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EVALUATING QUESTIONING SKILLS OF PRE-SERVICE EFL TEACHERS THROUGH SELF-EVALUATION OF TEACHER TALK (SETT) IN MICROTEACHING CLASS

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ABSTRACT

This study aims to investigate pre-service EFL teachers' way evaluating their own teachers talk, especially in questioning skill using SETT (Self-Evaluation of Teacher Talk). The method used in this study is qualitative research toward four pre-service EFL teachers' used as the research's participants. By revealing the data, the author used teachers' reflective journals as process for evaluation and also interview to obtain deeper perspective and feelings results of the data analysis. The findings indicated that doing the evaluation of questioning skills using SETT framework has helped their awareness of their language used in teaching, not only about the interactional features for communication but also how manage the language to assist the students to response. More importantly, they are able to use and control their language in running the classroom activities. Thus, it means that SETT has helped the teachers to achieved their personal development and awareness toward the classroom communication in holding the interaction especially in questioning skills.

Keywords: Questioning Skills, SETT, Pre-service EFL Teachers

INTRODUCTION

In educational field, teachers must be able to create an infinite way of communicating to their students. Alghasab et al. (2019) stated that it is as the essence of the teaching. It is very crucial to utilize the language to the students, especially when it comes to second language learning, English. Thus, teachers have to be innovative in managing the language used to interact with the students. Rather than just offer an interpretation, they will discover how they interactively

construct the language among the students. It therefore allowed the students to gain the proper language.

Walsh described the teachers' language as means to promote appropriate awareness to create the pupils' discussions and interactions. Myhill (2016) also recommended that teachers use the language to monitor, coordinate and inspire pupils. With regard to these claims, teachers' talks are the vital case to help students to be engaged effectively in the learning. Teachers' questioning is one of the most commonly known teacher rendezvous techniques to make it happened. Nasir et al (2019) stated that posing questions helps teachers to address the circumstance and state of the classroom.

In addition, questioning is one of the methods utilized by teachers in language education. Dillenbourg et al (2018) has demonstrated that constructing chemistry in the classroom is difficult so that the role of questioning is essential to the language teacher. It is particular to promote verbal responses and assess the success of learners in order to mitigate their problems. However, in the reality, teachers cannot stay alone while doing the questioning; they must understand the position of students in answering questions. It is also necessary to know how the students will address the question. Thus, teachers are responsible to what the students say in the classroom. It is therefore important for Pre-Service Teachers (PSTs) who are in the phase of learning how to teach, to know and understand how the questions are created by them at microteaching class.

For a role model, it is important that knowledge of PSTs is increased. It is how the students will undergo the correct questioning during the learning phase. Any researchers believe that as language instructors they will strive to talk and use the language carefully, it is not an easy job to raise questions. It is important to develop the learning and teaching ability of the PSTs in the use of language for communication. Their usage of verbal question allows language acquisition and essential communication abilities to be fostered in students' minds.

Regarding those issue, there is a clear correlation between what educators talk and what they do in actual conversation in the classroom. The characteristic complexity and intensity of language usage allows second language teachers to establish critical skills and knowledge to interpret, analyze and assess their language. Walsh suggested method to determine the essence of the teachers' talk, that is the Self-Evaluation of Teacher Talk (SETT). It is a framework to know and understand the teachers' talks in the classroom and the deliberate characteristics in relation to their pedagogical purposes. It provides an avenue to better understanding the relationship between the spoken language, engagement and learning objectives of teachers.

PSTs therefore need be conscious of the questioning talk. Hence, SETT asks the PSTs to examine their language in composing the questions so that they

valued awareness that affect their questioning. As Abraham & Eisenring (2018) stated that teachers need a forum to evaluate their language in questioning skills. Hence, they can embody the questioning that serves the purpose of learning.

Some previous studies focusing on teachers talk using the SETT framework have been done by some researchers. Wang (2018) carried out an analysis based on the greater SETT context. To evaluate the teachers' conversation, the study was performed focused on four modes: managerial mode, skills and system mode, materials mode, and classroom context mode. However, the study did not investigate how the teachers really evaluate their own talk, especially in questioning skills.

