

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:

Marie Antonia Maun

1213014032

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
JUNE, 2018**

SURAT PERNYATAAN

Bersama ini saya:

Nama : Marie Antonia Maun

Nomor Pokok : 1213014032

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

The Wait Time to Answer Teachers' Questions in a Reading Class.

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 4 Juni 2018

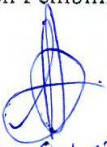
Yang membuat pernyataan,



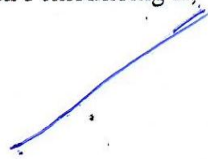
Marie Antonia Maun

Mengetahui:

Dosen Pembimbing I/Tunggal,


Hady Sutris Winarlini

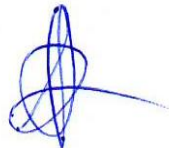
Dosen Pembimbing II,



APPROVAL SHEET

(I)

This thesis entitled **The Wait Time to Answer Teachers' Questions in a Reading Class** prepared and submitted by Marie Antonia Maun has been approved and accepted to be examined as a partial fulfillment of the requirement for Sarjana Pendidikan degree in English Language in Faculty of Teacher Training and Education by the following advisor.

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

Hady Sutris Winarlim, M.Sc

Thesis Advisor

APPROVAL SHEET

(II)

This thesis entitled **The Wait Time to Answer Teachers' Questions in a Reading Class** prepared and submitted by Marie Antonia Maun has been examined and declared PASSED by the Board of Examiners.



Mateus Yumarnamto, Ph.D.
Chairperson



Maria Josephine Kriesye S., M.Pd.
Secretary



Hady Sutris Winarlim, M.Sc.
Member



Dr. V. Lufik Enjambodo, M.Pd.
Dean of Faculty of Teacher Training
and Education



Hady Sutris Winarlim, M.Sc.
Head of English Education
Study Program

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : Marie Antonia Maun
Nomor Pokok : 1213014032
Program Studi Pendidikan : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Tanggal Lulus :

Dengan ini ~~SETUJU/TIDAK SETUJU~~ Skripsi atau Karya Ilmiah saya,

Judul :

The Wait Time to Answer Teachers' Questions
in a Reading Class.

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan ~~SETUJU/TIDAK SETUJU~~ publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 28 Juni 2018

Yang menyatakan,



Marie Antonia Maun

NRP. 1213014032

ACKNOWLEDGEMENTS

Before going through deep on this thesis, the writer would like to say thank you to God for His countless blessing for the writer to finish this research, to the writer's family who supported a lot despite the distance, and also to the people below who helped me in finishing this thesis.

1. Hady Sutris Winarlim, M.Sc., the writer's advisor, for helping a lot and patiently guiding the writer during the thesis program.
2. Dra. M. N. Siti Mina Tamah, Ph.D., the writer's lecturer, for giving suggestion to use wait time as the main idea of this thesis.
3. Mateus Yumarnamto, Ph. D., and Maria Josephine Kriesye S., M.Pd., for giving the helpful feedback that made this thesis better.
4. Teacher Reading C classes, for allowing the writer to do the observation and the interview to answer the research questions.
5. Daniel Pratama and Bima Pambayun, my kind-hearted friends, for willing to come early in the morning and helping the writer in taking the data observation for two months.
6. Natalia Hawini, the writer's best friend, for always being passionate and being a good listener, and also being a good 'nurse' whenever I got crazy and became sick during the process in finishing this beautiful thesis.
7. Varian Audrey Ewaldo, for always giving support when I was tired with all the deadline that must be finished on time.
8. Melissa Kusmono, my cold friend, for always giving her shoulder in these two last years and saving me from the difficult times.

9. Meydina Marcellita, my cutie friend, for accompanying me in making this thesis until the end, sharing the food to create a good atmosphere when all things got hard, using her motorcycle to go anywhere hahaha. You know how memorable it was.

10. All friends from 2014 batch, for giving me good experiences and supporting each other, especially when this thesis started to attack us.

I would also like to say thank you for all unmentioned people that helped me in making this miracle for me to be happened. God bless us.

The writer

TABLE OF CONTENTS

Title	i
Statement of Authenticity	ii
Approval Sheet I	iii
Approval Sheet II	iv
Acknowledgements	vi
Table of Contents	viii
Abstract	xi
Chapter I: Introduction	
1.1 Background of the Problem	1
1.2 Statement of the Problems	2
1.3 The Objectives of the Study	2
1.4 The Significance of the Study	3
1.5 Theoretical Framework	3
1.5.1 Wait Time	3
1.5.2 Question Types	4
1.6 Limitation and the Scope of the Study	4
1.7 The Definition of Key Terms	5
Chapter II: Review of Related Literature	
2.1 Teaching Reading	6
2.2 Classroom Questioning	7
2.3 Questions' Types	7
2.3.1 Display Questions	7

2.3.2 Genuine Questions	8
2.3.3 Restating Elicit.....	9
2.4 Wait Time.....	10
2.5 Related Studies.....	11
Chapter III: Research Methodology	
3.1 The Research Design.....	13
3.2 The Research Subjects	13
3.3 The Instruments.....	13
3.4 Procedure of Data Collection	15
3.4.1 The Procedure of Recording Wait Time	15
3.4.2 The Procedure of Interviewing the Teacher.....	16
3.5 Data Analysis Technique	16
Chapter IV: Findings and Discussions	
4.1 The Average Length of Wait Time.....	18
4.2 The Reasons of Using Wait Time.....	22
4.2.1 The Difficulty Level of the Questions.....	22
4.2.2 Cognition.....	23
4.2.3 Students' Proficiency Levels.....	23
4.2.4 Teacher's Perception.....	23
4.2.5 Communication.....	24
4.3 The Types of Questions that were Left Unanswered... ..	24
4.4 The Underlying Reasons for the Lecturer to Answer the Questions Himself.....	27

Chapter V: Conclusion and Suggestions

5.1 Conclusion.....	29
5.2 Suggestions.....	30
5.2.1 Suggestion for the Teachers.....	30
5.2.2 Suggestion for the Further Researchers.....	30
References	32
Appendices	34

ABSTRACT

Maun, Marie A. 2018. *The Wait Time to Answer Teachers' Questions in a Reading Class*. S-1 thesis, English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisor: Hady Sutris Winarlim, M.Sc.

Keywords: Wait Time, Question, Reading C.

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.