

CHAPTER I INTRODUCTION

A. Background of the Study

Learning is an activity that always closes with students. Learning cannot be separated from their daily activities. However, learning sometimes seems to be an activity that is not liked by some students. Their lack of understanding of why they have to learn something new makes them less motivated to do that.

Learning English for some people is not easy, especially for people who know English after junior high school. Although it has been suggested to learn from kindergarten, students still find many obstacles in understanding this language. To learn, students need a strategy. Strategy only refers to "individual approaches to completing tasks" (Fauziati,2015: 23).

According to Oxford (1989:31) "language learning strategies are behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable". In fact, while the learners find new information or doing assignment in classroom they use learning strategy both consciously or unconsciously. And the using of learning strategies depends on each student. Related to O'Malley and Chamot (1985: 582), "language learning strategies are divided into three main categories; namely: meta-cognitive strategies, cognitive strategies, and socio-affective strategies".

In junior high school there are many subjects of knowledge that have been taught. With limited English learning in schools, it becomes a challenge for students to understand these subjects well. There are many obstacles faced by students to get everything balanced. To make it balanced, students must have a strategy with cognitive strategies and improve their English achievement.

Cognitive strategies is a steps or operations used in learning, and enable learners to manipulate language material in direct ways that is reasoning, analysis, note taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas, practicing in natural settings, and practicing structures and sound formally. Studies in the field shows that these strategies are significantly related to L2 proficiency. Cognitive strategies have four sets, such as: practicing, receiving and sending messages, analysing and reasoning, creating structure for input and output.

A case study is a kind of ethnographic research or it is a limited type of ethnography. According Nunan (1992:75) in Fauziati (2016:172) a case study resembles ethnographic research in its methods, and concerns for studying phenomena in context. Both of them attempt to provide a portrait of what is going on in a particular setting. Both are naturalistic in manner, in a sense that this investigation is carried out through a systematic observation of human behaviour in the natural on going environment. On the other hand, case study is distinguishable from ethnography in a sense that case study is generally more limited in scope and is not necessarily concerned with the cultural context and cultural interpretation of the phenomena under study. It concerns with individual to whom the researcher observes, interviews, and develops personal relationship.

Based on the phenomena, the researcher is concern in doing investigation about cognitive strategies used by students good achiever to improve their English achievement at SMP Muhammadiyah 4 Sambu. In this research, the researcher investigates the learning strategies used by good students to improve their English achievement in the learning process. The researcher chooses eight grade students of SMP Muhammadiyah 4 Sambu. These were students classified into the high students by their English teacher. Based on that, the researcher investigates

COGNITIVE STRATEGIES USED BY GOOD STUDENTS TO

IMPROVE THEIR ENGLISH ACHIEVEMENT: A CASE STUDY AT SMP MUHAMMADIYAH 4 SAMBI.

B. Problem Statement

Based on the background of the study, the writer formulates the problem of the study as follows :

1. What are types of cognitive strategies used by good students to improve their English achievement at SMP Muhammadiyah 4 Sambu?
2. What are the most preference types of cognitive strategies used by students to improve their English achievement at SMP Muhammadiyah 4 Sambu ?

C. Objective of the Study

Based on the problem statement, the writer has objectives as follows:

1. to describe the types of cognitive strategies used by good students to improve their English achievement at SMP Muhammadiyah 4 Sambu, and
2. to describe the cognitive strategies are most preference types used by good students to improve their English achievement at SMP Muhammadiyah 4 Sambu.

D. Benefits of the Study

The writer hopes this research will have theoretical and practical significance :

1. Theoretical benefits

This research can be a useful reference for teachers at Muhammadiyah Middle School 4 Sambu and provide additional information about cognitive teaching methods to students.

2. Practical benefits

This research will be useful to overcome the problems faced by teachers in the classroom when teaching English.

E. Research Paper Organization

This research has five chapters. Chapter one is Introduction, it consists of background of research, problem statement , objectives of study, significances of study and research paper organization.

In second chapter, the researcher presents theoretical review, and previous study and underlying theory.

In chapter three, the researcher presents type of the research, object of the study, data and data source, method of collecting data, trustworthiness and techniques for analysing data.

In chapter four, the researcher presents about analysis of the research and followed by the discussion about research finding.

Chapter five is, conclusion, the pedagogical implication and suggestion for further research.