

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Teachers and students should have a good interaction while they are in learning process. The teachers usually ask the students to confirm whether the students understand the material (or not). White and Lightbown (1984:228) points out that the asking and answering of questions is a key in conversation and also the main characteristic of interaction in the classroom. In many cases, the teachers usually ask the students questions without giving appropriate time for the students to think about the answers. Even without the students' answering the question, the teachers ask other questions. Therefore, the students cannot give their best answers.

Wait time, as the one of questioning skills, is the time that the teachers use to wait for students' answers of the teachers' questions (Gooding, C. T., 1984). Rowe (1986) states that teachers usually give less than one second for the students to answer their questions. This does not necessarily mean literally, but students generally feel that they are not given enough time to think before answering the questions. Therefore; any increase in wait time is expected to be helpful.

In a conducted study by Olatunbosun (2017), the students who were exposed to extended wait time showed positive outcomes than the students in the control group who were exposed to shorter wait time. On the other hand, Kaur H.

and Hashim C. Noraini (2014) find out that the two teachers in Selangor give more than 10 seconds of wait time. Later, their study concludes that the teachers perceive waiting for the students' who are low achievers is just a waste for their time.

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.

1.2 Statement of the Problems

1. How much wait time do the students need to answer the teacher's questions?
2. What are the underlying reasons for the length of wait time?
3. What kind of questions are left unanswered?
4. What are the underlying reasons for the teacher to answer the questions himself?

1.3 The Objectives of the Study

The purpose of this paper is to find out how the teacher use wait time in the classroom and how the students respond to the questions when given the wait time.

1.4 The Significance of the Study

This study is expected to make the students who are going to be teacher candidates become more aware in giving wait time for their students in the future. It is also expected to increase the teachers' awareness in giving wait time, especially in reading class that have a lot of questions to check the students' understanding of the text given. The result of the study is also beneficial for teachers to be aware about which types of questions the students find difficult to answer.

1.5 Theoretical Framework

1.5.1 Wait Time

Gooding, C. T. (1984) states, wait time is the time that teachers use to wait for students' answers of the teacher's questions. Rowe (1986) gives two definitions of wait time. Wait time one is when the teacher gives a pause(s) after asking a question and wait time two is when the teacher gives a pause(s) after a student's response. Rowe claims that increasing to 3 seconds or longer in wait time will improve the quality of the conversation.

Kaur H. and Hashim C. Noraini (2014) find some of the reasons why the teacher uses wait time. There are communication (poor command of language), response type (to avoid irrelevant responses and elicit good answers), the difficulty level of the questions, and students' proficiency levels. Bond (2008) also says that the students need to recall the facts before answering the questions. As cited in Nicholl & Tracey (2007), James and Baldwin also agree that wait time

is important to make the students think or use a conscious mental process before answering the questions. Rowe, Good and Brophy (as cited in Harris & Williams, 2012) find that teacher's perception can also become the reason why the teacher uses wait time for their students.

1.5.2 Question Types

Based on Amy Tsu Bik-may (1985), there are eight acts of initiate of teacher talk. However, there are only four acts that are related with question types. One of them is elicit. Here, there are three categorization for question types of elicit acts. There are display questions, genuine questions, and re-stating elicit. Display questions is when the teacher asks the students about something that the teacher herself/himself already knows the answer. Different from that, genuine questions is when the teacher asks the students but the teacher does not know the answer. On the other side, restating elicit is used to repeat the question or make it simpler so that it will be easier for the students to understand the question in other words.

1.6 Limitation and the Scope of the Study

The scope is Reading C class year 2018/2019. The type of wait time that was observed in the classroom throughout the study is wait time one or the wait time right after the teacher delivered his questions. The questions are obtained from teacher only, so the questions from the book are ignored. Further, the study did not take the correctness of the students' answer into account. The study took

two classes of Reading C which happened to be taught by the same lecturer. The grammar and seating arrangement are ignored.

1.7 The Definition of Key Terms

1. Wait time: the time teachers use to wait for students' answers after delivering a question(s).
2. Question: a statement for a listener or a reader which asks for an expression of fact, opinion, etc.
3. Reading C: a compulsory course which the students in the fourth semester are obliged to take after passing Reading A and B.