

## **Chapter Four**

### **Findings and Discussions**

This part shows the findings of the study. The findings present the entire data obtained from the interview with the participants. The findings answer the two research questions in this study. The first research question is “What are the obstacles of classroom time management faced by pre-service teachers in the teaching practicum program?”. Whereas, the second research question is “What are the strategies of classroom time management used by pre-service teachers in the teaching practicum program?”. This part also presents the discussion of the findings with some reference that support the theory.

#### **The Participants’ Experience with the Classroom Time Management**

The findings of the interview with four participants show that the most challenging in the classroom time management is teaching in the junior high school and senior high school. Rohmat said “The most challenging is teaching practice in the junior high school and the biggest obstacle is managing the students even I teach in the classroom that the students are very difficult to be handled, so it distracts my time management in the classroom” (P1.1). Moreover, Nunung said “The most challenging for me when I teach in the senior high school” (P2.1). Besides, Anis said “The senior high school student is more difficult to be managed” (P3.1). In addition, Rohim also said “The most challenging for me is teaching in the senior high school” (P4.1).

The findings show that Nunung, Anis, and Rohim said that the most challenging in the classroom time management is when they teach the senior high

school. They feel that teaching in the senior high school is very difficult because most of the students are very difficult to be handled. Not only in the senior high school, Rohmat also said that the junior high school students are very difficult to be managed. This finding was in line with Little and Akin-Little (2008), they said that the students' misbehavior is the biggest challenge in classroom time management. The students that cannot to be handled can distract the teaching and learning process in the classroom. It also makes the teacher difficult to manage the time in teaching practicum program.

### **The Obstacles of Classroom Time Management Faced by Pre-Service Teachers**

In this part, the researcher provides the findings of the obstacle of classroom time management. The researcher finds that there are nine obstacles faced by the pre-service in classroom time management. These obstacles are the lack of teachers' pedagogical skills, the lack of teachers' interpersonal skills, teachers' discipline, the varied students' proficiency level, students' misbehavior, differences of students' interest, the school facilities, and the limitation of time.

**The lack of teachers' pedagogical skills.** The result presents that the one of the obstacles that pre-service teachers faced in teaching practicum program was the lack of teachers' pedagogical skill. The pedagogical skill is the entire knowledge and skill that related to the teaching practice. Richards and Schmidt (2010) stated that a pedagogical skill is a teaching skill or the art of teaching. Based on the result of the interview, the lack of teachers' pedagogical skill found in this study was creating the lesson plan and handling the classroom. Rohim stated "The creating of the lesson plan for teaching the senior high school is more

complicated than what I made in the previous teaching in elementary and junior high school, it makes me confused because I am not really understand how to create the lesson plan and it influence the time allocation when I teach” (P4.2) and “The school teacher prohibits my friends for helping me in managing the class, so it very difficult for me to teach individually because I did not familiar with the teaching in the real classroom” (P4.3).

The findings above show that the teachers’ pedagogical skill can be an obstacle in the teaching practicum program. The lack of the pedagogical skill in creating the lesson plan and handling the classroom can be the obstacles in the classroom time management. The pre-service teachers feel difficult to manage the time in teaching because they have inadequate pedagogical skill. For the teacher, having the pedagogical skill is a must (Loughran, 2012). Moreover, this finding was in line with Jusoh (2013), he said that the lack of pedagogical skill is a common obstacle for the pre-service teachers to manage their time while teaching. The pre-service teachers tend to have the less pedagogical skill because the lack of experience in teaching practices. The pre-service teachers do the teaching practicum program only four times in every semester. This is not enough to train their pedagogical skill for teaching.

**The lack of teachers’ interpersonal skills.** An interpersonal skill is the teachers’ skill for communicating with the other person such the students in the classroom when teaching. Another obstacles found in this study was the lack of teachers’ interpersonal skill. The participant said that the lack of interpersonal or communication skill becomes her obstacle in classroom time management. Nunung said ”The obstacle also comes from me because I am nervous to speak in

front of the male students in senior high school” (P2.3). Her nervousness makes her difficult to speak in front of the class. It was affected to the classroom time management. The nervousness of the pre-service teacher made them difficult to explain the topic, so the time allotment was reduced from what the pre-service teacher planned.

The finding showed that lack of interpersonal skill is one of the obstacles in the classroom time management. The pre-service teachers that feel nervous to speak in front of the class cannot deliver the lesson properly. Their nervousness inhibits the teaching and learning process, so the time that can be used for teaching is wasted. This finding was in line with Jusoh (2013), he stated that the problem of teaching faced by pre-services teachers comes from their own personality. The pre-service teachers’ personality such interpersonal skill is very important to help them in teaching.

