improving students' English mastery or not.

1.5. Limitation of the Study

This study is limited to English Department's students of Widya Mandala Catholic University from the 95th academic year students to the 99th academic year students who become the members of SAC. This limitation is based on the logic that if the students are not SAC members then they do not know about SAC well and automatically they cannot give detailed and reliable comment on SAC.

1.6. Definition of Key Terms

The definition covers the terms such as perception and self-access center. The definition of perception is quoted from the Active Study Dictionary of English written by Longman; while the definition of self-access center is taken from the Oxford Advanced Learner's Dictionary of Current English written by A.S. Hornby.

1. Perception is noticing things with your senses and understanding them with your mind.

2. Self-Access Center is place where oneself is getting information from or putting information into.

1.7. Organization of the Study

This paper is composed of five chapters. Chapter one is the introduction. In this chapter the writer discusses the background of the study, summary of the problem, objective of the study, significance of the study, limitation of the study, definition of key terms and organization of the study. Review of related literature will be presented in chapter two. It contains five parts, they are: justification for self-instruction, system for self-instruction, materials for self-instruction, facilities for self-instruction, and atmosphere for self-instruction. Chapter three concerns with the research methodology including research design, subjects, research instrument, procedure of collecting the data, and procedure in analyzing the data. The discussion of the data analysis and interpretation of her findings are elaborated in chapter fourth. And finally in chapter five the writer gives the conclusion of her findings along with her suggestions.