

**THE ANALYSIS OF TEACHER'S WAIT TIME 1 IN EFL CLASSROOM
AT JUNIOR HIGH SCHOOLS IN PADANG**

THESIS

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



HANIFHA KEMALASARI

17018131/2017

**Advisor :
Dra. Yetti Zainil, MA., Ph.D**

**ENGLISH LANGUAGE AND LITERATURE
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

2021

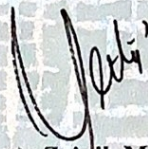
HALAMAN PERSETUJUAN SKRIPSI

Judul : The Analysis of Teacher's Wait Time 1 in EFL Classroom at Junior High Schools in Padang
Nama : Hanifha Kemalasari
NIM : 17018131/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Desember 2021

Disetujui oleh,

Pembimbing



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

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program studi Pendidikan Bahasa Inggris Jurusan Bahasa dan sastra
Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang
Dengan judul:

**The Analysis of Teacher's Wait Time 1 in EFL Classroom
at Junior High Schools in Padang**

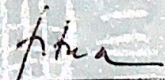
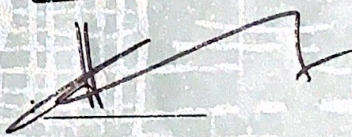
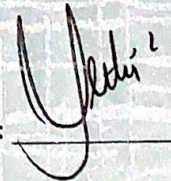
Nama : Hanifha Kemalasari
Nim : 17018131/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan sastra Inggris
Fakultas : Bahasa dan seni

Padang, Desember 2021

Tim Penguji

Tanda Tangan

1. Ketua : Fitrawati, S.S, M.Pd
2. Sekretaris : Dr. Ratmanida, M.Ed. TEFL
3. Anggota : Dra.Yetty Zainil, M.A., Ph.D

: 
: 
: 



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 : Hanifha Kemalasari
NIM/TM : 17018131/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *The Analysis Of Teacher's Wait Time 1 In EFL Classroom At Junior High Schools In Padang* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Saya yang menyatakan,

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002



Hanifha Kemalasari
17018131/2017

ABSTRAK

Masih banyak guru yang belum mengetahui efektivitas waktu tunggu 1 di kelas EFL khususnya di SMP yang ada di kota Padang. Tujuan penelitian ini bertujuan untuk mengamati bagaimana penerapan waktu tunggu 1 guru di kelas dan juga apa kendala guru dalam menerapkan waktu tunggu 1 di kelas dengan menggunakan metode Stimulated Recall Interview (SRI). Partisipan penelitian ini adalah 18 orang guru SMP di Kota Padang. Hasil penelitian menunjukkan bahwa rata-rata waktu tunggu 1 guru SMP di Padang adalah 3,49 detik, selain itu penelitian ini juga menemukan bahwa waktu tunggu 1 guru dengan soal bahasa Inggris lebih lama daripada bahasa Indonesia. Penelitian ini juga menemukan bahwa kendala penerapan waktu tunggu 1 datang dari guru itu sendiri.

ABSTRACT

They are still teachers who do not know the effectiveness of wait-time 1 in EFL classes, especially at junior high school in Padang. The purpose of this study aims to observe how the teacher's wait-time 1 implementation in the classroom and also what are the teacher's obstacles in implementing wait-time 1 in the classroom using stimulated recall interview (SRI). The participants of this study were 18 teachers at junior high school in Padang. The findings show that the average wait-time for 1 teacher at junior high school in Padang is 3.49 seconds, besides that the study also found that the wait-time for 1 teacher with English questions is longer than Indonesian. The study also found that the obstacles to implementing wait-time 1 came from the teachers themselves.

ACKNOWLEDGEMENT

First of all, I would like to express my praise and gratitude to Allah Subhanahu Wata'ala who only I ask for help, thank God for all His help, mercy, and love, so that the author can complete the thesis entitled "the analysis of teacher's wait time 1 in efl classroom at junior high schools in padang". Also our Prophet Muhammad Sallahi 'Alahi Wasallam, the bearer of good news and a warner to all mankind and who has always been a source of inspiration and the best example for mankind.

