



Typology of Questions Posed by Teacher : A Pragmatic Analysis

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<http://dx.doi.org/10.18415/ijmmu.v11i7.5959>

Abstract

Questions constitute a crucial element within the realm of teaching and learning skills. Well-structured question types serve as effective tools to assess the achievement of learning objectives. This study aims to describe the types and functions of questions posed by teacher participants in the 2023 Professional Teacher Education within the context of Indonesian language instruction. Employing a qualitative descriptive method, the research utilizes a pragmatic approach. Data sources consist of 37 video recordings of teachers' instructional practices, gathered through recording, note-taking, and literature review. Data analysis is conducted using A. Michael Huberman's flow model of analysis. Based on the data analysis, the following conclusions are drawn: 1. Teacher participants in the 2023 Professional Teacher Education exhibit assertive, directive, commissive, and expressive question types. Assertive questions are employed by teachers to gauge students' comprehension of the lesson content and confirm attendance. Directive question types include: a) imperative, b) request, c) recommendation, d) command, e) recommendation, f) request, g) inquiry, h) solicitation, and i) offering. Commissive questions encompass agreements, commissive offers, and commissive suggestions or impressions. Expressive questions involve expressions of joy, liking, excitement, or approval. 2. Questions posed by teacher participants in the 2023 Professional Teacher Education serve competitive, convivial, and collaborative functions. Competitive functions include: orders, requests, recommendations, commands, and inquiries. Convivial functions encompass: offering, praising, and agreeing. Collaborative functions include: confirmation or attendance statements and reminders. Competitive functions tend to be directive in nature, convivial functions are both directive and commissive, while collaborative functions lean towards assertive types.

Keywords: *Typology; Teacher Questions; Pragmatic Analysis*

1. Introduction

Questions constitute a vital element within the realm of teaching and learning skills. Well-posed and articulated questions serve as effective tools to explore students' learning experiences. When posing questions, teachers engage not only in interaction but also perform specific functions aimed at supporting students' learning achievements. It is not uncommon to find teachers posing questions intensively throughout the learning process, emphasizing the pivotal role that questions play in the educational context.

The skill of asking questions is highly valuable for every individual. Questioning is an activity commonly employed in daily life. A proficient teacher imparts their knowledge to students, enhancing their ability to interact skillfully, one aspect being through questioning. Asking questions not only stimulates interest but also fosters critical thinking, active learning, and curiosity among students regarding the discussed subject (Supriyadi, 2011: 108-159).

Questioning is a form of verbal expression that elicits a response from a known individual; the response can range from acquiring knowledge to effective stimulation that encourages thinking abilities (Asril, 2013: 81). In the teaching and learning process, the interaction pattern involves questions posed between the teacher and students, as well as between students and the teacher. Teachers typically ask questions at the beginning, during the core activities, and at the end of the learning process.

The quality of the learning process is determined by the teacher's ability to utilize questions as one of the strategies to achieve learning objectives. The types of questions posed can be categorized based on their purposes, including request questions, rhetorical questions, directing or guiding questions, and probing questions. Additionally, questions can be classified according to the level of expected answer difficulty, comprising both low-level and high-level questions, such as knowledge questions, comprehension questions, application questions, analysis questions, synthesis questions, and evaluation questions (Sanjaya, 2005: 158-160).

The emergence of good student questions in the learning process depends on the quality of the teacher's questions; thus, teachers need to possess effective questioning skills. Well-planned questioning techniques by the teacher can guide students toward the desired learning experiences. Through the questions asked, teachers can assess the appropriateness of the material taught in line with the situation, conditions, learning objectives, and students' needs.

The formulation of meaningful question forms and functions by teachers is a crucial aspect of learning, particularly in Indonesian language subjects. Against this background, this research aims to analyze the typology of questions posed by teacher participants in the 2023 Professional Teacher Education at Faculty of Teacher Training and Education-University of Muhammadiyah Malang during Indonesian language instruction. The typology analysis of teacher questions has two objectives: to describe the types and functions of questions posed by teacher participants in the 2023 Professional Teacher Education at Faculty of Teacher Training and Education-University of Muhammadiyah Malang.

