

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

A. Research Finding

In this part, the presentation of the data findings, related to the teacher used cognitive approach as a method of learning vocabulary mastery in MTSN 1 Pamekasan that be gotten from the subjects English lesson (selected English teacher). Before the researcher presented the discussion of research. The researcher presented about taken data gathered during the investigation. At the covid pandemic period 19 in school especially in MTSN 1 Pamekasan during the learning process about English still used online learning but the researcher is taken the data of this research is used offline learning.

Based on the result of observation and interview to the students and the English teacher, the researcher would present the research finding on the result of the study. The data were also taken with the documentation, so the following researcher present the findings of the study divided into four strategies;

1. The Result of Observation when the Teacher teaching Vocabulary by Using Cognitive Learning



Picture 1. The Researcher observationed the English teacher of teaching and learning process of A class in the class at MTSN 1 Pamekasan.³⁵

In this part, the researcher presented the finding of the study that the researcher found in the field taken from the observation and interview. It related to the teacher using the cognitive approach as a method in vocabulary mastery at MTSN 1 Pamekasan. After the researcher investigated the teacher using cognitive as a method or approach in vocabulary mastery, the researcher got some of the data. The result of the research findings was presented in the description from the data below.

Reading is a basic power to dominate new vocabulary which they got. The reading power was based on a cognitive approach that was central to the students because it was helped the students go beyond learned memorization to develop the reading skills that was accepted by good readers. The basic reading power, the first reading in the text could be help beginning students of junior high school (under 300-word vocabulary) to become good readers, especially in college or business. To develop good vocabulary learning skills that important to fluent reading.³⁶

The teacher asked the students to work the task using the textbook namely, the students read the text one by one in turns. The teacher read whole the text, then the students were asked to pay attention and asked the students to repeat which the teacher read before (drilling). The teacher asked the

³⁵ The Picture is taken from the Researcher Observationed the English teacher of teaching and learning process of A class in the class at MTSN 1 Pamekasan, On August 28rd,2021, Time: 10.23.

³⁶ Beatrice S. Mikulecky, Basic Reading Power (Japan: Addison Wesley Longman, 1997), 157

students what the text was about, then the teacher asked to the students answered the questions based on the read text before.

In the process whenever the students found an unfamiliar word or did not know what the words meant. The teacher asked the students worked with the word list. The teacher asked to translate them by using a dictionary or asked her to find out the meaning of the unfamiliar words. Because used dictionary was a tool that was easy and important to solve the difficulty in learned vocabulary especially in vocabulary mastery. As the teacher in taught English stated "I asked the students to bring the dictionary but sometimes the students still forgot to bring it, or asked the students to borrow dictionary in the library when the students forgot to bring it and when the students did not have a dictionary".³⁷ The teacher asked the students to write the unfamiliar words in a notebook and sometimes the teacher gave some words to write too. The teacher asked the students to translate used a dictionary for the students could known the meaning, pronunciation, and spelling of vocabulary. The teacher did not only asked the students to use a dictionary in the school when they learned at home. And the teacher asked the students to memorize five to ten new vocabulary. In fact, most students has been remember the words.

Another activity in learned vocabulary was provided an opportunity for students to ask English teachers or friends when the students had troubles in learned English vocabulary because it was could be one activity to practice

³⁷ The Interview of Researcher with the English teacher On september 2nd, 2021, time: 10.45.

vocabulary mastery. Some students has been applied English vocabulary in daily life from they got to memorize the words in the school classroom.

The teacher checked on the textbook from the students read the text and worked with the word list. Automatically, in read the students were asked to understand the text because generally, the students were asked to read the text or the teacher read the text first. There were many kinds of the texts such as narrative text, descriptive text, and others. The teacher explained words and asked the students to list unfamiliar words in the text before, during, and after read of the text.

Speaking is one of the important parts of taught language because it could be increase vocabulary mastery by continuing practice speak. The teacher gave an example of dialogue that was in the books. The teacher asked the students to memorize the dialogue that the teacher gave an example. Another method was done asking the students to make dialogue in a group based on the certained vocabulary that has been learned and practiced.

These activities could help he students to understand the context of the words in the dialogue. Because the teacher believed that the context was important to help the students well, and understood the words in the dialogue. Beside the students have good retention in vocabulary mastery, so the teacher asked the students to memorize the vocabulary that they have learned and could be used in daily life communication.

The appropriate of at this pandemic covid 19 in English teaching and learning process, the teacher used time in taught as much as possible because to shorten of the time. The teacher explained the material was so clear

because the teacher in every word was explained appropriately with the tense as well as in used verb and to be or modal for used in arranged of the sentence and also in read the appropriate with the spelling and pronunciation in English. In every teaching, the teacher applied cognitive learning as a method that was appropriate by using structural Grammarly in every explanation of the material and also used spelling and pronunciation in English. Beside that it could learned to know the translation and to know the meaning of vocabulary because it must be side by side to increase the vocabulary to become the students vocabulary mastery.

