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

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Article History	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 schools 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.

INTRODUCTION

English classes start when students enter junior high school which is useful for students to understand English that is why an English as a Foreign Language class held, which is shortened to an 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). 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. 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 teacher vision (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.

Wait time 1 is the time period between the teacher's question and the student's response. 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.

Some previous research has been done. Singh & Hashim (2014) 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. And a recent study on wait-time was also done 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.

Wait-time 1 is a strategy that is often used by teachers and teachers are rarely aware of its effectiveness, wait time 1 is also beneficial for English teachers who teach in EFL classes and can encourage these teachers to apply this wait time strategy well in the classroom, Based on this reason, the researcher wanted to see how the teacher's wait-time implementation in the EFL class was carried out. Through this research, the researcher tries to answer the following research questions: 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?.

B. RESEARCH METHOD

The approach used in this research is descriptive research to see how is the implementation of this wait-time in junior high schools in Padang. The researcher used simple random sampling to select participants in this study. The participants in this study were 18 English teachers at junior high school Padang. There are six junior high school in Padang which are sampled randomly. Researchers will use observation sheets and Stimulated Recall Interview (SRI) method that refer to indicators of how long the wait time 1. Observation sheets collected during English learning in class. During the interview, the researcher will interview each teacher using the Stimulated Recall Interview (SRI) method and the author will ask the teacher about the wait time 1 and the obstacles they face according to the video recording. Zainil & Arsyad (2018) stimulated recall interview is.a useful tool for reflecting on their unconscious actions.

For the data collection stage, the researcher will enter the classroom or into a zoom meeting by using a camera placed in front of the class to record class activities during learning or even by using a laptop to record class activities on zoom, depending on the condition of the school because some schools apply online and some apply face-to-face. In the video the researcher will see the questions given by the teacher and group them according to the language used for each question as well as the incorrect application of wait time so that it can be seen how the wait time is applied in class, the researcher also calculates how long the wait time 1 is given by the teacher to his

students. As well as answers and responses from the teacher. After seeing and analyzing the data, the researcher will also interview the English teacher at the school to find out what obstacles they faced in implementing this wait time 1.

C. RESULT AND DISCUSSION
The average length of wait time 1

After analyzing all the data, the researcher found 747 questions from eighteen teachers in six junior high schools, the average teacher wait time was 3.49 seconds.The data below are data on the number of wait-time done by eighteen teachers on each question. The wait time 1 given by the teacher can be seen below:
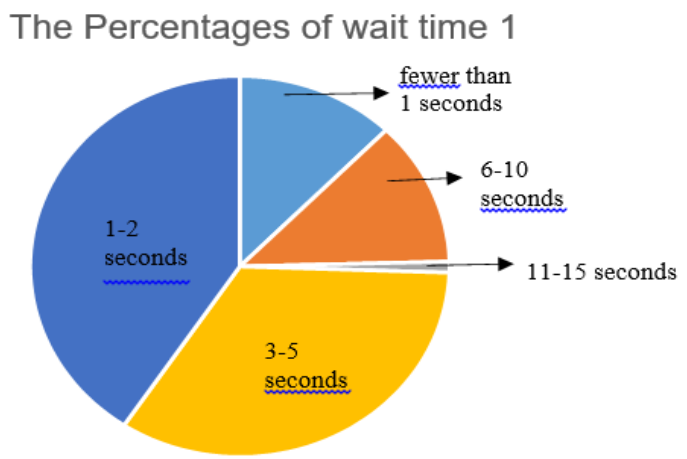

Figure 4.1 The average length of wait time 1

From figure 4.1 above, it can be seen that 39.7% of teachers gave students wait time 1 in 1-2 seconds. 0.9% of teachers gave 11-15 seconds of wait time. And also the researchers are interested in seeing the wait time of teacher questions using Bahasa Indonesia and English, it can be seen below:

Figure 4.2 Teacher questions using Bahasa Indonesia and English

From figure 4.2 above, it can be seen that 65.5% of teachers gave wait time with questions using Bahasa Indonesia with an average of 3.19 seconds, 34.4% in English

with an average of 4.18 seconds.

A. Wait-time to answer questions spoken in Bahasa Indonesia

The researcher analyzed 747 questions asked by teachers in class, and found 490 questions from teachers who used Bahasa Indonesia. This can be seen from the table below:

No	Teachers	Bahasa Indonesia
1	A	4,05
2	B	2,31
3	C	2,13
4	D	4,1
5	E	1,58
6	F	1,21
7	G	2,18
8	H	2,08
9	I	2,30
10	J	3,28
11	K	4,19
12	L	3,52
13	M	3,29
14	N	3,65
15	O	4,35
16	P	4,30
17	Q	3,35
18	R	6,21

No	Teachers	English
1	A	3,58
2	B	2,36
3	C	1,66
4	D	5,6
5	E	3,47
6	F	5,52
7	G	2,4
8	H	3,48
9	I	2,40
10	J	4,39
11	K	4,85
12	L	4,70
13	M	5,29
14	N	5,24
15	O	4,45
16	P	6,60

17	Q	2,76
18	R	6,02

From the table above it can be seen that 257 questions were in English. Teacher P gave more wait-time in asking questions using English than Bahasa Indonesia, followed by teacher N and teacher R.

