

ABSTRACT

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This study, entitled “*The Teaching of Sentence Structure in Recount Text for Eleventh Grade Students at SMAS PAB 8 Percut*,” aims to investigate how English teachers teach sentence structure within recount texts and to explore the underlying reasons for the strategies they employ. The research was conducted using a descriptive qualitative design. The subjects of this study were two English teachers who taught eleventh-grade students at SMAS PAB 8 Percut. The data were obtained through classroom observation and interviews, and analyzed through the stages of data reduction, data display, and conclusion drawing as proposed by Miles and Huberman.

The findings indicate that the teachers applied three main approaches in teaching sentence structure, namely *recognizing what is to be learned*, *system building*, and *exploration*, based on the framework of Dave Willis (2009). Through these approaches, the teachers introduced grammatical forms contextually, provided explicit correction and guidance, and facilitated student engagement through individual and pair activities. These strategies helped students understand the use of past tense and sentence patterns commonly found in recount texts. Moreover, the reasons behind the teachers’ choices were related to their focus on promoting grammatical accuracy, preventing error fossilization, and encouraging active student participation in language learning.

In conclusion, the teachers’ ways of teaching sentence structure in recount texts effectively supported students’ understanding of English grammar and their ability to construct well-formed sentences. The study suggests that combining explicit instruction with contextual practice can enhance students’ mastery of grammatical competence in writing recount texts.

Keywords: Teaching, Sentence Structure, Recount Text, Qualitative Research, Teaching Strategy