The teacher divided the time to teach English vocabulary for the students vocabulary mastery. When the teacher gave some vocabulary and also gave translate of the vocabulary. In learning English lessons of the material, the teacher explained some vocabulary in has the same meaning but the different word or vocabulary, so the teacher explained it with very clear and detail appropriate to the context of the material. On another side, the teacher made the students understood some words or vocabulary that was very difficult to know, so the teacher translated and explained it.

2. The result of Interview from The Researcher with The Students of A Class MTSN 1 Pamekasan.

The result of the interview from Salsabila syntia, from the question namely “*How is your opinion about the teacher in teaching English lesson in your class?*”.

She said that :

“The teacher in the teaching-learning process used some teaching like reading the text, drilling the vocabulary, translate of the text as a method that was very easy to use by the English teacher because the teacher explained the English lesson in very clear and very detail to make the students more understood what the teacher

explained. Beside that the teacher also inserted in used the way of the spelling and pronunciation in English. So, she felt very understood what of the teacher explained it to us.”³⁸

Based on the illustration above, the researcher know that the students especially of A class are able to memorize vocabulary based on the teacher explanation. It could be known that the teacher has been applied the method of the used cognitive learning. The process of the teacher explanation, it has been determined of the cognitive approach as a method because the teacher always involved the vocabulary in every taught about English lesson because the teacher explained the material it was so clear nad detail. Beside that the teacher used spelling and pronunciation in English clearly and used it was so slowly because of to make the students easy understood and remembered what the teacher explained it. Beside that the vocabulary and also the meaning is the most important thing to understand about English. It was could included the master key to study English and the Junior High school as the beginner got master the vocabulary mastery, so it could increased knowledge of the English and it must expanded to study English.

From the result of interview above, the determines to cognitive learning. Then, it will be continued by interviewing another students namely Zaskiya Magfinanda, she said that :

“ The English teacher namely Zainab S.Pd., she has been able made the students understood of the material because she explained the topic could be easy and could be catch up quickly on her teaching and learning process and also when the teacher explained the English lesson by using English language in used the pronunciation of the some words, the teacher combined by using Indonesian language and when the teacher used words and also the meaning, the teacher used words that easy to make the students understood about the teacher explanation.”³⁹¹

³⁸ Salsabila Sintya, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 10.23.

According to the second illustration above, as a English teacher especially in MTSN 1 Pamekasan, the teacher want to the students has been sumpplied in each on their brains because of since a long time ago, the teacher used the vocabulary to memorize for the students. I every taught, the teacher emphasized to use English language combined the Indonesian language because of the students did'nt absorbed fully of the teacher explained if the teacher used full English language beside that the student certain experienced difficulty to understand of the topic and the students certain felt confused it.

The next result of the interview above, the teaching and learning process used cognitive learning, it will be continued by interviewing another students namely Wisnu Prasetyo, he said that :

“ When the teacher explained the English lesson was very good. It means that the teacher explained the material began from the means of the topic like a little that always explained in very detail because the teacher always want to the students more understood about the topic that the teacher explained. But, sometimes the teacher when explained the material by using English language was forgot in translate to the Indonesian language.”⁴⁰

Based on the next ilustration above, the speaker known that the teacher begannd of the learned English lesson, the teacher did'nt forgot to always asked for the students of the topic because most of the students did'nt understood of the all the material beside that the students did'nt known the meaning of the topics first and also the students did'nt prepared of the material. In another side, the teacher taken time to expalined the words when there was some words in English has a same meanings but it has the different purpose. The teacher has been determined in used cognitive learning as a method because when the teacher taught

³⁹Zaskiya Magfinanda, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 10.45.

⁴⁰Wisnu Prasetyo, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 10.55.

English lesson in the four skills, the teacher was very detail although in used of any skills, the teacher did'nt forgot to gave vocabulary for the students but the vocabulary is appropriate with the topic.

The result of the interview from Zaskiya Magfinanda, the next researcher question namely” *Did after you got the vocabulary that applied in everyday life and gave your reason?*”. She said that:

“She used some vocabulary in everyday life and she used vocabulary that has been learned and got before it during study English lessons. She applied vocabulary with her family, especially with her sister. On another side, she also applied vocabulary in school when the students borrow a pen from their friend. She also said that there was weakness like the difficulty of experienced when read some vocabulary because she felt trouble pronunciation it in English.”⁴¹

According the ilustration above, the speaker known that the students got some the vocabulary from the teacher and then the students applied in everyday life because some of the students felt was difficulty because of the students has been able used the vocabulary kindly. Beside that the teacher always gave the way how to read in English. The students use the vocabulary was only used in every day life because the students also used the vocabulary in the school with another their friends. The speaker think that the teacher has been applicationed of the cognitive learning as a method of vocabulary mastery.

