

**TEACHER'S USE OF WAIT TIME: A CASE STUDY OF QUESTIONING
STRATEGIES IN SMAN PADANG**

THESIS

*Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



By :

FAIRATUL HUSNA DASLIN

16018052

Advisor:

Dra.Yetty Zainil, M.A., Ph.D
NIP: 196407311989032008

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
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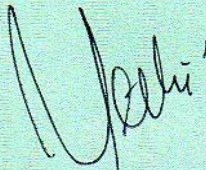
HALAMAN PERSETUJUAAN SKRIPSI

Judul : Teacher's Use of Wait Time: A Case Study of Questioning Strategies in SMAN Padang

Nama : Fairatul Husna Daslin
NIM/BP : 16018052/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

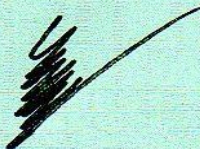
Padang, November 2020

Disetujui oleh,
Pembimbing



Dra. Yetty Zainil, M.A., Ph.D
NIP: 196407311989032008

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris



Desyvalini Anwar, S.S, M.Hum., Ph.D.
NIP. 197105251998022002



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Fairatul Husna Daslin
NIM/TM : 16018052/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251998022002

Saya yang menyatakan,

Fairatul Husna Daslin
16018052/2016

ABSTRACT

Waktu tunggu adalah waktu keheningan yang diberikan oleh guru selama proses tanya-jawab. Penelitian ini bertujuan untuk mengetahui seberapa banyak waktu yang diberikan guru antara pertanyaan yang diajukan dengan jawaban peserta didik (waktu tunggu 1); dan waktu tunggu 2, antara umpan balik siswa dan penjelasan guru. Penelitian ini juga mengkaji tentang batasan waktu tunggu yang diamati menggunakan analisis percakapan dan Stimulated Recall Interview (SRI). Partisipan penelitian ini adalah 12 guru bahasa Inggris di SMAN Padang. Hasil penelitian menunjukkan bahwa sebagian besar guru menunggu 1-2 detik pada waktu tunggu 1 dan waktu tunggu 2. Peneliti menemukan bahwa guru di SMAN Padang memberikan waktu tunggu yang disarankan 1 (3-5 detik) dengan hanya 25% dari total pertanyaan, dan waktu tunggu 2 adalah 9%. Selain itu, peneliti menemukan bahwa jenis pertanyaan mempengaruhi waktu tunggu 1. Sebaliknya, tidak terjadi pada waktu tunggu 2. Peneliti juga menemukan fenomena yang menyebabkan adanya batasan waktu tunggu 1 dan waktu tunggu 2, yaitu pengulangan guru, interupsi guru, elaborasi guru, pertanyaan tingkat rendah dan jawaban guru sendiri.

ABSTRACT

Wait time is the sufficient silence giving by the teacher during the questioning process. This study aimed to observe how much time is given by the teacher between question posed and learners' answers (wait time 1); and wait time 2, between students' feedback and teacher's explanation. This study also investigates the limitation of wait time which was observed using the conversation analysis (CA) and Stimulated Recall Interview (SRI). The participants of this study were 12 English teachers in SMAN Padang. The finding showed that most of the teachers waited 1-2 seconds in wait time 1 and wait time 2. The researcher found that the teachers in SMAN Padang gave the recommended wait time 1 (3-5 seconds) with only 25 % of the total questions, and in wait time 2 was 9 %. Moreover, the researcher found that question types affect the wait time 1. In contrast, it did not occur in wait time 2. The researcher also discovered the phenomena that caused the limitation of wait time 1 and wait time 2. They were teacher echoing, teacher interruption, teacher elaboration, lower-order thinking questions, and self-answer

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CHAPTER I INTRODUCTION

In the first chapter of this research, the researcher describes the background of the study and the reason the researcher conducting this study. The researcher also presents the identification of the research, the limitation of the research, formulation of the research, research questions, significances of the research, and the key term.

1.1 Background of the Research

In Indonesia, the province of West Sumatra was ranked 14th in the level of proficiency out of 22 participating regions as conducted in the EF English proficiency index in 2019. The data presented that the level of students' English proficiency in West Sumatra is low, with an average test score of 48.36. In conclusion, it says that the teacher faces a challenge to improve the students English proficiency by applying appropriate teaching strategies to obtain the success of teaching, in this case, teaching the English language

Teaching strategies are tools to achieve specific learning goals in language acquisition (Hamruni, 2009). The teaching strategy has an impact on encouraging participation in the classroom, active learning, and valuable feedback (Raba, 2017). Therefore, it is crucial that teachers concern about understanding the teaching strategies to get good output from students as well as to give a positive impact on the learning process.

