
Analysis Of Factors That Inhibit Students From Learning English

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Abstrak

Penelitian ini bertujuan untuk mengetahui faktor apa saja yang menghambat siswa dalam belajar Bahasa Inggris dan faktor apa yang paling dominan menghambat siswa dalam belajar Bahasa Inggris. Penelitian ini merupakan penelitian deskriptif kualitatif. Peneliti menggunakan kuesioner sebagai alat pengumpulan data. Peneliti menjelaskan data yang diperoleh dan dikumpulkan melalui kuesioner. Berdasarkan hasil data, peneliti menemukan bahwa faktor penghambat siswa dalam belajar Bahasa Inggris yaitu faktor internal dan eksternal. Faktor internal yang paling dominan menghambat siswa dalam belajar bahasa Inggris adalah sikap, sedangkan faktor eksternal yang menghambat siswa dalam belajar bahasa Inggris adalah lingkungan sosial. Penelitian ini juga dimaksudkan untuk mengenalkan kepada siswa ada faktor-faktor yang menghambat siswa dalam belajar dan berkembang, sehingga hal ini menjadi bagian dari proses pembelajaran.

Kata kunci: Deskriptif kualitatif, Faktor penghambat, Faktor internal, Faktor eksternal

Abstract

This research aims to find out what factors inhibit students from learning English and what factors most dominantly inhibit students from learning English. This research is a qualitative descriptive study. Researchers used questionnaire as a data collection tool. Researchers explain the data obtained and collected through questionnaires. Based on the data results, researchers found that the factors inhibiting students from learning English were internal and external factors. The most dominant internal factor that inhibits students from learning English is attitude, while the external factor that inhibits students from learning English is the social environment. This research is also intended to introduce students to the fact that there are factors that inhibit students from learning and developing, so that this becomes part of the learning process.

Key words: Descriptive qualitative, Inhibit Factors, Internal factors, External factors

INTRODUCTION

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).

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 the researcher's experience during the pre-observation at the SMP Pesantren As salam Pontianak, the researcher saw the condition of the students during English class hours. At this school, students' study hours are not like in other public schools; the facilities and media are also limited, and they only rely on LKS books for teaching this English subject. Students feel bored with teaching that only focuses on worksheets; therefore, the teacher provides icebreakers to build

enthusiasm in students while studying. The student's positive or negative attitude will have a direct impact on learning.

If the behavior and mental preparation for learning are good, it 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. Then look for further information about the factors inhibiting students from learning English from their subject teachers. This research aims to find out how big the influence of factors inhibiting learning is and what factors most dominantly inhibit students from learning English.

There are two questions in this research: first, what are the factors that inhibit students from learning English? And secondly, what are the most dominant factors inhibiting students from learning English? The first aim of this research is to find out how much influence the inhibiting factors have on students' learning of English, and the second is to find out the most dominant factors inhibiting students from learning English.

METHOD

This research uses qualitative descriptive research to describe research objects and research results. According to Mukhtar (2013), "qualitative descriptive research methods are methods used by researchers to discover knowledge or research theories at a certain time". This research displays data results that are pure and as they are without any manipulation process. The aim of this research is that it can be presented specifically and understood from various aspects as a whole.

In practice, these three techniques are often used simultaneously in the qualitative data analysis process, namely data reduction, data presentation, and drawing conclusions. According to Miles and Huberman (2014), analysis is divided into several stages, namely as follows: Data reduction means summarizing, sorting out the main things, and looking for themes and patterns. Presentation of data: after the data has been reduced, the next step is to present the data in the form of a short description. Researchers carried out data reduction by compiling the data systematically, followed by writing down the data obtained in narrative form. Conclusion The next step is to draw temporary conclusions from the information provided and obtained.

FINDINGS AND DISCUSSION

Research Finding

This chapter explains the data results obtained by researchers after conducting research. The researcher explained the data obtained and collected through a questionnaire. Data is presented to answer research questions about what factors inhibit students from learning English and what are the most dominant factors inhibiting students from learning English.

1. Result of the questionnaire

The results of the questionnaire showed that students' responses experienced difficulties due to several factors that inhibited them. In fact, students have the ability or potential to develop or improve their mastery of English, but they tend to be passive and less motivated to progress.

2. Inhibit factors (Internal factors)

Researchers identify the dominant problem to answer the second problem formulation. The dominant internal factor that inhibits students from learning English is attitude. Students show their attitudes towards implementing student habits in learning and their behavior in relation to surrounding conditions that inhibit students from learning English.

3. Inhibit factors (External factors)

The dominant problem in the three aspects of external factors found by researchers is a noisy classroom atmosphere when studying, which makes students not focus on the lesson and results in students not understanding the material and assignments given by the teacher, which ultimately makes students unable to understand the material and assignments given. given by the teacher. Classroom atmosphere is the dominant external factor that inhibits students from learning English. An uncertain classroom atmosphere greatly influences the progress of the learning interaction process between teachers and students.

Discussion

The researcher looks for the dominant problem to answer the second problem formulation. Regarding internal factors in these three aspects, namely motivation, attitude, and characteristics, researchers found that attitude was the dominant problem in these internal factors. The researcher discussed the overall results of the data obtained on the questions of the questionnaire. The

researcher also found that students showed their attitude, which was carried out by implementing student habits in learning and behaving with the surrounding conditions, which caused students to be hampered in learning English. According to Robbins and Judge (2007), "attitude is an evaluative statement, whether pleasant or unpleasant, towards an object, individual, or event".

Regarding external factors in these three aspects, namely family, teacher, and social environment, researchers found that the social environment is the dominant problem in these external factors. Researchers have discussed the results of all the data obtained from the questionnaire questions. Researchers found that an uncertain classroom atmosphere greatly influences the progress of the teacher's learning interaction with students. It can be seen from the students' answers that the classroom atmosphere was noisy, so students did not focus on paying attention to the teacher in front when explaining the learning material, so they thought that the teacher's way of explaining was uninteresting and less fun.

CONCLUSION

1. There are two factors that inhibit students in English, namely internal and external factors. Internal factors will be divided into 3 factors, namely motivation, attitude, and characteristics. Meanwhile, external factors are divided into three categories: family, teachers, and social environment. The data obtained from the questionnaire shows that students think English lessons are difficult to learn and feel bored when learning English, so when given assignments by the teacher, the students cannot do them well, which results in students getting bad grades. This can be seen from the attitude the students show during the learning process. This also affects their grades and will inhibit the process of improving student learning. Meanwhile, the interactions between teachers and students are not the same, sometimes good and sometimes bad, because students are often noisy and sleep in class, making the classroom atmosphere ineffective and uncontrolled. It can be concluded that there is a large influence of factors that inhibit students when learning English, both from within the student and from the outside or the surrounding environment.
2. The researcher found that the most dominant internal factor that inhibits students from learning English is the attitude students apply when learning English. What students usually do is make noise and sleep, and this makes them uninterested in the material and explanations. from the teacher in front of this is what inhibits students from learning and

not focusing on the learning material. Meanwhile, the external factor that inhibits students from learning English is the social environment, which can be seen in the uncertain classroom atmosphere and makes interactions between teachers and students uncontrolled, sometimes good, and sometimes vice versa. It can be seen that this has a big influence on students' inhibitions in learning. It can be concluded that every student who studies at school will have factors that will inhibit them when they learn and develop, so that this will become part of their learning process.

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