

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts which are the conclusion that is discussing all the main points in Chapter IV and the suggestions for teachers, and further researcher(s).

5.1 Conclusion

During the six day of observation in two different classes by the same lecturer on February 6th, 2018, February 9th, 2018, February 13th, 2018, February 20th, 2018, February 23th, 2018, and February 27th, 2018, the lecturer asked 354 questions to the class. The whole average of wait time that the lecturer used is 3.20 seconds with the shortest is 0.17 second and the longest is 50 seconds. The majority of the type of questions were information question. These questions were easy enough to answer, for instance, when the lecturer asked “Have you ever noticed when people build a building?”, the students answered the question only in one second. On the other side, Nominate (giving a question by addressing a particular student) was given the longest average of wait time and Check (knowing the progress or switching from one topic to another) was given the shortest average of wait time. The reason why Nominate was the highest might have been caused by the students’ unpreparedness to respond to the questions. ‘Check’ was responded immediately because this was an easy question simply used to check the progress of the lesson and to switch from one topic to another.

The findings of this study lead to the conclusions that 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 answered 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.

5.2 Suggestions

Here are some implications made by the writer for the teachers, and further researchers.

5.2.1 Suggestion for the Teachers

Based on the finding, the teacher was willing to wait for his students' answer. The average of the wait time used by the teacher is good enough for the students to think for the answer. However, to make the use of wait time more efficient and effective, the teacher had better to speak loudly enough which is crucial in winning the students' attention. Teacher also needs to keep an eye contact with the students because it signifies that the lecturer is waiting for an answer. Giving questions whose the answers are open to all students also tend to be more promptly responded.

5.2.2 Suggestion for the Further Researchers

For future researchers, it is recommended to prepare well when they want to conduct this kind of study or other. Knowing how to analyze before taking data

and understanding the previous studies that are related with the theme are also important. All study need data, so it is a must for the future researchers to be careful in managing the time so all data can be finished in time. The future researchers can also try to find the proficiency levels of the students through the students' *IPK*, so the future researchers can see it more clearly about the lecturers that use the students' proficiency levels for their reason in giving wait time. Analyzing the students' answers can also help the future researchers to see whether the wait time can truly increase the correct answers.

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