In another side, it could called the teacher actually want to know and to master about English. In fact, the students want to always the English language in everyday life but sometimes the students felt shy to express words in English language because nearly the students often used English language beside that

⁴¹ Zaskiya Magfinanda, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 11.05.

sometimes their friends did'nt want to use English language because of their friends felt did'nt like about English and also felt shy too. The teacher never forgot to give some the vocabulary for the studens because for the teacher want to the result from the teaching and learning process in English lesson namely with gave the vocabulary so that could be saved in the their brain for the students has been got in every day and especially learned English lesson.

From the result of interview above, the applies the vocabulary in everyday life and it will be continued by interviewing another students namely Salsabila Syntia, she said that:

“Sometimes she used some vocabulary in everyday life and also she said that the vocabulary that she got, she applied the vocabulary with her sister because she want to her sister known the English vocabulary from early. She felt that when she used the vocabulary was nothing difficulty because she felt understood of the vocabulary that has been gave from the teacher before it.”⁴²

Based on the ilustration above, the students used the vocabulary with the family because the students used English that appropriate with their ability to transfer for their family especially for their sister or brother because for the students certain that was remember of the vocabulary which has been and sometimes the students certain was be the words that easy remembered and also easy to the spoke it although the students was difficulty to use pronunciation it in English. Beside that the most important for the students was known the vocabulary and the meaning it.

⁴² Salsabila Syntia, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 11.15.

The next result of the interview above, the used of vocabulary in a day, it will be continued by interviewing another students namely Wisnu Prasetyo, he said that :

“ He applied the vocabulary with his family especially with the his brother. He always helped his broter of the homework from the tasks of the English lesson because he used the vocabulary that appropriate with his ability. Sometimes he used the google translate to translate it. He always remember the vocabulary that has been the teacher gave to his although he felt difficult when he want to speak of the vocabulary.”⁴³

According to the next ilustration above, the students has been able mastered the vocabulary although the students still felt difficult but the students has been able used the vocabulary in everyday life because of the students has been able catched the vocabulary that gave the teacher and has been can applied it, so the teacher has been succeeded made the students interested of learned English lesson so that it was tha first purpose for the teacher in fluency of the teaching and learning process.

The result of the interview from Wisnu Prasetyo, the next researcher question namely *”Are there any complained when understood vocabulary both in terms of how to read and gave your reason?”*. He said that :

“The difficulty of experienced when read some vocabulary because of he felt trouble pronunciation it in English. Sometimes, he found some words when read in English were the same. So, he felt trouble for differentiate it. In meaning the words, he didn't be all known because for English lesson was very difficult and didn't be like about English.”⁴⁴

According to the ilustration above, the difficulty for the students was the way how to read the words in English and also the students was difficult to the

⁴³ Wisnu Prasetyo, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 11. 20.

⁴⁴ Wisnu Prasetyo, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 11.25.

different in reading of the English words because the students was felt vague of the pronunciation it so that sometimes the students felt clumsy to say it and also the students still think to express the words. Sometimes the students was waited the teacher heplped to express it.

Based on the result of interview, the complains how to read the vocabulary then, it will continued by interviewing another students namely Salsabila Syntia she said that:

“There are many difficulties of how to read the vocabulary because she felt English is very difficult when she used spelling and pronunciation in English because of she only used the dictionary just a moment. She did’nt really known about English lesson and sometimes she did’nt understood from the teacher explained it. She felt difficult to interpret when she done task of the text that was very long.”⁴⁵

Based on the next ilustration, the trouble of the students was often used dictionary because that has been google translate in handphone which more sophisticated. And the difficulty of the students when the students look for the words in dictionary because the students confused when the students look for from the English words in looked for the meaning of the English words.

The next result of interview, the complains how to read and how to tanslate the vocabulary, it will continued by interviewing another students namely Zaskiya Magfinanda she said that:

“Sometimes, she felt in English vocabulary was almost confused to read it and very difficult to differentiated between the used ei and i: of alphabet in English. But, when she used English vocabulary with her friend rarely respondes because for them English is very difficult to pronounce. It was mostly difficulty to read the vocabulary and her friends felt difficulty too in how to read and the meaning of the vocabulary.”⁴⁶

⁴⁵ Salsabila Magfinanda, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 11.30

According to the third illustration above, the another difficulty of the students be located in used alphabet in English because of the students difficult experienced of the used alphabet between A (ei) and E (i:). The most of the students was easy to remember and sometimes the students was easy forgot of the way how to read in English language because the students same with our that also the same was only human beside that somatimes the human was easy forgot and was wrong.