Through the analysis of various types and functions of questions posed by teachers in Indonesian language instruction using a pragmatic approach, this research seeks to identify the typology of teacher questions in Indonesian language learning. The findings of this research can be beneficial: 1) as a reference for enhancing teachers' questioning skills in face-to-face Indonesian language instruction, and 2) for the development of the concept of assertive, directive, commissive, expressive, and declarative illocutionary speech acts.

2. Literature Review

2.1 Speech Act Theory

Speech Act Theory, developed by John Searle in the 1960s, details various types of speech acts that can be realized through language. The theory aims to provide a deeper understanding of the complexity of actions that occur through language, surpassing mere communicative functions of words or sentences. The background of this theory involves reflection on the concept of speech acts, attempting to articulate that speaking is not only a means of communication but also a form of social action with broader implications. This theory emerged as a response to the shortcomings in traditional linguistic approaches that solely focused on the structural or grammatical aspects of language. The theory introduces five categories, commonly known as illocutionary acts, each having felicity conditions:

1. Assertive: Involves making statements of facts or providing information, such as describing the objective world.
2. Directive: Encompasses the speaker's attempt to influence the listener's actions by giving commands or prohibitions.
3. Commissive: Highlights the speaker's intention to perform future actions, such as promises or commitments.
4. Expressive: Involves expressing the speaker's feelings or emotional attitudes through language.
5. Declarative: Creates a change in the situation by formally stating something, often with the power to bring about consequences.

3. Research Methodology

3.1 Research Design

The method employed in this research is qualitative descriptive with a pragmatic approach. This method is utilized to describe the types of questions posed by teachers and their functions in Indonesian language instruction. The emphasis is consistently placed on indexical information or discourse context when analyzing the interrogative utterances used by teacher participants in the 2023 Professional Teacher Education at Faculty of Teacher Training and Education-University of Muhammadiyah Malang

3.2 Data Sources

The data for this research consists of the teachers' questioning discourse during Indonesian language instruction. The research data is derived from 37 instructional videos conducted in-person by teacher participants in the 2023 Professional Teacher Education at Faculty of Teacher Training and Education-University of Muhammadiyah Malang.

3.3 Data Analysis Procedures

The sequence of analysis process is as follows:



Figure 1 : Data Analysis Procedure

The researcher conducted the recording of student learning in the 2023 Professional Teacher Education at Faculty of Teacher Training and Education-University of Muhammadiyah Malang. Data selection was carried out based on the conceptual foundation of the research, research problems, reasons, and research instruments. Only relevant data were then presented in this study to obtain research findings, especially regarding the types and functions of questions posed by teacher participants in the 2023 Professional Teacher Education.

The collected data were then analyzed using the data analysis framework presented by A. Michael Huberman and Matthew B. Miles (in Dezin, 1994:429). The data analysis model used was the flow model of analysis, with the process conducted in steps: (1) data selection, (2) data presentation, and (3) drawing conclusions. Data selection was carried out sequentially, starting from the types and functions of teacher questions in the recorded teaching practices by Professional Teacher Education participants in the 2023 program at at Faculty of Teacher Training and Education-University of Muhammadiyah Malang.

The next stage of analysis involved the presentation of research data. The researcher presented the data after the entire dataset was collected and selected. This reduced data was then presented again to

obtain information about the typology of teacher questions in face-to-face Indonesian language instruction. The activities of all research team members in presenting the data involved organizing and simultaneously presenting a set of information that could be used for drawing conclusions. Therefore, the researcher based the presentation on a set of reduced data, and this presentation served as the basis for thinking to formulate conclusions.

4. Findings and Discussion

4.1 The Type of Questions Asked by Professional Teacher Education Participant Teachers in 2023

4.1.1 Assertive Type of Teacher Questions

The assertive type of question is one of the illocutionary speech acts used in communication. In the classroom setting, this teacher's speech act can be identified through questioning discourse presented at the beginning, during the execution, and at the final stage of activities. The assertive construction is employed to pose requests or express concerns in a clear manner, demonstrating the truth of the propositions conveyed to the students. Research findings related to assertive type teacher questions are presented in the following teacher discourse.

