

**Pre-Service Teachers' Classroom Time Management Strategies**  
**during the Teaching Practicum Program**

*A Skripsi*

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Zulkifli Iqbal

20140810031

**English Language Education Department**

**Faculty of Language Education**

**Universitas Muhammadiyah Yogyakarta**

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## Abstract

The classroom time management was considered as a challenge in the teaching practicum program. This study aimed to find out the obstacle of classroom time management faced by the pre-service teacher in the teaching practicum program and the strategies of the classroom time management. This study was conducted at English Language Education Department in one Islamic private university in Yogyakarta. The findings were obtained from the in-depth interview with four students batch 2015 as the participants in this study. The data collection was conducted on June 2018. The result of this study revealed that 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, different students' interest, the lack of school facilities, and the limitation of time. The finding also showed that there were some strategies that were used to solve those obstacles. These strategies were being flexible, allowing for questions section on difficult topics, being aware of hidden time demands, setting up the classroom and students, managing the interruption, and also using the preferred learning activity.

*Keyword:* Classroom Time Management, Pre-service Teacher, Teaching Practicum Program

## **Research Background**

In the classroom time management, there are some points that should be considered such a lesson plan as one of them. Richards and Schmidt (2010) pointed out that the classroom time management is the classroom management that includes procedures for using the lesson plans effectively, handling of equipment, aids, and so on. In lesson plan, teachers usually provide the time management that will be applied in the classroom. Teacher determines how long the time needed for every activity in the classroom. In fact, not all the time in the lesson plan could be applied well. In lesson plan, there are long lists of things teacher need to achieve but generally, too little time in which to do them (McKenzie, 2006). Every teacher has different strategies in managing time while teaching. They can create more activities to fill the time or omit the activities if the time is limited.

Most of the pre-service teachers in the department (ELED) use the lesson plan in teaching practicum program. It is because using the lesson plan is a must for the teaching practicum program. Even though they have already determined the time allocation in the lesson plan and implemented the time management while teaching based on their lesson plan, they still face some problems in classroom time management. In fact, there are some pre-service teachers who apply the time management in teaching but the delivery of the subject is not effective. Otherwise, there are some pre-service teachers who did not apply the time management in teaching but the result of their teaching was effective.

### **Research Question**

In this study, the researcher focuses the discussion based on the research question. There are two research questions in this study, which are:

1. What are the obstacles of classroom time management faced by pre-service teachers in the teaching practicum program?
2. What are the strategies of classroom time management used by pre-service teachers in the teaching practicum program?

### **Classroom Time Management**

The classroom time management is about how to manage the time in the classroom when the teachers deliver the lesson. Richards and Schmidt (2010) pointed out that the classroom time management is the classroom management that includes procedures for using the lesson plans effectively, handling of equipment, aids, and so on. The teacher should have the time management in the classroom because it can produce the effective outcome of learning and teaching processes. The teacher who does not apply the time management in the classroom will be more difficult to gain the maximum result of their teaching.

### **Research Design**

This study used a qualitative research method. The researcher used this research method because the researcher wanted to investigate the problem based on the individual's view to get the detail information toward the research problem. Besides, the researcher used the descriptive research design which was the type of qualitative research. The researcher used the descriptive qualitative research design because the researcher wanted to investigate the detail description of

participant toward the research problem which was the obstacles and strategies of classroom time management.

In the last process before analyzing the data, the researcher conducted the member checking to ensure that the information from the participants was valid and reliable. The participants checked the information credibility. This participants confirmation was used as the evidence of the credibility of the data. In order to analyze the data, the researcher used the coding analysis. In the coding, the researcher used the three steps of coding such as open coding, analytic and axial coding, and selective coding. The three steps provided the different result and points.

### **The Findings and Discussions**

**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. 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).

**The lack of teachers' interpersonal skills.** 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 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).

**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). Based on the finding, 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.

**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). 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).

**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).

**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). The statement 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. 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.

**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). 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.

### **The Classroom Time Management Strategies**

**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).

**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).

**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 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).

**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. 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). 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).

**Managing instructional time.** This strategy is about managing the time to do the activity in the classroom. 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).

**Managing the interruption.** The participants’ answer in the interview showed that managing the instruction solved the obstacle. 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). 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.

**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).

## **Conclusion**

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.

## **Recommendation**

The researcher suggested 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. The researcher suggested the pre-service teacher to be aware of the benefit of the teaching practicum program. 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. 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.