In addition, the author realizes that there are many parties who have provided support and assistance during the completion of this study and thesis. Therefore, it is appropriate for the author to respectfully express his gratitude to Dra. Yetti Zainil, MA., Ph.D as a supervisor who always patiently guides the author, gives ideas and helps a lot in completing the author's thesis. And also the authors thank to Fitrawati, S.S, M.Pd and Dr. Ratmanida, M.Ed, TEFL for their helpful suggestions and criticisms.

My deepest gratitude goes to my beloved parents who always give me enthusiasm, motivation, and life. My parents have always supported my studies for 4 years and I am very grateful that they are in my life. and also I thank to Yudha who often helps me, I also thank to my friends at campus, namely Tasya, Ami, Hana, Fira, Vio, Meisya, Keke, Intan, Kiki, Suci, and Nini who have gone through There were many ups and downs from the time I entered college until I graduated.

Last but not least, i wanna thank me i wanna thank me for believing in me,
i wanna thank me for doing all this hard work, i wanna thank me for having no
days off, i wanna thank me for never quitting, i wanna thank me for always being
a giver and tryna give more than I recieve, i wanna thank me for tryna do more
right than wrong and i wanna thank me for just being me at all times.

TABLE OF CONTENTS

TABLE OF CONTENTS.....	6
CHAPTER 1	8
INTRODUCTION	8
A. Background of the Problem	8
B. Identification of the Problem	11
C. Formulation of the problem	12
D. Research Questions.....	12
E. Research Limitations	12
F. Research Significance	13
G. Purpose of the research	13
H. Definition of key terms	13
CHAPTER II.....	14
LITERATURE REVIEW	14
A. Classroom Interaction	14
B. Teaching Strategies.....	15
C. Teaching strategies in English class	16
D. Overview of Wait time.....	16
1. Wait time	16
2. Types of Wait Time.....	17
3. Eight categories of Wait time.....	18
4. Application of Wait time.....	19
E. The Purposes of Wait-time	20
F. Review relevant studies	21
G. Conceptual framework.....	23
CHAPTER III	25
METHODOLOGY	25
A. Research Design.....	25
B. Participants.....	25
C. Data and Data sources.....	27
D. Instrument of the Research	27

E. Technique of data collection.....	28
F. Technique of data analysis.....	28
A. Data Description and Findings.....	31
a. The average length of wait time 1.....	31
B. Discussion.....	36
CHAPTER V	39
CONCLUSIONS AND SUGGESTION.....	39
A. Conclusions.....	39
REFERENCES	40
APPENDIX.....	43

CHAPTER 1

INTRODUCTION

This chapter explain the background of this research, identification of the problem, formulation of the problem, research questions, research limitation, research significance, purposes of the research, and definitions of key terms.

A. Background of the Problem

English is one of the foreign languages , an international language that has a very important role-in smooth interaction. In Indonesia, English classes start when students enter junior high school which are useful for students to understand English that is why an English as a Foreign Language class held, which is shortened to EFL class. This program helps students to improve their English skills. However, in several schools in West Sumatra, especially in Padang, there are still many students who have difficulty learning English, especially in the conversations between teachers and students in EFL classes (Rianto, 2017). A research in one of the junior high schools in Padang revealed that the students' understanding of English was still far from ideal; Students' abilities need to be improved (Putri et al., 2021).

When researchers observed one junior high school in Padang in March 2021, researchers saw that teacher and student interactions in the classroom were ineffective because in this interaction the teacher pauses for too short a time to the questions he gives so that students have not had time to answer the teacher's questions and students become inactive, this has an impact on the low value of English. student. This is also supported by previous research (Daslin & Zainil, 2020) which examined the teacher's wait time strategy, in this study it was stated that most high school teachers in Padang had not given sufficient time to their students in question and answer interactions.

One of the strategies that can improve students' abilities and is often used by teachers is the wait time strategy. The wait time strategy can improve students' abilities because it makes students consider the questions given and helps them think more (Singh & Hashim, 2014). This strategy was pioneered by Mary Buddha Rowe in 1972. Rowe found that teachers typically waited between 0.7 seconds and 1.5 seconds before speaking after they had asked a question. However, when teachers used a wait time of 3 seconds or more, Rowe found a marked increase in student creativity and learning.

