CHAPTER I

INTRODUCTION

A. The Background of The Study

English has become the main language in several countries, especially America. Even in today's era some Southeast Asian countries have used English as their communication tool in everyday life, such as Malaysia, the Philippines and other Asian countries. In Indonesia, English is still considered taboo for some circles. In learning English, there are four skills that we must master, namely the skills of reading, writing, listening and speaking. These four skills are skills that must be learned in learning English. All these skills cannot be separated from each other. Among these skills, speaking skill is one of the most important skills that students learn as they learn English.

According to Bailey (2003) Speaking is the most important part of English because speaking is a process of sharing idea and opinions in spoken language communication in society. Therefore, students must be able to master and have good English language skills in order to communicate with the outside community because speaking is very important in English and by mastering English skills students can express their opinions or also share their ideas with others around them.

Speaking is one the most important and essential skills that must be practiced to communicate orally" (Casilli, 2013). Speaking skill focuses on the students' ability in producing English orally as good as they speak like their native language. They need to practice their speaking skill.

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So we can conclude that the purpose of learning and practicing speaking skills in learning English is to help students in communicating with people or outside communities where they use English as their main communication tool. Even today one of the requirements to apply for scholarships or apply for work is to have good English skills and also lancer, therefore we are expected to have more deepening our skills in English.

In some schools in Indonesia, those who have used the Merdeka curriculum as a foundation for teachers in teaching. Especially at SMK Negeri 5 Medan School, they have implemented the Merdeka curriculum in learning. In grade 10 they learn the text type that is recount text. A genre of text that has a function to retell events in the past with the aim of entertaining readers. In studying this recount text students are expected to be able to understand the concept of speaking well and also as listeners are expected to be able to understand what information is conveyed, and also we can appreciate each other by exchanging ideas and feelings in interaction. Based on what are states above, students are expected to be able to have good speaking skills and of course students are also expected to be able to master speaking skills with help the recount text material that has been taught.

In reality, students' speaking skills are still low, especially in speaking recount text. At SMK Negeri 5 Medan, where researcher will be conducting research, they have implemented the Merdeka curriculum in their learning process. So in the learning tools of the Merdeka curriculum it is listed as follows: 10.A6 Analyze and infer the meaning contextually of social functions, text

structure, and linguistic elements of oral texts in the form of critical, creative and polite recounts related to topics of personal experience, biography, and historical events with an optimal level of fluency and accuracy. 10.B5 Analyze, infer the meaning and evaluate the social function, text structure, and linguistic elements of oral and written texts in the form of recounts critically, creatively and honestly related to topics of personal experience, biography, and historical events with an optimal level of fluency and accuracy. 10.C5 Design written texts and orally present recount-shaped texts related to topics of personal experiences, biographies, and historical events by paying attention to social functions, text structures, and linguistic elements according to context in a polite, critical, creative, and independent manner with an optimal level of fluency and accuracy.

Speaking skills are included in English language skills that are difficult to learn, according to students learning English speaking skills is a difficult thing. Students have difficulty in stringing English sentences that they will deliver. They are also not confident when speaking in English, because their friends must be ridiculing them for using foreign languages in communication. Especially when appearing forward to retell the events of the past in front of the class. Students find it difficult to convey the story, where they are confused in composing the correct sentences so that they can convey well and the listener can understand the information conveyed.

Tabel 1.1 The Score of Students' Speaking Recount Text

Interval	Predicate	Category	Frequency
90-100	A	Excellent	-
80-89	B	Very Good	2
75-79	C	Good	-
<75	D	Less	26
Total			28

However, based on the preliminary data, The scores obtained by students in speaking recount text are still far from expectations. In the interval above, it is described that students who get interval grades of 90-100 with the predicate of grade A means that they are categorized very good which means that this value is the highest grade, if students who get grades with intervals of 80-89 with predicate B mean they are categorized as very good, students who get this grade mean they are very good but there are still things that are not right, while the interval value of 75-79 with the predicate C means that they get a good score or just enough and above the minimum competency score of 75.Students are expected to be able to achieve the minimum competency standard score, namely the minimum competency standard value is 75. The following is the overall score of the interval score from grade 10 students at SMK Negeri 5 Medan.

Based on preliminary data, some mistake done by students they face the difficulties in speaking recount text. Difficulty in speaking is a difficulty that makes a person lacking in speaking skills. In the Oxford dictionary (4th edition) means that difficulties are not easy requires effort or skill, full of problems difficult to do. Difficulties in speaking recount text are often encountered in every class. Not everyone can speak using a foreign language such as English. This is common because of the difficulties encountered when they try to speak English. The difficulty factor in speaking recount text that is often encountered is, those who feel insecure when starting to speak using English. They are afraid that they will make mistakes when speaking in English. The factor of students' difficulty in speaking recount text is the lack of English vocabulary that they remember and the lack of knowledge of existing grammar. Juhana (2012) in her study she conclude that some psychological factors such as fear of making mistake, shyness, anxiety and the like that hinder students while speaking English in class.

Every time we learn something new, we will definitely find difficulties that make us feel it is a big obstacle. As students, they are expected to be able to make great efforts in learning new things. Like learning the skill of speaking recount text. Indeed, the efforts we make will pay off.

It can be concluded that students have difficulties when they learn English language skills on recount text. Therefore, this study must find out what difficulties students faces in learning speaking skills on text recount. Researchers are interested in conducting this research because the first to learn skills in English is very important, especially students' speaking skills, because these

speaking skills help us to communicate and share our ideas with others and also nowadays English is used as a graduation requirement for a company or educational institution. Researchers conducted research in one of the vocational schools where English is usually not very important in their daily lessons. Therefore, researchers will conduct research to the SMK Negeri 5 Medan school, because it is in accordance with the title of the research that researcher will develop.

B. The Problems of the Study

The research problems were formulated into the following question:

1. What are the types of students' difficulties in speaking recount text of grade 10 at SMK Negeri 5 Medan?

2. Why do students get difficulties when learning English speaking recount text of grade 10 students at SMK Negeri 5 Medan?

C. The Objectives of the Study

Based on the problem of study above, the researcher notes that objectives of study can be formulated as follows:

1. To identify what are the types of difficulties in speaking recount text of grade 10 at SMK Negeri 5 Medan

2. To analayze the factors that caused in difficulties speaking recount text at grade 10 at SMK Negeri 5 Medan?

D. The Scopes of Study

This study is limited in grade 10 of SMK Negeri 5 Medan. Based on the problem's identification, the researcher focuses on analyse students difficulties in speaking recount text.

E. The Significances of Study

The findings in this research are expected to be useful and can contribute to developing effectiveness in teaching and in the process theoretically and practically.

1. Theoretically

Theoretically, this study identify students' difficulties in speaking recount text. This research supports curriculum development, helps in finding teacher strategies in teaching, especially in teaching speaking skills recount text and also develops strategies in their learning

2. Practically

a. For English teachers, teachers can implement. To minimize students' problems or difficulties in developing students' English speaking skills.

b. For The students, students can learn to speak English and practice speaking English better.

c. For other Researchers, the research can be reference for conducting relate for research.