

CHAPTER I

INTRODUCTION

A. Research Background

English is considered the official language used internationally. English as a foreign language has been taught and studied in Indonesia. English has been made a mandatory subject in junior and senior high school. Enco (2004), defines learning as the actualization of the curriculum, which requires the teacher's ability to design and create various student learning activities according to the competencies students want to achieve. Teachers can determine the assessment system in class for students. shape its character, whether learning activities are stopped, methods are changed, or learning is then repeated. "To achieve optimal English skills, a professional language is needed to produce quality students, and mastery of material and practice must be given in a balanced manner," Megawati (2016). Based on the description above, it can be concluded that learning English requires the ability to develop skills to be more active in this subject.

English is one of the most important subjects for students. There are four English skills that students must master: speaking, reading, listening, and writing. In general, students experience inhibitions and difficulties themselves because the main problem in learning English is several surrounding factors, such as socializing with friends, family conditions, and an environment that is less supportive in that direction. Meanwhile, these students have not found anything that makes them have to study this international language well and seriously because a lot of technology today requires the use of foreign languages. Basically, inhibiting learning is something that prevents students from thinking and understanding something. According to Yani (2012), learning inhibition is basically a symptom that appears in various types of behavior; inhibitory symptoms are expressed directly in behavior. According to Oemar (1992), inhibits are anything that inhibits, impedes, or is encountered by students or individuals in everyday life, which creates inhibits for students who

experience them to achieve their learning goals. It can be concluded that inhibiting learning is a negative thing that can inhibit students' learning activities.

There are several factors that inhibit students from learning English at school, namely internal and external factors. Ahmad Susanto (2013) states that the factors that inhibit student learning processes and outcomes include: External factors are factors that come from outside the student's self and become obstacles to student learning success, namely family, school, and community. Internal factors are factors that come from within a person and become an obstacle for students in learning, namely student motivation and attitudes. This factor is the readiness of students to learn. while external factors are factors from outside oneself that inhibit students' learning, namely family factors, which involve the way parents educate students in the home environment and relationships between families at home. And also, one of the school factors that inhibits students is the teacher. The way teachers teach, communication between teachers and students, and learning media in the classroom can also inhibit and influence students' learning.

Based on information that researchers obtained from English subject teachers during English lessons at this school, students' study hours are not like those in other state schools. The learning system at this Islamic boarding school has a more neatly structured learning schedule because it receives full supervision when students are at school. the Islamic boarding school. The subjects in Islamic boarding schools are more dominantly religious subjects. Before starting learning, to build students' enthusiasm for learning, the teacher invites students to play games. A student's positive or negative attitude will have a direct impact on learning. If good behaviour and mental preparation for learning will increase students' enthusiasm for learning, if it is bad and there is no readiness in students to learn, it will inhibit and result in failure.

Based on the explanation of students inhibits in learning English, researchers are interested in analyzing the factors that inhibit students' learning English and describing what factors most dominantly inhibit students in

learning English, as well as the differences in each student's inhibits. Eighth grade students at SMP Pesantren As Salam Pontianak for the 2022/2023 academic year.

B. Research Problems

Based on the background that has been explained above, the research problem can be formulated as follows :

1. What are the factors that inhibit students from learning English?
2. What are the most dominant factors inhibiting students from learning English?

C. Research Purposes

The purpose of this research are :

1. To find out how much influence the inhibiting factors have on students' learning of English.
2. To find out the most dominant factors inhibiting students from learning English.

D. Significance of Research

The present research would benefit in the following aspects:

1. Theoretical Significance

The results of this research are expected to be one of the references and sources of information for students who will conduct research.

2. Practical Significance

a. To Participants

The results of this research will be one of the references for information about the factors that inhibit students from learning English. Therefore, students can help themselves by recognizing these factors.

b. To Teachers

The results of this research can help teachers find out what inhibits students from learning English. In addition, this research can help teachers create a learning environment that is more attractive to students' learning interests. Therefore, the teacher can design several types of teaching materials, media, and techniques according to class conditions.

c. To Researchers

The results of this research will be one of the sources of information for researchers who conduct further research.

E. Scope of Research

1. Research Variable

A variable is a measurable characteristic that varies. Creswell (2009) states that variables refer to characteristics or attributes of individuals or organizations that can be measured or observed and vary among people in the organization being studied. Variables can be defined as elements, characteristics, or conditions that are manipulated, measured, described, or controlled by researchers according to the problem. Researchers used a single variable in this research, namely factors that inhibit English learning among eighth grade students at the SMP Pesantren as salam pontianak in the 2022/2023 academic year.

2. Research Terminology

The researcher provides the following explanations which are used in this research. The terms are below:

a. Inhibit Learning

In learning English, there are quite a lot of inhibitions faced by students that impede the development of language skills. In the process of learning English, a student certainly experiences inhibitions. According to Djaali (2011), inside the learning process, many factors influence it, including motivation, attitudes, interests, and study habits.

b. Factors inhibiting learning

A factor inhibiting learning is something that influences the process and development of student learning, which can inhibit student learning success. These are factors that inhibit students from learning English. Factors in this research are internal and external. Internal factors are factors that come from within the individual, traits and attitudes that cause this problem such as lazy learning, a lack of attention and empathy, giving up easily, and so on. External factors are factors that come from outside a person or individual, such as the environment or the closest people. Factors triggering social problems are economic factors, environmental factors, and social factors.

c. SMP Pesantren As salam Pontianak

SMP Pesantren As salam Pontianak, located on Jl Husein Hamzah, Pal Lima, West Pontianak.