



FACTORS CAUSING STUDENTS' LACK OF CONFIDENCE IN ANSWERING RECOUNT TEXT QUESTIONS IN ENGLISH LANGUAGE LEARNING

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Abstract:

The purpose of this study is to determine the contributing elements to students' insecurity when responding to recount text questions during classroom instruction in the English language. This study, which included 31 Grade 8 students from SMPN 2 Gresik, used a quantitative methodology and a descriptive design. A survey was used to gather data, and the questionnaire covered both external and internal elements, such as peer pressure and instructional methods, as well as internal factors, like English proficiency and self-concept. The aim revealed that vocabulary comprehension difficulties (51.6%) and boring teaching techniques (67.1%) were the most significant factors influencing students' self-confidence. According to this study, it is critical to boost students' confidence and enhance their English language learning outcomes to create more engaging teaching strategies and provide extra assistance for those who need it.

Keywords: *Lack Of Confidence, Learning English, Recount Text*

1. INTRODUCTION

In English language learning, especially in the context of recount text learning, the problem of students' lack of confidence in answering questions in class is one of the challenges teachers face and hinders the learning process. Recount text is a material in English language teaching that discusses the type of text that tells the reader about events that have occurred. The definition of the learning process according to Rooijakkers (1991: 114): 'The learning process is a teaching and learning activity concerning the activities of educators, activities of students, patterns, and processes of interaction of educators and students and learning resources in a learning environment within the framework of the implementation of the education program.' According to Syaiful Sagala's comment from Corey, A unique form of education, learning is the process by which an individual's surroundings are purposefully controlled to allow him to engage in specific behaviors or generate a reaction to a given circumstance (Tsaniyatus Sa'diyah, 2022). Students' insecurity when responding to questions in class is one of the difficulties teachers encounter when teaching English, especially when retelling texts. This makes learning more difficult. Telling about past events is the primary goal of recounting texts, and learning occurs when students, teachers, and learning materials interact in a structured setting. By managing the classroom environment, this method seeks to mold students' reactions and actions so they can interact with the content more successfully.

The four main domains of language development are speaking, writing, reading, and listening. Although each of the four is significant, reading is an essential ability that enables people to comprehend written materials and acquire helpful knowledge. Engaging in an interactive process of deriving meaning from written symbols might facilitate a more excellent knowledge of the material offered through



reading for individuals (Samhudi, 2023). Benefits of Reading in Language Development:

1. Comprehending Textual Content

The fundamental skill of reading is the ability to understand written material, enabling people to sample data from various sources. This is crucial since it aids vocabulary development, environmental education, and comprehension of complex ideas.

2. Skills for Critical Thinking

Analyzing and comprehending the material read are steps in the reading process. This improves critical thinking abilities, essential for solving problems and making decisions, among other aspects of life.

3. Enhancement of Vocabulary

Reading actively enhances one's capacity for recall and memory. As a result, people can successfully remember information and avoid forgetting.

4. Attention and Concentration

When facing a written text, the brain must concentrate and resist being readily sidetracked by other things. As a result, reading helps you focus and concentrate better.

5. Emotional Intelligence and Empathy

Through fictitious and real-life settings, reading allows people to comprehend the characters' feelings, ideas, and experiences. Their emotional intelligence and empathy are improved as a result.

Reading is more than just comprehending what is written; it also promotes emotional intelligence, memory retention, focus, and critical thinking abilities. Because of all these factors, reading is a significant activity that substantially aids in developing one's mind and emotions.

A recount text is a narrative that narrates prior experiences or occurrences; it might be based on the author's memory, historical events, or creative imagination, according to Hyland (2013). A recount text's structural components include an orientation that sets the scene and introduces the characters, a chronological description of the events that transpire, and a reorientation that brings the story to a close. A recount text's grammatical characteristics include the past tense, material processes, the emphasis on particular participants, and temporal and locational circumstances (Israwati & Erlidawati, 2020). Consequently, it can be said that the primary goal of a recount text is to inform or amuse the reader by narrating historical events in a logical and sequential order. Many pupils are simple to grasp when recalling texts, but many still lack the confidence to answer questions in front of the class. A recount text is a modest text to write because it contains generic structures like reorientation, orientation, and sequence of occurrences.

