CHAPTER II
LITERATURE REVIEW

A. Definition of Inhibit Learning

An inhibitor of learning is something that inhibits or even prevents something from happening during learning. In the process of learning English, students certainly experience inhibitions, each student has their own character; the way they respond to the learning process is, of course, different and, of course, each student has inhibitions in their own right. Dalyono (1997) stated that inhibitions in learning can be seen in the behaviours that show difficulties when learning, namely that learning outcomes are low and the results achieved are not balanced with the effort put in.

The inhibitions experienced by students in learning will later influence the students' learning outcomes. In the learning process, of course, the teacher expects that students can achieve maximum learning outcomes. However, not a little It was also found that there were learning impacts experienced by students when receiving learning material, so their learning outcomes were less satisfactory. As Sugihartono (2013) said, learning is a way to do it. By creating a good learning atmosphere, the process of acquiring student knowledge runs smoothly.

The learning process carried out by junior high school students includes various subjects, one of which is English. English subjects at school are generally difficult to understand; many students think that English lessons are difficult to learn and boring, so during the teaching and learning process, they do not pay attention to the teacher's explanation. According to Darsiana (2018), the thing that causes English to be difficult for students is their low ability to speak English because they are not used to it and find it difficult to speak English, so they are not yet able to speak English communicate. Based on the findings above, there are things that can hamper the learning of most students, such as deficiencies in motivation and interest for learning, attention not fully devoted to lessons, and the easy influence of the surrounding environment,

which is like a friend's invitation to talk or play during the learning process going on.

By giving students more attention to their activities, such as when giving assignments, it will be easier for students to understand what needs to be done and then do apperception, namely by connecting learning material with everyday life and various student experiences. At the time of teaching, it can also be noted that there are differences among students so that they can help them if they experience inhibitions.

B. Factors Inhibiting Learning

In learning English, there are several factors that inhibit students. If these factors are related to learning, they will be grouped into two categories, namely internal factors and external factors. According to Aunurrahman (2019), there are two factors that affect or inhibit the student learning process: (a) internal factors, which come from within the student, including learning motivation, student attitudes, and student characteristics. (b) external factors, including the students' families at home, teachers as student learning coaches, and the students' social environment.

1. Internal Factor
    a. Motivation

    Motivation is the drive within oneself to achieve a goal. According to Sardiman (2018) "all driving efforts within students that lead to effective learning activities, which ensure the continuity of learning activities and provide direction for learning activities so that the desired goals can be achieved". So, in this opinion, it can be concluded that learning motivation is an important impetus that arises both from within and from outside students who are able to arouse enthusiasm for student learning and provide direction for learning activities so that the desired goals can be achieved. Harmer (2007) explains that it is delivered in a good way without being condescending or embarrassing, which can have a positive impact on students' mental health in the future and will have an

impact on students' motivation to learn English. Motivation has been known as an element that can determine whether a student can be successful or not in learning. Students with higher motivation will do better than students with lower levels. A strong motivation will help students to make more effort to do task and other activities related to the lesson.

b. Attitude

       Student attitudes are also one of the influences that inhibit students from learning English. Attitude is one of the internal factors that determines whether a person responds positively or negatively to something. A positive or kind attitude will show better results. According to Gerungan (2004), the notion of attitude is a reaction to a person's positive or negative views or feelings towards a particular object. Bhatt S & Shiva A (2020), stated that attitude is an attitude that can be said to be a person who has positive or negative assessments based on the behaviour of each individual student in various ways during learning activities.

c. Characteristics

       According to Hamza B. Uno (2007), the characteristics of students are aspects or individual qualities of students consisting of interests, attitudes, motivation, learning styles, thinking skills, and initial abilities possessed. The characteristics of students both as individuals and groups are in accordance with the stages of their development; for example, success in the academic field in elementary schools is the main thing as one of the achievements of a student's success. According to Subyanto (Ibrahim, 2019), an individual's characteristics are a person's attitudes and values that influence students to achieve something according to their wishes. So that it looks for its own characteristics in students because it is in accordance with the concept, principles, and way of life.

d. Enthusiasm

Enthusiasm for learning is a passion, enthusiasm, and great interest in learning activities. Enthusiasm for learning is an attitude of enthusiasm, motivation, and encouragement that comes from the students themselves, without coercion from anyone. According to Sardiman (2011), enthusiasm will encourage someone to act and provide direction for learning activities. In learning activities, students will have a purpose to get the maximum learning results and achievements, thus requiring them to have an enthusiasm for learning.