3. The result of Interview from The Researcher with The English teacher of MTSN 1 Pamekasan

The result of the interviewed from the English teacher, namely: Mrs. Zainab S.Pd., by the question of ” How did the students developed vocabulary memorization?.” She said that:

“The related for memorization, the students has been mastered of the vocabulary and also that appropriate with the topic of English lesson that would learn, the students be able more understood of the topic. So, it could be except of the topic easily and could be catch what the topic mean and also the essenced of the lesson in teaching and learning process. I taken some vocabulary that appropriate with the topic that would learn at the time. As the teacher, I prepared vocabulary to memorize and taken in the students worksheet so that it could more easy to make the students more understood of the topic that would learn. So, the students has ready to follow and would discuss of the topic in the next meeting. Beside that as the teacher want to make the students to know of English lesson easily. I used some of the way for the students to more understood when she discussed of the topic. Form the result that, the students already be able understand about the topic it with the teacher taken some vocabulary appropriate the topic it. So, it all was succeeded and if the students did’nt understood, it could saw from the vocabulary that already gave of the teacher as English teacher.”⁴⁷

⁴⁶ Zaskiya Magfinanda, As a Students of MTSN 1 Pamekasan On September 4th, 2021, Time: 11.36.

⁴⁷ Zainab, S.Pd. as a English teacher of MTSN 1 Pamekasan, On September 2nd,2021, Time: 10.45.

According to the illustration above, the teacher determined of the cognitive learning because the teacher used an active learning style that focuses on the vocabulary to memorize it for the students beside that the cognitive learning could help the students to maximize their brains potential so that the teacher always gave some vocabulary in every began to learn English of the topic. In fact, the use of cognitive learning be able to absorb and save of what that they got before it like the teacher that always asked the students to memorize the vocabulary because by memorizing the vocabulary it could help the students to increase of their ability of the knowledge that has been before it that permitted with the English lesson like memorized the vocabulary.

The next question “ How did the students progress regarding the pronunciation of their vocabulary in English?.” She said that :

“The before beginning memorization of the vocabulary, she gave know the way of to read. She must give know the example way how to read first to the students and to follow her after she said in progress regarding the pronunciation of the vocabulary. She gave some of the time to read vocabulary from the teacher that already gave know before it. She asked the students to read vocabulary again without her repeatedly. As the beginner of got some vocabulary because it was impossible a new vocabulary for the students, so the students felt difficulty because for them, it was very troubled and sometimes some of the students didn't like of the English lesson.”⁴⁸

Based on the second illustration above, the speaker known that the students abilities was differentiate so that the students applied of the teacher taught of the topic, the teacher always gave instruction of the how to read in English. Because of the benefit in used cognitive learning could increase the ability of the

⁴⁸ Ibid. Time: 11.10.

students to make the students understood of the topic and could understand in got of the new topic that was by giving some the vocabulary to always memorize it.

The result of the interview from the question “ Did the students asked to use English dictionary in their teaching and learning process?.” She said that she required the students to use of the dictionary in teaching and learning process and also she asked the students to always brought the dictionary in English-Indonesia because it was very help the students to understand in meaning and could know the way to read of pronunciation because of a dictionary was a tool could be everything that related with the English lesson to translation it. The different when the teacher suggested the students to use google translate in home because it faster if google translate. She gave example of the way how to read beside that if the students hesitate in pronunciation it, she suggested opened the google translate to check again the vocabulary in google translate that already gave before it because of the google translate mostly true and the students could heard was mute or native speaker to could knew the way to read in google translate and more pleasant to hear.

In another side, she said that she did’nt one hundred percent correct in used English because her name was human, so it was easy to appear the word as we want it because it was very lighten up the students in learned especially of the English lesson. Beside that it a tool was very sophisticate when the students experienced difficulty in search the meaning, spelling and pronunciation. Naturally she said that, we has not our language and did’nt our mother language although as a teacher did’nt correct completely. In another side, when the students studied Indonesian language was still difficulty to imitate the correct of Indonesian

language. She said that we also still difficulty to study of Indonesian language because of we was only human who did'nt completely right and impossible there was wrong when used pronunciation of Indonesian and English language because it could be said beginner of used language that did'nt our mother language.⁴⁹

The teacher gave the instructions about how or why the students could be easy use the dictionary that the students was found so the students could transfered the meaning the students found into something useful although the students might be confused by different meanings for some words and it could be appropriate with the text of meaning but they would accustom to do it by themselves. The teacher required the students to ask her or other friends and better looking up a dictionary, the students could easily learn vocabulary and it could be their dominant. In use looking up at the dictionary was more shorten of the time because in teaching and learning process only for one hour beside that was another require to used the google translate because the most of the students often opened google translate in home. In another side was a alternative tools that has been sophisticated so could use google translate that used directly of the students neede because of it could increase the students ability when the students look for google translate and it could a little helped the students of the used vocabulary correctly.

The result of the interview from the next question by the researcher is “Do the students are able to master in pronouncing the vocabulary?.” She said that the most of the students has been able to master of the vocabulary because of the students have been asked to memorize every day. Beside that the students

⁴⁹ Ibid. Time:11.20.

vocabulary mastery that was depended on their class because of the class was very determined of the students ability that why it could be equally provided the motivation between one students and another students. In MTsN 1 Pamekasan, sometimes in determined to their class did'nt randomed, so the students that was always in D,E,F class could be difficulty because of one students was very determined by another students and for the A,B,C class was most of the students that actived in teaching and learning process. But, the different with the A class that most of the teacher usually was called the excellent class, indeed most of the students always actived all the subject and the teacher was felt pleasant when taught in teaching and learning process.