Furthermore, there is a societal purpose for this poem. For example, it informs readers about a historical event's time, place, and details. Additionally, it has linguistic elements that include the usage of pronouns, nouns, time and place order, past tenses,



and so on (Al Hafizh, 2020). Many earlier studies discovered that pupils frequently make mistakes when writing the text, even though it is regarded as the most straightforward. Students cannot express and articulate a clear orientation, for instance, and refine their concepts to compose narrative texts.

Additionally, they lack comprehension of the tenses. Utilized while crafting a narrative, lack fundamental writing abilities, and do not comprehend how the recount text works (Al Hafizh, 2020). With a structure that includes orientation, event sequence, and reorientation, a recount text is a narrative text that chronologically describes prior experiences or events. It uses linguistic elements, including the past tense, unique participants, and descriptions of time and location. Its primary goal is to educate or amuse the reader by logically and sequentially presenting events. Even though recount texts are thought to be straightforward to read, many students struggle with them, particularly regarding organization, tenses, and fundamental writing techniques. In a recount narrative, students frequently struggle to provide a clear orientation and arrange their thoughts logically. This demonstrates that even if this material appears simple, producing it correctly requires a solid grasp and appropriate writing abilities.

According to Lindenfield (1997:14), Students have self-doubt about their skills. It is impacted by a deep sense of shyness and inadequacy compared to other students' talents and the skills held by other students, which inadvertently causes students to act in ways such as isolating themselves from their potential. It has an unconscious effect on students, making them isolate themselves from their resources, the outside world, and the surroundings. Lack of self-confidence in students can be caused by various factors, both from themselves (internal) and from outside themselves (external). Internal factors have several influences. For example,

1. Self-concept

The relationship between students' self-concept and their level of confidence is well-established. Generally speaking, students who have a positive self-concept find it easier to handle a variety of situations. In contrast, those with a poor self-concept may feel insufficient and reluctant to attempt new things.

2. English Proficiency

Low English proficiency can also factor in students' lack of confidence. Students who find it difficult to understand the subject matter or express ideas in English may feel afraid of getting it wrong and becoming the laughingstock of their peers.

There are also external factors that affect students' self-confidence in the learning process, such as:

1. Teacher's Teaching Method

Teachers' teaching methods that are not interesting or suitable for students' learning styles can make students feel bored and unmotivated to learn.

2. Teacher Assessment

An assessment system that overemphasizes test results and pays less attention to the learning process can make students feel pressured and anxious.



3. Peer Pressure

Peer pressure can also factor in a student's lack of confidence. Students often teased or insulted by their peers because of their low English proficiency may become inferior and not dare to perform in front of the class.

Internal and environmental factors might contribute to students' lack of confidence in their learning ability. Low English proficiency frequently results in a fear of making mistakes and receiving mockery from others. At the same time, a negative self-concept can cause pupils to feel inadequate and reluctant to take on new challenges. These emotions may further reinforce students' self-doubt, which may make them unwilling to try new things or participate in class. Students may become disengaged from learning and lose motivation due to teachers' dull or inappropriate instructional strategies.

Furthermore, focusing too much on test scores rather than the learning process can make students feel anxious and under pressure since they believe their performance is the only thing being evaluated. Peer pressure is also important because students who experience their peers making fun of or criticizing them for their lack of skill may retreat and be afraid to speak up in class. These elements work together to produce a vicious cycle of insecurity and self-isolation that keeps pupils from maximizing their potential and participating entirely in the learning process.