2. External factor

a. Family

A family is a group of people who depend on each other, support each other, and understand each other. Of course, parental support plays an important role in the success of students so that their learning process is not hampered. Family is center of main education for students. It is the first place where someone learns in their life. Home as the smallest unit in society give contributions to student in their learning. Henderson (2011), states that "when the family actively provides support in the learning process, students will have a more positive and good attitude towards the school environment". Meaning that parental support will have a positive impact and avoid obstacles to students' learning. To prevent students from being hampered in learning English, parents must provide support and motivation to students in the form of appreciation and attention so that nothing hinders students in learning English. "As long as the family directs children to learn English with the right method, the family needs to provide a healthy and peaceful learning environment" Agarwal and Thakur, (2014).

b. Teacher

The main role of the teacher at school is to convey knowledge and build the spirit of learning among students. The teacher's role as a learning resource is related to mastery of subject matter, if the teacher

does not understand the subject matter, then the delivery of learning material will feel boring to students. Such behaviour will cause a loss of confidence in students, so that it will be one of the causes of students' inhibited learning. According to Djamarah (2015), a teacher is someone who provides knowledge to students or professionals and who can make their students plan, analyse, and conclude the problems they face. This can be interpreted to mean that the teacher's role is not just to convey subject matter; the teacher must also have an understanding of the students he is guiding.

c. Social Environment

The social environment is one factor that can inhibit a person or group from taking action and changing the behaviour of each student while studying. According to Stroz (1987), the social environment includes all conditions in the world that are certain in certain ways influencing a person's behaviour, including life processes, which can also be seen as preparing the environment for another generation. Based on this understanding, it can be concluded that the social environment is everything that is around that can have an influence on the student, as well as other students who are around.

d. Facilities and Infrastructure

Facilities in education are equipment that teachers use to make it easier to deliver lesson material to students. One example is IT. IT itself includes hardware and software that is useful to assist in the learning process. whereas Infrastructure in education includes equipment, supplies, and objects that teachers and students use to make things easier. Implementation of learning. According to Ibrahim Bafadal (2008), educational facilities are everything equipment, materials, and supplies that are directly used in the learning process at school. Meanwhile, educational infrastructure is all the basic equipment that indirectly supports the implementation of the learning process at school.

C. Previous Studies

This research contains some previous studies which have similar characteristics to the research. The previous research that became a reference in writing this research was as follow:

The first research by Made Yudyantara Risadi (2020) entitled "Inhibition: Student's Problem In Speaking Class". Based on his research, how to respond to student performance depends on the stage of learning and the learning activities. If teachers correct students all the time when they are talking, it can reduce motivation and make students afraid to speak. What the teacher should do is give encouragement after they finish speaking. And changing the way students evaluate well so that it becomes a positive experience, and by doing good communication exercises, students can overcome barriers to speaking English.

The second research by Leader Hilongwa (2011) "A Case Study Of The Factors Which Inhibit Grade 12 Learners' Comprehension In English As a Second Language At Ongha Senior Secondary School In The Ohngwena Region". Based on the author's observations of student experience when trying to understand the subject, students must struggle hard to understand the subject matter. If the teacher does not emphasize correct use, then students may not become competent in using the English language, therefore assistance from the teacher is needed.

Another research by Ita Suryani (2020) "Investigating The Inhibiting Factors In Speaking English Faced By Senior High School Students In Singaraja". Based on the results of the author's research, it shows that there are two main factors, namely affective and cognitive, which actually hinder students in learning to speak English as a foreign language. The researcher found that grammar, pronunciation, and vocabulary knowledge were the inhibiting factors for students in speaking.

Based on the explanation of previous research above, previous research analyzed high school students, whereas in this research, the researchers wanted

to analyze middle school students. The researcher intends to use a questionnaire to find out what factors inhibit students from learning English.