**The lack of teachers’ discipline.** Based on the findings, the teachers’ discipline is one of the obstacles faced by pre-service teacher in classroom time management. The teachers’ discipline in this finding is the discipline for coming to the classroom to teach. There are some participants that experience this obstacle. Rayendra stated “When I come late, I confused to begin the class because I need to prepare myself and manage the students first” (P1.3). Nunung also stated “In the first meeting, I come late, so the time is reduced about five until ten minutes” (P2.4).

These two participants showed that the teachers’ discipline is one of the obstacles they faced in classroom time management. The teachers’ discipline is

important to measure the time management in classroom. When the pre-service teachers are not discipline for coming to the classroom, the students will follow this bad habit which can make the classroom time management uncontrolled. In line with Sieberer-Nagler (2016) said that the pre-service teachers tend to have problems with the discipline. The pre-service teachers should manage their own time so it can increase their discipline and help them in classroom time management.

**The students' varied proficiency level.** One of the obstacles of classroom time management faced by pre-service teachers is the differences of students' proficiency level. Rayendra said "When we explained the topic but there are some students who need more explanation or repetition, it needs more time to do it but I did not plan the time allocation for this activity" (P1.2). Nunung said "Their English proficiency is low" (P2.13). Anis said "Their English proficiency is low, so they difficult to understand the topic" (P3.5) and "We repeat to explain the topic because there are some students who do not understand the topic, but the time is reduced for this repetition" (P3.7). Rohim also said "If I teach a topic in one meeting, the students will be misunderstanding" (P4.15).

Based on the finding above, the entire participants experience this obstacle. The differences proficiency level in a classroom sometimes can make the pre-service teachers feel confuse to teach them. There are some students who have the high proficiency level to understand the lesson. There are also some students who have the proficiency level lower than the others. The context of this obstacle with the classroom time management was the pre-service teachers will need more time to repeat the explanation of the topic for the students who have

not understand it. The need of the addition time will reduce the time allotment which affected the classroom time management. Furthermore, the pre-service teachers should determine the suitable teaching method that can be received by the entire students. This finding was in line with Simonsen *et al.* (2008) stated that the differences of students' proficiency level can influence the time management in the classroom. To make sure that the entire students receive the same understanding, the pre-service teachers should repeat the explanation. Thus, this repetition can influence the classroom time management.

**Students' misbehavior.** Based on the finding, the students' behavior is a common obstacle faced by the pre-service teacher. The entire participants experience some difficulties because of the students' behavior. Rohmat said "There are some students who does not focus on my lesson, play with the seatmate, or sleep in the middle of class" (P1.8).

Besides, Nunung said "I expect that the senior high school students are adult and they already understand the instruction, but it is very different with my expectations because they are very difficult to be handled" (P2.2), she also said "The students often ask permission to go to the toilet but they do not come back to the classroom but they go to the canteen without my permission" (P2.5). Nunung also said "They eat in the classroom when I teach them" (P2.6), then "There are some students who make noisy and they are difficult to be handled" (P2.7), and also "There are some students who use their gadget and they do not want to save it in the middle of teaching and learning process" (P2.8). Besides, she also said "There are also some students who fight with their friend when I teach them" (P2.9), and "The students are always joking during the lesson because all of them

are male students” (P2.10), and then she stated “They ignore and underestimate me when I teach in front of the class because my height is lower than them” (P2.11). Moreover, she stated “They always ask me an unimportant thing that is not related to the lesson” (P2.12), and additionally she said “The factor of their parents unable to educate them also makes them unmotivated to learn and lazy to follow the class” (P2.14).

Moreover, Anis said “They pace out of the classroom” (P3.2), and “There is the student who sleeps in the classroom” (P3.3). Moreover, Anis also said “There are some students who play a game in their gadget” (P3.4), and also “When we teach, only some students who listen the explanation” (P3.6). In addition, Rohim said “The students make noisy” (P4.11).

The entire participants experience the same obstacle which is the students’ misbehavior. This obstacle is the biggest obstacle faced by the pre-service teachers. The students’ behavior can be a problem in teaching practicum program especially in the classroom time management (Little & Akin-Little, 2008). Most of the pre-service teachers feel that the students are very difficult to be handled. It is makes the classroom time management that the pre-service teachers planning become uncontrolled. This students’ behavior is influenced by their motivation to learn. Sieberer-Nagler (2016) said that the most critical concerns related to classroom time management is the students’ motivation. The students who are unmotivated to learn tend to make noisy in the classroom. They do whatever they want to do in the classroom such as sleep, make noisy, or make conversation with their friends. The students’ misbehaviour found from the interview such as sleep,

eat, joke, ask the unimportant question, noisy, and underestimate the teacher. It become the biggest obstacle to manage the time in the classroom.