A comprehensive analysis on the effectivity of the SETT framework for PSTs has been conducted by Gönen & Asik (2016). This study used quantitative method to know the pre-service perceptions of the SETT effectiveness in helping them in enhancing the interaction in the classroom. By involving 23 pre-service teachers, this study was conducted and the result shows that SETT has raised their awareness in building the communication. However, the communication is in general, it needs to know the specific communication which is mostly done by the teachers in the class, that is questioning.

Astuti & Selti (2018) explored EFL teachers' opinions about the usage of SETT during the microteaching session. The findings showed that they found the ambiguity to identify and evaluate their talk using SETT. They felt difficulty in doing the evaluation because they felt that they did not understand enough to the types of interactional features. Thus, to suggest, more induction and trainings are needed to be given to them. Furthermore, it will be better for pre-service to know specific features rather than all in sudden. Therefore, it is necessary to conduct the evaluation of teachers' talk in questioning.

Ghafarpour (2016) investigated the contribution of the interactional features of SETT proposed by Walsh. The author claimed that those features are representative and useful; thus they have the implication to raise the teachers' awareness of the teacher talk. However, this study only focused on the four moves of teacher interaction. Deeper investigation dealing with the evaluating the features of teachers talk and how the features manage to help teacher achieved pedagogical goal in the class are needed to be conducted in order to know how actually teachers talk of SETT framework does.

Moreover, the same research of SETT framework has been conducted by Wasi'ah (2016). The author investigated how teacher in Jambi revealed fourteen interactional features of teachers talk. The result showed that only eleven SETT interactional features performed while the later three features, referential questions, turn completion, and form-focus feedback. However, the author did not give the why those three features are evaluated. To suggest, it is also crucial to

examine how it might happen for pre-service teachers whether they are aware toward all the features or not, especially in questioning skills since the teacher in that research managed to perform eleven out of fourteen features.

However, there is still lack of studies done to pre-service EFL teachers, especially in evaluating their questioning through SETT. Furthermore, the key aim of those studies were to investigate the interactional feature of talks in general. Thus, there is still no clear study to be done about how pre-service EFL teachers utilize the questioning abilities through the SETT grid.

Therefore, this upcoming study investigates the way the pre-service teachers in evaluating the questioning skills in which question is the most common communication used by the teachers in the classroom, whether in opening, explaining, or even reviewing the lesson in the classroom. By doing so, the pre-service teacher especially in microteaching class will learn how to evaluate and hope that they will be aware the questioning talk they created during the class. Furthermore, it is as the challenge skills of pre-service EFL teachers in evaluating their talks at questioning through reflective journal of SETT, in which it can enable PSTs to consider how they performed questioning in the classroom. This will indicate a direction for pre-service teachers to build a specific teaching competence and concerns until they hold the real life of teaching in the real classroom circumstance in the future in their real professional life as a teacher.

LITERATURE REVIEW

Microteaching Class

Teachers are one of the most significant variables in maximizing education performance and the teaching cycle. It's really necessary to prepare teachers who have the fast-growing generation. In a typical point of view, teachers are the root and transmission of expertise; but through the context of the educational phase, they have also become the reference for students (Darmayenti et al., 2019). The teachers nowadays have to learn, assess and improve the teacher preparation systems.

One of the most significant initiatives in the learning environment is through a microteaching program. It gives students greater accountability and provides them with the ability to access knowledge. Besides, it is a method of learning that trains teachers' candidate to be educators during the start of teaching. PSTs are instructed for actual circumstances of teaching such as helping them to get adequate awareness of teaching, coaching and training teaching abilities as well as the teacher's attitudes and actions.

Furthermore, by enrolling to microteaching program, pre-service teachers have a great chance of implementing the ideas they have mastered in the actual school environment. Even though education practice remains a struggle, the PSTs

should be well directed and supervised. It prepares themselves such as how to manage and treat not just their everyday lectures, but also the students and their classroom instruction. Therefore, the most valuable aspect of the teacher education system is microteaching experience among pre-service teachers.

The process of microteaching is easy but strictly regulated and restricted during 5 to 10 minutes and attended by between 3-10 students (Afifah, 2017). It may involve a live demonstration or a recording of the teaching practicum through a selected topic. Furthermore, it is offered in the faculty of teacher training to sixth semester students. They are who have achieved such previous main competencies in teaching and learning fields like classroom management, teaching media, teaching strategies, curriculum and soon. In doing microteaching, there are some ways to evaluate namely by capturing the video for the previous teaching practice to watch students' expression and the language that has been used. Thus, the teachers enable to focus further about the way the teach (Jiang, 2016).

