

Chapter Two

Literature Review

This chapter presents the literature reviews related to this study. It reviews about the teaching practicum program, classroom time management, the obstacle of classroom time management in teaching practicum, and strategies of classroom time management. This part also provides the review of previous study that related to this study. The conceptual framework becomes the last part that is presented in this chapter. Every part presents the different discussion with the addition reference of some experts.

Teaching Practicum Program

This part discusses the teaching practicum program in general. This part is divided into some sub parts. Every sub part explains the different discussion of teaching practicum program. First, it begins with the definition of the teaching practicum program. Second, it explains the benefits of teaching practicum program. Lastly, it discusses about the pre-service teacher.

The definition of teaching practicum program. Teaching practicum program is the training program for the student in teacher education program. It trains the student to be a good teacher in teaching in the classroom. The teaching practicum program is a program that is provided for the student teacher or pre-service teacher to have teaching experience, usually with the guidance of the experienced teacher (Richards & Schmidt, 2010). Richards and Schmidt also said that the teaching practicum program may include microteaching, teaching the lesson to an individual for sequence time, or having the control to the classroom.

Richards and Schmidt added that the teaching practicum program is aimed to give the experience for the pre-service teacher to teach in the classroom, give them the opportunity to implement the knowledge and skill that they learn in college, and also give a chance to improve their teaching skill.

Moreover, there are also some experts that have the different definition about the teaching practicum program. Sulistiyo *et al.* (2017) pointed out that the teaching practicum program is an academic program that facilitates the student teachers to experience the teaching in a real classroom situation under the guidance of school teachers and teacher educators from the university. Zeichner (2010) argued that the teaching practicum is the important aspect of teacher education that can influence the teachers' quality. Therefore, the teaching practicum is an important program that prepares the pre-service teacher to face the real situation in classroom under the guidance of the supervisor.

English Language Education Department provides the teaching practicum program to their students. It is obligated for the entire student to take this program. The teaching practicum program is the requirement to graduate from the university. The students of ELED are divided into some groups to do the teaching practicum program. The teaching practicum program is conducted in the school that is determined by the department. The teaching practicum program at ELED is conducted since the first semester until the sixth semester. The students practice the teaching with the guidance of the teacher in that school. The students are expected to be able develop their teaching skill through this teaching practicum program.

The benefits of teaching practicum program. Teaching practicum program that is held in university or academic institution has many advantages. Richards and Schmidt (2010) argued that there are some benefits of the conducting teaching practicum program. These benefits such as gives the student some experiences in the teaching in the real classroom, encourages the student to apply the theory and skill from the university, and helps the student to acquire the teaching skill. These benefits can bring the positive impact for the student in their teaching. It can also improve their confidence to teach in the classroom when they are the real teacher.

The teaching practicum is the important component of the education field for a teacher because it helps the teacher to develop their identity as a teacher in the classroom (Walshaw, 2009). Teaching practicum is the precious opportunity for teachers to enrich their teaching experience in a real situation in the classroom. Pre-service teacher should behave as the real teacher when they teach in the classroom. They should give the good performance and attitude to their students as a real teacher. According to Guyton and McIntyre, field experience in teaching or teaching practice is important for teacher preparation programs (as cited in Sulistiyo *et al.*, 2017). The students' experience in teaching practicum program can help them to be more familiar with the situation in the real classroom. They also have an experience in handling the students in their class when they teach. Therefore, the conducting of teaching practicum program is helpful for the pre-service teacher.

Moreover, the benefits of teaching practicum program are also interpreted in the Teaching Practicum Program Guidebook (2015). Firstly, it helps the student

to create the pedagogical competence, professional competence, Islamic character, social competence, and technical competence. Secondly, it can improve the students' teaching skill with teaching at the school. Lastly, it gives the experience to the student in the teaching and the job as the real teacher.

The definition of pre-service teacher in teaching practicum program.

Pre-service teacher is the candidate of the future teacher. The pre-service teacher is student teacher who takes a course or program of study before they begin teaching (Richards & Schmidt, 2010). Based on Australian Institute for Teaching and School Leadership (AITSL), the pre-service teacher is the student of major teacher education program in the higher educational institution. Kukari (2004) argued that pre-service teacher is the college student in teacher education program that is introduced to the teaching practice. Thus, it can be concluded that the pre-service teacher is the entire students who study in the teacher education program. They usually experience the teaching practice program in that institution as a teachers' education development program or even as a graduation requirement. They are also called by the student teacher or candidate of the teacher.

English Language Education Department is a teacher education program. It produces the candidate of the future English teacher. The ELED student gets the courses which related to education field for preparing to be a real teacher. They also have the teaching practicum program to train their skill in teaching since the first semester. Therefore, the entire ELED students are included as the pre-service teacher. They are the candidate of the English teacher or English pre-service teacher.

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. The teachers' preparation can be seen from the classroom time management while teaching. If the teacher prepares the material before teaching, they will be easier to apply the classroom time management while teaching. They will deliver the topic step by step with the precise time allocation. It actually can help the student to understand the topic and also to receive the material. Otherwise, the teacher who does not prepare the teaching well, they will ignore the time management. Thus, their teaching process will be disorganized and the times are wasted in vain.

