
Asking Questions in English Receptive Skills Activities: Multiple Case Studies in Two Junior High Schools in Palembang

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Abstract

The purpose of this study was to find the types of students' questions in listening skill activities in SMP N 16 and 30 Palembang. This study used qualitative methods in the approach of multiple case studies. Multiple case studies were a case study that used many issues or cases in one study more complete. This research focused on the eighth grade of SMP N 16 and 30 Palembang. This research used purposeful sampling by making one English teacher representing each school to the classes being taught. The participants was choosen from class 8.3 and 8.6 to obtain data, observation and interviews were used and were analysed using thematic analysis. The establishment of trustworthiness were used by the researcher that were member checking and triangulation. The results showed that there were types of questions asked by the students in class, namely (1) Lexical questions, (2) Procedural Questions, (3) Referential Questions.

Keywords: *Listening Skill, Asking Questions, Types of Questions*

Introduction

English is a foreign language which is the second language used predominantly in Indonesia. English is a common and widely used language to communicate with others even though it is still a foreign language and as a second language in almost all countries that do not use English as the first language including Indonesia (Ahmad, 2016; Alrajati, 2021; Musyaffa, 2021). Then, Rao (2019) added that, English is taught as a foreign language or second language in most schools around the world. Therefore, English as a foreign language becomes very important along with its use and purpose.

The importance of English to learn, English is a compulsory material from junior high to senior high school level in Indonesia. According to Musiman et al. (2020), English was taught as a foreign language to school students before 1993 as a compulsory subject in junior and senior high schools in Indonesia. In addition, Panggabean (2015) mentions that English taught in Indonesia is one of the international languages to students. Therefore, it can be concluded that English is an international language that must be learnt in the current era to be able to compete globally as a global society.

In the aspect of English learning, the four language skills are needed, namely listening, reading, speaking, and writing. According to Richards and Schmidt (2002) cited in Ismail et al. (2017) stated that, language abilities generally include speaking, listening, reading, and writing. Then, according to Putri and Ayu (2023), pupils wish to be fluent in English and must master various components, including speaking skills, reading skills, writing skills, and listening abilities. As for the four English language skills are categorised into two: receptive skills and productive skills. Because of the importance of these four skills which are included in receptive and productive skills, it is necessary to teach them in the classroom both separately and integrated with reference to the latest curriculum, namely the emancipated curriculum (merdeka curriculum).

The implementation of the emancipated curriculum is the latest curriculum idea issued by Nadiem Makarim as Minister of Education, Culture, Research and Technology. In Irmayanti et al. (2023), the Ministry of Education, Culture, Research, and Technology (2022) defined the emancipated curriculum as a curriculum that incorporates intracurricular learning and offers ideal content coverage, so that students can devote sufficient time to conceptual exploration and competency development.

Furthermore, the emancipated curriculum also explains that the focus in English learning is on receptive and productive skills, both of which are stages in developing English proficiency. Then, listening, reading, and viewing in the teaching outcomes of English language learning, where viewing is an elaboration of reading skills, with the aim of understanding, using, and reflecting on visual texts. This is based on the Ministry of Education and Culture (2021) in Sari, (2023), there are three skills of

receptive skills in English language learning: listening, reading, and viewing. The receptive skills according to the emancipation curriculum are elements that must be achieved in learning.

Additionally, according to the Ministry of Education, Culture, Research, and Technology (2022), the emancipated curriculum's English learning outcomes define listening as the capacity to comprehend information, value the interlocutor, and comprehend the material heard in order to provide pertinent and contextual replies. It can be concluded that listening, reading, and viewing aim to obtain information and understanding in writing and orally through which all three are receptive skills that must be learned in English.

In classroom, students ask questions by confirming their understanding through questioning.. According to Schwarz et al. (2017), students are prone to put in the effort necessary to gradually understand things when they are allowed to formulate and improve their own questions. In conclusion, Students actively engage in classroom discussions by asking questions to confirm their understanding, demonstrating their ability to gradually improve their own knowledge.

Many researchers have examined the questioning in classroom, the First, Apriani and Marchelina (2018) examined a study of the way teachers question during lessons. Second, Astrid et al. (2019) investigated the questioning strategy of English teachers in one of the Madrasah. Third, Gozali et al. (2021) examined the effect of regional differences and the time of teaching experience on the development of critical thinking in students. Fourth, Shanmugavelu (2020), examined the powerful questioning techniques of teachers in the classroom as well as the appropriate questions posed to students. Fifth, Lestari et al. (2022) examined the types of questions that teachers give in the learning classroom and the questioning strategy used.