In educational terms, wait time is the time in which a teacher waits before calling a student in class or for a student to respond. As quoted from Teachervision (2015) "Wait time is the period of silence between the time a question is asked and the time when one or more students respond to that question. This provides students with much-needed opportunities to process questions and formulate their responses, such as the statement by Stahl (1994) that "the average teacher waits for 0.7 to 1.4 seconds after asking a question, even though it is important for teachers to give more time".

The same research as Rowe above has also been conducted by Alsaadi (2019) entitled *Wait-time in Material and Classroom Context Modes*, which found that increasing wait time for students can provide learning opportunities for them. Robert Stahl further developed the concept, Mary Budd Rowe, in 1994, coined the term "think time." Stahl's definition, although similar to "wait time," more specifically refers to teachers and students' actions during periods of silence as thinking. The wait time strategy is divided into two types, namely wait time 1 and wait time 2. Wait time 1 is the time period between the teacher's question and the student's response. Meanwhile, Wait time 2 is the period after the student's initial response and before the teacher's reaction.

During wait-time 1, what will be seen is the time between the teacher's questions and student responses such as when the teacher and students ask questions in class, the teacher must also explain the concept before the question and answer begins so that students will understand that no one will be called. to answer during the wait time 1. For example, during a question and answer in class, a teacher asks students about the lesson they learned earlier "So, how old is a doctor to retire?" the teacher's questions, the amount of time given until the students answer the questions, includes strategies wait time. Many styles of teachers and students in interacting in the classroom are included in this wait time strategy. Stahl (1982) developed a wait time strategy and focused on teacher reactions, and divided them into eight categories, which are called eight categories of periods of silence namely Post-Teacher Question Wait-Time, Within-Student's Response Pause-Time, Post-Student's Response Wait-Time, Student Pause-Time, Teacher Pause-Time, Within-Teacher Presentation Pause-Time, Student Task-Completion Work-Time and Impact Pause-Time. This category looks more at the teacher's reaction in implementing wait time.

Some previous research has been done. Singh & Hashim (2014) investigated the use of wait time with the title "The use of wait time during reading comprehension lessons by two English teachers at a school in Selangor". The study found that teachers who gave students more like 1 minute of wait time could make them consider the questions they should answer. Furthermore, another study examined the increase in wait time entitled "Wait-time in Material and Classroom Context Modes" by Saheed (2019). This study aims to investigate wait time, more specifically student reaction wait time, in high school English classes as a foreign language with particular attention to two micro-class context modes (class context mode and material mode). The study

found that wait time extended by three to five seconds is likely to increase learning opportunities for student.

Another study on the wait-time was conducted by (Mohamad et al, 2019), entitled The Impact of "Think-Pair-Share" and "Wait-Time" on Teaching and Learning Undergraduates: An action research. It was conducted to investigate the impact of two teaching strategies namely 'think-pair-share and 'wait-time on students' teaching and learning. The study revealed that the two teaching strategies "think-pair-share" and "wait-time" has greatly increased student engagement in the class. And a recent study on wait-time was also researched by (Daslin & Zainil, 2020) entitled Teachers' use of wait time: A case study of questioning strategies in senior high school in Padang. This study observed how much time the teacher gave between the questions asked and the student's answers (wait-time 1), and wait time 2. The results of this study revealed that the type of question affects wait-time 1. On the contrary, it does not occur at wait time 2.

By looking at the importance of this wait time strategy in the world of education, many researchers have conducted research on this topic such as the use of wait time, the context of wait time modes, and the impact of wait time. Although the topic is almost the same, the researcher in this present study focuses more on the wait-time 1 analysis. Concluding from the observations that the researcher made in several junior high schools in the city of Padang, the researcher saw that some students' English scores were still low and the lack of improvement may be because of the problem of wait time. Therefore, it is important to know how the teacher applies this wait time strategy in the class by observing how teachers apply wait-time 1 and and the teacher's obstacles in implementing this strategy.