1. Great, Alhamdulillah, if everyone is well. Is there anyone absent today, my students? (V1/G/ASR/01:45)

Context: Uttered by the teacher while ensuring the students' attendance, preparing them for the Indonesian language lesson on the topic of fantasy story texts

Data (1) indicates that the teacher's question to all students before the lesson starts is a type of assertive question. The characteristic of an assertive question is uttered by the teacher with the aim of confirming students' attendance. At the beginning of the lesson, one of the activities can be an apperception, stating objectives, or initial information gathering from students. Other assertive question constructions, such as data (2), are as follows

2. Alright, so who or which people are involved in the news? And who wants to explain about when and where? Who is Mr. Anas? (V2/G/ASR/06:36)

Context: Uttered by the teacher while probing for information by giving direct questions, encouraging students to explain directly

Data (2) is classified as an assertive interrogative question. The speech act is marked by the use of the question word "who." The use of this word guides students to answer the teacher's question by making statements. This is done by the teacher to encourage students to develop critical and creative thinking skills

3. About what is the material? The procedural text is good for testing your memory. I will ask, what is a procedural text? Yes, answer please. A procedural text is a text that contains instructions to do something. Is there any other answer? What is a procedural text? (V4/G/ASR/4:44)

Context: Uttered by the teacher when probing the students' memory and understanding through an apperception activity about procedural texts

Data (3) is also an assertive interrogative question uttered by the teacher when reminding students about the procedural text material discussed in the previous meeting. It aims to assess students' understanding of the concept or topic they have learned. The student's speech act is a statement or a repetition of the

procedural text concept in front of the teacher. Other assertive interrogative questions performed by the teacher, as in data (4), are included in the construction

4. Now, it means you have paid attention to the Magic Pencil text. So when such a text is narrated or created, is it immediately good in every way? (V5/G/ASR/8:43)

Context: Uttered by the teacher when probing students' understanding through a stimulus question about creating a story

Data (4) contains a question asked by the teacher with the aim of building creative thinking skills. The expected speech act of the student is an opinion about the creation of a text. As stated by Searle (1993), the student's action in expressing an opinion about a specific topic falls within the assertive pragmatic meaning.

Characteristics of assertive questions include aiming to express the truth of the proposition stated. Assertive questions are often used to clarify information or ensure the truth of the propositions expressed. The role of the teacher in promoting assertive behavior becomes crucial, encouraging students to express themselves honestly and openly, stating their feelings, needs, and the courage to express their thoughts.

5. Understood ? (V6/G/ASR/20.2)

Context: Uttered by the teacher when asking students about their understanding of the explained material

Data (5) is an assertive interrogative question. Such utterances are often made by teachers during ongoing learning. Questions posed by the teacher to all students in the class are a form of confirmative act. This action is part of assertive speech acts. A teacher tries to affirm to their students whether the material presented has been truly mastered or not. Pay attention to other data still within the scope of assertive interrogative constructions.

6. "Okay, any questions? Anyone wants to ask? Those who don't understand. "Ms., I don't understand this?" Is there? Everyone understands?" (V7/G/ASR (13:15-13:27)

Context: Uttered by the teacher when giving an opportunity to ask questions to students after explaining the text structure, asking which part is not understood

Data (6) indicates that in the implementation of learning, the teacher has explained the text structure in detail. In the context of learning, the use of assertive questions can help students clarify information and ensure their understanding of the material. Besides, assertive questions can be used to assess the students' understanding of the concepts or topics being studied.

7. "Alfa, Ginanjar, are you often absent ?" (V8/G/ASR/ (2:57-3:00)

Context: Uttered by the teacher at the beginning of the lesson. In this opening stage, the mandatory activity for the teacher is to check students' attendance

Data (7) shows the teacher calling specific students' names to ensure their attendance in the lesson. Unlike the previous data, this name calling is for confirmation. The teacher's task before the learning starts is to monitor the students' attendance, so the number of attendees can be observed. In data (7), the confirmation done by asking questions to some students can help identify students who have problems or

difficulties in the learning process. The speech act the teacher performs serves to discipline all students in the learning environment.