The results of Stimulated Recall Interviews with teachers.

This section describes the obstacles teachers face in implementing wait time 1. The researcher used the Stimulated Recall Interview (SRI) conducted with 6 teachers which was useful to find out what were their obstacles in implementing wait time. From the interview all the teachers answered the same obstacles, the researcher saw that there were obstacles that came from the teacher himself, namely the teacher who asked questions and immediately answer the question itself or the teacher who asked questions to students then gave very little time lag so that students did not have time to answer the question.

01   Teacher E : i have to clean my class because it's my duty today. Ya kan? (0.41)
02   Teacher E : karena ini tugas saya hari ini. Bukan karena dari apa tapi karena ada yang dari luar ya. Mengharuskan kamu melakukan itu, paham maksudnya? (0.32)
03   Teacher E : i have to wear my school uniform to school, benar kan? (0.28)
04   Teacher E : kan kamu disuruh pakai baju seragam

From the extract above, it can be seen that teacher E as explaining the contents of the LKPD, but she did not give students time to apply wait time 1. Meanwhile, teacher E explained:

"at that time i couldn't wait to answer and wanted to hurry because there wasn't much time". (Teacher E)

001 Teacher F: jadi apa saja tadi ? (0.14)
002 Student: (silent)
003 Teacher F: On the Monday morning, at 5 o'clock, in september.
004 Teacher F: Do you want to know the kind of activities for this meeting? (0.34)
05   Student: (silent)
06   Teacher F: There are five kinds of activities.

From the extract above, the teacher was explaining about the activities from the textbook, it can be seen that teacher F did not give students time to apply wait time 1. Meanwhile, teacher F explained:

"*Because students are not active in class, I took the initiative to answer my own questions"(Teacher F)*

2.   **Discussion**

From 747 questions, the researcher found that the average teacher waited for 3.49 seconds. This means the teacher has given enough time to his students. Research shows that wait times of at least three seconds are most beneficial for student learning. Using 3 seconds as the minimum time period because this length of time is a significant breakthrough point (Stahl, 1994). However, 39.7% of the teacher's questions gave a wait time of 1-2 seconds which did not include the ideal time for students to think. Sometimes even the teacher did not seem to give any wait time at all or gave a wait time of less than 1 second, which is 11, 6% of all questions asked. It means that the teacher does not provide opportunities for students to answer or think. However, 33.1% of the teacher's questions have provided an ideal wait time of 3-5 seconds. There were also teachers who extend the wait time to 6-10 seconds, which is 11.6%, and there were also some questions that used a wait time of 11-15 seconds although not much but this is better.

From this analysis we can see that the teacher has given the ideal time for students and sometimes even gives more time. From 747 questions, the researcher got an average teacher wait time of 3.49 seconds, this is the same as Alsaadi (2019) entitled Wait time in Material and Class Context Mode where the teacher provides 3-5 seconds of wait time, which can improve skills and learning in the classroom. However, it is different from Logan (2011) research entitled Wait time in the classroom and research from Daslin & Zainil (2020) entitled teacher use wait time, where in this study the teacher did not give enough time to students and no more than 2 seconds.

Researchers are interested in seeing the wait time of the teacher's type of language (Bahasa Indonesia and English). Of the 747 questions, 490 questions (65.5%) use Bahasa Indonesia, with an average wait time of 3.19 seconds. And there are also 257 questions (34.4%) that use English with an average wait time of 4.18 seconds. To answer the obstacles of implementing the teacher's wait time, the researcher used a stimulated recall interview which was useful for exploring the contents of the teacher's teaching video recordings. Zainil (2017) and Zainil & Arsyad (2021) mentioned that a stimulated recall interview is useful for reflecting on their unconscious actions. From watching the video recording, the researcher interviewed the teacher and asked what obstacles the teacher faced. The answers from the teacher were relatively the same, namely because the teacher was impatient to answer questions and because the lesson time was limited.

CONCLUSION AND SUGGESTIONS

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 close to the ideal time to give students wait time 1. Although sometimes there are also teachers who provided 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. And also, 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.

In connection with the results of this study, the researcher would like to give some suggestions. First, the teacher must know the effectiveness of wait time 1 in asking questions because sufficient wait time 1 (at least 3 seconds) can improve

students' thinking and 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 research needs to be conducted on this wait time because it is important to examine it.

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