The research studies previously mentioned focus on question strategy, in this study, the previous study showed the teachers questioning in the classroom and the students provided answers but did not explain how the students ask the questions and what the types of questions that students asked in their classroom. Thus, the researchers were interested in conducting research that focused on what types of questions are asked by the students during reading and listening activities at eighth grade in SMP N 16 and SMP N 30 Palembang?

Research Method

The researcher used qualitative methods in the approach of multiple case studies with attempted to find the types of questions that the students used in listening activities in English classroom. Cohen et al. (2018) added multiple case studies, also known as collective case studies, are sets of investigations carried out to provide a more comprehensive or general perspective. To collect data, this

study used observation and interviews. Observation was carried out to collect and obtain information directly, in this case, related to the immediate situation when learning takes place. Observation is a research method that allows researchers to systematically observe and record people's behaviour, actions, and interactions (Hennink et al., 2020). Then, the interview was used to determine the teacher's way of asking questions and the type of questions and how to motivate students to ask questions. According to Cohen et al. (2018), the use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations.

In this study, the researcher used purposeful sampling to select participants as the sample in this study. There were two junior high schools involved as the site of the research, namely SMPN 16 and SMPN 30 Palembang both of the schools had A accreditation. The selection of schools was filtered to facilitate research and be able to generalise the results of the research. Schools select based on the curriculum that had been used, namely the emancipated curriculum. The participants in SMP N 16 and SMP N 30 was chosen from class 8.3 and 8.6. According to Creswell and Creswell (2023), the goal of qualitative research is to purposefully sample in order to choose individuals or locations (or written or visual materials) that will most effectively help the researcher in comprehending the issue and the research question.

Result and Discussion Result

The researcher described the result of the research questions in this research. The research question:

1. What types of questions are asked by the students during listening activities at eighth grade in SMP N 16 and SMP N 30 Palembang?

To answer the question about whether there were the types of question that the students used in English classroom. The data collected from observation and interviews was analyzed with thematic analysis as follows:

- 1) Before starting the examination of each item, the researcher should outline all the data obtained. This might entail transcribing audio, reading texts, taking preliminary notes, and conducting an overview of the facts.
- 2) The data should then be coded by the researcher.
- 3) The researcher then examined previously developed codes, recognised trends, and began building themes. The researcher had to check whether the issue was relevant and appropriately represented the facts.

- 4) The researcher needed to define each one and explain how it helped the researcher grasp the data.
- 5) Finally, the data analysis was written by the researcher. Writing a theme analysis involved an introduction defining the research topic, objectives, and strategy for this data analysis.

Students' Question Types in Listening Activities

In listening activities during English learning, the results of observation and interview data analysis are presented in Table 4 below:

Themes	Codes
1. Lexical Questions	<p>The students asked questions about the meaning of the vocabulary in the audio during listening activities in English language learning.</p> <p>The teachers said they found the students who actively asked this question, especially during group exercises.</p>
2. Procedural Questions	<p>The students were seen asking questions related to the method and process of doing the task in the listening activities.</p> <p>The teacher stated that the students used this question because they were unfocused on the instructions given.</p>

Qualitative data were analyzed to create the themes and codes described in Table 4 and to identify the students' question types in the classroom during listening in English lessons. The researcher found that the students asked questions in listening activities using close-ended, lexical, and procedural questions. Each type of question is described as follows:

Lexical Questions in Listening Activities

Based on the data collected from observations and interviews, the researcher found that the students used lexical questions. The students were asked these questions to discover the meaning of the audio/dialogues they heard. Furthermore, some examples of lexical questions were namely "They are, or there is mam that they say?", "Apparently it means What mam?" , and " proved means what mam. The questions that the students gave were related to vocabulary in the contex of listenig and when doing assignment. . The results of the interview with teacher A stated, 'The students often ask questions, especially asking the meaning' (M, personal communication, May 6, 2024). Teacher B added, "The

students sometimes ask for the meaning if they do not find it in the dictionary' (D, personal communication, May 7, 2024).

