

CHAPTER I

INTRODUCTION

A. Research Context

Cognitive learning is a style of learning that encourages students to use their brains more effectively. This way of learning encourages students to full engage in the learning process so learning, thinking, and remembering get easier.¹ According to Eggen and Kauchak, research cognitive learning has lead to improving our understanding of the social nature of learning, the importance of context in understanding, to need for domain specific knowledge in higher-order understanding of the topics they study.² Ashcraft stated that cognitive science is the “scientific study of the mind”, and more specifically, the “study of learning, human memory, and cognitive processes.”³

English subject is the lesson that learn about introduce a language, grammar, pronunciation, and others. Especially, English subject is costantaint about the lesson of structural grammar. English is world language, such as language of knowledge, language of business and etc. Vocabulary is one of language aspect that is very important for studying English. By having vocabulary well students are easier to accept the teacher explanation. But, in the class most the students are passive because they do not know a lot of vocabulary. So, it is difficult for understand English subject. There

¹ Indeed, “Cognitive Learning: Definition, Benefit and Example”, Diakses dari <https://www.indeed.com/career-advice/career-development/cognitive-learning> , pada tanggal 22 April 2020 pukul 10.36.

² George R. Taylor, *Improving Human Learning In The Classroom*, (New York: Rowman and littlefield Education, 2008), 99.

³ Ricard I. Arends, *Teaching for Students Learning*, (New York: Routledge, 2010), 40.

are some problems that often faced by most of the students junior high school especially in 8th grade of MTSN 1 Pamekasan as the beginner in learning and get mastering English with vocabulary mastery.

First, the students have difficulty in remembering vocabulary encountered because they have never used the language before. It is showed that the students did not know the meaning in the text, conversation and also in question when they do of the test because the problem to know study about English is must be know the meaning. Second problem, the students are not interested in learning English. Most of students of junior high school are still difficult to remember some new vocabulary because for students of junior high school that English is very difficult. It can not understand because they have confused in learning English lesson since in elementary school before. The teacher usually just explains the basic material without creativity from the teacher. So, it can be make the students bored in studying English subject. As the teacher, they must build and creative because it can be interest of students to learn English by using varieties of method especially to learn of vocabulary.

Learning of vocabulary is important part in foreign language learning. Vocabulary is considered as the central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language especially to learn about English. The mastery of large vocabulary has an important role in understanding sentence or text because vocabulary can help the learners to grasp the meanings of the utterances given. Vocabulary is one of language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, read and listen nicely we have to know vocabulary first. Vocabulary is the score component of language proficiency and provides much of the basic for how well learners speak, listen, read and write. Teaching English by using cognitive learning is the kinds of

learning style that has been used by the English teacher in MTSN 1 Pamekasan. Based on the information from the researcher interview with the students.⁴

B. Research Focuses

According to Creswell that research are question in quantitative and qualitative research that narrow the purpose statement to specific question that researchers seek to answer.⁵ Research focus is defined as some situation based on the relation between two factors or more factors that cause confuse situation or question, have tentative character and situational appropriate to the real phenomena and need problem solving.⁶ Research focus in qualitative research is some statement that identify phenomena that is observed. In this research focus on:

1. How does the teacher implement the cognitive learning on vocabulary mastery at 8th grade of MTSN 1 Pamekasan?
2. What are the strengthness and weaknessess of cognitive learning that used by the English teacher of MTSN 1 Pamekasan on vocabulary mastery at 8th grade.

C. Research Objectives

Objective of study is the formulation of the sentence that refers to something that are gotten in the end of the study.⁷ Creswell stated that the purpose statement is a statement that advance the overall direction or focus for the study. Researchers describe the purpose of a study in one or more succiently formed sentences. It used both in quantitative and qualitative research and is typically found in the statement of the

⁴ The Interview with some students before doing research, On August 26th,2021, Time: 10.22.

⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), 110.

⁶ *Pedoman Penulisan Karya Ilmiah Edisi Penyempurnaan*, (Pamekasan: STAIN Press, 2012), 18.

⁷ Suharsimi Ari Kunto, *Prosedur Penelitian: Suatu pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), 58.

problem section.⁸ The purpose statement is a statement that advance the overall direction or focus for the study. This study aims to answer question.

1. To describe how the teacher implement the cognitive learning on vocabulary mastery at 8th grade of MTSN 1 Pamekasan.
2. To find out the strengthness and weaknessess of cognitive learning that used by the English teacher of MTSN 1 Pamekasan on vocabulary mastery at 8th Grade.

D. Significance of Study

Significance is should be one whose solution will make a contribution to educational or practice.⁹ Significance of the study also discussing the potential contribution of the study to the organized body of knowledge in education. This part explain about the theoritically and practically significance of study. Significance of study is the importance of the research of knowledge. And if the researcher can articulate it, the study will be stronger.

a. For the English teacher

The result of this research will be useful to English teacher who is applying of cognitive learning to increase the vocabulary for the students vocabulary mastery especially for at 8th grade.

b. For the Students

This study can help the students to improve or increase vocabulary mastery by using cognitive learning in English learning.

⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education. 2012), 110.

⁹ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education*, (New York: Nelson Education, 2010), 589.

c. For the Researcher

From the result of this researcher will give suggestion to the use important of cognitive learning on vocabulary mastery at 8th Grade of MTSN 1 Pamekasan.

E. Scope and Limitation of the Study

The scope is range to of things that a subject, an organization, etc deals with.¹⁰ Creswell stated that limitation are potential problem with the study identified by the researcher.¹¹ It is important to researcher define the scope and limitate for analyze it, because it to avoid and ambiguity in the result of research.

In this study the researcher has a scope and limitation. The scope of this study is the use of cognitive learning on vocabulary mastery. It is limited of the 8th Grade of MTSN 1 Pamekasan.

F. Definition of Key Terms

This section describes the term used so that there are similarities in interpretation and avoid the obscurity of meaning.

The explanation of the definition or term as below :

1. Cognitive

Cognitive as style is an active learning style that focuses on helping retain new vocabulary to achieve mastery in certain subjects.

2. Learning

Learning is the process of teaching between the teacher and the students.

¹⁰ Oxford University Press, *Oxford Learner's Pocket Dictionary, Fourth Edition* (UK: Oxford University Press, 2008), 393.

¹¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), 199.

3. Vocabulary mastery

Vocabulary Mastery is the ability to master some or many vocabulary.