

# **CHAPTER I**

## **Introduction**

This chapter consists of background of the study, identification of problems, research questions, limitation of the problems, objectives of the study, significance of the study, and organization of the study.

### **1.1 Background of the Study**

English is the most ordinarily spoken language within the world. It is learned around the world by children at school as a foreign language and often becomes a standard denominator between individuals of various nationalities when they meet while traveling, doing business, or in other contexts. Without knowing proper English, a child will not be able to communicate effectively using English. A person who does not poses proper English limits his or her ability to achieve their highest potential because they would be shut off from education and other people.

English becomes so important in education because students are surrounded by a lot of things which involve English, such as science, aviation, computers, diplomacy, and tourism. Mastering English will enlarge their opportunity in having bettered job in the future.

Reading is one of receptive skills in learning English language which produce a lot of English aspects such as; vocabularies, general information, grammatical, etc. According to Nunan (2003:68), reading is a fluent process of readers combining information from the text and their background knowledge to build a meaning. So, the students have to mastering reading in order to get the

meaning of the text. As we know that there are lot of types of text in English language, one of them is descriptive text. The text is purposed to describe something. It is also taught at Grade VIII in junior high school as it presented in syllabus.

Phantharakphong (2014 : 129) states that the learners have a hard time to understand the written text as they still have difficulties in their reading comprehension. Students cannot understand the type of text in English and how to answer questions according to the text. This is indicated by the phenomena that occur in SMPN 48 Bandung. Generally, their difficulties in answering the questions about descriptive text is caused by their lackness of vocabularies and several problems such as, problems in finding information related to the topic and length of reading. Some teachers also show that students whose teachers spend too much time talking are less likely to be engaged during classroom instruction.

After analyzing those matters, the researcher implements the Mind Mapping as the teaching method. It is a method that student can use to help them to analyse by utilizing how brain works. Based on previous research in 2017 by Santi K.Y Nainggolan, entitled “Using the Mind Mapping Technique to Improve the Students’ Writing Skill”, the authors claim that: This technique can improve students’ creativity and make them happy in learning because it consists of colors, pictures, and some keywords that can also make them find it easy to learn English.

Therefore, the research of “THE IMPLEMENTATION OF MIND MAPPING METHOD IN TEACHING READING COMPREHENSION TOWARDS THE STUDENTS GRADE VIII AT SMPN 48 BANDUNG ACADEMIC YEAR 2018-2019” are expected can make the students easier to

answer the questions on descriptive text as their reading comprehension, because it is also used to impart analytical skills to students, to enable students to see relationships between concepts and the development of the reading material.

## **1.2 Identification of the Problems**

Based on the background of the study, the identification of the problem of the research is that the students cannot answer the questions related to the topic of the descriptive text. Their difficulties considered because by their lackness of vocabularies, inadequate teaching materials and method which is affected the lack of understanding about the procedure to read the text. Basically, the student's reading capability was slow and unfinished because of the period to find the text meanings. Students may have fear to decide the explanation, in other words, the options of multiple choices in reading comprehension test has two trapping options. That is why, even though, the more they read are the more they get information, but in this case the comprehension is needed more, such as the understanding to the aspects, the structure, and the characteristics of descriptive text to make students easier in answer the questions related to the topic. Therefore, the teacher needs to convince them to practice more. Therefore, the researcher will describe the implementation of Mind Mapping Method in helping them to read the descriptive text comprehensively.

## **1.3 Limitation of the Problems**

In order to be more focused, perfect, and in-depth, in this study, the researcher views the research problems need to be limited by variables. Therefore,

the study will be held at SMPN 48 Bandung at Grade VIII, that was chosen because the researcher has the opportunity to teach there as the internship student. The descriptive text is taught in the Grade VIII of senior high school as it presented at syllabus. The researcher limits themselves only to the implementation of mind mapping method, using teaching equipment that support the teaching process, the result after the implementation of the method to see if there is an improvement in students reading comprehension's score, and their response on the method.

#### **1.4 Research Questions**

In relation to limitation of the problem as explained before, the problems to be researched are:

1. How is the procedure of implementing the Mind Mapping Method in teaching Reading Comprehension about Descriptive text at Grade VIII of SMPN 48 Bandung?
2. What kind of teaching equipment of using the Mind mapping Method in teaching Reading Comprehension about Descriptive text at Grade VIII of SMPN 48 Bandung?
3. Does the implementation of Mind Mapping method show the score improvement in teaching Reading Comprehension about Descriptive text at Grade VIII of SMPN 48 Bandung?
4. How are the students' responses towards the implementation of using the Mind Mapping Method in teaching Reading Comprehension about Descriptive text at Grade VIII of SMPN 48 Bandung?

## **1.5 Objectives of the Study**

The purpose of the research is the answer or target to be achieved by the researcher in a study. Therefore, the objective of this study is:

1. To identify the procedure of using mind mapping method in teaching reading comprehension about descriptive text.
2. To know the certain equipment of teaching reading comprehension about descriptive text using mind mapping method.
3. To show the score improvement after implementing the method in teaching reading comprehension about descriptive text.
4. To find out the students' responses after using the mind mapping method in teaching reading comprehension about descriptive text.

## **1.6 Significance of the Study**

### **1.6.1 Theoretically**

1. Benefits are used to enrich the theory with the importance of understanding the descriptive text by reading comprehensively.
2. As a reference to other researchers who want to study mind mapping method more intensively in teaching reading comprehension about descriptive text.

### **1.6.2 Practically**

1. The result of this study is recommended as an input for the teacher to apply the mind mapping method to increase the students' reading comprehension on descriptive text.

2. The use of mind mapping method in reading comprehension about descriptive text can make the students are more enjoyable in doing their tasks associated with the teaching materials.

### **1.7 Organization of the Study**

In order to have guidance for the researcher in writing this study, the researcher needs to set up the organization of the study as follows:

**CHAPTER I** is about introducing the research which consists of background of the study, identification of problem, research question, limitation of the study, the objective of the research, significance of the study, and the organization of the study.

**CHAPTER II** is about theoretical foundation, researchers also dig information from various sources in order to obtain a pre-existing information about theories relating to the title which is used to obtain a scientific theoretical basis.

**CHAPTER III** is about research methodology which consists of research design, research method, procedure of collecting data, and technique of analyzing data.

**CHAPTER IV** discusses the data analysis and findings of the research.

**CHAPTER V** is the last chapter that is giving conclusion and suggestions of this research. The researcher's summarizing about these problems, and information for the readers.