

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of data analysis and discussion in the previous chapter, this study concludes that affective factors play a very significant role in determining the English learning achievement of students at MAN 1 Payakumbuh. Regarding the first problem formulation, the results of field observations successfully identified eight affective factors that emerged dynamically in classroom learning interactions, namely self-esteem, self-efficacy, willingness to communicate (WTC), inhibition, risk-taking, anxiety, empathy, and extroverted and introverted personality tendencies. The presence of these factors in the classroom contributed to the achievement of excellent academic performance by students, with a collective average score of 83.7 in the range of 81 to 87. These findings confirm that students' cognitive mastery of the material goes hand in hand with their emotional involvement during the teaching and learning process.

Furthermore, regarding the second problem formulation concerning how these factors contribute, the results of in-depth interviews reveal that affective factors work through three main patterns of contribution to student achievement. First, self-efficacy was found to be the most dominant supporting factor; students' strong belief in their ability to complete difficult tasks encourages resilience and high learning motivation. Second, anxiety and self-obstacles act as the main inhibiting factors that create an “affective

filter,” where fear of negative judgment makes students tend to be passive and limits their absorption of language input. Third, willingness to communicate (WTC) emerged as an intermediate or ambivalent factor, which can be a driver of achievement through spontaneous speaking initiatives when supported by interesting media, but can be an obstacle when students feel pressured by limited vocabulary. Overall, the outstanding achievements of students at MAN 1 Payakumbuh are the result of positive interactions between high self-confidence, courage to take risks, and a supportive classroom ecosystem that minimizes students' emotional barriers.

B. SUGGESTION

1. For Teachers

Based on the results of the study, English teachers are advised to create an emotionally supportive learning environment, thereby increasing students' self-efficacy and reducing their anxiety levels. Teachers are expected to provide positive feedback, avoid judgmental corrections, and provide opportunities for students to participate actively without fear of making mistakes. In addition, the use of varied learning methods such as group discussions, language games, and simple communication activities can increase students' willingness to communicate in English learning.

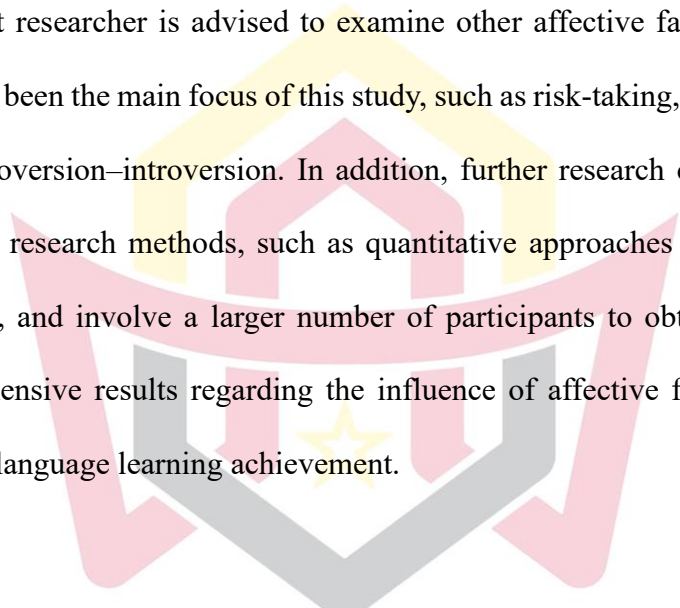
2. For Student

Students are expected to increase their confidence in learning English by realizing that mistakes are part of the learning process. Students are

encouraged to practice using English more actively, both inside and outside the classroom, and to dare to try to communicate even if their abilities are still limited. By increasing self-efficacy and reducing fear of making mistakes, students are expected to be able to participate more actively and achieve better learning outcomes.

3. Next Resercher

The next researcher is advised to examine other affective factors that have not been the main focus of this study, such as risk-taking, empathy, and extroversion–introversion. In addition, further research could use different research methods, such as quantitative approaches or mixed methods, and involve a larger number of participants to obtain more comprehensive results regarding the influence of affective factors on English language learning achievement.



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