Teachers' Use of Wait Time: A Case Study of Questioning Strategies in SMAN Padang

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Abstract

Not many research done yet on the wait time in the classroom especially in the EFL classroom. 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 and Stimulated Recall Interview (SRI). The participants of this study were 12 English teachers in SMAN Padang. The finding showed that most of the teacher waited 1-2 seconds in wait time 1 and wait time 2. The researcher found that the teacher 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 phenomenon caused the limitation of wait time 1 and wait time 2. They were teacher echoing, teacher interruption, teacher elaboration, lower-order questions and self-answer.

INTRODUCTION

One of the important components of questioning strategies 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. Alsaadi & Atar (2019) also defined that wait time is the elements of questioning strategy to enhance the students' thinking and valuable interaction in the classroom context modes. Wait time is divided into two types: wait time one and wait time two. Beyer (1997) states that the term wait time 1 as the term of silence between the teacher's question and student's answer. In this term, the teacher should give thinking time for the students. Then, 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 & Brown, 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). In addition, while the teacher is waiting to see students' responses (wait time 2), students may speak more about the answer. Therefore, it is crucial to managing appropriate wait times during questioning in the classroom (Gaither, 2008).

However, a bundle of the research reported (for example, Almeida, 2010; Lewis, 2015) that most of the teachers do not realize the role 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 second that the length of wait time was short lapse time.

Unfortunately, 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 for the wait time the interaction between teachers and students. Therefore, this study observes the length of wait time 1 and wait time 2 in SMAN Padang. Through this research, the researcher tries to answer the following research questions:

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 teacher's explanation based on the question types?
2. What are the problems faced by the teachers to provide wait time I and wait time II?

Bloom's Taxonomy

Bloom's taxonomy has guided the teachers to use the appropriate questions for students. Bloom's taxonomy refers to the level of a student's cognitive skills. Widana (2017) divides Bloom's taxonomy into three categorize: the first levels as lower-order thinking skills, which include remembering; the second levels as middle-order thinking skills, which consist of understanding and applying; and the third classified as higher-order thinking skills, which include of analyzing, evaluating and creating.

Conversation Analysis and Turn-taking

Conversation analysis refers to items to summarize the data about teacher-student phenomena, interruption, a pattern of conversation in the class (Zainil, 2017). Therefore, conversation analysis is related to the structure of turn-taking in conversation (Zainil, 2017). Sidnell (2010) highlighted that turn-taking is a systematic scheme of conversation. It is commonly controlled by the teacher, and consequently, the classroom interaction has an unfair proportion of conversation between students and teachers (Zainil, 2017). Hence, turn-taking leads to a decision in determining the patterns of conversation between students and teachers. Moreover, the formal classroom setting of turn-taking constructs the structure of wait time (Ingram & Victoria, 2014). Also, turn-taking enables us to extend the wait time through the questioning process. It means the teacher provides the silence between questions posed and learners' answers by allowing students to take the next turn.

RESEARCH METHOD

This research was designed as descriptive research study aiming to evaluate the implementation of wait time 1 and wait time 2 during the questioning strategy. The researcher used simple random sampling for selecting the English teachers senior high school in Kota Padang. 12 teachers participated from different SMAN in Kota Padang who made provide wait time in their classes.

The instruments of this research were notes and Stimulated Recall Interview (SRI). According to Zainil (2018), a stimulated recall interview is a beneficial tool that the teacher used to fix their potential behavioral problems. The file of the video was collected from the previous researcher, who observed the questioning field. After observing the video, the researcher did the Stimulated Recall Interview (SRI) with 5 teachers to reveal the formal classroom setting of turn-taking affect the structure of wait time 1 and wait time 2 based on the teacher's beliefs.