**Different students' interest.** According to the participants' statement, another obstacle faced by pre-service teacher in classroom time management was different students' interest. The differences toward the topic or activities make the pre-service teachers difficult to deliver the material in which it can influence the classroom time management. One of the participants of this study experiences this obstacle during her teaching practicum program. Nunung said "When I teach the advertisement and ask the students to draw the example of advertisement, they do not want to do it because there are some students who interested in another topic such announcement" (P2.15).

Based on this finding, the participant experiences that the students' interest toward the topic makes them unmotivated to learn another topic. The students do not want to do the activity in the outside of their interest. It can inhibit the pre-service teachers' time management in their teaching. The students who have the different interest toward a topic will be difficult to listen another topic. To avoid this condition, the pre-service teacher should persuade them to learn. In persuading the students to learn, it will take more time. Thus, it can inhibit the teaching process and the classroom time management. In addition, Sieberer-Nagler (2016) pointed out that the teachers should understand their students' interests, so it can help them to create an effective learning. The pre-service teachers should know their students' interest and the factors of that interest. They can use it as a key to make an interesting activity that can persuade the students to learn the topic.

**The lack of school facilities.** The result of this study found that the school facilities have the role of the effectiveness in the teaching and learning process.

Anis said “The teaching media are inadequate. There are some projectors that cannot be used” (P3.8) and she also said “Using the black board make the students bored because they are more interested with the power point slide” (P3.9).

Moreover, the other participant was Rohim also said “Preparing the projector takes a long time especially if there is problem in the cable and I confuse to manage the time for delivering the topic and preparing the equipment” (P4.7), he also stated “There are some projectors that cannot be used” (P4.17), and additionally he stated “I write the material on the blackboard even though it takes a long time and makes the students feel bored” (P4.18).

The statement above showed that the school facility is one of the obstacles of classroom time management faced by pre-service teachers. From the participants’ statements, the facilities in some schools that are conducted for teaching practicum program are inadequate. The facilities such the projectors often become the common problem in the teaching process. These inadequate facilities can bring the problem for the classroom time management. It is because when the school facilities are inadequate such as the projector that cannot be used, it can make the teaching time is not effective. For example, the time that can be used for explaining the topic was used to writing the topic on the blackboard because of the limited school facilities. Moreover, this finding was in line with McLeod , Fisher, and Hoover (2003), they stated that the equipment sometimes can be a problem in classroom time management. The equipment such the projectors that broken can inhibit the preparation of teaching. It takes the time to

handle the problem in the projectors, so the classroom time management will be ineffective.

**The limitation of time.** The findings showed that the time limitation was included into the obstacle of the classroom time management. There was a participant that faced this obstacle during his teaching practicum program. Rohim stated “I difficult to manage time when I prepare the equipment. It is because the time is limited to prepare the equipment and teaching in same time” (P4.4), he also stated “I think the time is limited to deliver the material for students” (P4.6), lastly he stated “In every meeting, I should introduce the material, give an assignment, and make a discussion so I think the time is too limit to do all of them” (P4.9).

The statements above showed that the limitation of time in teaching practicum program often become the obstacle of classroom time management. The pre-service teachers only have ninety minutes for teaching and learning process. They should begin the lesson, explain the material, assess the students, review the material, and close the lesson with the time limitation. To explain the lesson, the pre-service teachers needs more time but the time provided is not enough to make long explanation. Thus, the limitation time often becomes the obstacles of classroom time management.

### **The Classroom Time Management Strategies Used by Pre-Service Teachers**

In this section, the researcher provides the finding of classroom time management strategies used by pre-service teacher in teaching practicum program. There are some strategies found in this study. These strategies which are

being flexible, allow for questions section on difficult topics, be aware of hidden time demands, setting up the classroom and students, managing instructional time, managing administrative task, transitions, and interruption, and also using the preferred learning activity.