B. Identification of the Problem

Regarding the problems that the researcher mentioned above, during observations at junior high school 29 in Padang on March 2021, researchers saw that teacher and student interactions in the classroom were ineffective. This is presumably because the teacher's wait time strategy to students is still not good, because in this interaction the teacher pauses for too short a time to the questions she gives so that students have not had time to answer the teacher's questions and students become inactive, this has an impact on the low value of English because the value of question and answer in activities and student activity in class are included in formative values. This is also supported by previous research (Daslin & Zainil, 2020) which examined the teacher's wait time strategy, in this study it was stated that most high school teachers in the city of Padang had not given sufficient time to their students in question and answer interactions. However, it is not known yet how this wait time strategy is implemented in junior high schools in Padang.

C. Formulation of the problem

Based on the problem above, the research is formulated in this question: *"How is the implementation of wait time 1 in junior high schools in Kota Padang?"*

D. Research Questions

Based on the background described above, there are two questions that arise in this study:

1. How long does the teacher give students time to answer questions (wait time 1)?
2. What are the obstacles faced by teachers in providing wait time?

E. Research Limitations

Problem limitation is used to avoid deviation or widening of the subject matter so that research is more focused and facilitates discussion so that the research

objectives are achieved. The limitation of the problem in this study only includes information about wait time 1 in the EFL class at junior high school in Padang. The researcher chooses 18 teachers from grades VII, grade VIII, and grades IX in their school.

F. Research Significance

The researcher hope this information about wait time is useful for English teachers who teach in EFL classes and can encourage these teachers to implement this wait time strategy well in the classroom so that teachers can find out students' abilities and improve student understanding in the classroom.

G. Purpose of the research

The purpose of this study is to find out how long does the teacher give students time to answer questions, as well as how long the teacher waits for an answer from students when asking questions and what obstacles the teacher faces in doing this. This research was conducted to find out how the teacher wait time strategy was applied.

H. Definition of key terms

1. Wait time 1 is the time period between the teacher's question and the student's response.
2. Wait time 2 is the period after the student's initial response and before the teacher's reaction.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

In conclusion, after the researchers made observations and interviewed teachers, the researchers found that the average wait time for teachers in junior high schools in Padang is 3.49 seconds, which is the ideal time to give students wait time 1. However, there were also teachers who gave a wait time 1 of less than 3 seconds, because there are obstacles in this, namely because the teacher himself is impatient in waiting for students to answer questions. The researcher found that teacher questions using English had a longer wait time of 4.18 seconds for each question and 3.19 seconds for questions using Bahasa Indonesia.

B . Suggestion

In relation to the results of this study, the researcher would like to give some suggestions. First, the teacher must know the effectiveness of wait time 1 on students because sufficient wait time 1 (at least 3 seconds) can improve students' thinking and students can consider answers. Second, the teacher must patiently wait for students to answer so that no questions are answered directly by the teacher himself and students are given the opportunity to answer. Third, further researchers need to conduct research on this wait time because it is important to examine it..

REFERENCES

- Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Rineka Cipta.
- Alsaadi, N, S. M., & Atar, C. (2019). Wait-time in material and classroom context modes. *International Journal of Contemporary Educational Research*.. DOI:<https://doi.org/10.33200/ijcer.542495>.
- Atar, C. (2020) entitled "The Implementation of awareness raising for pre-service teachers' management of classroom interaction with a focus on extended wait-time"
- Brown (2007). *Principles of Language Learning and Teaching (5th ed.)*. New York: Pearson Longman.
- Camden, Sally. Wait Time Techniques. *The reflective educator*.
<https://thereflectiveeducator.com/wait-time-techniques/>
- Daslin & Zainil (2020). Teachers' Use of Wait Time: A Case Study of Questioning Strategies in SMAN Padang. *Journal of English Language Teaching* DOI : <https://doi.org/10.24036/jelt.v9i4.110338>
- Darwan Syah, *Strategi Belajar Mengajar*, Jakarta: Diadit Media, 2009
- David A. Jacobsen, *Methods For for Teaching (Metode-Metode Pengajaran Meningkatkan Belajar Siswa TK-SMA)*, Pustaka Pelajar, Yogyakarta, 2009