There were some phases in collecting the data. Firstly, the researcher transcribed the video recordings and out them into a table of the data wait time 1 and wait time 2. Then, the researcher counted the length of wait time 1 and wait time 2 on each question by using a stopwatch based on several ranges. Secondly, the researcher analysed the length of wait time based on Bloom's Taxonomy. Finally, The researcher analyzed the phenomenon of limited wait time through the movement of conversation between teacher-students interaction based on the turn-taking of conversation. Moreover, The researcher used stimulated recall interviews to know the problems faced by the English teacher in using wait time 1 and wait time 2 through a video sequence of the observation.

RESULT AND DISCUSSION

1. Research Finding
The Length of Wait Time 1 and Wait Time 2 given by the Teachers

As a result, the researcher found that the teachers used wait time 1 in several ranges include fewer than 1 second, 1-2 seconds, 3-5 seconds, 6-10 seconds, 11-15 seconds, and more than 15 seconds. Similarly, the researcher also found that the teacher gave several duration of wait time 2, such as fewer than 1 second, 1-2 seconds, 6-10 seconds, and 11-15 seconds. Although the researcher found more than 15 seconds in wait time 1, wait time 2 only provided the longest pauses, eleven to fifteen seconds.

The researcher highlighted that the teachers had small, relatively used in the proper time for 3-5 seconds. They commonly used 1-2 seconds to wait for students' responses after posing a question. However, an extended wait time can be increased students confidence in classroom participation (Mark, 2011)

The Lenght of Wait Time 1

The researcher found that the most of frequent time ocurred for 1-2 seconds (46%) of the questions, which reveal that the teachers did not give enough pauses for the students to answer the questions. The researcher also found that the smallest

pauses given by the teacher is fewer than 1 second for 20%. Furthermore, the right amount of wait time between 3-5 seconds with the accumulation percentages for 25% of questions was given to the learner to think about the questions. Besides, the researcher found that the teacher used 6-10 seconds when they implemented the wait time 1 for 7%. The longest pauses occurred more than 15 seconds of 2 questions for 0.4%. In summary, the percentages of wait time 1 shows that most of the teacher did not give sufficient silence time to think between 3-5 seconds. As can be seen in figure below, how much the percentage of wait time 1 given by the teacher between question posed and learners' answers through 671 questions.
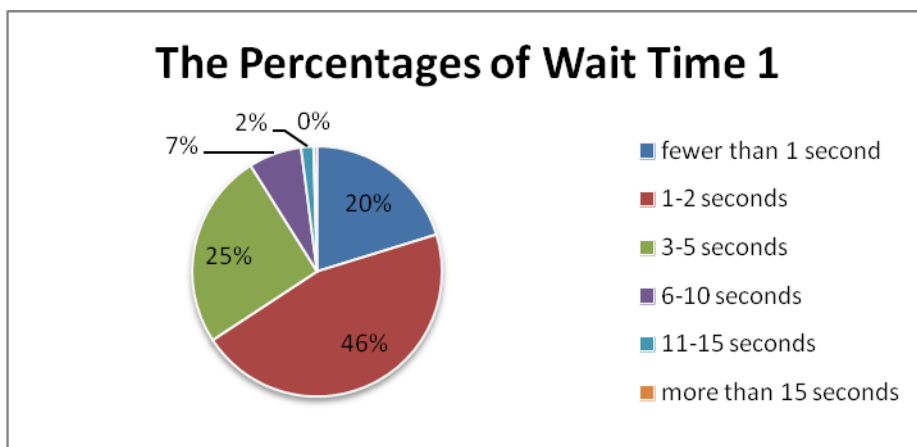
Figure 1. The Percentages of Wait Time 1