**Being flexible.** The result of the interview with the participants showed that there is some classroom time management strategies found in this study. One of the strategies is being flexible in teaching process. The findings from the interview showed that one of the strategies that the pre-service teacher used to solve the problem in the classroom time management is by being flexible. This strategy can solve the following obstacles. The first obstacle that can be solved with this strategy is limitation of time as stated by Nunung and Rohim. Nunung said “I become flexible in managing the time and I am not always following the time allocation in the lesson plan such I skip the opening to minimize the time, so it will be enough until the end of teaching” (P2.20) and Rohim said “Because the time is limited, I cancel some activities in the end of class such as reviewing the material” (P4.14). The second obstacle that can be solved is school facilities as stated by Anis and Rohim. Anis stated “I provide the printed material and distribute it to the students, so I did not need to write the material on the blackboard if the projector cannot be used” (P3.10). Rohim also stated “In the first meeting, the projector cannot be used, so I use the blackboard to explain the material” (P4.20). The third obstacle is students’ misbehavior as stated by Nunung, she said “I use the game because I think it will be attractive for senior high school students, but it was not effective because they do not want to follow the instruction, so I change the activity” (P2.24).

The findings showed that Nunung, Anis, and Rohim use these strategies to solve the problem in the classroom time management. From the result above, the pre-service teachers use this strategy to solve the problems which are the limitation of time, the school facilities, the school facilities, and the students' misbehavior. The pre-service teachers are expected to be flexible in the teaching practice. They can change the activity that takes long time with the simple activity, change the teaching media when the problem happen in the middle of class, and omit some activities if the time is limit. This finding was supported by McKenzie (2006), the teacher should be able to reshape the lesson plan in the middle of teaching. The flexibility of the pre-service teacher in teaching help them to maintain the classroom time management. The obstacle such as the limitation of time and school facility can be handled by using this strategy. If the time is not enough to do the other activities, the pre-service teacher can skip those activities. Moreover, if the equipment such the projectors are in the problem, the pre-service teacher can change the teaching media. This strategy is very helpful for the pre-service teacher to handle some problems.

**Allowing for questions section.** The other strategy found in this study was allowing the students for questions section. The pre-service teacher gives the opportunity for students to ask some question related to the topic. Based on the interview, the participant used this strategy to solve the problem which is the varied proficiency level. As stated by Rohmat, he said "I open the question and answer section after delivering the material, I give the opportunity for the students to ask or I point them to test their understanding" (P1.9).

The pre-service teacher provides the question and answer section in the middle of delivering the topic or in the end of the teaching and learning process. They use the question and answer section in the middle of explanation to make sure that the entire students have the same understanding toward the topic. Moreover, the question and answer section used in the end of teaching to test the students' understanding toward the topic. This finding was in line with McKenzie (2006), he said that the teacher should give the special section for the question and answer section. The pre-service teachers should provide the question section because it can be used to handle the problems in teaching which is the varied of students' proficiency level. There are some students who have the proficiency level lower than other students. In this case, the pre-service teachers provided the question section to give the opportunity for those students to ask some questions that they have not understand well.

**Being aware of hidden time demands.** The findings showed that the one strategies of classroom time management was being aware of hidden time demands. The hidden time demands is an unexpected phenomenon that can occur in the middle of teaching and interrupt the teaching process. There are some problems that come suddenly in the middle of teaching that can influence the classroom time management. One of those problems that were experienced by a participant was the teachers' discipline in which the pre-service teacher comes late to the classroom for teaching. Thus, to solve the problem that participant used this strategy. Rohmat said "To solve the problem of my lateness for coming to the class, I add some minutes in the time allocation for managing the students before beginning the class" (P1.5).

This finding showed that the pre-service teachers also experienced the problem from the unexpected things such as the teachers' lateness for coming to the classroom. Based on the finding, the strategies that can be used for handling this obstacle is being aware of hidden time demands. McKenzie (2006) mentioned that the other unexpected time which often occurs in classrooms such as administrative issues, explanation of test procedures or assignments, questions from lectures, setting up technology, rearranging the room. The problem mentioned was solved by this strategy. The teachers' lateness can be handled by using this strategy through the addition of the time to manage the classroom before the beginning of the lesson.

**Setting up the classroom and students.** The result showed that the strategy of setting up the classroom and students becomes the one of strategies of classroom time management. The result of the interview showed that by using this strategy, the participant can solve the following problem in teaching. The first obstacle that can be solved by setting up the classroom and student is students' behavior. As stated by Rohmat, Nunung, and Rohim. Rohmat said "I manage the students before the beginning of class and I put the time allocation for it in the lesson plan" (P1.7). Nunung also said "I try to admonish them carefully" (P2.16). In addition, Rohim also said "I only remind them once or twice because I should continue the explanation" (P4.19).

The second obstacle that can be solved by setting up the classroom and student is differences of students' interest. It was stated by Nunung, she said "I persuade them to learn a new topic" (P2.19). To make the students want to learn the subject in which it is not their interest is not easy. The teacher should persuade

them to learn it. The students in the whole class have the different interest, so the teacher should understand it and solve it with this strategy.

