

CHAPTER I

INTRODUCTION

1.1 Background of Study

Perception is how students understand and give meaning to what happens in the classroom, it affects their feelings, attitudes, and participation in learning, because students do not only see what teachers do, but also interpret how teachers explain, give feedback, and behave (Myers, 2014). When students have a positive perception of their teacher, they feel more confident and join activities actively. On the other hand, negative perceptions can make them lose interest and motivation (Winkel, 2009). Because of this, studying students' perceptions is important to know how they truly experience learning.

In learning English, students' perceptions play an essential role, especially in writing, which is often considered one of the most difficult language skills to master. Writing requires learners to generate ideas, organize them into coherent paragraphs, and apply correct grammar simultaneously (Harmer, 2015). Recount text, in particular, is a type of writing that tells past experiences or events to inform or entertain the reader, typically following a structure that consists of orientation, a sequence of events, and a reorientation (Ariani, 2023).

Previous studies have revealed that students frequently encounter difficulties in writing recount texts. For instance, Stevani (2020) found that students often struggle to generate ideas, use the past tense correctly, and construct well-organized paragraphs. Similarly, Sari (2022) reported that many

students experience challenges in applying grammatical rules and developing coherent text structure.

These findings indicate that writing problems are not only related to linguistic competence but also influenced by affective factors such as students' confidence and motivation. In line with this, Maharani, Azizah, and Fajrin (2024) emphasized that low self-confidence and lack of motivation significantly hinder students' ability to express their ideas in writing. Therefore, the teacher's role is not only to teach grammar and structure but also to act as a motivator who provides encouragement and support to sustain students' learning engagement.

According to Harmer, (2015). Teachers play multiple roles in the classroom, such as facilitators, managers, assessors, and motivators. As motivators, teachers should build a positive atmosphere, provide encouragement, and give meaningful feedback to help students believe in their writing ability. Motivation is a key factor in determining how much effort students put into learning (Ryan & Deci, 2000). Several studies (Jainiyah, N., Yuliani, D., and Pratiwi, I. 2023); Rahmatika, Muriani, and Setiawati, 2022) show that when teachers give positive feedback and encouragement, students' confidence and participation in writing tasks increase significantly. This means that students' perceptions of their teacher's motivational role can strongly influence their writing performance.

To understand how this appears in a real classroom, preliminary observations were conducted in class IX of SMPN 13 Medan. During English writing activities, some students seemed enthusiastic and confident, while others

appeared passive and unsure. The researcher conducted short informal conversations with several students to explore their experiences:

Researcher: “How do you feel when writing a recount text?”

Student A: “Sometimes I feel confused, I don’t know how to start writing.”

Researcher: “What makes you want to keep writing then?”

Student B: “When the teacher says my writing is good, I feel motivated again.”.”

This short conversation reflects that students’ motivation is closely influenced by how they perceive their teacher’s support. Positive feedback from teachers helps students feel valued and motivated, while the lack of encouragement can make them hesitant to write. These differences indicate that students’ perceptions of their teacher’s role as a motivator have a strong effect on how they engage in writing activities.

To analyze this issue, this study refers to the theories of Harmer (2015) and Robbins (2013). Harmer (2015) explains that teachers, as motivators, not only guide students in writing but also create supportive classroom conditions that foster confidence and engagement. Meanwhile, Robbins (2013) highlights that perception influences individuals’ attitudes, motivation, and behavior. If students have a positive perception of their teacher as someone supportive and encouraging, their motivation to learn will increase. Conversely, negative perceptions can reduce enthusiasm and confidence in learning.

Although several studies have discussed writing motivation and teacher roles, many have focused more on teaching strategies or learning outcomes rather than on how students perceive their teacher’s role in motivating them. For

example, Siregar and Nasution (2023) investigated how teaching strategies and motivation influence students' performance in Islamic Education, but their study did not explore students' perceptions of teacher motivation in writing contexts. Research focusing specifically on students' perceptions of their teacher's role as a motivator in English writing, especially at the junior high school level in Medan is still limited. Therefore, this research aims to fill that gap.

For this reason, this research aims to explore students' perceptions of their English teacher's role as a motivator in writing recount texts at SMPN 13 Medan. The results of this study are expected to give teachers ideas to improve their strategies, to help schools create a more supportive learning environment, and to provide useful insights for future research about teachers' roles as motivators in English writing instruction.

1.2 Problem of the Study

Based on the background of the study, the researcher will focus on the students' perceptions of learning English writing skill from recount text, the problem of this research is:

1. What are students' perceptions on English teacher's role as motivator in motivating students learning recount text?
2. How is the teacher's role as motivator shown in teaching writing?

1.3 Objective of the Study

Based on the problem of the study, the objective of this research is :

1. To find out students' perception on their English teacher role in motivating students in learning recount text at SMPN 13 Medan

2. To analyze the teacher's role motivating Teaching Recount Text at SMPN13 Medan

1.4 Scope of the Study

This study is limited in scope to analyzing students' perceptions of the English teacher's role as a motivator in teaching students to write recount texts, and how teacher's role as motivator shown in teaching at classroom. The research is conducted at SMPN 13 Medan in first semester 2025, focusing specifically on students of nine grade in one class, as this level commonly includes the teaching of recount text in the English curriculum. The study investigates two main aspects related to students' perceptions of their English teacher's role in teaching writing and how the teacher show the role as motivator in teaching writing in the classroom.

1.5 Significance of Study

1. Theoretically

This study contributes to the understanding of how students perceive their teacher's role as a motivator in learning writing, especially recount texts. It provides a clearer picture of how teacher motivation can influence students' engagement and participation in writing activities, which may strengthen the existing concepts in teaching and learning research.

2. Practically

a. Teachers:

The findings are expected to help teachers understand how their motivational strategies are perceived by students. This understanding can help

teachers improve their approaches to create a more supportive and engaging classroom atmosphere.

b. Students:

Aims to cultivate a more positive and motivating learning environment by identifying and promoting teacher behaviors that students find genuinely encouraging and supportive. This can lead to increased student confidence, a greater sense of ownership over their learning, and ultimately, improved academic performance.

c. For Future Researcher:

This research can serve as a reference for future studies related to students' perceptions, teacher motivation, or English writing instruction, particularly in junior high school contexts