

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

A recount is speaking or writing about past events, or a piece of text that retells past events in the order in which they occurred. Recount text, according to is a type of text whose primary function or communicative purpose is to inform the reader or listener about a previous experience. A recount text is a text that describes "what happened" and is focused on a series of events that all relate to the occasion (Hartiwi et al., 2018). The text's purpose is to retell a past event or to tell the story of someone's life in chronological order.

Sentence structure is the way in which words are arranged to form sentences. It is a system of rules that governs the order of words, the types of words that can be used together, and the way in which sentences are punctuated (Biber, Leech, & Conrad, (2002)). Sentence structure is a complex system that involves the use of grammar, punctuation, and other conventions. There are many different theories about sentence structure, but most agree that it is a system of rules that governs the order of words, the types of words that can be used together, and the way in which sentences are punctuated.

Tense, as explained by Gupta (2006), is derived from the Latin word 'tempus' meaning 'time'. 'Tenses' is defined as any of the forms of a verb that may be used to indicate the time of the action or state expressed by verb. There are three kinds of tenses: present tense, past tense, and future tense. Considering the simple past tense become a focus of the study, Bradeley (2015)

defined as a tense that is used to describe an action started and finished in the past. Piercy (2014, p. 25) also stated that simple past is a tense that is used to describe an action that has occurred in the past and has finished or repeated completed action in the past. It is formed with the past tense and is formed by adding 'ed' or 'd' with regular verbs but takes on different forms with irregular verbs.

In general knowledge, we know that every teacher has their own way or strategy in teaching. This can also be influenced by experience in teaching, knowledge, educational background, and beliefs in teaching. This was stated by Dunkin and Biddle's (1974) that there are 4 variables in the teaching model, namely: (1) presage variable, (2) context variable, (3) process variable, and (4) product variable. Gage (2009) said in his book entitled "A Conception of Teaching" that there are four interrelated components, namely: (1) the process of teaching, (2) the content of teaching, (3) students' capabilities and motivations, (4) classroom management. In essence, the Process variable is influenced by the Presage variable.

Based on the explanation above, the researcher is interested to conducting research entitled: 'THE TEACHING OF SENTENCE STRUCTURE IN RECOUNT TEXT FOR ELEVENTH GRADE STUDENTS AT SMAS PAB 8 PERCUT' Researchers want to do research about How are different English teachers' techniques teaching sentence structure in recount texts to eleventh grade of senior high school.

1.2 Identification of Problem

The researcher found some problems related to the students in the teaching and learning process. The students had difficulty in comprehending the text, especially recount text because of the lack of vocabulary and making them cannot understand well what the text means. After explaining the lesson, the teacher usually gives them some questions but the students often get bored suddenly

1.3 The Problem of the Study

Based on the background of the research above, the researcher formulated the research problem as follows:

1. How do the teachers teach the sentence structure of recount text?
2. Why do the teachers teach it the way they do?

1.4 The Objectives of the Study

Based on the research problems above, the researcher identified the research objectives which were formulated as follows:

1. To identify the teachers' ways teaching sentence structure in the teaching of recount text
2. To find out the reasons why the teachers teach it in the ways they do.

1.5 The Scope of the Study

The researcher in this study focused on grade 11 teachers throughout the 2025-2026 academic year when they used 'Teaching Sentence Structure In Recount Text For Grade Eleventh Students At SMAS PAB 8 Percut'. The main obstacles and additional elements that influence the way sentence structure is taught in recount text in the teaching and learning process are examined.

1.6 The Significances of the Study

The result of the study is expected to give some contributions as follows:

1. Theoretically

The result of the researcher is expected to be useful information about the knowledge of English study, especially in teaching recount text with a good sentence structure.

2. Practically

- a. For the students: this study provides sources or information for students. It also makes a contribution to them as a sample language for learning, especially sentence structure in recount text.
- b. For the teacher: teachers can stimulate students to write texts by looking at students' writing comprehension in text genres. When teachers bring lessons, students can easily receive them. Teachers also learn new methods in the learning process so that students don't get bored in class.
- c. For the researchers: the researchers can share knowledge that can be used in teaching a material, especially in teaching sentence structure.