This research is also supported by previous findings, such as from (Irsa et al., 2021). The study examines how students' self-confidence and the Transition-Action-Detail (TAD) technique affect their ability to write recount texts. The study uses an experimental design to compare students taught the TAD technique with those taught the PPP (Presentation-Practice-Production) strategy. The results show that when taught the TAD strategy, students with higher levels of self-confidence fared noticeably better while composing recount texts than when taught the PPP method. The findings imply that the TAD technique is a successful method for improving writing skills since it positively influences students' writing abilities when paired with increased self-confidence. The study supported by (Marpaung, 2017) showed that students' performance on retelling-text questions in English classes is positively and significantly correlated with their self-confidence. Students do better when responding to retell-text questions the more confident they are in themselves. Research (Riadil, 2020) also discusses "Investigating the Factors Contributing to EFL Learners' Lack of Confidence in Recount Text Activities: A Mixed Methods Approach." This study discovered that students' lack of confidence when responding to backstory text questions in English class is caused by a mix of internal and external variables. Students' lack of confidence can be caused by a combination of external and internal causes, including peer pressure and inadequate teaching methods from teachers, as well as internal reasons like negative self-concept and English language anxiety. According to a previous study by (Manik & Arie Suwasni, 2020), omission errors account for 37.33% of all grammatical errors made by eighth-grade students at Pelangi Dharma Nusantara Junior High School when writing recount texts. Misformation errors, at 36.90%, needless addition, and misordering are the following most common errors. Most errors (43.43%) are caused



by intralingual transfer, or the incapacity of pupils to learn the rules of the target language; interlingual transfer, or influence from the mother tongue, is responsible for 39.05% of the errors.

From the statement above, it can be concluded that many students still lack confidence in their abilities. Therefore, the research question of this study is “What are the primary factors contributing to students' lack of confidence in answering recount text questions in English language learning classrooms?”

2. METHOD

This study employs a quantitative technique and a descriptive research design. Using data or samples acquired in compliance with the conditions, a descriptive strategy aims to explain the study object without undertaking analysis or drawing broad conclusions (Sugiyono, 2018) (Rosyadi, 2013). Although quantitative research is grounded in positivism, it is considered scientific since it adheres to the five principles of science: measurable, objective, logical, methodical, and concrete. This research was conducted at SMPN 2 Gresik on 21 February – 27 May 2024.

The population in this study was 255 grade 8 students, so the researchers took a sample of part of the population, as many as 31 students in class 8B. The sampling technique used by researchers is the convenience sampling technique. Convenience sampling is a sampling technique based on the convenience of the researcher, namely those that the researcher meets by chance, is seen as suitable, and is willing to be a source of data by the criteria determined by the researcher (Siregar, 2017). Researchers used this technique because of time constraints when collecting data, so researchers chose populations that were easy to reach for research (Sari & Ratnaningsih, 2018).

Data collection used by researchers is a survey in the form of a questionnaire as an instrument in this study. The questionnaire comprised 19 questions consisting of several indicators, including internal factors in the form of English language ability and self-confidence and external factors from teachers, peers, and learning methods. The researchers also made observations to make observations. Data analysis techniques using descriptive statistics. Descriptive statistics are techniques for analyzing data and numbers to provide an overview of symptoms, events, or circumstances in an orderly, concise, and transparent manner to draw a particular understanding or meaning.

3. FINDING AND DISCUSSION

After conducting observations and distributing questionnaires to several students with low confidence, the following analysis results are a table:

Table 1 Internal factors related to students' ability in English

No.	Statement	Responses					Total	Mean
		SA	A	N	D	SD		
1	I feel I have enough English	0	14 (45,2%)	16 (51,6%)	1 (3,2%)	0	106	3,41

	skills to understand the recount text.							
2	I find it challenging to understand the vocabulary used in the recount text.	0	4 (12,9%)	20 (64,5%)	6 (19,4%)	1 (3,2%)	98	3,16
3	I find it challenging to understand the sentence structure in the recount text.	1 (3,2%)	5 (16,1%)	15 (48,4%)	8 (25,8%)	2 (6,5%)	88	2,89
4	I find it challenging to translate the recount text from English to Indonesian.	1 (3,2%)	10 (32,3%)	15 (48,4%)	4 (12,9%)	1 (3,2%)	99	3,19

From the analysis of the table above, it can be seen that many students are still hesitant in their English skills, starting from understanding what recount text is, vocabulary tang related to recount text, structure of recount text, and translating it into Indonesian. The average results show that 3.14 of several students understand the recount text, but 3.19 of the average students must improve their vocabulary to translate the text into Indonesian.