8. Composing procedural texts by paying attention to content, structure, and language for various contexts. Can you understand?" (V21/G/ASR (6:29-8:02)

Context: Uttered by the teacher when stating the learning objectives of composing procedural texts by paying attention to content, structure, and language for various contexts

Data (8) contains an assertive interrogative utterance. In this utterance, the teacher ensures the students' understanding of the learning objectives, namely composing procedural texts by paying attention to content, structure, and language for various contexts. The student's response is a brief piece of information about the material to be taught, so the answer can be "understood" or "not understood." Confirmative questions in learning can help develop students' characters, such as critical, analytical, and creative thinking skills.

One of the indicators of assertive interrogative constructions is confirmative questions. Through confirmative questions, students are encouraged to reflect, question, and test their understanding, thus prompting them to think more deeply and comprehensively about a subject. Additionally, confirmative questions can help develop students' communication, collaboration, and curiosity. Therefore, using confirmative questions in learning contributes to the holistic development of students.

Based on the above explanation, it is concluded that assertive questions by teachers are uttered with the aim of interrogating students' understanding of the previously taught lesson material and confirming students' attendance at the early stage of learning. At the beginning of learning, one of the activities is to check students' attendance. In the context of learning, the use of assertive question types can help students clarify information and ensure their understanding of the material. Assertive questions by teachers found include: assertive interrogative and assertive confirmative. Assertive interrogative questions aim to reveal the truth of the propositions expressed. Assertive interrogative questions are often used at the beginning of learning. In apperception activities, one of the teacher's activities is to gather information or students' understanding of previously taught lesson material. Questions by teachers like this are to clarify information or ensure the truth of the propositions expressed.

Regarding this research finding, Samsuri (in Rachmawati, 2015:24) states that there are several types of questioning sentences in Indonesian. The first is by using intonation commonly used orally or in writing, which is a form of a regular sentence with a question mark. Second, question sentences that ask one of the guides

4.1.2 Directive Type Teacher's Questions

In the context of learning, directive-type questions refer to the use of questioning discourse that is commanding or instructive. Teachers can employ questioning discourse to give instructions or commands to students to complete their tasks. Directive-type questions combine elements of questioning discourse with instructional or command elements in the context of learning. Research findings related to directive-type teacher's questions are as follows.

9. Now, who still remembers the structure of the fantasy story text? Raise your hands. Mention the name NBS and the absentee number." (V1/G/DIR/ (02:17-02:32)

Context: Uttered by the teacher during an apperception activity to assess students' knowledge of fantasy stories. The teacher instructs students to narrate the fantasy story text

Data (9) is an imperative directive-type question. This is indicated by the use of the phrase "raise your hands," signifying a command or instruction for students to perform. The question posed by the teacher carries the meaning of a command, requiring students to execute the action specified in the discourse. The intended purpose of the teacher through this question is for students to directly answer the teacher's question.

10. What's the structure? (V1/G/DIR/(21:01-21:02))

Context: Uttered by the teacher when probing the final understanding of students about the fantasy story text

Data (10) is also an imperative directive-type question. The purpose intended by the speaker is for students to explain the structure of the fantasy story text. The teacher uses imperative directive discourse to guide students in performing the action specified in the discourse.

11. From the video earlier, what can you convey? Or what messages are there in the video? (V3/G/DIR/12:10)

Context: Uttered by the teacher in an apperception activity to assess students' understanding of thematic material on cleanliness through a video presentation. After the video presentation, the teacher asks students to explain the messages conveyed

Data (11) falls into the category of directive-type questioning requesting. The teacher asks students to convey the messages contained in the video that was shown. The directive requesting discourse refers to the teacher's discourse used to ask students to perform a specific action, such as conveying messages, in the early stages of learning. In the context of teaching and learning interactions, teachers often use directive requesting discourse to ask students to perform specific actions, such as conveying messages.

