

**AFFECTIVE FACTORS IN ENGLISH LEARNING
ACHIEVEMENT: A CASE STUDY AT MAN 1 PAYAKUMBUH**

THESIS

*Submitted on Partial Fulfillment as One of The Requirements for The Undergraduate
Program in English Education, The Strata One (S1) Degree*



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1447H/2026**

APPROVAL PAGE

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ACHIEVEMENT: A CASE STUDY AT MAN 1 PAYAKUMBUH**

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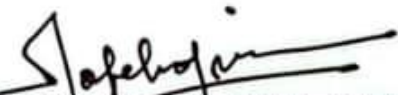
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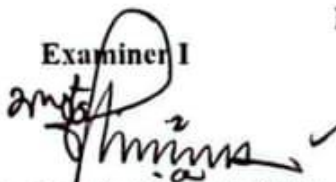

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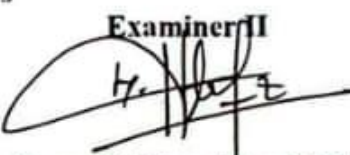

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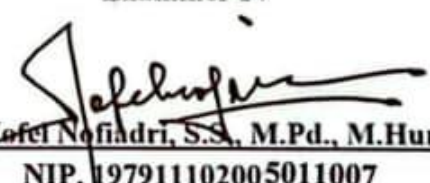
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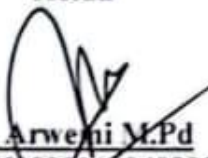
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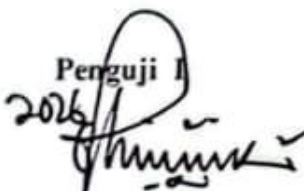
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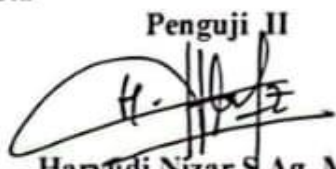

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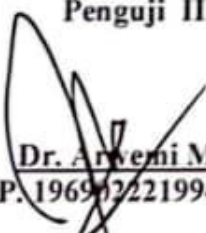

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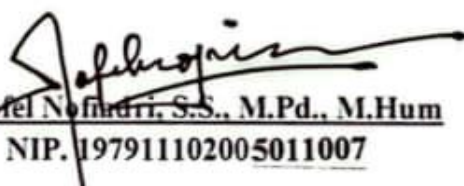
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DECLARATION PAGE

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Declare that the thesis entitled "*Affective Factors in English Learning Achievement: A Case Study at Man 1 Payakumbuh*" is truly my work; not a copy or duplication of a thesis or work that has been published and has been used to obtain a bachelor's degree at the Universitas Islam Negeri Imam Bonjol Padang or other universities, except for parts whose sources of information have been properly Islamic. If in the future it is proven that this thesis is plagiarized or not original, then I am willing to have the validity of my thesis and bachelor's degree revoked.

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ABSTRACT

Sukma Ardani, 2025: Affective Factors in English Learning Achievement: A Case Study at MAN 1 Payakumbuh

This study aims to identify the affective factors that contribute to the English learning achievement of students at MAN 1 Payakumbuh and describe how these factors influence their success. Using a qualitative approach with a collective case study design, data were collected through participant observation in classes F2a, F2b, and F2d, which were selected based on the availability of stable achievement data, followed by in-depth interviews with six students selected purposively and documentation of report card scores. The results of the study revealed two main findings. First, based on observations, eight affective factors were found in accordance with Brown's (2014) theory: self-esteem (need for praise), self-efficacy (courage to perform), willingness to communicate (spontaneous initiative), self-inhibition (restraining oneself due to fear), courage to take risks (daring to guess), anxiety (nervousness), empathy (peer support), and extroversion/introversion (interaction energy). Second, these factors contributed through three patterns: 1) Self-efficacy as the main supporter, which encouraged student resilience when facing difficult material; 2) Anxiety and self-inhibition as the main inhibitors, which create an “affective filter” that makes students tend to be passive; and 3) Willingness to communicate (WTC) as an intermediate factor, which fluctuates depending on self-confidence and vocabulary mastery. In conclusion, students' outstanding achievements are the result of strong self-confidence and courage to take risks, which are moderated by a supportive classroom environment to reduce affective barriers.

Keywords: Affective Factors, Learning Achievement

ABSTRAK

Sukma Ardani, 2025: Affective Factor in English Learning Achievement: Case Study at MAN 1 Payakumbuh

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor afektif yang berkontribusi terhadap prestasi belajar bahasa Inggris siswa di MAN 1 Payakumbuh dan mendeskripsikan bagaimana faktor-faktor tersebut memengaruhi keberhasilan mereka. Menggunakan pendekatan kualitatif dengan desain studi kasus kolektif, data dikumpulkan melalui observasi partisipan di kelas F2a, F2b, dan F2d yang dipilih berdasarkan ketersediaan data prestasi yang stabil diikuti dengan wawancara mendalam terhadap enam siswa yang dipilih secara purposive serta dokumentasi nilai rapor. Hasil penelitian mengungkapkan dua temuan utama. Pertama, berdasarkan observasi, ditemukan delapan faktor afektif sesuai teori Brown (2014): harga diri (kebutuhan akan pujian), efikasi diri (keberanian tampil), kesediaan berkomunikasi (inisiatif spontan), hambatan diri (menahan diri karena takut), keberanian mengambil risiko (berani menebak), kecemasan (kegugupan), empati (dukungan teman sejawat), serta ekstrover/introver (energi interaksi). Kedua, faktor-faktor tersebut berkontribusi melalui tiga pola: 1) Efikasi diri sebagai pendukung utama, yang mendorong ketahanan siswa saat menghadapi materi sulit; 2) Kecemasan dan hambatan diri sebagai penghambat utama, yang menciptakan "filter afektif" sehingga siswa cenderung pasif; dan 3) Kesediaan berkomunikasi (WTC) sebagai faktor antara, yang fluktuatif bergantung pada kepercayaan diri dan penguasaan kosakata. Kesimpulannya, prestasi unggul siswa merupakan hasil dari kepercayaan diri yang kuat dan keberanian mengambil risiko, yang dimoderasi oleh lingkungan kelas yang suportif guna menekan hambatan afektif..

Kata Kunci: Faktor Afektif, Prestasi Belajar

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The author acknowledges that this thesis still has limitations. Therefore, constructive criticism and suggestions are highly appreciated to improve this work. May this thesis contribute to the advancement of knowledge, particularly in the field of English language education.

Padang, August 19th, 2025

The Author,



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