THE WAIT TIME TO ANSWER TEACHERS’ QUESTIONS IN A READING CLASS

A THESIS

In Partial Fulfillment of the Requirements for Sarjana Pendidikan Degree

In English Language Teaching

by:

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ABSTRACT

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Teachers and students should have a good interaction while they are in learning process. In many cases, the teachers usually ask the students questions without giving appropriate time for the students to think about the answers. In here, wait time, as the one of questioning skills, is the time that the teachers use to wait for students’ answers of the teachers’ questions. Many researchers have investigated the benefit of wait time and how much wait time should be given by the teachers. However, there are still very few studies about wait time in our context. The writer, therefore, would like to study further about the application of wait time in the Indonesian context in general.

The aims of this study are to find the average of wait time that the students needed to answer the teacher’s questions, the underlying reasons for the length of wait time, the type of questions that were left unanswered, and the underlying reasons for the teacher to answer the questions himself. This qualitative study involved one English reading lecturer. He was the lecturer that teaching Reading C at the English Department of a university in Surabaya. His students were about 20 years old and had registered themselves to join the classes. The data of this study were taken from the classroom observation and the interview about some questions to answer the research questions. In order to record the lecturer’s and students’ voice, the researcher used some tools; audio and video recorder. Stopwatch was also used to count the wait time.

The analysis shows that the whole average of wait time that the lecturer used is 3.20 second with the shortest is 0.17 second and the longest is 50 seconds. The lecturer in this study has some reasons on using wait time, there are the difficulty level of the questions, cognition, students’ proficiency levels, teacher’s perception, and communication. It is also found that there are 37.01% of 354 questions are left unanswered. The lecturer would answer the questions by himself if he saw that his students were not trying to answer the questions or if it was only a rhetorical question.

The conclusion which can be drawn is that this lecturer did not avoid waiting long especially for difficult questions. This is generally identical with the previous study of Kaur H. and Hashim C. Noraini who agreed that the difficulty level of the questions becomes the reason of giving longer wait time.