

ABSTRACT

Sigalingging, Steven, Jeremiah, Registration Number 2213121077, *Students' Perceptions on Teacher's Role in Teaching Writing at SMPN 13 Medan*. A Thesis, English and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan, 2025.

This study aimed to find out students' perceptions of their English teacher's role in motivating them in learning recount text at SMPN 13 Medan, and analyze the teacher's role in motivating students in learning recount text at SMPN 13 Medan. This study used a descriptive qualitative design to examine students' perceptions of the teacher's role as a motivator in learning to write recount texts. The data were obtained from students' responses to open-ended questionnaires and observations. The findings of this study showed that most students had a positive perception of their teacher's role in motivating them to write recount texts. Students reported that the teacher's support, guidance, and feedback made writing activities more engaging and reduced their anxiety. Encouragement to begin writing, a friendly classroom atmosphere, and the use of model texts helped students build confidence, understand writing structure, and stay motivated. Although some students still required additional guidance, overall, positive perceptions were linked to higher participation, improved confidence, and willingness to revise their writing. The observations also revealed that the teacher played a significant motivational role through consistent encouragement, constructive feedback, role modeling, clear instructions, and creating a supportive classroom environment. The teacher monitored students closely, offered guiding questions, and provided opportunities for autonomy such as self-correction. These strategies helped students remain engaged, confident, and willing to participate in writing recount texts.

Keywords: Students' Perceptions, Teacher's Role, Motivation, Recount Text, Writing.