



**DOES SELF-ACCESS LEARNING ENHANCE  
STUDENTS' MOTIVATION AND PARTICIPATION  
IN CLASSROOM ACTIVITIES?**

**ELLIS BIN AMIT**

**FACULTY OF EDUCATION  
UNIVERSITI TEKNOLOGI MARA  
KOTA SAMARAHAN**

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## **ABSTRACT**

The study undertaken is indeed an effort to find out how Self-Access Learning can help to enhance the students' motivation and participation in classroom activities.

The purpose of the study is to find out the effectiveness of Self-Access Learning in giving motivation to the students regarding their active participation in classroom activity.

In an attempt to obtain the data, a questionnaire which comprises of 25 questions was administered on 84 students. The students were from the Non Self-Access learning Group and the Self-Access Learning Group.

The findings in the form of students' responses to the items of the questions were analyzed by comparing both groups to get the information about their interests in learning English.

The researcher hope to share the findings with any interested any interested individual, especially educators of English Language to reflect their teaching techniques, methods and approaches.

It is hope that the findings of the study will provide meaningful academic sources for language teachers to gain some knowledge and personal insight growth.

# CHAPTER I

## Introduction

### 1.1 Statement of the problem

A study of students of SK Bako found that they lack involvement regarding their participation in classroom activities, especially English Language activities. A study by a team of English Language teachers, lead by the head of English Language Panel, found that the students lack motivation towards learning English and this causes worry among the teachers. The study also found that the main cause of the lack of motivation is that the teachers constantly "deliver" information to the students without considering the students' needs and goals. The students were fully directed by the commands and wishes of the teachers and thus ignored their needs and personal goals of their objectives of learning the target language. They were "purposely" being "forced" to follow and swallow the teachers' intended wishes and objectives of their teaching and learning lesson plan.

The instructions and directions by the teachers have to be "strictly" followed without any choices and objections by students. The students were unable to make their own choices in choosing their activities that suit and match their abilities and paces of learning and find difficulties in adapting their learning styles, strategies, needs, personal goals which will make them more