The Length of Wait Time 2
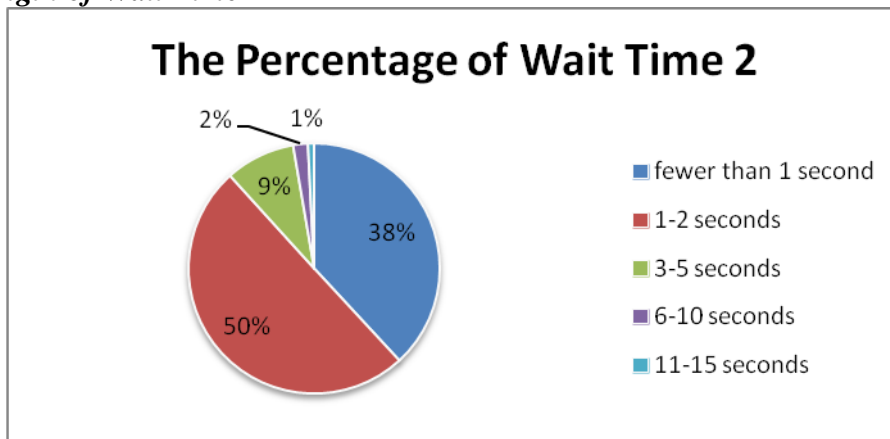
Figure 2. The Length of Wait Time 2

Figure 2 presents the percentage of wait time 2 by English teachers in SMAN Padang. The percentage of wait time 2 was count through 558 students' responses follows the teacher feedback. As can be seen in the figure, the researcher found that 9% of the teacher who provided 3-5 seconds as the effective wait time However, 1-2 seconds were more likely used by 50% of the teachers to wait for students' utterances before giving feedback, and the second biggest frequent of the duration of

wait time 2 for fewer than 1 second (38%). In conclusion, the researcher found that the students did not have much time to elaborate on their responses.

The Length of Wait Time 1 and Wait Time 2 Based on the Question Types

The researcher analyzed and counted the duration pauses of wait time 1 for each question based on Bloom's Taxonomy into six levels of question types. There were 427 remembering (C1), 161 understanding (C2), 32 applying (C3), 36 analyzing (C4), 31 evaluating (C5), and 25 creating (C6) (see in Appendix 2). It shows that the most of the questions posed by the teacher were lower-order questions.

a) Lower Order Questions Type

The lower order questions enhance students to know about the material and students' basic level for remembering a subject. The researcher found that the teacher used 427 remembering questions out of 667 questions. However, this type of question is not acceptable with the rule of wait time. Tobin (1986) states that the lower order questions only require simple answers that it could be limited the duration of wait time.

	Lower Order Type Question	
	Remembering	
	Frequency Asked	**Average Duration (in seconds) of Wait Time**
Teacher A	54	2.4
Teacher B	8	2.23
Teacher C	42	2.37
Teacher D	34	1.15
Teacher E	45	**3.23**
Teacher F	67	2.14
Teacher G	24	1.6
Teacher H	37	2.3
Teacher I	53	**3.01**
Teacher J	9	1.96
Teacher K	10	2.6
Teacher L	10	2.12

Table 1. The Average of Wait Time 1 Based Lower Order Questions

The table above shows that the relationship between wait time given by the teacher and remembering questions type. Although 2 teachers provided the learner thinking time between 3-5 seconds in lower order questions type, the data from 10 teachers showed that lower-order questions could not reach the mean of 3 seconds. Most of the teacher often used 1-2 second to wait for students responses.

b) Middle Order Questions Type

Middle-order thinking questions focus on classifying and solve the information/knowledge-based on students' existing knowledge. Middle-order thinking skills as the second level consists of understanding and applying.

| | Middle Order Questions | | | |
| | Understanding | | Applying | |
	Frequency Asked	Average Duration (in seconds) of Wait Time	Frequency Asked	Average Duration (in seconds) of Wait Time
Teacher A	19	3.04	1	5.46
Teacher B	5	31.57	-	-
Teacher C	42	2.37	11	2.68
Teacher D	34	1.51	11	1.27
Teacher E	11	3.02	6	3.57
Teacher F	29	1.67	5	3.4
Teacher G	11	1.6	-	-
Teacher H	22	1.86	8	3.37
Teacher I	11	3.6	1	5.56
Teacher J	5	2.97	6	4.70
Teacher K	10	1.93	1	1.81
Teacher L	12	2.7	-	-

Table 2. The Average of Wait Time 1 on Middle Order Questions

It can be seen from the table above that the average of wait time 1 in classroom practices were relatively short length of wait time in understanding questions. There were 8 teachers who did not wait until 3 seconds. However, the teacher gave sufficient silences when they asked about how to learn and solve the problems/knowledge in a particular situation in applying questions.

c) Higher Order Questions Type.