It also has some aims such as enhances PSTs optimism and confidence, boosts and strengthens the teacher's capability in the classroom. By doing so, they are able to combine the materials with the technology or others and results are expected to improve their awareness toward the fundamental and relevant teaching skills in teaching (Turgut, 2017).

Conversely, it has never been obvious how it has possibility to improve teaching abilities because most participants were not willing to show their instructional process properly (Darmayenti et al., 2019). There must also be relevant, imaginative, enjoyable and dialogue-friendly learning environments for an instructor as an educator. As a consequence, much of their learning goals have not been fulfilled, thus, it is important to increase greater accountability of the pre-service teachers. They will be trained to obtain information and opportunity to create suggestions or opinions in order to achieve learning objectives and a sense of satisfaction. They are required to improve their talents in order to render professional, knowledgeable, self-sufficient, and qualified teachers in the future. Therefore, they are managed to make future professional, competent, self-sustainable and qualified teachers.

Basic Teaching Skills

The purpose of microteaching is to create the basic essential teaching skills for teacher candidates. Those are the ability that should be acquired by the teachers such as creating questions, giving explanation, and delivering the design of the learning (Jamal & Sandhya, 2016). It thus reveals that questioning has become one of the main abilities that the teachers will take the full account of.

The components that included as basic teaching skills are lesson plan, opening, explaining, reinforcing, media. Managing, questioning, varying, discussing, and closing (Darmayenti et al., 2019). Those components are compulsory skills that a teacher should learn. Thus, it means that they are some pre-service teachers' activities during their time in learning how to teach as teachers. All the aforementioned viewpoints indicate that the teaching skills are a series of actions and behavior intended to facilitate and support student learning directly or indirectly. Teacher's qualifications are often connected to the way in which the teacher did the job and the results produced to increase pupils' performance.

Questioning Skills Concept

In enhancing the classroom circumstance, teachers are able to manage the question. This is also the most common way to communicate with students. The use of question as a teaching tool in a classroom has shown a central concept to engage learners in creating the discussion among the students (Ghajarieh et al., 2019). The use of teacher questions can also generate specific and varied features of student talk that promote understanding, demonstrate student engagement and high-level thinking (Boyd, 2015).

Questioning skill is also a main skill to raise the learners to speak and share their arguments and it is commonly done by the teachers from common to specific questions (Aisyah, 2016). The way the students express their opinions, views and beliefs with others, whether they be with their peers or their teachers is boosted by teachers' question. Thus, through the use of effective question strategies, teachers are able to promote the growth of interaction at the class. In so doing, the teachers should master this basic skills, questioning skills, to allow students to analytically respond and think.

Teachers Talk

There something that cannot be denied that happen in the classroom, it is the teachers talk (Putri, 2015). The interaction built between teachers and the students is main activity during the classroom activities, especially for language teachers. In order to preserve and develop its significance for pedagogical objectives in a specific sense of learning, teachers' language ought to know the language used in detail. However, it is not acknowledged by all teachers. Indeed, in order to promote the learning process, it is truly important to create engagement between teachers and students in terms of second language acquisition. Considering the need on how crucial the teachers' communication, it give the great impacts to motivate the students in the joining activities.

Regarding those issues, in conveying the learning, teacher talk plays a crucial role in class engagement as it will improve the students' comprehension of learning resources and enable them to be more involved throughout the learning phase (Nasir et al., 2019). While Walsh has claimed that the talk of teachers is more about language teachers being used as a guide to the engagement of classrooms, to monitor, organize and inspire students to communicate. It can be as a gateway to positive class interaction. It is a part of the interaction that involve students directly in classrooms by effective teacher talks. Hence, it is really crucial to manage the teachers talk so that they would not experience the negative teachers' talk in their own teaching class so the pupils they really enjoy the class (Nagle, 2018). Thus, teachers must realize that the teacher's lecture will be offered to students through learning cycles as a role model in the classroom.

