

## **Chapter 1**

### **Introduction**

This chapter presents the introduction of this study which consists of several points. First is basic consideration of study why this study needs to be conducted. Second is research question which show the specific study that conducted. Third is aim of study which describes the purpose of study. Fourth is significance of study which describes the benefits of study. The last is scope of which describe delimitation of study.

### **Basic Consideration**

In learning English, students need a Cognitive Learning Domain in mastering English subject and solve the problem in learning. Cognitive Learning Domain focuses on intellectual skills. Basically, Cognitive Learning Domain is students' intellectual ability in thinking, knowing and solve the problem by through six levels of cognitive procedure such as, remembering, understanding, application, analysis, evaluation, and creation. All procedures are the main factor in English learning process.

It is believed that in English learning there are four skills such as listening, speaking, reading and writing. All the skill have to mastered by students. Therefore they can reach standard of learning English. Unfortunately, based on the researcher's observation at SMP 1 Talaga Jaya, show that many students who did not pass the final exams of English in the first semester (2014-2015). It showed by the students'

data scores which did not complete the standard of KKM ( Kriteria Ketuntasan Minimal). KKM is the level of achievement of basic competence that should achieved by students in each subject. If students' scores or learning achievement is founded low, it indicates there are difficulties in learning English.

According to Entang (1981) cited in (Gunawan, 2014 ) that students are expected get high score in learning, however, if a student achievement lowest than others, it indicates that students has difficulties in learning activities. In addition, Sudarmiyati (2013) the factor caused students' difficulties can be seen from various factors which caused the learning achievement. Any of them is viewed from students' ability in learning as an individual. Thus, difficulties in learning come from different domain; any of them is cognitive domain. Cognitive domain difficulties have to get an attention, because majority of learning process connecting to cognitive. If cognitive learning difficulties did not handled, it will caused students achievement in another subject.

One of three classes gets low-achievement in English Subject is VIII<sup>a</sup>, because from 24 students there only 6 who success in final examination and reach the standard KKM. According to the English teacher who teach them, the problem caused by there are a lot of students did not pay attention to the teacher's explain and they cannot answer the questions or test especially in reading test such as monolog text. Reading is one of skill in English learning which has function to communicate and give information to the reader. By reading students will get a lot of information

that can add their knowledge. In addition, the aim of reading is to enable students read and understand the text or materials they learn correctly. Therefore, reading is very important to improve knowledge.

Some researchers have been conducting a similar study; however, there is a difference of this research, such as research conducted by Widyawati in (2012) with the title an analysis of students ' learning difficulties in school subjects in English. In this research she was analyzing the students' difficulties based on internal and external factors, while the research conducted by Rini (2010) analyzes the students learning difficulties of working English questions based on cognitive, affective and psychomotor. Both of studies showed a clear difference with the study will doing by researcher. Be seen from cognitive domain. Therefore, English learning difficulties have to get an attention, because majority of learning process connecting with cognitive domain. If cognitive learning difficulties did not handled, it will cause a lot of difficulties in another subject. Consequently, the researcher interested in **“Analyzing the students’ level of difficulties in reading based on Cognitive Learning Domain.”**

### **Research Question**

Based on the basic consideration, the research question of this research what are students' level of difficulties in reading based on Cognitive Learning Domain?

### **Aims of study**

Based on research question above, the aims of study is to find out the students' level difficulties in reading based on Cognitive Learning Domain.

### **The Significance of Research**

This study gave significance for teacher, students and next researcher. The benefits are explained as follows:

Firstly, Teacher are known about students' level of difficulties in reading based on cognitive domain, therefore teacher pay attention and more creative to teach the students' who has lack.

Secondly, students known and their level difficulties in reading based on cognitive domain, thus they realize and improved their learning ability.

Thirdly, reader can take this result of research as reference for next research.

### **Scope of Study**

This research focuses on the students' level difficulties in reading based cognitive learning domain. Furthermore, reading text in this research only focused on reading narrative text.