Higher-order thinking type questions are the essential level of questions to broaden the students' prior knowledge and critical thinking. This type of question has a tendency to concern about problem-solving of experience and tasks (Qashoa, 2013). Higher-order thinking skills as the third classification which include analyzing, evaluating, and creating

In summary, the researcher found that there were 10 teachers who gave a longer time for the students to think. As can be seen in Table 3, ten teacher seemed patient enough to wait for students' responses with the accumulation of the length of wait time 1 about 3-5 seconds. However, two teachers were indicated that they did not follow the rule of wait time. They dominated the turn while giving high order questions. The average of wait time based on higher order questions can be seen in the table below:

	Higher Order Questions					
	Analyzing		Evaluating		Creating	
	Frequency Asked	Average Duration (in seconds) of Wait Time	Frequency Asked	Average Duration (in seconds) of Wait Time	Frequency Asked	Average Duration (in seconds) of Wait Time
Teacher A	2	**1.06**	-	-	1	15.24
Teacher B	2	3.48	2	13.99	-	-
Teacher C	1	15.96	-	-	-	-
Teacher D	-	-	-	-	-	-
Teacher E	3	6.36	4	3.08	3	6.82
Teacher F	-	-	2	4.69	-	-
Teacher G	-	-	-	-	-	-
Teacher H	15	3.4	3	3.5	9	3.38
Teacher I	-	-	13	3.01	-	-
Teacher J	-	-	-	-	6	4.72
Teacher K	5	3	2	4.87	-	-
Teacher L	2	6.5	5	**2.85**	-	-

Table 3. The Average of Wait Time Based on Higher Order Questions

Wait Time 2 Based on Qustions Types

	The Average of Wait TimeII based on Bloom's Taxonomy					
	LOT	MOT		HOT		
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Teacher A	1,83.	3.05	1.46	1,17	-	1.09
Teacher B	0.50	4.16	-	1.42	1.1	-
Teacher C	1.5	2.13	1.7	0.77	-	-
Teacher D	1.32	1.24	-	-	-	-
Teacher E	1.34	1.44	1.46	3.69	3.37	6,82
Teacher F	1.4	1.14	0.69	-	-	0.80
Teacher G	1.27	1.05	-	-	-	-
Teacher H	1.9	1.4	2.5	2.24	1.59	1.32
Teacher I	1.07	0.71	3.60	-	1.54	-
Teacher J	0.72	3.32	1.678	-	-	1.10
Teacher K	0.80	1.065	-	1.58	1.96	-
Teacher L	1.4	1.36	-	0.53	1.3	-

Table 4. The Average of Wait Time 2 Based on Taxonomy Bloom

In this study, the researcher found that wait time 2 did not have a relationship with question types. As can be seen in table 4, most of the teachers did not provide the proper time of wait time 2 in their classroom practices. They dominated the classroom interaction after the students answer. The teacher needs to use wait time 2, which is essential to encourage students to speak more.

The Phenomenon of the Nature of Limited Wait Time

The Stimulated Recall Interview (SRI) used reveal the teacher's beliefs on the formal classroom setting of turn-taking which affect the structure of wait time 1 and wait time 2.

Lower Order Questions

Teacher E

001	Teacher	: What is the answer? Yes no question? (1.70)
002	Girl	: No, I don't.(0.80)
003	Teacher	: No, I don't?(1.90)
004	Students	: No, he don't
005	Teacher	: No, he don't? What the auxilary for 'he'? do or does? (0.80)
006	Students	: Does. (0.70)
007	Teacher	: Yes, he does. Dia menolak atau menerima. (1.70)
008	Students	: Menolak.(1.80)
009	Teacher	: So, he doesn't. Number 4? (3.00)
010	Girl	: No, he doesn't want to do that. He wants to help you.

