

CHAPTER I

INTRODUCTION

A. Background

The ability to use English is one of the most important skills in today's era of globalization. English not only serves as a tool for international communication, but also as a means of accessing global knowledge, technology, and information. Proficiency in English is a key requirement for students to be able to compete and adapt to an increasingly open world. Therefore, the success of English language learning at the secondary education level is an important indicator in supporting students' academic achievement and their readiness to face global challenges (Brown, 2014).

In Indonesia, especially at the high school and Madrasah Aliyah levels, English language learning plays a strategic role in developing student competence. However, in practice, students' English learning achievements are not only determined by cognitive abilities alone, but are also influenced by non-cognitive factors, one of which is the affective factor. The affective factor includes students' emotional aspects such as motivation, attitude, confidence, anxiety, and interest in learning English. These factors play an important role because they can affect student engagement, practice intensity, and students' courage in using English in the learning process (Ellis, 2015).

Several studies show that students who have high intrinsic motivation and self-confidence tend to be more active in learning activities, dare to express their opinions, and are not afraid of making mistakes when using English (Brown, 2014). Conversely, students who experience high anxiety, especially in speaking skills, often exhibit passive behavior, are reluctant to participate, and tend to avoid using English in class. This condition can hinder the learning process and have a negative impact on student achievement (Horwitz, Horwitz, & Cope, 1986).

Based on initial observations at MAN 1 Payakumbuh, it was found that some students still showed low motivation and confidence in learning English. This was evident from the low participation of students in speaking activities, their fear of answering questions, and their tendency to remain silent when asked to use English. Several factors are thought to contribute to this condition, including speaking anxiety, negative attitudes toward English lessons, and a lack of social support from both the school environment and the family (Abdallah, 2016; Akbar, 2020). The impact of this condition is reflected in students' suboptimal English achievement scores.

Several previous researchers have explored the impact of affective factors on language learning. For example, Akbar (2020) analyzed how motivation correlates with learning outcomes, while Abdallah (2016) focused specifically on the role of anxiety in oral performance. Collectively, these previous studies have confirmed that emotional aspects are significant

predictors of academic success. However, most of these studies tend to test only one or two factors separately, such as focusing only on anxiety or motivation, and often rely on quantitative measurements. There is still a lack of comprehensive qualitative research that explores all eight affective factors proposed by Brown (2014) simultaneously in a single case study. This study aims to fill this gap by providing a holistic analysis of how these various factors interact to influence student achievement in the specific context of MAN 1 Payakumbuh.

Therefore, it is important to examine in depth the role of affective factors in English language learning, particularly how these factors contribute to students' English learning achievement. This study focuses on affective factors such as self-esteem, self-efficacy, anxiety, willingness to communicate (WTC), inhibition, risk-taking, empathy, and extroversion and introversion as proposed by Brown (2014).

This study uses a case study approach with the aim of exploring in depth the affective factors that influence students' English learning achievement at MAN 1 Payakumbuh. Through this study, it is hoped that a comprehensive picture of the affective conditions of students in English learning and their contribution to academic achievement will be obtained. The results of this study are expected to provide useful recommendations for teachers, students, and schools in creating a learning environment that supports students' affective aspects so that the quality of English learning can be improved.

B. Scopes and focus of the Study

With this background, the identification of the problem of this research is whether there is a contribution of affective factors to student achievement in learning English at MAN 1 PAYAKUMBUH.

From the problem identification above, the author focus on the contribution of affective factors to students' English learning achievement at MAN 1 Payakumbuh..

C. Formulation of the Problem

The formulation of the problem for this research is as follows:

1. What affective factors do contribute to students' achievement in learning English at MAN 1 Payakumbuh?
2. How do the affective factors contribute to the students' achievement in learning English at MAN Payakumbuh?

D. Purpose of The Problem

Based on the above formulation of the problem, this study aims to determine whether there is a significant contribution of affective factors to students' learning achievement in learning English at MAN 1 PAYAKUMBUH.

E. Significance of The Research

The significance of this study lies in its potential to contribute to the understanding of how affective factors affect the English language learning achievement of students at MAN 1 Payakumbuh. By focusing on the

emotional and psychological dimensions of language learning, this study aims to highlight the importance of these factors in the educational process.

The findings of this study can provide valuable insights for educators, policy makers and stakeholders in the following ways:

1. Improving teaching strategies: This research can help teachers understand the affective factors that influence students' learning so that they can develop more effective teaching strategies. By creating a supportive and engaging learning environment, such as reducing anxiety and promoting positive attitudes, teachers can increase students' engagement in learning English.
2. To inform educational policy: The findings from this study can provide insights for policy makers in designing better educational programmes. By highlighting the importance of affective factors in language learning, policies can be directed towards integrating social-emotional learning programmes and teacher training that focus on emotional intelligence, thus supporting students' well-being and academic achievement.

F. Definition of Key Terms

To ensure clarity and avoid ambiguity, the following key terms are defined:

1. Affective factor: refer to emotional and psychological aspects that influence students' success in learning a second language (Brown,2014). In this study, the researcher followed Brown's theory,

which states that there are eight affective factors, namely self-esteem, attribution theory and self-efficacy, willingness to communicate, inhibition, risk taking, anxiety, empathy, extroversion, and introversion.

2. English Learning Achievement: refers to the students' performance and outcomes in learning English, as reflected in their grades, participation, and ability to use English in class.