Self-Evaluation Teacher Talk (SETT)

Teacher Talk's Self-evaluation (SETT) is one of the teachers' instruments for the realization, identification, description and assessment of their teacher's conversation, in particular in relation to the need to increase their knowledge of the important connection between talk, interactions and learning. It also provides an opportunity to introduce a form of reflexive practice that not only encourages them to consider their teaching methodological aspects, but also their interactional decision making (Astuti & Selti, 2018). It demonstrated how teachers measure their language during the learning phase. It will also allow teachers to obtain and develop a better understanding of interactional language learning processes. With the students heading the classroom dialogue in one situation, it is important for teachers not just in terms of media and other recorded content, but also a language for communicating, that they know their progress in teaching.

SETT's main purpose is to determine the amount of interaction in classroom specifically. SETT often helps the English teacher to figure out what form of verbal expression they have (Abraham & Eisenring, 2018). The interaction analysis using SETT can help the teacher to develop the efficiency of his or her conversation in the classrooms. SETT in general consists of some modes such as managerial, materials, skills and system and classroom context. Every mode consists of certain characteristics and specific structure. In specific case, it has fourteen conversational features namely, scaffolding, display question, referential question, teacher's interruption, extended learner-turn, extended teacher-turn, wait time, direct repair, and so on.

This research, though, only focuses on SETT's questioning skills for the pre-service teachers who take part to microteaching class. It consists of how the PSTs construct the questions and utilize their students' abilities to answer by the usage of long waiting period, interruptions for teachers and lengthy learning turns.

This ensures that the PSTs accomplish their pedagogical aims or not in managing the language in the classroom.

Any teacher has a way of asking concerns, using display or referential question. One teacher can be different from the others; it depends on who is going to address the question. The various forms of question used could be yes/no, 5W1H, tag questions or other syntactic structures. Teachers will need to be able to address certain questions in order to encourage the students to utilize longer learners' switches, prolonged waiting periods or even interruptions. Students will respond to the teachers' query in different ways. The self-evaluation chart of questioning skills can also be seen in Table 1

Table 1 SETT of Questioning Skill

Feature of talk in questioning skill	Description of pedagogical goal
1. Display Question	Asking question to which teacher knows the answer
2. Referential Question	Asking question to which teacher doesn't know the answer
3. Extended Wait Time	Allowing sufficient time (several seconds) for students to formulate respond
4. Extended learner turn	Learner turn of more than one utterance
5. Teacher interruption	Interrupting learners' contribution

RESEARCH METHOD

This study is categorized as a case study since it discusses a particular occurrence which the state of the research topic requires to be investigated under greater detail. Therefore, the examination of participants' results, encouragement and understanding, through deeper review of this research is a matter of reality. The findings of this study are shown by the individual subject of the studies to be discussed and evaluated objectively. Furthermore, this study is included in a case study because it investigated the real phenomena the way the pre-service teacher doing the self-evaluation of teachers talk. It therefore depicts the phenomena that intended to investigate how pre-service EFL teachers evaluate their language used and aware toward facilitating their students to respond using SETT.

The research was conducted in a microteaching class of EFL department. There four pre-service EFL teachers as the participants of this research. It can be named as PST-1, PST-2, PST-3, PST-4, and PST-5 (pseudonyms) who enroll in microteaching class (PPL-1) at English Education Department in one of university in Indonesia. The participants are chosen as the subject of this study due to their enrollment to microteaching class. To be teacher candidates, they need to practice the way they teach. Furthermore, it also compulsory subject that has to be taken by the students of education program because after doing the PPL-1, they will face their real teaching at the real school (PPL-2). So, this program is as bridge for

PSTs to assist them in the real practice of teaching or even as the foundation in the future of their professional skill in teaching. Therefore, this is the appropriate concern of the research participant to be chosen.

The source of data gained to answer the research problem are journal reflection and semi structured interview. The reason why using those sources of data is that to enterprise the certain situation. Besides, the interview focused on the way teacher revealing their opinion in experiencing analyzing their own classroom language interaction in running the lesson in the classroom through SETT framework. The evaluation process through the reflective diaries are supported by the video recording to reflect the natural situation that has been done the pre-service teachers. In this case, the teachers write a journal reflective as an evaluation report reflecting their language in teaching using SETT framework of questioning skills. In addition, interview is conducted to clarify and avoid some miss understanding during the evaluation and also used to dig further about the teacher opinions in experiencing evaluation through SETT framework.

