

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter provided the summary of this study and some suggestions. The researcher concludes the results and findings of this study. The researcher also presents the suggestion based on the problem of this study. This suggestion was provided for certain people. The conclusion and the suggestion will be explained clearly in this chapter.

#### **Conclusion**

This study focused the discussion on the classroom time management in teaching practicum program. The classroom time management is the way to manage and organize the time during the teaching and learning process to make an effective teaching. This study aimed to find out the obstacles and the strategies of classroom time management. The findings answered those two research questions. According to the findings, the classroom time management is considered as a challenge in the teaching practicum program. Most of the pre-service teacher faced the obstacle in the classroom time management. Moreover, the classroom time management is a crucial part of teaching, so that is why the teacher should have the good classroom time management.

There were some obstacles of classroom time management found in this study which are the lack of teachers' pedagogical skills, the lack of teachers' interpersonal skills, the lack of teachers' discipline, the students' varied proficiency level, students' misbehavior, differences of students' interest, the lack of school facilities, and the limitation of time. Moreover, there were also some

strategies that were used to solve those obstacles. These strategies are being flexible, allowing for questions section on difficult topics, being 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.

There is a relation between the finding of the obstacle and the strategies. These finding can be a problem solving for the obstacles faced by the pre-service teacher. The strategies of being flexible can solve some obstacle such as limitation of time, students' misbehavior, and school facility. Allowing for question section can handle the obstacle such as varied students' proficiency level. The strategy of being aware of hidden time demand solved the teachers' discipline. The strategy of setting up the classroom and students solved the students' misbehavior and differences of students' interest. By managing instructional time can solve the students' misbehavior and limitation of time. By managing interruption can handle the students' misbehavior. Lastly, by using the preferred learning activity can solve the differences of learning style and interest.

### **Recommendation**

Based on the research findings and the research significance, the researcher formulated the suggestion into some part. The first part was pre-service teacher. The second suggestion was provided for the school teacher. The third suggestion was presented for institution. The last part was suggested for the next researcher.

The researcher suggested the school teacher understand well of the classroom condition or the school condition such as the facilities for teaching. The school teacher should explain clearly about the school condition to the pre-service teachers that will take the teaching practicum program in that school. They can explain the students' misbehavior, the facilities, and the limitation of time in teaching to the pre-service teacher before they begin the teaching practicum program. This information can be helpful for the pre-service teacher to prepare it physically or mentally.

The researcher suggested the pre-service teacher to be aware of the benefit of the teaching practicum program. The obstacles that they faced during the teaching practicum program were useful for training their pedagogical skill. The students' misbehavior, limitation of time, students' proficiency level was very difficult to be solved but it can enrich their experience in teaching practice. Moreover, implementing the classroom time management strategies can lead them to be a good future teacher.

The researcher also gave the suggestion for the institution. The institution or the English Language Education Department should be more selective to take the school for the teaching practicum program. Most of the school that be conducted the teaching practicum program was the school with the low discipline and inadequate facilities. It made the pre-service teacher was difficult to teach properly.

The researcher also suggested the next researcher to investigate this issue more deeply. The other researcher can investigate this issue with more discussion

or problem. This study only discussed the obstacles and the strategies, so hopefully the other researcher can conduct the study with more research question. They can conduct the study on this issue with different setting, focus, or participant. They also can enrich the theory of this issue.