

INTRODUCTION

CHAPTER I

1.1 Background

Reading is considered as one of skills to be taught when learning English besides listening, speaking, and writing. By reading, students can build general knowledge to obtain a lot of information which they need, for in reading, readers build a smooth process of combined information from a text and their background knowledge to build meaning (Nunan, 2003).

At junior high school level, there are some genres of English text taught to the students. They are descriptive text, procedure text, narrative text, report text, and recount text. Descriptive text is one of types of English text that is taught at junior high school besides procedure, narrative, recount, and report text. Gerot and Wignell (1994) emphasized that “the term description is concerned with the aspect of describing a particular person, place or thing in social function of the text”. Descriptive text presented ideas by provided details about characteristics of people, places, and things. Furthermore, many students make some mistakes and faced difficulties to build and developed their imagination.

The problems that teachers founded in reading text is the student find reading is a difficult subject and make them feel bored. They often get difficulties to understand the text and mastery vocabulary in reading text, especially to find the main ideas, topic sentences, and find the factual and details from the text. This condition is caused by several factors that can make students' low motivation in learning english such as students' low ability in mastering the reading skill or monotonous teaching strategy that make students uncomfortable in learning. The researchers also find the similar case in SMPN 16 Jambi.

Based the observation for several month last year when the researcher did teaching practiced in SMPN 16 Jambi, most of students were still doubt when reading the text and they felt quite hard to understand the text given. The the students were also lazy to read the long text. Under that situation, the students usually get sleepy during the lesson. Moreover, the researchers interviewed the teachers in SMPN 16, the researcher get the information that the students' are less active in the process of learning descriptive text. The teacher also finds that most of the students have difficulties in understanding the descriptive text. To help the students in understanding reading text easily, the researchers should find out the way to stimulate the students to comprehend the text well.

There are many ways to comprehend English text, that is by using reading strategies. Willis (2008) states that strategies are needed to build comprehension at each step of the comprehension process. Mind mapping is the one technique to comprehend English text. When students map, they write down anything and everything they think of from the passage. During this time, they connect their ideas in such a way that they display interrelationships within and across subtopics of the reading. It is a simple technique to gain information in a creative way since it employs pictures and colors (Buzan, 2003).

According to the afore mentioned problem, this study is focused on finding out the effectiveness of mind mapping technique is on students' reading comprehension of descriptive text. Hopefully it will be useful for them acquired important details from the texts and understand the texts more. Based on the explanation above, the researcher would like to investigate about **“The effect of mind-mapping technique toward Eighth Grades students' reading comprehension of descriptive text taught in SMPN 16 Jambi”**.