There are several steps in analyzing the teachers' talk questioning skills evaluation, namely:

1. The subject of the research did a teaching practice at microteaching class
2. They obtained a training to analyze the SETT framework.
3. After that the subject of the research practiced, recorded, and analyzed it using SETT framework of questioning skills.
4. Each PSTs are asked to do evaluation toward their questioning skills based on their teaching practice using reflective journals
5. They are asked using semi structured interview.

FINDINGS

1. RQ 1. How do pre-service EFL teachers evaluate the questioning skills using SETT framework in microteaching class?

This first research question depicts the pre-service EFL teachers' way to evaluate and reflect toward the SETT framework instrument of questioning. The evaluation are as follow:

Evaluation 1: The PSTs are managed to define and categorize samples of their questioning feature of the interactions (Display and Referential question)

Display Question

PST-2 : Why is he so happy?

S1 : Happy because=

PST-3 : =why?

S3 : Because he wins speech contest

The excerpt shows that PST 3 can find and categorize the interactive feature of questioning which is about the display question. How the PST-3 addresses the questions can be seen. The evaluation reveals that it was generated by asking "Why is he so glad?". If the instructor can define a questioning ability dialogue element for the discussion, it indicates that the teacher understands how the it was made purposefully (Aşık & Gönen, 2016).

Evaluation 2: The used of Metalanguage critical self-evaluation of the PSTs
All the PSTs are able to use the metalanguage in evaluating their questioning skill using SETT grid. It is proven that they are aware toward the questions they created. Furthermore, it happened when they know the purpose of posing those questions to the students. For the detail reflection for both in-service teachers in their second turn are as follows:

Extracts	The used of Metalanguage and Critical self-evaluation
<p>1. Display Question PST-1: Can you tell me what Borobudur looks like? L5: It is as one of seven wonders in the world miss! As you know guys, it is very big and so unique that built by Syailenda Dynasty PST-1: Wow, good Job! Give approve applause guys! Ls: (applause together)</p>	<p><i>This meeting session in the class I used display question because I would like to check my students' understanding. Besides, I gave Extended Learner Turn to my students to answer. Thus, it probably took minutes for answer it. This happened when I taught about introduction to descriptive text for tenth grade senior high school. I now know, that extended learner turn is very crucial to be conducted since recognizing the interaction with the students effectively is a necessary so that I gave extra time for my students to respond and not to take direct interruptions to them.</i></p>
<p>2. Display Question PST-4: from the passage, can anyone describe the Prambanan temple in a simple way? L3: Hmmm, hmm ... it is ... unique, beautiful, and located in central java miss! PST-4: Good job!</p>	<p><i>I do realize in this meeting that doing Wait-Time was really necessary in the lesson. I waited my student to respond when he used the discourse marker hmm... hmm to express the Wait-Time while he was still thinking what the best answer of my question.</i></p>
<p>3. Referential Question PST-2: Do you have experience? What is that? L8: I have miss. It was for= PST-2: =when was it? L8: For about two months ago in Madura</p>	<p><i>In this meeting, I would ask about the previous meeting that discussed recount text using past tense. Thus, I asked my students about their experience using referential question. After watching my video of teaching, I realized that I have done a big mistake to do Teacher Interruption. As a matter of this, I noticed that my talk had interrupted my student while he was talking. It took me to remind myself and I must took this as a consideration in order not to make</i></p>

the same mistake in the future.

4. **Display Question**

PST-3: what is the difference between these two passage?

L4: hmm, it is=

PST-3: =what is this?