Orlich et al. (2002) mentioned that one of the significant teaching strategies in developing and encouraging students' language learning is by giving questions which are known as questioning. Questioning helps the teacher identify the students' output and comprehend what they had learned (Gaither, 2008). Harvey & Goudvis (2000) also states that questioning strategy is how to encourage students to interact with the material in the learning process. It means that questioning strategy can help the teacher stimulate the students to the unfamiliar content. By applying this strategy, the students can reach the knowledge and information of the content.

There are several elements of questioning strategies: no hands rule, wait time, the big question, preview, building a good atmosphere, higher-order thinking skills (National Strategy, 2004). Nevertheless, many teachers do not apply the correct elements of the questioning strategy (Albegaria & Almeida, 2010; Lewis, 2015). One of the important components of the questioning strategy is wait time (Kaur, Singh & Hasyim, 2014).

Price & Nelson (2007) states that wait time provides the amount of thinking time the teacher gives to the student during questioning. It means the students need to be given the correct amount of thinking time to recall all the information to answer the questions. There are two reasons that the right amounts of wait time through questioning are essential to the students. First, the students should hear the question clearly and comprehend the questions given by the teacher. Second, they need to remember all the information relates to the question (Bond, 2008).

There are two types of wait time: wait time one and wait time two. Beyer (1997, as cited in Kaur & Singh, 2014) states that the term wait time 1 is the term of silence between teacher's question and student's answer. In this term, the teacher should give thinking time to the students. Wait time 2 is the amount of time produced between the student's answer and the teacher's feedback (Walsh & Sattle, 2005).

A previous study suggested that given more time to think between 3-5 seconds would help the student to give good answers during the learning process (Wragg & Robin, 2001). In case the teachers add more than 3 seconds of thinking time after given a question, many students respond to the question voluntarily (Rowe, 1986, as cited in Wasik & Hindman, 2008). Mark (2011) also states that increasing wait time to face the anxiety experienced with foreign language learning. Therefore, it is crucial to managing appropriate wait times during questioning in the classroom (Gaither, 2008).

However, the researchers reported (for example, Almeida, 2010; Lewis, 2015) that most of the teachers do not realize the purposes of wait time as the questioning strategy that may affect the students' ability. Besides, Süt (2020) emphasizes that the teacher may get advantages of wait time that they could create a learner-centered classroom environment. Yet, some of these research projects revealed that the average wait time range of 0,98 to 1 seconds that the length of wait time was short lapse time. The phenomena that happen in some research projects show that ignoring the right amount of wait time could limit the activity of the students in the questioning process (Wasik & Hindman, 2018).

The researchers in Indonesia seem rarely done this topic, as far as the researcher's concern. Based on that reason, the researcher intends to expand the scope of this study by inspecting some SMAN in Padang. This study may look forward to wait time studies within the interaction between teacher and study. Therefore, this study observes the implementation of wait time 1 and wait time 2 in SMAN Padang.

1.2 Identification of the Research

Regarding the problems above, the researcher intends to observe the use of wait time in SMAN Kota Padang. There are several problems that can be studied include the limitation of wait time 1 and wait time 2, and the phenomenon that caused the limitation of wait time 1 and wait time 2. In addition, the researcher also describes questioning strategies, types of questions based on Bloom's Taxonomy, conversation analysis, and turn-taking.

1.3 Limitation of the Research

Based on the identification of the research above, the researcher limits the study on the wait time in SMAN Kota Padang. SMAN Kota Padang refers to the public high schools in the Province of West Sumatra. The researcher chose 12 teachers from different grades (grades x, grades xi, grades xii) who taught English subjects to investigate their practice of the wait time in their classes.

1.4 Formulation of the Research Problem

Based on the identification of the problem, this research problem is formulated as follows: How much time is given by the teacher between the

question posed and learners' answers (wait time 1) and (wait time II) between students' feedback and the teacher's explanation?

1.5 Research Questions

Through this research, the researcher tries to answer the following question

1. How much time is given by the teacher between the question posed and learners' answers (wait time 1) and (wait time II) between students' feedback and the teacher's explanation based on the question types?
2. What are the causes of limited wait time 1 and wait time 2?

1.6 Significance of the Research

There are two significances of the research. First, for the teacher, the researcher expects to encourage the teacher to apply an appropriate wait time in the learning process. The researcher also hopes this study provides the source of information for the teacher to use the wait time. Second, for another researcher, this research will be a reference for such kind of research in the future. Although the study of the wait time is not recent in the education field, the researcher expects this study will be elaborated and as the source of information

1.7 Definition of the key term

1. The teaching strategy

Teaching strategy is the way to influence the students in the learning process and become involved with learning sessions.

2. Questioning

Questioning is one of the effective teaching strategies to help teachers understand students' proficiency levels of what students had learned.

3. Wait time 1

Wait time 1 is the teacher's sufficient silence between the question posed and learners' answers.

4. Wait time 2

Wait Time 2 is the teacher's sufficient silence between students' feedback and the teacher's explanation.