CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In high school must a better understanding of speaking English because since school students learned English. However, according to researcher at SMA GKPI students speaking is low. So, researcher do learning method that can improve students speaking skill by recount text. The researcher can to conclude that recount text to improve speaking skills because researcher encourage students to learn and provide a text about holidays so that students understand. The researcher examines students speaking skills by having students speak in front of the class one by one. That way, students become more confident to expressing their friends. The cycle conducted by the researcher is able to improve students speaking skills with value obtained by students.

English is an international language used by countries in the world. In learning English, there are four skills that need to know by students. They are listening, speaking, reading and writing. In junior high school, English is the language required to study. Therefore students are required to understand and understand vocabulary.

Speaking skills is important for students to be learned capability and their understanding, how to send idea and how to spell the word well. In this case, the students' motivation and interest are very needed to make the process for their understanding more easily. Speaking skills for students still considered difficult to teach for students because should trained, habituated and lack of vocabulary. Story telling is a spoken activity for someone to speak to each others with the purpose to deliver messagess or to amuse a listener (reader).

Tarigan (2001:15) states that "speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or felling. Despite its importance , for many years, teaching speaking has been undervalued and english language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students communicative circumstance. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language."

There were two previous researchers to support the data. First, Malinda (2017:52). The conclusion of her research was Junggle sentence can improve the students writing skill. Second, Kurnia (2015:52). The conclusion of her research was fishbowl technique on the improvement of the spoken recount skill.

In other words telling stories is expressing an act or an event verbally in order to improve students' speaking skills. Based on the problems above, the researcher will conduct it become an

object of research with the title is Improving students speaking skills by recount text at SMA SWASTA GKPI PADANG BULAN MEDAN 2019/2020.

In this case, the researcher is interested to make a research about speaking at SMA SWASTA GKPI PADANG BULAN MEDAN 2019/2020 because the students are lack of vocabulary so that they are lazy to speak.

1.2 The Problem of the Study

Based on the background of the study, the research problems are stated as the following : Does Recount Text improve the speaking skills of grade X.IIS1 students of SMA SWASTA GKPI Padang Bulan Medan?

1.3 The Objective of the Study

The objective of the research is to improve the speaking skills of grade X.IIS1 students of SMA SWASTA GKPI PADANG BULAN MEDAN by Recount Text.

1.4 The Scope of the Study

The scope of this study focuses on improving speaking skill of students SMA SWASTA GKPI Medan in using Recount Text. In this study a students to retelling experience in front of classroom.

1.5 The Significance of the Study

The finding of this study is useful for :

Theoretically, it provides theoretical contribution that supports the theory of Recount Text can to improve students speaking skills.

Practically, it can inform English Teachers about Recount Method can to improve students speaking skills.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing research, it is very important to clarify all terms that are related to the study in order to have a clear perpective of the implementation of the theory in the field. The clarification of the concept will minimize possible misunderstanding between the writer and the reader. Therefore, the writer is going to elaborate the terms which are important for the purpose of the study.

2.2 The Concept of Speaking

The concept of speaking in communication is :

a) Continuing the process of individual communication
b) Continuing creative expression
c) Continuing behavior

d) Continuing to stimulate the richness of experience.

2.2.1 Speaking Skills

Speaking skills is the art of talking a person. The art of speaking is someone naturally or even by using special training. This speaking skill is a means of communication with spoken language.

Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. According Louma (2004) states speaking is a meaningful interface among people. Hornby (1995), "speaking is making practice of words in an ordinary voice, offering words, knowing and being able to utilize a language expressing one-self in words and making speech". Therefore the researcher infers that speaking uses the word and generates the sound to communicate ideas, feeling, thought and needs orally in a common speech.

According to Thornbury (2005), "speaking is an activity where two more people rolling as hearers and speakers have to respond to what they hear and make their part of talk at high speed. Harmer (2001:271) utters that a speaking activity concerns a mental or social processing which includes language processing, interacting with others amd information pro cessing."

2.2.2 Speaking Skill Process

Speaking is an oral language process to express thoughts and feeling, reflecting experiences and various information (elis,1989). In the process of language learning at school, children can completely unfold the message even though it is not perfect in the sense that the structure is not correct, the choice of words is more precise, the sentence is more varied.

2.2.3   The Purpose of Speaking Skill
The purpose of speaking is to entertaining the speaker tries to make the listener happy, speak to inform, speak to stimulating, and speak to convincing.

2.3   Recount Text

Recount text is a text which retells event or experiences in the past. Action or activity. Anderson (1997) define recount as a piece of text that retells past events, usually in the order in which they happened. The purpose is give the audience a description of what occurred and when it occurred. Other experts, Feez and Joyce (1998:89), state that recounts are the simplest of any other text types because, in recount, events are recounted one after the other in the order in which they happened.

A recount text has three main parts. The first part gives background informatiosn about who, what, where and when. The next part consists of a sequence of events that retell in the order

in which they happened. The last is a conclusion that may include a personal comment. In other terms, the generic structure of recount text is orientation, events and re-orientation.

Besides, recount text also has some significant language features. They are simple clauses some linked with and, simple noun groups, action verbs in the past tense, personal pronouns, expression of time and location (adverbs, phrases), and necessary vocabulary (Feez and Joyce, 1998:93). Recount text can be found in the forms of newspaper reports, conversation, speeches, television interview, and letters. In conclusion to teach recount text in speaking.

2.3.1 The purpose of recont text

The purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience.

2.3.2 Structure of Recount Text

In making recount text, there is a structure that must be followed when writing this type of text. The recount text structure is divided into 3 parts   :

1. Orientation   : the writer is asked to provide an introduction in the form of information about who, where, when the event or event occurred in the past. In this section, the author is expected to give the reader the information needed to understand and the whole text.
2. Events   : the writer can convey or tell the events or events that occurred. Authors are asked to write stories in chronogical order. Example : in the first day, in the next day and in the last day.
3. Reorientation : the writer can write a summary of all the events or events told. The author can write comments or personal ompressions of events or events that have occurred.

2.3.3   Characteristics of Recount Text

When writing a recount text make sure the following features are found in your writing.

- Use past tense sentences
- Use action verbs
- Use adverb and adverbial pharases to express the time, place and method.
- sUsse conjuction and time connectives to sort events.