The last obstacle that can be solved by using this strategy is students' misbehavior. As stated by Nunung "If the classroom is very noisy, I around the class to manage the students one by one and make sure that they want to write the lesson" (P2.21), and "In delivering the topic, I try to raising my voice because the classroom is noisy" (P2.22). Raising the voice and around the students to check whether they want to write or not is very important. When the class is very noisy, the teacher should have the loud voice to manage them and should check them one by one.

The findings showed that the participants used this strategy to solve the problems. Based on the findings, the strategy to set up the student and classroom is by raising the voice louder than the student when they are noisy. It is the strategy used by the pre-service teacher to seek the students' attention in the class. The teachers should set up the classroom (McLeod , Fisher, & Hoover, 2003). The pre-service teachers should set up the classroom and the students to makes the classroom time management runs effectively. The obstacles that can be handled by this strategy were students' misbehavior and differences of students 'interest. The students who misbehave need to be managed. The example of the managing students was admonishing them carefully or firmly to follow the lesson and listen it well, raising the voice to explain the topic, and locking the classroom door to minimize the permission to the rest room.

**Managing instructional time.** The other finding of the classroom time management strategies was managing the instructional time. This strategy is about managing the time to do the activity in the classroom. Based on the interview, there are two obstacles that can be handled by managing instructional time. The first obstacle that can be solved by using this strategy is students' misbehavior. As stated by Anis "I use the good opportunity such as teaching in the morning class and I also use the game such question and answer about the material using the video or power point slide that makes the students are still in spirit, so it makes the teaching process more effective" (P3.12). In addition, another obstacle that can be handled by using strategy is limitation of time. It was stated by Anis "I manage the time based on the time allocation in the lesson plan" (P3.14).

The participants' statement showed that the pre-service teacher manage the instructional time to solve the problems which are students' misbehavior and limitation of time. The instructional time in this case is the time estimation to learn and to do an activity. The pre-service teacher should manage the instructional time such a task to help the student in fulfill it. The teacher should determine the time for the task based on the level of difficulty of each task (McKenzie, 2006). This strategy was used to solve the problem such as students' misbehavior. If the instructional time is not clearly managed, the students' will be lazy to follow the class in which makes the classroom discipline become uncontrolled.

**Managing the interruption.** The result of the interview found that the one of classroom time management strategies was managing the interruption. The participants' answer in the interview showed that managing the instruction solved

the following obstacle. The first obstacle that can be solved by this strategy is students' misbehavior as stated by Rohmat and Nunung. Rohmat said "In the first meeting, I think my time allocation is limited to explain the lesson because the interruption from the students who are misbehave, so for the next meeting I add five minutes in the lesson plan" (P1.4). Nunung also stated "They interrupt the lesson when I teach, so I remind them firmly that this is the time to learn" (P2.17). The next obstacle that can be handled by managing the interruption is students' misbehavior. As stated by Nunung "I lock the door to minimize the interruption from students who wants to go out from the classroom" (P2.18).

The interruption comes from the students who want to ask permission to go to the rest room or asking something to the teachers. So many interruptions in the classroom make the teaching process distracted. The pre-service teacher should manage the interruption in the classroom. Based on the participants' statements, the strategies to manage the interruption is by locking the door, remind the students firmly, and revise the lesson plan by adding the time allocation for managing the students. The students' who wants to go to the rest room will be controlled. Thus, the interruption in the classroom will be reduced.

**Using the preferred learning activity.** The last finding of classroom management strategy was using the preferred learning activity. Based on this finding, the pre-service teachers create the learning activity and teaching media based on the students' interest and learning style. The obstacle faced by the pre-service teacher that can be solved by using the preferred learning activity is the different learning style and interest. As stated by Anis, she said "I approach the students to find out their preferred learning style, and then I create the learning

activity based on their learning style” (P3.11) and “I also use the video related to the material for delivering the material” (P3.13).

The use of preferred learning activity was useful for encouraging the students to learn the subject. The students who are not interested with the lesson will be persuaded to follow the classroom activities. To create the effective teaching, teachers should understand their students’ interests and styles of learning (Sieberer-Nagler, 2016). This strategy was used to handle the problems such as the differences of students’ interest toward the topic. To create the students’ interest toward the topic taught, the pre-service teachers created the activity or teaching media based on the students’ preference. Thus, the learning activity and the teaching media used in the teaching can encourage the students to learn the subject.

The result above showed that the strategies of this study can used to solve the obstacle found in this study. Those strategies are very helpful for the teacher to handle the obstacle occurs in the classroom. It can be seen that there is an obstacle that can be solved by some strategies. The pre-service teacher can implement this finding in their teaching practicum program. It will lead them to be success in teaching.