Procedural Questions in Listening Activities

Based on the data collected from observations and interviews, the researcher found that the students used procedural questions. The students asked these questions to find out the process of learning activities in terms of tasks and commands in listening activities and the researcher also found that the students use close-ended questions in this questions. The students delivered this question to ask for a clear and short answer from the teachers, done by the students in listening activities or doing their assignments. Furthermore, examples of close-ended question in procedural questions, such as “Can we answer in the book directly?”, “This dialogue consists of three people, right mam?”, “What page mam?”, “Do we write in the exercise book or notes, mam?”, “Can we answer directly in the textbook, mam? “. The students' questions were clear and short responses to the teachers' answers related to instructions and the process of activities in the context of reading and when doing tasks. In addition, the results of the interview with teacher A stated, “The students like to ask questions about things that have been instructed because they do not pay attention to the instructions given verbally” (M, personal communication, May 6, 2024). Teacher B also added that “I make sure the students understand the instructions I give and therefore sometimes they ask questions because they feel unclear about what they hear “(D, personal communication, May 7 , 2024). The conclusion is that procedural questions are given by the students when the students want to ensure the instructions of task given in listening activities.

Discussion

After analysing the data using thematic analysis based on interview results, the researcher found that questions were collected using lexical, procedural, and referential questions are used pre-, middle, and end of listening activities. The research findings are discussed as follows:

Students used lexical to inquired about a specific word or information they do not know in the target language. According to Yuksel (2014), lexical questions were used to enquire about a specific word that students did not know in the target language Students used this type of question in the form of closed-ended questions because students needed short answers and, of course, absolute answers. This study also found that students used this question because there was a vocabulary that was unclear to listening activities. So, when listening activities, students asked to confirm what they heard. In these two activities, students wanted to know the meaning of the vocabulary.

Furthermore, when the students asked these questions, the researcher found they used them during the assignment. This is because group activities have limited time, especially if they have to do

with dialogue or text-writing activities. The researcher also confirmed that the consistency of students asking questions tended to be in this type of question even though sometimes students do not get answers from the teacher directly. This was undoubtedly beneficial in increasing students' activeness in interpreting the words they find by asking friends or looking up in the dictionary first.

Procedural questions were questions related to the procedure of learning. In eliciting the students' questions, students were asked to ask questions of this type. Students asked these questions due to a lack of information about the task or order. According to yuksel (2014) procedural questions were those used to take part in classroom procedures and suggestions about classroom activities. In this study, the teachers usually gave the instructions orally so that less focused students would re-confirm what they heard in assignments during listening activities.

Furthermore, students also asked questions through their friends because they were busy alone, so they were embarrassed to ask what had been explained. Therefore, the teacher must elicit student questions so that students dare to ask questions that they need to be asked.

Referential Questions were questions students ask to get more transparent information related to the text. Menyan and Merabti (2020) added that referential questions provide contextual information about situations, events, actions, purposes, relationships, or properties for example; WH-questions.

In the data that the researcher obtained, it was found that students used this question to get a more detailed answer, which could be an opinion or reason for an event. This was following the focus of its used in the classroom. According to Menyan and Merabti (2020), the referential question's primary concern is to elicit answers referring to learners' opinions, judgments, and real-life experiences, with the function of filling in the information gaps. However, students do not use this question in listening learning activities based on what researchers get. This was because students tended to focus on listening activities, which were more dominant in some materials in English.

The conclusion is that students used lexical, procedural, and referential questions in listening activities to inquire about unfamiliar vocabulary. They use closed-ended questions for short answers and confirm what they heard. They often ask questions through friends or the dictionary, focusing on understanding the meaning of words. Referential questions provide more transparent information about situations, events, actions, purposes, relationships, or properties. However, students tend to focus on listening activities, which were more dominant in some English materials.

Conclusions

Based on the result of this study in chapter four about the types of students' questions. The researcher found the types of questions used by by students in asking questions. Based on the data

analyzed by using thematic analysis, the researcher got the types of questions that students in classes 8.3 and 8.6 had used during listening activities, namely (1) lexical questions, (2) procedural questions, (3) referential questions. The students in listening activities asked this type of question. The students asked questions to obtain short and short answers, to get unknown meanings. In addition to understanding instructions, students were asked questions to get a broader answer, to get an opinion, and to understand the context and content being studied.

All these data were found in observations in classes 8.3 and 8.6 and using interviews with the teachers as participants. The students used three types of questions types, which included (language questions, process questions, and reference questions) all of these questions because students wanted to get short answers with unknown meanings. Students also wanted to understand instructions, so they asked questions to get a broader answer, got an opinion, and wanted to understand the context and content of the listening being learned.

Suggestion

According to the conclusion described above, the researcher gave some suggestions for English the teachers, the researcher, and future researchers. The researcher also advises the students to active by asking questions and confirming their understanding through sustainably in listening activities. The researcher hopes that this research can be helpful for future researchers and can be developed in the productive aspects of question-asking activities.

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