L6: the one is about Cat in general, and the other is cat in specific

PST-3: Good Job guys

*For me, I thought that my instruction was clear enough for my students, but here I forget that every student has their own language proficiency. I should not directly **interrupt** them and even should give them times to take a breath from the prior lesson so think their answer. I don't have that kind of wait-time to them. Therefore, now I realized that it is not properly done to interrupt the students, I have to know the condition and wait the students appropriately.*

2. RQ 2. What are the pre-service EFL teachers' opinions of the SETT experience in evaluating the questioning skills?

To answer this question, interview is used. The PSTs' responses were analyzed to shows their opinion about SETT experience

The four PSTs were interviewed and asked their opinions about the SETT framework. All of them said that it is really interesting and a very valuable knowledge that they ever get in which they never know before. Due to this experiencing SETT framework, they know about language used in teaching, how to deal with classroom interaction, how to improve teaching skill, classroom management, and lesson planning. Furthermore, it also helps them to reflect their own interaction talk of questioning, not only about revealing self-evaluation of interaction features but also realizing difficulties of their talk that delivered to their students. Therefore, in this case, SETT has helped them critically about student-teacher interaction and give great impact to their teaching and shows their strengths and weaknesses. Thus, SETT framework has showed powerful borders in language teaching for the development of PSTs.

At the first, I am not paying attention to the certain talk I produce, even I don't realize that it can make my students confused what I am asking to them. And when I did a reflection of my questioning talks, I got some difficulties, but then because of the training I could get much help. I learn not to make to complicated wordings that boost misunderstanding to my students. (PST-1's interview)

I don't even know how to give space for my students' time to answer my questions before. What I want is that they can directly answer my questions because I am afraid that the lecture would thought that my teaching practice was so bad. In fact, because of this SETT in questioning, I realize how to deal with classroom language, how give extend more time to my fellows to react toward what I am asking to them. (PST-3's interview)

From those interview, it shows that their language interaction with the pupils are crucial. While listening to the recordings, they are more aware toward the reflections emerged to some features of teachers talk such as extended learner turn, display question, and soon. They are able to see their teaching not only from one side of their own point of view but also proven from what they watch at the recording, also from the SETT grid. It can give another perspective toward the way they use language classroom interactions. It definitely assists them to see their weaknesses that they might not aware to make their language interaction used better for their teaching ahead. Thus the role of SETT framework is really helpful for them. Therefore, all of the PSTs' opinion about their reflection in questioning has something to do with teaching awareness and focus on the learning activities, giving another point of view, and also solutions for classroom interactions ahead.

DISCUSSION

The findings of the research indicate that the PSTs are able to evaluate their teacher talk and created improvement even though the training of SETT gained much benefit of having experience of analyzing their classroom interaction of questioning using SETT framework. One of the key to do that is because of the SETT induction that got by the pre-service teachers (Brooke, 2019), As argued by Astuti & Selti (2018) that having the teachers' training and workshops is very helpful to enable the teachers aware toward the language they used in the classroom and how they facilitate their students in responding the talk. While, it also sometimes cannot be realized and occurred all when the teachers' did the teaching since it come unconsciously and cannot be planned during the learning process (Wasi'ah, 2016). That's why the pre-service teachers are suggested to upgrade and join some training at the time they become teachers. By doing so, they will be happy and more understandable how to be teachers in real life; how to perform the foreign language to non-native speakers better (Jiang, 2016).

In addition, based on the interview, SETT also helps the teachers to have a deep critical evaluation and reflection to language communication that been produced by them. They can also see their own strengths and weaknesses in teaching, not merely about the methodology and the quantity of teachers talk time but more focus on metalanguage and interactional features implemented by the pre-service EFL teachers at microteaching class. In this situation, the teachers will be granted the leadership in every potential project at the time of the school (MacDonald, 2017). The way this looks will primarily focus on local circumstances and will draw on community leaders' relevant experience. Since it managed to help them to be aware and develop their teaching to be better in the future, therefore, it is such a responsibility for implementing reflection and

evaluation habit in teachers' daily activities and even in university program where the teacher candidates achieve their education to be teachers (Gönen & Asik, 2016).

CONCLUSION

In conclusion, based on the data of this study has revealed that preservice EFL teachers are able to analyze kinds of interaction features of classroom discourse in questioning skills in which it takes some difficulty due to the vagueness of the features. Besides, it also inclined their awareness toward how important of having self-evaluation knowledge and experience. Due to those experiences of evaluation, they managed to understand how to give instruction and create discussions with their learners with the appropriate language. They realized and become aware of language interaction for communication they used at microteaching class. Therefore, the goal of pedagogy of learning can be achieved between teacher and students. The result of this study also cannot be generalized since it limited to the smaller amount of the participant and also microteaching class circumstance.

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