12. Now, for the next part, let's pay attention here. There's a text titled 'Magic Pencil.' I need a student to read the 'Magic Pencil' text. Who?" (V5/G/DIR/5:00)

Context: Uttered by the teacher after providing an illustration that the lesson to be delivered will be beneficial for students' future lives. Who knows, you might become a famous writer later on

Data (12) belongs to directive-type commanding questions. The teacher commands students to read the prepared text. The directive commanding discourse refers to the teacher's discourse used to command students to perform a specific action, such as reading a text, at the beginning of the learning process. In the context of teaching and learning interactions, teachers often use directive commanding discourse.

13. Zefana, where is Zefana? Raise your hand if you want to join Anisatul's group. Okay, Zevanna, next is buying vegetables at the market. I choose Shinta. Where's Sinta? Sinta, you got the theme of buying vegetables at the market. Who do you want to partner with?" (V6/G/DIR/21:32)

Context: Uttered when the teacher divides the class into several groups, and each group practices negotiation material. The teacher arranges and recommends the distribution of students according to the agreed-upon groups

Data (13) includes directive-type recommendation questions. In this discourse, the teacher invites each student to enter the group that has been chosen. Directive recommendation questions in Indonesian language learning can take the form of advice or recommendations to do something. Furthermore, in

specific contexts, directive recommendation forms can also be instructions to follow certain grammatical rules or vocabulary.

14. In negotiation, you have to use polite language. Why is this also important in agreements?" (V14/G/DIR/6:18)

Context: Uttered when the teacher asks students who, during the negotiation activity, answered that in negotiations, one must use polite language. The teacher then asks students why using polite language is essential to reach an agreement

Data (28) is included in imperative directive-type questions. The teacher wants to get an answer by asking students to explain the importance of using polite language in negotiations. The use of the word "why" indicates the teacher's request for an answer from the interlocutor (students). The word "why" is an imperative language element used to ask or permit students to perform a specific action. In this case, students are asked to explain the importance of using polite language in negotiation activities.

In conclusion, directive-type teacher's questions are a way that teachers use for students to perform directive actions. Students' actions in this case can be known through the willingness to carry out the teacher's commands, demands, offers, requests, demands, prohibitions, recommendations, and inquiries. Directive-type teacher's questions can be uttered using question words, either explicitly presented or omitted (elliptical). The directive-type questions of PPG participant teachers in 2023 include: 1) commanding, 2) requesting, 3) recommending, 4) ordering, 5) request, 6) demand, 7) asking (ask), and 8) bidding.

Directive-type questions tend to be more specific and require direct answers from students. Based on the intended purpose of the teacher, directive-type questions are used to: 1) invite students to explain the steps in solving a problem, 2) ask students to explain specific terms or concepts, 3) instruct students to do something, 4) assist teachers in directing the learning process and ensuring students' understanding of the taught material, and 5) guide students towards a deeper understanding of concepts learned.

4.1.3 Commissive Type Teacher's Questions

Commissive type questions by teachers in Indonesian language learning can be identified through the use of commissive speech acts. Commissive speech acts aim to request or provide approval, requests, or suggestions. The research findings related to commissive type questions asked by teachers are as follows:

15. Approximately, what do you think you've learned? Okay, let's test it, and it's already represented by Viona, very good. Okay, the second one, how do you feel after participating in today's learning? What is your impression or feeling? (V13/G/KOM/32.59)

Context: Uttered by the teacher when asking what was gained and given to one of the students. The teacher seeks suggestions or impressions about today's learning and the students' feelings

Data (15) falls into the category of commissive type questions. The question in this data indicates the impression gained from the learning outcomes. The teacher asks one of the students to provide suggestions regarding the conducted learning. The use of the question word "how" indicates that it is a commissive type question. Students are asked to give their opinions about the learning that has been carried out.

