**Chapter I**

**Introduction**

* 1. **Background of The Study**

English is one of the tools of communication, both in local and global contexts, therefore English becomes an international language used to communicate with other citizens. Consequently, the demand to use English is effectively required in every country. To help improve English speaking in Indonesia, English is studied at school.

Teachers tend to talk about the way we use language in terms of four skills such as reading, writing, speaking and listening. They are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007).

Of the four English-speaking skills that will be discussed in this study are writing skills learned in junior high school. According to Departemen Pendidikan Nasional (Depdiknas 2006), one of English learning at junior high school is that students can understand and produce a short functional text and short essay in the form of procedure text, descriptive text, narrative text and recount text.

In writing skill, some kinds of text will be learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is used to describe something. Not all students can write descriptive texts correctly because of the lack vocabularies. Several factors make it difficult for them to write descriptive text such as determining vocabulary, how to write descriptive text, determining the topic to be written and others. Sometimes, the problem could come from the teacher. The teacher can not deliver the material with a suitable learning method and a suitable media.

The difficulties must be facilitated by a strategy, one of them by using a method. Based on the explanation above, the writer wants to implement the Mind Mapping method to improve writing descriptive text. The use of this method hopes to improve students' ability to write descriptive texts.

**1.2** **Identification of the Problems**

Identification of problems that the researcher can identify:

1. Some student has difficulty in organizing and developing ideas.
2. Some students can't write sentences correctly and use the Indonesian language because of the lack of vocabularies they know.
3. Some of the students have difficulty in determined basic grammar.
4. Teacher did not use the suitable method to deliver the material.

**1.3** **Limitation of The Problems**

Based on the identification of the problems, this study focuses in teaching writing descriptive text. The writer used Mind Mapping Method in this study. The material that used in this research was descriptive about person. The research was conducted at SMP Binadharma 3 Bandung year 2019/2020 in two classes, VII A and VII B with total 40 students.

**1.4 Research Problems**

1. How is the procedure of implementing the Mind Mapping method in teaching writing descriptive text applied in the classroom?
2. How are the results by implementing the Mind Mapping method in teaching writing the descriptive text?
3. How are the student's responses to the Mind Mapping method in teaching writing the descriptive text?

**1.5 Objectives of The Research**

1. To know the procedure of the implementation of Mind Mapping in teaching writing descriptive text applied in the classroom.
2. To know the results of the implementation the Mind Mapping method in teaching writing descriptive text.
3. To know the responses of a student about the Mind Mapping method in teaching writing descriptive text.
	1. **Significances of The Research**

The result of the study is expected to give some benefits to the researcher and the reader as general. The benefits are as follows:

* Theoretical Benefits

The researcher gets new experiences in teaching writing of English descriptive text in Junior High School. This study the researcher learns how to improve students especially in writing descriptive text using the Mind Mapping method and which one is more appropriate to the Junior High School students.

* Practical benefits

There are some functions from this study, such as:

1. For students, this study is expected to make the students improve their writing skills and know about the importance of writing.
2. For teachers from this study, it is expected that the teachers will get more information about teaching writing skills.
3. For the researcher, it will be a starting point using Mind Mapping descriptive text in writing skills.

This study hopefully can be the inspiration for the other writers to develop their method.