- Granato, J. M. (1983). The effects of wait time on the verbal behavior of kindergarten children. *The Annual Conference of the New England Educational Research Organization*. Rockport, ME
- Hisyam Zaini, *Strategi Pembelajaran Aktif*, Yogyakarta: Insan Madani CTSD, Edisi Revisi, 2008
- Iksan & Esther Daniel (2016) .Types of Wait Time during Verbal Questioning in the Science Classroom
- Joewono, Handito. (2012). *Strategy Management*. Jakarta: Arrbey
- Kemp, Jerrold E. (1995). *Instruction Desigen: A Plan for Unit and Course Development*, Belmon: Feron
- Logan. (2011). *Wait time in the classroom*. (Thesis and Dissertation).
Retrivied from <https://rdw.rowan.edu.etc/72>
- Metelo, Ana. “Describing Classroom Interaction”. May 24, 2006.
<http://www.salzburgseminar.org/ASC/csad/progs/interactive/ANA.htm>
- Miles, B. Mathew dan Michael Huberman. 1992. *Analisis Data Kualitatif*
Buku Sumber Tentang Metode-metode Baru. Jakarta: UIP.
- Mohamad, A. M., Mustafa, E., Hanafiah, N. A. H., Ariffin, N. M., & Arshad, A. H. M. (2019). Impact of “think-pair share and “wait time” on teaching and learning undergraduates: an action research. *International Journal of Academic Research in Bussiness and Social Sciences*, 9(7),843-861.
- Moh. Nazir. 1988. *Metodologi Penelitian*. Jakarta: Ghalia Indonesia.
- Rianto, eka. 2017, May 5. Students' English Ability. *Padang Ekpress*

Rowe, M B 1972, "Wait-Time and Rewards as Instructional Variables: Their Influence on Language, Logic, and Fate Control" in Resources in Education, Education Resources Information Center, <http://eric.ed.gov/?id=ED061103>

Rowe, M.B. (1974). Relation on wait time and rewards to the development of language, logic, and fate control: part ii rewards. *Journal of Research Science Teaching*, (4)291-308

Rowe, M.B. (1986). Wait time: Slowing down may be a way of speeding up. *Journal of Teacher Education*. 37. 43-50

Seels, B.B. & Richey, R.C. (1994). *Instructional technology: the definition and domains of the field*.

Sugiyono (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta.

Sukmadinata, Nana syaodih. (2008). *Metode penelitian pendidikan*. Bandung: PT. Remaja rosdakarya

Süt, A. M. (2020). *Wait-time in an English for academic purposes (EAP) context: A conversation analytic perspective*. *Language Teaching and Educational Research (LATER)*, 3(1), 149-162. <https://doi.org/10.35207/later.698861>

Stahl, Robert J (1994) Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. ERIC Digest. *Social Science Education Bloomington*.

- Siew, S. W. & Arshad, Y. M. (2014). Wait time and multiple representation levels in chemistry lessons. *Malaysian Online Journal of Education Science*, 2(2): 45-52
- TeacherVision 2015, *Your Secret Weapon: Wait Time*, Teaching Methods and Strategies, TeacherVision, <https://www.teachervision.com/teaching-methods/new-teacher/48446.html>
- Thomas, Paulette, J. 1990. *Speech and Language Detecting ang Correcting special needs*, (Boston, Allyn and Bacon).
- Wasik, B., & Hindmand. (2018). Why wait?. The importance of wait time in developing young students' language and vocabulary skills. *International Literacy Association*, DOI: 10.1002/trtr.1730
- Walsh, J. A. and Sattes, B. D. (2005). *Quality questioning: Researchbased practice to engage every learner*. Thousand Oaks, CA: Corwin Press
- Yaqubi, B., & Rokni, M. P. (2012). Teacher's limited wait time practice and learners' participation opportunities in EFL classroom interaction. *Journal of English language teaching and learning*.
- Zainil & Arsyad (2021). Teachers' Perception of Their Code-Switching Practices in English as a Foreign Language Classes: The Results of Stimulated Recall Interview and Conversation Analysis.
<https://doi.org/10.1177/21582440211013802>