16. From the presentation results of your friends earlier, which group was the best?
(V14/G/KOM/27.24)

Context: Uttered by the teacher when asking all groups about which presentation was the best among all

Data (16) is considered a commissive type question. The teacher's intention in asking the question is to request students to provide comments or suggestions regarding their classmates' group presentations during a class discussion. The purpose of delivering commissive type questions is to bind the speaker to future actions. The teacher asks students to express their opinions. The given alternative answers can be either positive or negative. The teacher's inquiry about the impression of the group presentation results serves as an indication that it is a commissive type question.

17. How is the agreement?

Context: Uttered by the teacher when emphasizing the question regarding the agreement on completing the task

Data (17) falls into the category of commissive type questions. The indicative element that classifies this question as commissive is the use of the word "agreement." The students' commitment to completing or submitting tasks on time to the teacher serves as an indicator of a commissive type question. Commissive type questions by teachers in Indonesian language learning are a type of question used to ask or invite students to do something. These questions aim to motivate students to actively participate in learning and develop effective language skills

18. How many days do you request? Shall we agree on how many days? Three days, four days, or five days? (V17/G/KOM/20:55)

Context: Uttered when the teacher seeks an agreement with the students to complete a task

Data (18) indicates the negotiation of an agreement between the teacher and students. The indicator of a commissive type question is marked by the phrase "Shall we agree." The agreement to complete the task and the setting of a deadline by the teacher might involve a bargaining process. This teacher's question encourages negotiation between the teacher and students. The teacher demands planning activities from the students to be carried out in the future. The message conveyed in the teacher's question serves the purpose of seeking agreement to take action

19. Are you ready to study today or not? (V25/G/KOM/03:32)

Context: Uttered by the teacher when asking the readiness of learners at the beginning of the lesson

Data (19) falls into the category of commissive type questions because the teacher's speech act offers students the choice of being ready or not for learning. This teacher's question is also interpreted as an instruction for all students to be prepared to receive the lesson. This speech act is delivered at the beginning of the lesson, after the teacher conducts an introduction.

Commissive type questions found in this research include: 1) questions inviting students to give opinions or suggestions about group discussion presentations, 2) questions asking students to perform specific actions or activities, such as seeking agreement to complete tasks, and 3) questions inviting students to express their readiness for learning. These commissive type questions help teachers develop students' language skills and motivate them to actively participate in learning.

Furthermore, commissive questions also assist students in developing critical thinking skills and expanding their knowledge on a topic. This aligns with Ibrahim's opinion (1993:33) that commissives are

a category of communicative illocutionary acts, differentiated into promises and offers. Leech (2014:206) explains that the forms of speech act verbs for commissives include offering, promising, vowing, volunteering, solemnly vowing, among others.

4.1.4 Expressive Type Teacher's Questions

Expressive type questions by teachers are questions that express emotions or feelings used in the teaching-learning interaction. These questions involve eliciting students' feelings of joy, disappointment, or anger. The research findings related to expressive type questions asked by teachers are as follows:

20. What fantasy story do you like? (V1/G/EKS/03.41)

Context: Uttered by the teacher when gathering information about fantasy stories, the teacher asks for students' opinions or comments on the stories they have heard

Data (20) falls into the category of expressive type questions. The teacher's intention with this question is to explore students' feelings or attitudes towards the learning material. There are three alternative feelings or attitudes that students may have towards the learning outcomes: liking, feeling neutral, or disliking. Students' comments regarding their attitude or feelings can vary from one student to another.

21. Enough, is our learning today enjoyable? (V1/G/EKS/34.27)

Context: Uttered by the teacher when summarizing the learning outcomes

Data (21) falls into the category of expressive type questions because the teacher wants to know students' feelings or attitudes towards the conducted learning. The teacher's question is marked by the explicit use of the question word "is." This is an expressive type question. This may include the use of greetings, expressions of feelings, or emotional expressions in interactions with students. Expressive questions play a crucial role in creating a learning environment that supports, motivates, and emotionally engages students.

In conclusion, expressive questions are used to gather information about students' understanding of the lesson material or to determine students' feelings about the material provided by the teacher. This indicates that the expressive speech act of teachers involves the use of questions to express specific emotions or feelings in the context of Indonesian language learning. The expressive type questions found in this research are questions that involve expressions of joy, liking, excitement, or approval.