In another side, that all was determined of the her own students. By memorizing vocabulary that gave by the teacher, it cuold make the students usually more interested in learning English lesson when the teaching and learning process happen, because of the students entered the class that have got their result, the students have been asked to memorize some the vocabulary before it from the result memorization, so the students have been able understood of the topic when studied because the students have been the vocabulary that already known meaning it. The students could be able understood by themselves when the teacher taught in teaching and learning process especially about English lesson because the students have been memory that was already stored in their brains which in the formed of vocabulary.

The differencess when at pandemi covid 19, the teacher seldom gave some vocabulary because of to shorten the time. The teacher stoped to memorize the vocabulary first because limitation of the time in teaching and learning process and it could spend the time if gave the some vocabulary because of used memorize

of vocabulary needed the time around five minutes and the result did'nt optimal and also did'nt formed perfectly, so at the next pandemi covid 19, the students did'nt optimal in absorving of the English vocabulary and the teacher obliged again in gave vobulary but lessened. The different with at ancient time that memorization vocabulary was always obliged of ten students to memorize vocabulary but now was only five the students and also asked the students to write the difficult words in white board because the important thing, the students was memorized and that all students must ready to learn about English lesson.⁵⁰

The external factor was their friends because did not andomed of their class, it could taked effect in determinant for the students beside that it did'nt balanced between the one class and another class because of did'nt comparable with the other students ability. The class and their friends was very determined for the others because it could gave motivation between the one student and another students beside that it could be known development the students of the lesson especially for the English lesson. The injustice of the randomed the class was made the regular class was the experienced difficulty for the students because the merging of the students did'nt balanced. The development of the students was very take effect of the sorrounding.

The result of the interview from the next question“ How did the students developed of the translation vocabulary?.” She said that the translation of vocabulary, it could depended of the topic if the topic was a text the teacher asked the students to translate of the text. She often asked the students to translate but the way of translation, sometimes the students forgot and all of the students did'nt

⁵⁰ Ibid. Time:11.50.

diligent in brought a dictionary to the school. She often asked the students to read of the text first. She asked the students to find and wrote the difficult words but the students was only arranged of the difficult words in the white board and began to translate with together. Although, she knew the vocabulary but she asked the students about the translated of the difficult words.

Sometimes the students did'nt knew the meaning from the some of difficult words, so she was helped the students to translate it together. And that wrote in the white board was only difficult words but did'nt wrote the sentence. Although she has been translated it but sometimes the students challenged in arranged of the difficult words. So, she gave vocabulary to memorize, it could helped the students to know of the way to read vocabulary correctly as well as the spelling and pronunciation in English. If she asked the students to read of overall the text, the students was still asked to her or seen in dictionary but if in home the students seen in google translate because for the students was difficulty to read of the text and certainly the students felt difficult.

Since was did'nt be at the pandemi covid 19, The teacher accustomed the students to look up a dictionary. It was done by the teacher to help the students become independent learners. This activity could done the students not only in school but it could done at home when the students found unfamiliar words or difficult words. The teacher efforted the students to accustom to look up a dictionary. If the students found out some difficult words, the teacher asked the students to look up the dictionary because it could known meaning, pronunciation, and spelling of the vocabulary, so the teacher asked the students to always bring a dictionary to school. They were supposed to translate some words by themselves in most cases with the help of dictionaries.”⁵¹

The teaching and learning process of the English teacher for the task wrote the difficult words was the important way to honed the students abilities because it could known the students abilities of the English lesson has been mastered or not, because of with the students wrote the difficult words was the students has been can the differentiate between the English words that known the meaning it and the English words that did'nt known the meaning. The teacher still focus on wrote the words and did'nt wrote the sentence because the students certain could be not remembered in the long term beside that in English did'nt only known the words and also must known the spelling and pronunciation it so that it could helped the students honed the students abilities in mastered of the vocabulary mastery. The key to success in studied lies on the meaning of the teaching materials received or studied by the students.

4. The result of documentation when The Teacher Used Cognitive Learning of Vocabulary Mastery



Picture 2. The researcher taken documentation of the teacher used Cognitive Learning of Vocabulary Mastery.⁵²

Based on the result of the documentation above, it could be said that the method of cognitive learning could be to increase for students vocabulary mastery

⁵¹ Zainab S.Pd, As a English teacher of MTSN 1 Pamekasan, On September 2nd,2021, Pukul: 12.10.

⁵² The picture is taken from the researcher taken documentation of the teacher used Cognitive Learning of Vocabulary Mastery.

because the teacher applied the method to make the students effectively to get vocabulary and easy to remember. In used cognitive learning usually focus on the meaningful because the teacher always combined some vocabulary with the meaning it and also like that could made the students understood what of the teacher explained that appropriate with the material about English lesson. Beside that for the junior high school as the beginner learned and to get vocabulary mastery, the teacher used and gave some vocabulary adapted with the students skills like of the basic vocabulary to master.