Table 2 Internal factor, namely self-confidence

No.	Statement	Responses					Total	Mean
		SA	A	N	D	SD		
1	I feel confident in my ability to answer the	0	10 (32,3%)	19 (61,3%)	2 (6,5%)	0	101	3,25



	recount text questions.							
2	I feel afraid of getting it wrong when answering the recount text questions.	1 (3,2%)	8 (25,8%)	15 (48,4%)	5 (16,1%)	2 (6,5%)	94	3,03
3	I feel anxious when asked to answer recount text questions in front of the class.	0	10 (32,3%)	17 (54,8%)	3 (9,7%)	1 (3,2%)	98	3,16
4	I feel embarrassed if my answer is wrong when answering recount text questions.	2 (6,5%)	10 (32,3%)	8 (25,8%)	4 (12,9%)	2 (6,5%)	84	2,70

Analysis of the survey showed students' varying levels of confidence in answering back story text questions in English learning. While most felt confident in their abilities (32.3%), many students (around 50%) experienced anxiety, including fear of getting answers wrong, anxiety about answering in front of the class, and even embarrassment if their answers were wrong. This suggests the need for strategies to address these concerns and create a more supportive learning environment for students.

Table 3 External factors from the teacher

No.	Statement	Responses					Total	Mean
		SA	A	N	D	SD		
1	The teacher gives a clear explanation of how to answer the recount text questions	3 (9,7%)	20 (64,5%)	4 (12,9%)	3 (6,5%)	1 (3,2%)	144	4,64

2	The teacher provides ample and varied examples of recount texts.	0	18 (58,1%)	4 (12,9%)	5 (16,1 %)	4 (12,9 %)	98	3,16
3	The teacher provides enough practice to help me understand how to answer recount text questions.	0	15 (48,4%)	11 (35,5%)	2 (6,5%)	3 (6,5%)	102	3,29
4	The teacher gave constructive feedback and helped me improve my ability to answer recount text questions.	4 (12,9%)	19 (61,3%)	6 (19,4%)	2 (6,5%)	0	118	3,80

Students rated the teacher as providing a good explanation of how to answer the story text questions again, with an average score of 4.64. However, there were shortcomings in the variety of story text examples average sco, with an average score of 3.16 and a sufficient practice average score of 3.29. In contrast, students rated the teacher as good in providing feedback for improvement, with an average score of 3.80.

Table 4 External factors of self-confidence influenced by peers

No.	Statement	Responses					Total	Mean
		SA	A	N	D	SD		
1	My friends help and support each other in learning to answer	7 (22,5)	16 (51,5%)	5 (16,1%)	3 (9,7%)	0	120	3,87



	recount text questions.							
2	My friends do not ridicule or insult each other if someone is wrong when answering recount text questions.	9 (29%)	10 (32,3%)	10 (32,3%)	2 (6,5%)	0	149	4,80
3	My friends shared tips and strategies for answering recount text questions	6 (19,4%)	18 (58,1%)	5 (16,1%)	2 (6,5%)	0	121	3,90
4	I feel comfortable asking my friends if I have difficulty understanding the recount text material.	9 (29%)	13 (41,9%)	6 (19,4%)	2 (6,5%)	1 (3,2%)	120	3,87
5	My friends help and support each other in learning to answer recount text questions.	7 (22,5%)	16 (51,5%)	5 (16,1%)	3 (9,7%)	0	120	3,87

The table above shows that friend support is critical in one's self-confidence; it can be seen from the percentage results, which show that almost 50% of students help each other if there are difficulties in the learning process.

