**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Research**

English is one of languages that become the most important lesson in Indonesia. Moreover, English has been taught to the young learners in junior high school in order to establish the students’ knowledge about overseas contexts by learning English in which it is as International language. Ministry of Education in Oman (1996, p 22), states “Basic education aims to make the learner gain necessary skills for life by developing his/her communication skills, self- learning, and ability” to use vocabulary or their knowledge in learning process when they learn English in the classroom. There are some aspects and skills to be learned in English such as reading, grammar, vocabulary, speaking and listening. In addition, the young learners mostly learn all of those aspects as an introductory material when the students begin to learn English for the first time, whereas English as a foreign language Indonesia and not as a mother language. English has grown strong Indonesia, many people come in contact with it daily when listening to pop music, watching TV or from using social media.

In Indonesia, children begin to study English in elementary school or middle school and they continue to do so until they graduate from high school. English has high status in Indonesia compared with other languages that are spoken in our society today for instance Indonesia or Arabic. English is seen as a high-status language not only in Indonesia but also internationally. English has become a big part of education especially at universities.

In addition, English is a foreign language, that why to learning English have some difficulties because is not use as a daily language. For the students, it is not easy to see the students active in the class while the students are learning English. In fact, the students are always keep silent, although the teacher has been asked the students to give their opinion about the material, or some the students respond it by uttering ‘yes’ or ‘no’ without any further explanations, suggestions or statements. This phenomenon had found while the researcher was doing the teaching practice at SMPN 7 Kota Jambi.

In learning strategy, there are a few strategies such as behavioral learning strategies, cognitive learning strategies, self-regulating strategies. But the researcher took the cognitive learning strategies because they can practice a material to be learned or in organizing it into main theme. A cognitive strategy serves to support the learner as he or she develops internal procedures that enables to perform tasks that are complex (Rosenshine, 1997, p. 33). The use of cognitive strategies is able to increase the efficiency with which the learning approach.

Not all the students are interesting in studying English especially when they are asked to answer some questions in English. Some of the students even tell the researcher that they get confused and feel nervous if English teachers ask them to answer some questions in English. The students argue that they have no idea to answer and to respond their English teacher in English because the students sometimes forget even lack of English vocabularies. This could affect the students’ motivation in studying English too. Perhaps, there are some problems that make the students cannot learn more focus because they do not understand. Additionally, to learn English the students have to learn by learn vocabulary, grammar, reading, speaking and listening to make the students know how to learn English. Therefore the researcher conducts a thesis entitled : “The students’ Cognitive Learning Strategies in Learning English at Grade Eights at SMPN 7 Kota Jambi”.

* 1. **Research Question**

What Cognitive learning strategies are used in learning English at eight graders at SMPN 7 Kota Jambi?

* 1. **The Objective of Research**

This Research aims to investigate the cognitive learning strategies are used in learning English at eights graders at SMPN 7 Kota Jambi.

* 1. **Limitation of the Research**

In this research, the researcher focuses on the Eight Graders learning strategies in learning English by using cognitive strategies in tend to discuss about learning process in the classroom. The research method is a descriptive qualitative research. The samples of this research are the students of eight graders at SMPN 7 Kota Jambi. The data of this research are collected by using observation and interview protocol.

* 1. **Significance of the Research**

The significance of the research is to give some contributions such as to gives valuable information for the students in learning strategies in learning English within learning process. This research may give researchers as a reference for further researcher.

* 1. **Definition of Key Term**

1. Cognitive Learning strategies

Cognitive strategies are one type of learning strategies that learners use in order to learn more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. All of these strategies involve deliberate manipulation of language to improve learning.

1. Learning Strategies

Learning strategies refers to The students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals (According to Jasmina Hasanbegovic, 2006, p. 36)