The teacher could used the method of cognitive learning to easily became human memory because of the teacher gave a way to easily remember in memorized of some vocabulary. So, one way like asked the students to use notebook but in a small size, because of the teacher wants the students be able easy to remember in short term, it could brought to anywhere. Beside that the English lesson different when studied in Elementary School because of only studied the basic of English lesson, so it increase disease when studied in Junior High School still although was some of students difficulty disease to know about English lesson.

The teacher must build and creative because it could interested of students to learn English with used variety of method especially learn of vocabulary. The use of cognitive approach as a method has been able applied vocabulary in everyday life because with known the meaning and vocabulary first, the speaker could be easy to learned of a text and others. Cognitive learning was way of learned encourage students to full engaged in the teaching and learning process to could learned, thinking, and remember. Most of them cognitive learning

to focus on meaningful and memorization and it could be used to the teacher for applied the method when taught especially English lesson.

According to the illustration, it can be known that cognitive learning is one of the methods that is better to be used in teaching and learning process especially for made the students increased in vocabulary mastery. It could be said more effectively to gave vocabulary for the students. In cognitive learning could combined of the four skills in English with applied the vocabulary that was understood of the meaning, spelling and pronunciation in English. The cognitive approach more easy excepted by the students because as a method, it was could made interest for the students to more understood about English.

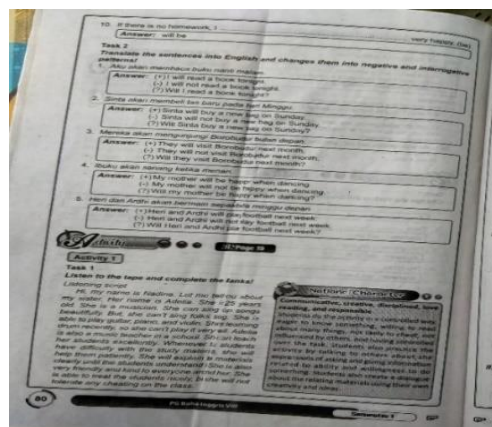
The used of cognitive learning as a method was very suitable to know about English because the cognitive learning, it could be said that was first method for the students of Junior high school as the beginner in learned and got mastering English with the vocabulary mastery. Beside that the cognitive learning could help the students go beyond learned the memorize vocabulary and used cognitive learning could enclosed with the meaning because if the speaker did'nt known the meaning of vocabulary, how the speaker could be successful to learn English language. In another side, the speaker known the meaning of vocabulary first it has been able to know more about English and also more easy to learned of four skills.

The used of cognitive learning was helped the students to increase of the vocabulary because the vocabulary was one of language aspect to study English. If the students have been vocabulary that already saved in the brain, it could be easier to the students to except the topic what the teacher explained it

because it was important thing to the speaker made it easy for learned English lesson. Beside that English as world language to use in language of business because the speaker known the meaning of vocabulary, it would be easier to learn of grammar in English.

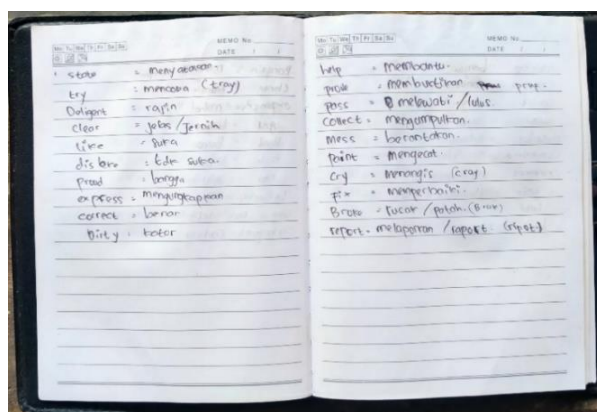
The vocabulary is one of the important components to learn English in using cognitive learning because it could arranged of teaching and learning process of English lesson, in order that it could be learning process fluency between the students and the English teacher because of used the vocabulary and the meaning was more important in used cognitive learning. The integrate of the knowing vocabulary and the meaning was something that very necessary in teaching and learning process of English lesson.

The students needed to know the meaning of the word or unfamiliar vocabulary and also the difficult word by translated it using a dictionary. The English teacher in MTSN 1 Pamekasan used two languages when the teacher explained the teaching and learning English process in the classroom. For example, the teacher used the English language and used the Indonesian language to translate in explain words meaning.



Picture 3 . The example picture of task English lesson from English teacher of A class.

The translation was done when the teacher discussed the exercise of textbooks. Firstly, the teacher translated the exercise of the sentence that already the teacher gave the example before it.. The teacher asked the students alternately to continue the translate it to know the meaning but sometimes the students found difficult words and could be not translate, the teacher helped the students to translate them.