This extract shows that teacher E dominated the interaction when she asked yhe students with the lower order questions type. As can be seen in line 001, 005, and 007, the teachers' questions were the understanding questions type. Lower-order questions may limit students' knowledge and critical thinking skill (Qashoa, 2013). In other words, the lower-level questions avoid the wait time. It revealed from the accumulation pauses of each question, which were 1.70 seconds, 0.80 seconds, and 1.70 seconds. Tobin (1986) states that wait time is not acceptable in the lower-level questions. He points out the relationship between wait time and questioning strategies. By asking questions based on the highest part of Bloom's taxonomy, higher-order thinking skills could promote students to get benefit from wait time during the questioning process. Meanwhile, the teacher explained:

" At the time, i faced toward students' lack of vocabulary. Sometimes, the students did not understand the lesson/questions so i thought that i need to give low order questions to encourage the students become interest to the material"

Self-answer

Teacher F

001	Teacher:	Kita lihat apa yang dimintanya disini. Coba kita lihat yang pertama apa? Bachelor degree in any diciplines. Apa itu Bachelor degree?(2.71)Setelah kamu tamat kamu dikatakan bachelor degree. Apa itu? Sarjana.
005	Students:	Sarjana
006	Teacher:	Sarjana in any diciplines. Jadi di semua jurusan.
007	Kita lihat.	I am available. Apa itu available?(2.08) Bersedia. I am available at any time

In line 001, the Teacher F discussed about job vacancy in her classroom practices. She asked about the meaning of bachelor degree in Bahasa Indonesia. However, she did not wait in appropriate time (3-5 seconds). Then, In line 005, the students only echoed what the teacher said before.

Self-answered can be revealed in line 007. She asked about the meaning of available, then she answered the questions by her self. Therefore, Teacher F's turn indicating that there might be a trouble structure in classroom interaction. The trouble can be seen when the teacher answered her questions by her self. It means that the teacher didn't give the turn to the students to speak at this point. It has been argue in this conversation that the response of the students may limit wait time in the classroom. Teacher F watched her recorded data, then she concluded:

"I thought that it was not enough time to explain the lessons so i answered the meaning by myself at the time. I think that when i give the students the meaning of the words by my self, they could grasp the meaning of the word in English as quickly as possible."

Teacher-Echoing

Teacher H

001	Teacher :	Now, look at this picture. What should i do. When i have stomache. What should I do? (02.31)
004	Student A:	I eat (02.77)
005	Teacher :	Breakfast
006	Student A :	I Go to the doctor (01.95)
007	Teacher:	Go to the doctor
008	Student B:	ke Wc (01.67)
009	Teacher:	And Go to the toilet
009	Student C:	Cook (04.26)
010	Teacher:	Cook? What?What should I do? (02.62)
011	Student D :	Go to the doctor
012	Teacher:	Go to the doctor

Teacher H provided an applying level of questions to enhance students to make judgments in line 001. Although this question could bring students active participation, the teacher only provided 02.31 seconds in wait time 1. She immediately gave a feedback by echoing for 01.95 seconds. She echoed students response," Go to the doctor", "Go to the toilet" to give positive feedback of students participation in line 007,009. It seemed that she only repeating exactly the answers given by the students. However, the researcher found that the teacher repetition didn't expand students reponses. The teacher echos may dominate classroom interaction. Meanwhile, the teacher explained:

"The repitition was a reinforcement. Through the repitition, learners would know the expression that they had to learn. Therefore, I began to direct them before entering the new lessons with the repetition of vocabulary. Also, I gave them the stimulation with some images."