Expressive type questions by teachers play a crucial role in creating a learning environment that is supportive, motivating, and emotionally engaging for students. In line with the research findings, Leech (2014:206) explains that the forms of speech act verbs for expressive acts include apologizing, sympathizing, congratulating, forgiving, thanking, etc. The expressive type questions from Professional Teacher Education participant teachers in 2023 aim to elicit students' feelings, whether positive or negative. This indicates that the expressive speech act of teachers involves the use of questions to express specific emotions or feelings in the context of Indonesian language learning.

4.2. Functions of Questions by Teacher Participants in the 2023 PPG Program

4.2.1 Competitive Function of Teacher's Questions

The competitive function found in teacher's questions includes commands, requests, recommendations, directives, and inquiries. The tendency of this competitive function is present in directive-type questions asked by the teacher.

22. Now, who still remembers the structure of the fantasy story text? Raise your hand. State your name and student ID number. (V1/G/DIR/ (02:17-02:32)

Context: Uttered by the teacher during a warm-up activity to assess students' knowledge of fantasy stories. The teacher commands students to describe the structure of the fantasy story text

Data (22) is a directive-type question that serves a commanding function. The teacher employs a directive imperative mode to ensure that students follow the command to explain the structure of the fantasy story text. The question posed by the teacher carries a commanding meaning, intending for students to execute the specified command in the utterance.

23. Now, for the next part, let's pay attention here. There's a text titled "Magic Pencil." I need a student to read the Magic Pencil text. Who? (V5/G/DIR/5:00)

Context: Uttered by the teacher after providing an illustration that the lesson being presented is beneficial for the students' future lives. Perhaps, later on, you'll be able to become a famous writer

Data (23) falls into the category of directive-type questions serving a commanding function. The teacher instructs students to read the previously prepared text. The directive speech act commands students to read the text at the beginning of the learning activity. In the context of teaching and learning interactions, teachers often use this directive commanding speech act. The directive commanding question is delivered by the teacher indirectly.

24. Zefana, where is Zefana? Raise your hand if you're joining Anisatul's group. Now, Sinta, Sinta, got the theme of buying vegetables in the market. Sinta, who do you want to work with? (V6/G/DIR/21:32)

Context: Uttered when the teacher is dividing the class into several groups

Data (39) is a form of directive-type question serving a recommending function. In this utterance, the teacher invites each student to join the chosen group. The directive recommending question in Indonesian language learning can take the form of advice or a recommendation to do something. In language learning, the use of this form can help understand the differences between students.

25. Actually, what is a monologue? Monologue is, what? (V8/G/DIR/36:33-36:52)

Context: Uttered by the teacher when conducting a reflection before the end of the lesson on monologues

Data (25) falls into the category of directive-type questions serving a requesting function. The teacher's intended purpose is to ask students to explain again the definition of a monologue. This form of questioning is used when the teacher, together with the students, summarizes the previously explained monologue material. This material has been explained by the teacher during the core activity, so the meaning of the question aims for students to explain a specific term

4.2.2 Convivial Function of Teacher's Questions

The convivial function found in this research includes: offering, praising, and agreeing. The convivial function is present in both directive and commissive-type questions asked by the teacher.

26. Okay, next, who would like to ask a question to group one? (V10/G/DIR/28:45-28:53)

Context: Uttered by the teacher after a presentation, giving an opportunity for another group to ask questions to the presenting group.

Data (26) is a directive-type question with a bidding (offer) function. This speech act means offering to all students to express their opinions. The directive speech act of offering aims to provide students with the opportunity to respond to the teacher's request. Directive offering questions in the context of learning can be used to encourage students to actively participate in discussions or in learning interactions in general.