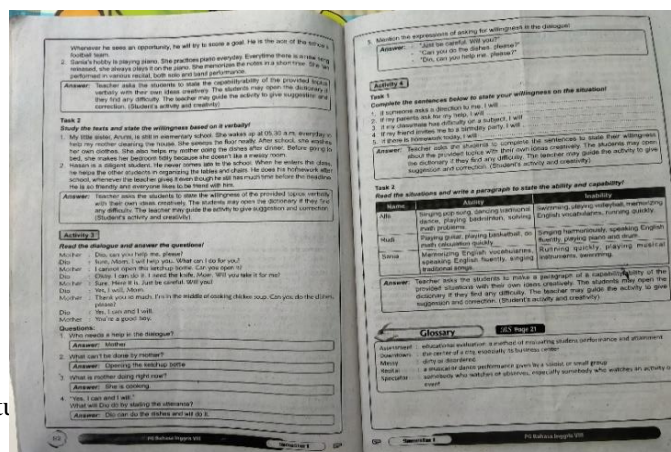


Picture 4. The example picture of task made note book vocabulary from English teacher of A class.

The role of notebook at school was very important in teaching vocabulary and also to vocabulary mastery. It could be very useful to students to learn vocabulary. The notebook should be a tool for the students to store the vocabulary that they have learned. The teacher asked the students to make vocabulary notes. The teacher gave some vocabulary to the students, the teacher decided the vocabulary to the students which they would noted into their notebook. The teacher asked the students to memorize the vocabulary. Sometimes, the teacher asked the students to find out the kinds of text that they have learned and asked the students to list words that were in a text to write in a notebook which they felt unfamiliar words or difficult words and they have never known before. It was very important for the students because the students could decided the vocabulary was important and words that were easy to

memorize. It could helped the students to remember that the vocabulary that they have to write in the notebook. The students has been able the vocabulary mastery.

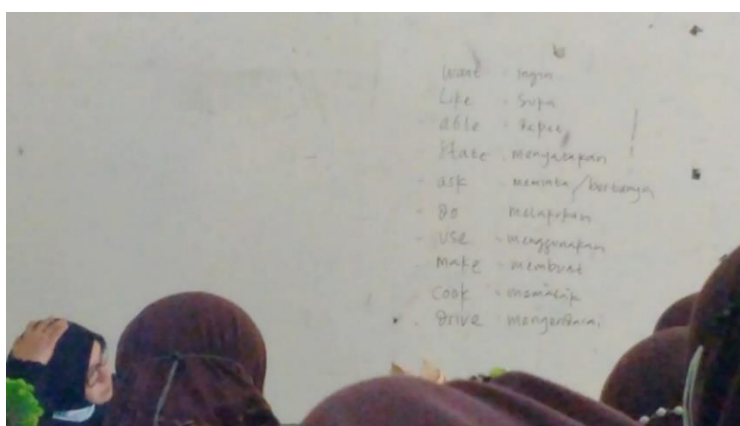
But at this pandemic covid 19 before the teacher began to studied, the teacher always gave five until ten of vocabulary to memorize in a home because to shorten of the time between the students of the shift one and shift two. The teacher asked the students to made a small notebook to easier in remembering vocabulary because the teacher said that " used a small notebook could be easy to memorize and easy to brought to anywhere".



Pict of a Class.

The teacher taught vocabulary that integrated four skills such as reading, speaking, writing, and listening. For speaking and listening, sometimes the teacher asked the students to make dialogue based on the text that they have been learned and that was appropriate with the context. The teacher asked the student to practice it and retell the dialogue. The other useful way of teaching vocabulary was by practiced conversation. Firstly, the teacher read the dialogue on how to read the dialogue with the right pronunciation of the dialogue with the good intonation and the students should listen carefully and how to spelling and pronunciation it in English. The students were asked to practice it.

In this case, the teacher often read the stories, and also the students listened carefully to get an idea and know what the text was about. Listening was done after the text was read and students listened and read consequently. The teacher asked the students to write and list the words that include unfamiliar words or difficult words and didn't know the meaning. At this pandemic covid 19, the teacher gave some vocabulary that the teacher read the vocabulary one by one and the students asked for detail the vocabulary appropriate with the teacher said and also appropriate with to the spelling and pronunciation it in English.



Picture 6. The picture of list vocabulary to memorized for the students of A class.

The vocabulary to memorize for the students that the teacher always gave some vocabulary before the began the topic or the materials because the teacher want to the students understood when the teacher explained the topic. The teacher taken the vocabulary that appropriate with the topic because it could understood of what the topic about. The teacher gave some vocabulary that was usually which easy to remember and easy to remember for the students. The teaching and learning process of the English teacher was applied the vocabulary was include used cognitive learning as a method for to teach.

