CHAPTER 1
Introduction

This chapter sets out the background of the study, statement of the problems, the purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1. Background of Study

The study shows that the implementing of students' behavior which includes a cognitive aspect through social learning. Because learning is a part of activities that influence students to change their character as human beings. According to Tarsono (2010) said that people are individual beings and social beings. On the other hand, every person has different characters as individual beings and most of them can be affected each other it means that as social beings people are not able to do nothing without any someone's help. According to S, Deaton (2015) defined that the world well-aware that people did not learn in a vacuum, human experience told a different story, one of interaction and cognitive consequence. Besides that, this study considers a social problem which is according to Jackson, T.C.B. (2017) stated that a socially constructed way of seeing certain conditions that provide a claim to change through public actions. Thus, a social problem is not separate from everyday interactions of students in a classroom society and also not separate from the operations, goals, and objectives of learning.

In general, the problem with using First Language can hinder students in mastering English. According to Jenna, M. S. & Anna, M. S. (2018) said that frequent use of the first language delays the learning of English, the fluency in which they view as essential for EFL students to succeed in their education and lives. According to Jenna, M. S. & Anna, M. S. (2018) added that the use of students' First Language is viewed as a hindrance to students' learning in general and to their learning English in particular. This view is contradicted by empirical evidence

indicating that allowing EFL students to think and use their first language produces a positive, rather than negative, the effect on individual learning (De Angelis &Dewaele, 2009).

The environment is part of students' first language that includes the important factors in supporting students English learning levels. In which according to G. Murray (2017) stated that a comfortable place is one of the social forms that can influence students to practice in nascent oral communication skills. On the other hand, informal social interaction also is able to give a space tool for learning. In this case of learning, students also need someone's model in order to help them in developing their knowledge. Thus, knowledge is divided into 2 factors, that is, according to Bandura's theory (1969) defined that cognitive as an internal factor and also surrounding students' environment in supporting their external factor. So, in Bandura's theory shows the role of cognitive and behavior of the students in order to reach the knowledge. Because, according to Alexander, V., Luca P., & Giorgio C. (2018) stated that Intelligence plays a role in the way people choose to weight up social and individual information in their decision. Not only that, according to Piaget (1985) explained that human beings construct knowledge by interpreting experiences of their physical environment, in particular when cognitive conflicts occur. Besides that, Neisser (1967) added that there has been vigorous progress in cognitive psychology. Therefore, this study can be concluded that in general cognitive can be constructed through students' learning situations by a few overlook the teacher' s teaching in the classroom practice which is a place where students to perform a learning process during they have a target on the subject matter.

The previous research had already investigated the impact of environment toward learning English with social learning. According to Garold, M. (2017) investigated about Autonomy and Complexity in Social Learning Space Management which determines the identification of opportunities for language learning available in this space. In this research, garold assumed that to support the complexities of social

learning space need some elements which can be developed students active involvements toward their learning environment, it means that by giving some affordances are able to encourage students autonomy through the completeness of all features and space design which is showed a good feedback toward students environment. The researcher has interviewed at least 11 participants which are conducted at the end of semester 2. As a result, the researcher decided to give good space in order for students' autonomy can be controlled well in social learning. It causes he believed that now it is widely recognized that learner autonomy develops more through interdependence rather than independence.

In additional, Cummins' (1979) said that interdependence hypothesis, the knowledge EFL students have in their first language transfers to their target language.

In addition, the researcher decides to choose SMP Muhammadiyah 12 GKB as the research target which based on many considerations related to the potential learning process possessed by. Besides that, this school is one of the best schools that provide quality teaching to seed their students to be better.

1.2. Statements of Problem

According to the explanation from the background of study, the researcher wants to know the following question below:

1.2.1 How is social learning for 8th grade on studying English at SMP Muhammadiyah 12 GKB?

1.3. Purposes of Study

1.3.1. To know the activity of social learning for 8th grade on studying English at SMP Muhammadiyah 12 GKB.

1.4. Significance of Study

In this study conducts to give more involvement of both theoretical and practical significance study, that is,

1.4.1. Theoretical Significance

Hopefully, this study can give new theoretical contribution in investigating of social learning for 8th grade on studying English.

1.4.2. Practical Significance

    1.4.2.1. Students

        1.4.2.1.1. This reseach can give student understanding more about the process of social learning that happens in the studying English.

    1.4.2.2. Teachers

        1.4.2.2.1. Hopefully, this study can give new information for teacher especially for teacher who use social learning on studying English.

        1.4.2.2.2. It will contribute on teaching English through social learning for 8th grade at SMP Muhammadiyah 12 GKB.

    1.4.2.3. Readers

        1.4.2.3.1. To give readers the description of studying English through social learning for 8th-grade students at SMP Muhammadiyah 12 GKB.

    1.4.2.4. Contribution of this studyare:

        1.4.2.4.1. Investigate the students' social learning in teaching and learning acitivities.

        1.4.2.4.2. Show the result on studying English for 8th-grade conducted at SMP Muhammadiyah 12 GKB through soial learning.

1.5. Scope and Limitation

The scope of studyfocuses on social learning involving studying Englishwithin Bandura's theory which is included the activity of observing, imitating, and modeling. The limitation of study conducted for 8th-grade students at SMP Muhammadiyah 12 GKB that will be observed their English activities.

1.6. Definition of Key Term

1.6.1. Social Learning

According to the theory above, social learning is a part of activities that constructed students' certain conditions in a claim as individual beings and social beings through public action.