ABSTRACT


This study required testing the theories that oral self-expression activities can facilitate students' attitudinal and motivational components more positively than role-play or drill type activities. In order to confirm these theories, a 5 class-hour study was conducted in Speaking class only that focuses on Self-expression activities at an English course named SENTRA with 15 students as the respondents. While 5 class hour before the class was conducted in Reading and Writing class that focuses on role-plays and drill type activities. The self-expression activity was a new type activity for the respondents. The respondents were required to answer the attitudes and motivation questionnaire before and after self-expression activities. The students as respondents in this research in accordance with their scores of the pre-questionnaire to examine their attitudinal and motivational change during self-expression activities.

The results of the pre and post questionnaires were compared in an attempt to gain a possible relationship between self-expression activities and students' attitudes and motivation toward learning English. The comparison of the two questionnaires demonstrated an improvement in the respondent's positive attitudes and motivation toward learning English, suggesting that self-expression activities, in the case of the group of learners in an English course named SENTRA, may be effective in changing students' attitudes and motivation into more positive. This thesis may provide some possible effectiveness of self-expression activities through the evidence that was showed by the respondents that participated in this research.