The teacher determined in used the cognitive approach for the students because the teacher always gave the way of how to read the vocabulary

correctly that was very detail and also the teacher gave the time for the students to imitate that the teacher has been learned the way to read before. The teacher did'nt forgot to ask the students to memorize the vocabulary in home but sometimes the teacher choosen the students directly at the time for the students that felt ready to come forward in fron of the class. The important thing for the students, the teacher asked to write the vocabulary in notebook that the teacher asked before it.

The teacher always gave some vocabulary as much five untill ten of the vocabulary because it that must appropriate with the time that has been determined to the teaching and learning process from the goverment because of at the moment has been existence pandemic covid 19. For the teacher, the vocabulary was very important the fluency of the teaching and learning process in the class especially in English lesson because the process of memorize the vocabulary was needed the time of taken a very long time.



of A class.

The teaching and learning process especially English lesson the teacher often prepared some words to increase vocabulary and could used in life. Before the teacher began the teaching and learning process about the material in English, the teacher remember her students in reminded some vocabulary that has been gave the meeting yesterday. The teacher reminded again to the students that

the teacher will called the students one by one the appropriate with absent in her class.

The teacher called some students to memorize vocabulary alternately. During the students memorized still ten vocabularies because of shortened of the time. The teacher gave in ten vocabulary but the basic vocabulary and easy to memorize for the students and that was appropriate with the English lesson. The teacher often gave the solution in how the read words and also pronunciation in English because sometimes some words read in English were same pronunciation. It could be difficult for the students to memorize the vocabulary. As the result, some students of men didn't so memorize the vocabulary because prepared less but the different students woman more memorized of ten vocabulary and also already prepared before it, so become faster in memorize vocabulary and from that could arranged of the time well.

B. Discussion of Research

From the three instrument that had been explained in finding the researcher can get the answer of the following questions.

1). “How does the teacher implement cognitive learning on vocabulary mastery at 8th of MTSN 1 Pamekasan?.” To answer this question, the researcher get the data as the result of the interview, documentation and observation as the steps of from the teacher in implementing the cognitive learning in English learning are as follows:

- The teacher greeted the students before the begined of the teaching learning process for English lesson.

- Before the teacher began to explain the topic, the teacher gave some vocabulary to memorize because it could increase the vocabulary mastery.
- The teacher wrote ten vocabulary on the white board.
- The teacher asked the students to write ten vocabulary in a small notebook for five minutes.
- The teacher asked the students for attention.
- The teacher read the vocabulary one by one and asked the students to follow.
- While the teacher gave the way in using spelling and pronunciation in English.
- Then, the teacher asked the students to memorize the vocabulary for ten minutes.
- The teacher reminded the students that would call one by one the appropriate with absent or called the appropriate with the teacher choose it.
- After that, the teacher explained the topic of English lesson about capability and willingness.
- The teacher explained the meaning of capability and willingness and gave explained the different of capability and willingness and also gave the example it.
- And then, the teacher asked for the students about the topic that the students understood or didn't understand the different between used capability (can) and willingness (will).

- The teacher asked the students to did task that was in a book of English lesson.
- Finally, the teacher ended the teaching and learning process of English lesson by reading alhamdulillah together.

a. The Teacher's Stages when used Cognitive Learning

1. Translation Stage
2. Making Note Stage
3. Practicing Dialogue and Retelling Stage
4. Memorize Stage

2). “What are the strengthness and weakness of cognitive learning that used by the English teacher of MTSN 1 Pamekasan on vocabulary mastery?.”

To answer the question above, the researcher get the data as the result below:

The strengthness of cognitive learning that used by the English teacher:

- ❖ The way of the teacher gives the vocabulary is the best way to master the student's vocabulary mastery because the teacher that already applies the strategies combine the vocabulary and the meaning in every meeting and also in every material that will learn for the students.
- ❖ The teacher applies to memorize the vocabulary because it can determine if the use of cognitive learning has a purpose to make the students achievement of the master in the subjects, especially for the English lesson.
- ❖ The teacher explains the materials is very clear and so detail so that it can the students are already able to understand the topic.

- ❖ The teacher a read of the words that are appropriate with the pronunciation it in English that make the students easier to understand of the way to read it.
- ❖ The students are already able to master the vocabulary that gives by the teacher.
- ❖ The students are already able to memorize the vocabulary is very good because when the teacher gives them time for five minutes to memorize the vocabulary, the students are already able to remember the vocabulary fastly when the teacher are already chooses one of the students to memorize it in front of the class directly.
- ❖ The students are already able to apply the vocabulary in everyday life.

The weakness of cognitive learning that used by the English teacher:

- ❖ The teacher faster when the teacher gives the way to read the vocabulary in English because it can make the students don't clear for the students to hear it, so it can be the students confuse to read the vocabulary.
- ❖ The students are diligent to bring the dictionary because the teacher always asks and suggests the students bring the dictionary to the school.
- ❖ The students don't know the way to read in English because the students are still a difficulty.
- ❖ The students can influence by their friends and also the determination of the class because it can be given the motivation but

when the students apply the vocabulary in the class with their friends, sometimes their friends don't give a response.