

## **Chapter One**

### **Introduction**

In this chapter, the researcher explains the research introduction. The researcher also delivers the research background and the problem identification. This chapter also provides delimitation of the study, research questions, research objective, and lastly significance of the study.

### **Research Background**

In the academic field, time management becomes an important issue. Most teachers use the time management in their teaching, especially in the classroom. The time management is needed to organize in delivering material to students. Time management in the classroom is important to be applied because it helps teachers in teaching process in the classroom. The time management used in the classroom during the teaching process is called the classroom time management.

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.

Teaching practicum program is applied in English Language Education Department (ELED) at one of Islamic private universities in Yogyakarta. The students of that university take teaching practicum program from the first semester to the sixth semester. For the first and second semester, the students do the teaching practicum in an elementary school. Then, at the third and the fourth semester they do the teaching practicum in a junior high school, whereas for the fifth and the sixth semester, they do in a senior high school. In preparing the teaching practicum, students should make a lesson plan. They put the time allocation in the lesson plan for helping them to teach effectively.

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. They should make a lesson plan before teaching and give it to the school teacher who supervises them in every teaching practicum. The pre-service teachers determined the time allotment for each activity in the lesson plan. They usually mention the classroom activities that they will do in the lesson plan such as the opening, ice breaking, delivering material, and closing. Furthermore, they put the time allocation for each activity such as fifteen minutes for opening and ice breaking activity. 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. Thus, from the researcher experience in teaching practicum program, the difficulty that he faced is the limited time in delivering the material. While teaching, there is a time restriction that must be followed by the teacher. In addition, there are some pre-service teachers of that university who experience difficulties when applying the time allocation in the teaching practicum program. According to this phenomenon, the researcher feels necessary to conduct this study entitled “Pre-Service Teachers’ Classroom Time Management Strategies during the Teaching Practicum Program”.

Moreover, time management is considered as the one necessary tool for educational improvement (Ugwulashi, 2013). With the time management that the teachers set in the lesson plan, it can help the teachers to achieve the objective and the goal of the teaching. The teacher will know the time to begin and finish the one activity and then to move to other activities. It will make the classroom activities more prepared, and then the students will be easier to receive and understand the lesson. If the time management is prepared well, objective of the teaching and learning process will be easier to achieve. The effective classroom time management also has extensive contributions to students learning process. According to Stough, Palmer, and Leyva as cited in Reupert and Woodcock (2010), effective classroom time management has a significant contribution to the learning and development of the students.

Moreover, the study of classroom time management has been conducted by Ozsezer and Topal (2013) with the research entitled “A Qualitative Research

Regarding Classroom Teacher's Ideas with Respect to Time Management in the Classroom". This study discussed the teachers' stance on time management in the classroom and the teachers' perception on the effective teaching. Based on this study, the researcher wants to conduct the study on the context of teaching and learning in Indonesia. The researcher was encouraged to investigate the problems that have not been discussed in the previous study which are the obstacles of the classroom time management and the strategies to solve them.

### **Problem Identification**

The students of English Language Education Department at one of Islamic private universities in Yogyakarta took the teaching practicum program since semester one until semester six. Students who do not have an experience in teaching practice will face more difficulties while teaching. They will be confused in managing the time while teaching in the classroom. They should follow the time restrictions when they teach in the classroom. If the material that will be delivered is quite a lot, they must set the time properly so that the process of teaching can be effective. Nevertheless, there are also some pre-service teachers who teach effectively without applying the time management while teaching. They can deliver the entire topic that they planned in lesson plan effectively. To find the cause of this condition, the researcher feels necessary to conduct this study. However, there has been limited number of the study that discusses about the classroom time management. It also encourages the researcher to explore more about this phenomenon.

### **Delimitation of the Study**

Time management is the important things in the teaching process because it is the one necessary tool for educational improvement (Ugwulashi, 2013).

Teaching practicum program is the one of subjects or programs of English Language Education Department that can be the facility for ELED students to practice their classroom time management. The purpose of this program is to train the ELED students to be the real teacher who has a good teaching skill. This study is focused to find out the obstacles of classroom time management faced by pre-service teacher in the teaching practicum program. This study also aimed to investigate the strategies of classroom time management used by pre-service teacher in the teaching practicum program. Thus, these two problems will be the main focus in this study.

### **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?

### **Research Objective**

The purpose of this study is adapted from the research questions. There are also three purposes of the study such as:

1. To find the obstacles of classroom time management faced by pre-service teacher in the teaching practicum program.
2. To investigate the strategies of classroom time management used by pre-service teacher in the teaching practicum program.

### **Research Significance**

This part presents the significance of this study. This research can bring benefits for some people including the school teachers, the pre-service teachers, the institution, and the next researchers. These benefits are discussed in the following paragraph.

**The school teachers.** This study discusses the obstacles and the strategies in classroom time management while teaching practicum program. Therefore, the school teacher can use this study as their reference to guide their pre-service teacher. This study can help the teacher to give a good guidance to their pre-service teacher in doing the teaching practicum program.

**The pre-service teachers.** This study can be a guideline for the pre-service teachers when they do the teaching practicum program. The finding and the discussion of this study can help them to solve their problems in teaching practicum program especially in the classroom time management. Besides, this study helps the pre-service teacher to know the obstacle of classroom time management that they will face during the teaching practicum program and how to solve it.

**The institution.** This study can be an evaluation and suggestion about the teaching practicum program that is held by an institution. The researcher expects that the result of this study can give a solution for the institution to minimize the

problem in teaching practicum program especially classroom time management and makes it better in the next period.

**The next researchers.** Through this study, the other researchers can find the supporting reference from the other researches. It can be the guideline for them to do the next research. They can combine the study about the teaching practicum program with different focus, participants, and setting.