Teacher's Elaboration

Teacher I

001	Teacher:	What do you know about the caption?
		What is it caption? (1.90)
002	Student 1:	Instagram (2.68)
003	Teacher:	Caption is in Instagram, is it? Do you see caption is in instagram?. Yes, but what is caption actually? (04.26)
005	Student 2:	Holiday(02.57)
006	Teacher :	Caption is holiday?(04.72) What is caption actually?. I can see caption is in Instagram.Yes. What do you know about caption besides in instagram?
007	Teacher:	In the newspaper. What is caption actually? (03.17)
008	Student 3:	description(0.44)
009	Teacher:	Description. Very good. About what? (02.23)
010	Student 4:	the picture (0.5)
011	Teacher:	About the picture. Very good. so caption is description or information about the picture. Okay, so usually you see the caption in instagram, newspaper, caption.

In line 001 Teacher I asked a question what the students known about the caption. The length of silence between question posed and learners' answers in this remembering type question was 1.90. Then, the next turn is taken by the student in line 002 "Instagram". In lines 010, However, the lenght of wait time II between the student feedback was 2.68. It means that the teacher did not give the proper time between the student answer and teacher feedback.

In line 009, Teacher I asked again "In the newspaper. What is caption actually?". Then, the student answered by saying "picture" to complete the answer by first student. However, the accumulation of pauses only 0.5 seconds between student 1 responses and teacher feedback , then she echoed and asked the student to elaborate by asking "Description. Very good. About what?". Although student 2 answered the question by saying "the picture", the teacher immediately took the turn and elaborated the answer completely by herself.

Several study put forward that the self elaboration may distract their opportunity for students to respond to the teacher's questions (Lynch, 1991; Good & Brophy, 2003). Therefore, the researcher found that self-elaboration could limit the wait time while the teacher I dominated the classroom interaction by elaborating the answer given by the students. Teacher I explained her belief about this phenomenon through stimulated recall interview.

"I didn't realize it. I thought that they already known about the caption. Also, the utterance of caption was very familiar to students, where they could find in intagram. It seemed that the utterances was a mutual agreement. So I did not asked anymore."

Teacher's Interruption

Teacher K

| 001 | Teacher: | Ok! Kemal, do you want to say something? (03.96) |

002	Student:	Uh … uh kalau invitation letter tuh … jawabnya cuma uh … panjang. Kalau uh … close the [*an unclear word*]. Sedangkan kalau invitation card tu … biasanya … objek-objeknya tu— (0.50)
003	Teacher:	What does it means, objects?(0.47)
004	Student:	—Uh, objeknya Miss! Ada covernya— (0.45)
005	Teacher:	Oh you mean pictures? Picture. Cover-nya ada. Ok. Background-nya ada. Do you ever—I think that you kind … including in OSIS, right? Gimana bikin surat tensai?

Teacher K discussed about the differences between invitation card and invitation letter with the learner. In line 001, She allowed the student to take the turn with accumulation pauses of 3.96 seconds after asking student's opinion. The student began to give the respond in Bahasa Indonesia. However, the teacher suddenly interrupted the learner participation by asking understanding question in line 003. He hesitated a moment before unswering by uttering "—Uh, objeknya Miss! Ada covernya". Again, the teacher interrupted him, only gave him 0.45 seconds in wait time 2. This meant that the teacher has no right to speak when the student took the turn. The pattern of turn-taking in this conversation showed that the teacher did not give sufficient silence between students' feedback and teacher's explanation. When the reseacher asked why she interrupted while the student saying his opinion. She noted:

"Perhaps, i did the interruption to reinforce what the student means about "the object". In invitation card and letter card, we didn't discuss about "object". Suddenly, the learner (Kemal) saying "the object". Then, i wanted to straighten out his kgkhjunderstanding about the lesson. I thought that he got off from the learning path. Perhaps, I also wanted to find out whether the object is related to the lesson or not."