27. How do you feel after participating in today's learning? What is your impression or feeling? (V13/G/KOM/32:59)

Context: Uttered by the teacher when asking what is gained and given to one of the students

Data (27) falls into the category of commissive-type questions with a praising function. The question in this data indicates the impression gained from the learning outcomes. The teacher asks one of the students to give an opinion in the form of praise for the conducted learning. The question word "how" indicates that it is a commissive-type question. Students are asked to give their opinions regarding the learning that has been conducted

28. How many days do you request? Shall we agree on how many days? Three days, four days, or five days? (V17/G/KOM/20:55)

Context: Uttered when the teacher seeks an agreement with the students to complete a task.

Data (28) shows the occurrence of a request for agreement between the teacher and students. The indicator of a commissive-type question is marked by the phrase "Shall we agree." The agreement to complete the task and the setting of a deadline by the teacher might involve a bargaining process. This teacher's question encourages negotiation between the teacher and students. The teacher demands planning activities from the students to be carried out in the future. The message conveyed in the teacher's question serves the purpose of seeking agreement to take action.

4.2.3 Collaborative Function of Teacher's Questions

The collaborative function identified in this research includes: confirmation or statement of attendance, and reminders. The collaborative function is present in both assertive-type questions asked by the teacher.

29. Good, Alhamdulillah, if everyone is healthy, is there anyone absent today? (V1/G/ASR/01:45)

Context: Uttered by the teacher when ensuring the attendance of students ready to participate in the Indonesian language lesson on the fantasy story text

Data (29) shows a question posed by the teacher to all students before the start of the learning session, and it is an assertive-type question. Assertive-type questions are spoken by the teacher with the aim of confirming the attendance of students. In the early stages of learning, one of the activities is to check the attendance of students.

30. Regarding the material, the procedural text is good for testing your memory. I will ask, what is a procedural text? (V4/G/ASR/4:44)

Context: Uttered when the teacher explores the memory and understanding of students through an apperception activity about procedural texts

Data (30) is also classified as an assertive-type question uttered by the teacher when trying to remind students about the material of procedural texts that had been discussed in the previous meeting. It is used to assess the level of students' understanding of the concept or topic being learned. The speech act performed by students is to state or repeat the concept of procedural texts in front of the teacher.

The research findings on the functions of questions by teacher participants in the 2023 in-service PPG program can be summarized as follows: 1) teacher questions serve competitive, convivial, and collaborative functions. Competitive functions found in teacher questions include commands, requests, recommendations, directives, and inquiries. Convivial functions identified in this research include offering, praising, and agreeing. Collaborative functions identified in this research include confirmation or statements of attendance and reminders. 2) Competitive functions tend to be present in directive-type questions. Convivial functions are present in both directive and commissive-type questions. Collaborative functions tend to be present in assertive-type questions.

Conclusion

First, questions by teacher participants in the 2023 in-service Professional Teacher Education Program can be categorized into assertive, directive, commissive, and expressive types. Assertive-type questions are uttered by the teacher with the aim of understanding students' comprehension of the lesson material and confirming their attendance. Directive-type questions are a way for the teacher to prompt students to perform directive actions, including: a) imperative directives (commands), b) directive requests, c) directive recommendations, d) directive instructions, e) directive recommendations, f) directive requests, g) directive inquiries (ask), h) directive requests, and i) directive bids. Directive-type questions by the teacher can be spoken using question words, either explicitly stated or omitted (ellipsis). Commissive-type questions by the teacher include commissive agreements, commissive offers, and commissive suggestions or impressions. These commissive questions function to promise, offer, accept, or reject a certain action. Expressive-type questions by the teacher involve expressing feelings of joy, liking, excitement, or approval. Additionally, teachers use these types of questions to greet students or express pleasure or interest related to the conducted learning.

Second, the functions of questions by teacher participants in the 2023 in-service Professional Teacher Education program are summarized as follows: a) teacher questions serve competitive, convivial, and collaborative functions. Competitive functions found in teacher questions include commands, requests, recommendations, instructions, and inquiries. Convivial functions identified in this research include offering, praising, and agreeing. Collaborative functions identified in this research include confirmation or statements of attendance and reminders. Competitive functions tend to be present in directive-type questions. Convivial functions are present in both directive and commissive-type questions. Collaborative functions tend to be present in assertive-type questions.

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