

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses qualitative research. The qualitative approach was chosen because this study aims to explore in depth the affective factors that influence the English learning achievement of 12th grade students at MAN 1 Payakumbuh. This approach is very suitable for understanding the emotional, motivational, and behavioral aspects of students in a naturalistic context without manipulation from the researcher.

Regarding the research design, this study applies a collective case study design. According to Creswell (2014, p. 14), a case study is a research design in which the researcher develops an in-depth analysis of a case, or several cases, limited by time and activity. In this study, the “cases” are three different classes at the 12th grade level. The use of this collective design allows researchers to gain a broader and more comprehensive understanding of student affective phenomena by comparing interactions in several different classroom environments.

To achieve data depth, researchers applied data source triangulation. This was done through continuous observation, in-depth interviews, and document analysis. As is characteristic of case studies, the use of various sources of information is very important to ensure the validity and richness of the research findings. In particular, the researcher conducted intensive participant observation of student behavior from the time they arrived at

school until the end of the school day. This process aimed to capture every detail of the students' actions, social interactions, and emotional expressions related to their affective factors in English language learning.

B. Research Setting

The location of this research is MAN 1 Payakumbuh, located in Lamposi Tigo Nagari District, Payakumbuh City. This research was conducted in the first semester of the 2025–2026 academic year, which began on July 30, 2025. Lamposi Tigo Nagari District is an integral part of the Payakumbuh Municipal Government in West Sumatra Province. The society in this area is characterized by a strong religious atmosphere, as evidenced by the presence of key institutions such as the Religious Affairs Office (*Kantor Urusan Agama*) of Lamposi Tigo Nagari and the Religious Court of Payakumbuh. As part of the Minangkabau community, the social life of the residents is deeply influenced by Islamic values, which align with the religious-based educational environment at the madrasah.

Economically, the society in Lamposi Tigo Nagari is significantly supported by the agricultural sector, as indicated by the active roles of the Agriculture Department and the Agricultural Extension Center (*BPP*) at the district level. In addition to agriculture, a portion of the population is also involved in public services, trade, and the service sector. Daily life is supported by adequate infrastructure, including access to electricity from PT. PLN (Persero), clean water services from PDAM, and health facilities

managed by the Public Health Office of Payakumbuh Municipality.(*BPS-Statistics Payakumbuh Municipality, 2024*))

The welfare and population affairs in this region are also structurally managed through the Office of Women's Empowerment, Child Protection, Population Control, and Family Planning at the district level, as well as the Social Service. In the field of education, the local community shows high awareness through the coordination of the Education Authorities and the Ministry of Religious Affairs, ensuring the availability of learning facilities for the younger generation. Overall, this demographic situation creates a stable, religious, and supportive social environment for the students'

C. Data and Sources of Data

The subjects in this study were determined through several stages of selection based on data requirements. The first step taken by the researcher was to conduct observations in three classes, namely classes F2a, F2b, and F2d at MAN 1 Payakumbuh. These three classes were chosen as the scope of observation because the other classes (grades 10, 11, and 12 other than these three classes) were deemed not yet feasible for research at the time of data collection.

The main reason for not involving grade 10 was because they were new students who did not yet have formal report card scores at the Madrasah Aliyah level, so their learning achievements could not yet be measured accurately. Meanwhile, other 11th and 12th grade classes were not selected because at the time of the study, they were still in the examination period or

the early stages of adjusting to the learning material, which made the emotional conditions and class dynamics unstable for observation. In contrast, classes F2a, F2b, and F2d showed stability in the teaching and learning process.

Based on the results of in-depth observations in these three classes, the researcher then selected six students as key informants to be interviewed. The six students were Cia and Qonita (F2a), Afify and Aulia (F2b), and Ila and Elsa (F2d). The selection of these six subjects was based on the researcher's findings during the observation, where they showed the most prominent and diverse affective characteristics, ranging from high self-confidence to strong anxiety barriers, so that they were considered capable of providing rich and in-depth data to answer the objectives of this study.

D. Techniques of Data Collection

This research uses interviews, observation and document analysis to collect data.

1. Observation

Observation in qualitative research is a data collection technique conducted by directly observing the behavior, activities, interactions, and situations that occur in the research subjects in their natural context. Through observation, researchers can obtain real and contextual data

about the phenomenon being studied, particularly those related to the affective aspects of students in the English language learning process.

In conducting observations, researchers systematically record their findings in the field through field notes and brief notes or jottings. According to Miles, Huberman, and Saldaña (2014), jottings are initial reflective notes containing the researcher's impressions, thoughts, and temporary interpretations of important events or behaviors that arise during field activities. These notes are made concisely and spontaneously to capture important things that might be forgotten if not recorded immediately.

Observations in this study were conducted by observing English learning activities in the classroom, including interactions between teacher and students, student responses to teacher questions, student participation in discussions, and affective behaviors that emerged, such as confidence, anxiety, willingness to communicate, doubt, and cooperation among students. The results of these observations were then developed into more detailed field notes and analyzed to identify the contribution of affective factors to students' English learning achievement.

Thus, observation plays an important role in providing empirical data that supports research findings and helps researchers gain a deeper

understanding of how affective factors arise and influence the process and outcomes of English learning.

2. Interview

This interview aims to collect in-depth qualitative data on participants' emotional experiences, motivations, and attitudes toward learning English. The interview guide structure consists of open-ended questions designed to encourage participants to share their thoughts and feelings.

The interview contains several questions as follow:

- a) *'What feelings do you usually have when you are learning English?*
- b) *How do you cope with feelings of anxiety or stress related to learning English?*
- c) *How do you feel about your own English skills?*
- d) *What role does self-esteem play in your English learning?*
- e) *Who or what has been most supportive in your English learning process?*
- f) *How have your teacher and peers influenced your learning experience?*

3. Document analysis

Document analysis aims to analyse relevant documents that provide additional context to affective factors and participants' learning experiences. The types of documents used are academic records is to review students' English grades and performance trends over time. Criteria for analysis was to analyse the documents based on themes related to motivation, emotional experience and self-perception.

E. Technique Data Analysis

The data analysis technique used in this study is qualitative descriptive analysis. Data analysis is conducted interactively and continuously from data collection until the study is completed. The data analysis model used refers to Miles, Huberman, and Saldaña, which includes three main stages, namely data reduction, data presentation, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014).

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and grouping raw data obtained from observations, interviews, and field notes. At this stage, the researcher selected data relevant to the research focus, namely affective factors in English language learning, such as self-esteem, self-efficacy, anxiety, willingness to communicate, and other affective factors. Data that is not relevant to the research objectives is set aside so that the analysis is more focused (Miles et al., 2014).

2. Data Presentation

Data presentation is carried out in the form of a systematic and organized narrative description. The data was presented based on predetermined categories of affective factors and supported by direct quotations from interviews and classroom observations. The presentation of data aimed to facilitate the researchers' understanding of emerging patterns and the relationship between affective factors and students' English learning achievement (Creswell, 2014).

3. Drawing Conclusions and Verification

The final stage is drawing conclusions based on the findings that have been analyzed. Conclusions are made by considering the consistency of data patterns and are continuously verified throughout the research process. The conclusions obtained are then interpreted with reference to Brown's (2014) theory of affective factors in English language learning to ensure consistency between empirical findings and theoretical foundations.

By using this data analysis technique, the study is expected to produce an in-depth and comprehensive picture of the role of affective factors in the English language learning achievement of students at MAN 1 Payakumbuh.