No.	Statement	Responses					Total	Mean
		SA	A	N	D	SD		
1	The learning methods used in class	0	22 (71%)	8 (25,8%)	1 (3,2%)	0	114	3,67



	helped me to understand how to answer recount text questions.							
2	I feel interested and engaged in learning activities about recounting texts	2 (6,5%)	10 (32,3%)	15 (48,4%)	3 (9,7%)	1 (3,2%)	102	3,29
3	I feel that the learning method helps me improve my ability to answer recount text questions.	2 (6,5%)	18 (58,1%)	9 (29%)	1 (3,2%)	1 (3,2%)	112	3,61

Although students considered the learning methods in class to be quite helpful in understanding how to answer back story text questions (average score of 3.67), there were shortcomings in terms of making students feel interested and involved in learning activities (average score of 3.29). This shows the need to adjust the learning method so students can absorb the material better.

In the eighth grade at SMPN 2 Gresik, students had trouble comprehending recount texts. Challenges came from both external and internal sources. First, students struggle to answer the questions because they don't understand the subject covered in class. Students often struggle to explain the significance of language patterns, like tenses, in recount texts. Their vocabulary was similarly small. The meaning of the words in the recount text was unknown to them. Some pupils take a long time to comprehend the provided content since they cannot find a word's closest synonym or meaning.

Second, they do not take English classes seriously because they lack the bravery to respond to questions in front of the class due to a lack of confidence and drive. Additionally, students struggle to comprehend English literature, particularly the language used in recount writings. Third, many feel less cared for since the teacher gives each student less focused attention. Furthermore, the pupils' motivation to learn English is weak.

The fourth element is the absence of group talks to address their English difficulties, particularly in comprehending repeated texts, and the lack of attention and



support from their friends leads them to believe that the response is incorrect. The final point is that many students disregard the content provided by the teacher at that time because they find the teaching methods in the classroom dull.

This research is supported by (Samhudi, 2023), where research discusses identifying factors contributing to students' obstacles in comprehending recount text. His article identifies various factors that hinder students' understanding of recount text, including psychological aspects such as self-confidence. This discussion is also supported by (Jiang et al., 2022), which discusses The Influence of Peer Pressure on Self-Esteem and Academic Performance among High School Students. This article explores how peer pressure can affect students' self-esteem and academic performance, providing an additional perspective on external factors that can affect students' confidence in the context of learning. Exploring the Relationship Between Chinese EFL Students' Grit, Well-Being, and Classroom Enjoyment research (Yang, 2021) examines how the classroom environment can affect students' confidence in language learning, which is relevant to understanding the context in which students feel insecure.

4. CONCLUSION

Uninteresting teaching techniques primarily cause students' lack of trust in their ability to understand recount texts. 67.1% of those surveyed cited this as the main contributing factor. Furthermore, language comprehension difficulties 51.6% also made a substantial contribution. These two variables suggest that more focus should be placed on students' fundamental skills and classroom teaching strategies. Innovative teaching strategies and extra help for those who struggle with the subject matter are required to boost pupils' self-esteem.

Classroom retelling text learning can be improved by applying more engaging methods, diverse text examples, and enjoyable learning media. In addition, it is important to create a safe and supportive learning atmosphere, improve teachers' teaching skills and utilize peer support. By implementing these suggestions, it is hoped that classroom learning of retelling texts will become more effective and enjoyable for students. Many students still struggle to comprehend narrative materials, and they frequently experience anxiety when responding to questions in class. Teachers need to develop more diversified approaches to train instructors, even when they have tried to explain things clearly. It is believed that pupils will be more engaged and self-assured by making studying more engaging and thrilling. Peer support is crucial in helping children overcome fear and boost their confidence.

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