Discussion

Based on data analysis and findings, the researcher found that the majority of the classes in SMAN Padang did not provide 3-5 seconds between question posed and learners' answers (wait time 1) and (wait time II) between students' feedback and teacher's explanation. Most of the teacher waited 1-2 seconds in wait time 1 and wait time 2. The teachers in SMAN Padang gave the recommended wait time 1 (3-5 seconds) for 25 % of the total questions and wait time 2 for 9 %. They commonly used 1-2 seconds to wait students' responses after posing a question. The researcher also found that more five seconds is commonly for students to think. However, the accumulation of wait time 1 and wait time 2 more than 5 seconds were still small about 8.28 % and 2.3%. Moreover, an extended wait time can be increased students confidence in classroom participation (Mark, 2011). The amount percentage revealed that the teachers seemed to ignore wait time. A bundle of the similar research have reported the same findings (for example Black et al., 2004; Bond, 2008; Cho et al., 2012; Godfrey, 2001) as they found that the most of teachers did not wait until 3 seconds after posing a question.

Besides, this study revealed that the lower order questions were not acceptable to reach an effective wait time 1 between 3-5 seconds. The researcher found that lower order questions had the most asked type of questions by the teacher. The finding of this study are in accordance in Tobin (1987) on wait time in higher cognitive learning. He states that the lower order questions have tedency to limit the wait time because the teacher expects the short answers where the duration relatively short. It can be seen that there were ten teacher did not give sufficient silence to the students between question posed and learners' answers. In contrast, high order questions have tedency to extend the length of wait time. The researcher found that 10 teacher gave 3-15 seconds to wait students responses without interruption and dominated the turn. In contrast, the researcher found that the teacher mostly asked lower order questions and middle order questions.

Although the questions types had implication for wait time 1, the findings showed that it did not occur in wait time 2 between the student's answer and the teacher's feedback. It happened because most of the teacher took the turn at a quick pace. They seemed ignore the students to get opportunity to speak more in higher order questions. Like, the previous research (Smith & King, 2016; Gilliam et al., 2018). They found that questions types do not have relationship toward the wait time. The teacher did not concern on how the implementation wait time based on the level of quaestions for two of level questions including lower order questions and higher order questions.

Furthermore, the researcher discovered the phenomenon caused the limitation of wait time 1 and wait time 2 through the conversation analysis. There were teacher echoing, teacher interruption, teacher elaboration, lower order questions and self-answer. It can be concluded that the behavioral of turns and type of questions could limit the appropriate wait time to 3-5 seconds.

The findings of the research is similar to research conducted by Yaqubi & Rokni (2012). In the study, they used conversation analysis as methodological framework to observed behavioural of turns. This research, entitled "Teachers' Limited Wait-Time Practice and Learners Participation Opportunities in EFL Classroom Interaction". They found that the interractive practices and interactional pattern (self-elaboration, self-answering, teacher interruptions, teacher echo) may distract the appropriate wait time between 3-5 seconds.

A silimilar was conducted by Yatağanbaba & Yıldırım (2016) investigated the teacher interruptions and wait time. In this study, they noted how the teacher interruptions could limit the effective wait time for the students to think. Additionally, the teacher interruptions may limit the students opportunity to think between student's responses and teacher feedback (wait time 2).

In addition, this research explored how the teachers' belief through Stimuated Recall Interview (SRI) with 4 teachers to investigate the phenomenon occured in their teaching practices.

CONCLUSION

In summary, the researcher discovered that most of the teacher were not able to manage their wait time 1 and wait time 2 in the classroom.They had tedency to wait the students to think only one to two seconds. Although they also provided at 6-

10 seconds, 11-15 seconds and more than 15 seconds, the accumulation were still small. Whereas, wait time 1 and wait time 2 is the essential techniques in questioning strategies.

Furthermore, the researcher concerns on how the type of questions affect the length of wait time 1 and wait time 2. This research revealed that questions type had implication toward wait time 1 (the teacher's sufficient silence between question posed and learners' answers). In contrast, wait time 2 (the teacher's sufficient silence between students' feedback and teacher's explanation) did not influence by questions types.

Besides, Conversation analysis and turn-taking brought the phenomenon caused the limitation of wait time in questioning strategies such as teacher echoing, teacher interruption, teacher elaboration, lower order questions and self-answer. Moreover, the stimulated recall interview gained the information genuinely about the limitation of wait time by the teacher. They seemed not realize the teacher's behavioral and question types could limit the wait time 1 and wait time 2.

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