Moreover, the classroom time management should be implemented properly in teaching practice. If the teachers will move to other activities, they should tell to their students about that transition activity. Geffers (2007) stated that to start the change of every activity in classroom should be marked with some signal such as the sound of bell, soft music, clapping, or flashing the light as the signal of the end of an activity. These signals can make the student to be aware about the time provided and challenges them to follow the transition rule, so they can use the time wisely in every activity (Paine *et al.* as cited in Geffers, 2007).

Thus, the students will follow the activity as the teacher planned and it will reduce the risk of time over in teaching. It will very helpful for the teacher because they can teach based on what they planned.

The Obstacles of Classroom Time Management

Some obstacles also occur in the time management in teaching practicum. There are some experts that mention the obstacles of classroom time management in this study based on the internal and external aspects. According to Jusoh (2013), the most common problems faced by the pre-service teacher in the classroom time management are the lack of pedagogical skills and interpersonal skills. These obstacles come from the internal of pre-service teacher. Thus, these two obstacles are included into the internal aspects.

Moreover, there are also some experts that explain the obstacle based on the external aspects. Jones and Jones (2016) stated that there are some factors that can be the difficulties of classroom time management which are the varied students' proficiency level and the condition of the school. In addition, Little and Akin-Little (2008) said that the common factor that influence the classroom time management is students' behavior. Based on Sieberer-Nagler (2016), the challenges in the classroom time management that will be faced by pre-service teacher are the different students' interest and learning style and classroom discipline. The discussions of these obstacles are presented in the following paragraph.

The lack of pedagogical skills. A pedagogical skill can be defined as the teaching skill or the art of teaching (Richards & Schmidt, 2010). The pedagogical

skill is important to help the pre-service teachers in the teaching practice. Moreover, Jusoh (2013) said that the lack of pedagogical skill of the pre-service teacher becomes a common obstacle for them to manage their time while teaching. Having the pedagogical skill is important in the teaching practice especially in the classroom time management (Loughran, 2012). The lack of pedagogical skill such as unable to identify and choose the effective teaching method in order to deliver the lesson in some classes will make the pre-service teachers faced some problems in managing the time while teaching. In that case, they will spend a long time to explain a lesson because the teaching method is not appropriate for that lesson or that class, so it can reduce the time for other activities. Thus, their teaching will be unorganized and it will make them difficult to manage the time for the next activity. Eventually, it can inhibit the whole teaching process.

The lack of interpersonal skills. Some problems that the pre-service teachers faced are due to their own personality (Jusoh, 2013). Their skill to communicate with other people becomes the strength or the weakness for them in teaching. When they have a weakness in the interpersonal skill, they will be difficult to manage the classroom. The interpersonal skill is needed to handle the classroom and manage the time while teaching. The lack of interpersonal skill such as anxiety and less confident to speak in public will influence the classroom time management or even the teaching process. They may not deliver the lesson and manage the time properly. It makes the students difficult to receive the lesson. It can be a problem for both the pre-service teachers and the students.

The varied proficiency level. One of the factors that can be an obstacle in the classroom time management is the differences of students' proficiency level. Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008) pointed out that the different proficiency level of the students can influence the time management in the classroom. These differences make some problems in teaching process especially in the delivering material. There are some students who can receive the lesson quickly and there are also some students who can receive the lesson after some repetitions of the lesson. This problem makes the pre-service teachers consider the way to deliver the lesson. They should be able to balance between the student in high level and the student in lower level. They can be rather slowly in explaining the lesson and sometimes give more attention on the student in low level.

Students' behavior. The inappropriate behavior of student can distract the process of teaching and learning. The misbehaved student can be a problem or challenge in teaching practicum program usually in the classroom time management (Little & Akin-Little, 2008). The teacher will be interrupted by the student behavior in classroom. Moreover, Sieberer-Nagler (2016) said that the most critical concerns related to classroom time management is the students' motivation. The student misbehave is influenced by their motivation in learning. If the students are unmotivated, they do not want to learn (Gilakjani, 2012). In fact, the student misbehaved because they are unmotivated to follow the class. It makes them lazy and misbehaved in the classroom. They will be unmotivated to learn in the classroom, so it will encourage them to make noisy in the classroom. It also makes them difficult to be handled.

Different students' interest and learning style. To create the effective teaching, teachers should understand their students' interests and styles of learning (Sieberer-Nagler, 2016). Every student has different interest and learning style, so the pre-service teacher should understand the interest and the learning style of each student. They should observe the student of the class that they will teach. They should know the interest and the learning style of that students whether they are visual, auditory, or kinesthetic. The pre-service should know the appropriate method to teach them with these different learning styles. If the pre-service teacher cannot understand the students, it will affect the learning and teaching process. The students will be difficult to receive and comprehend the lesson. The pre-service teachers should create the activity or method of teaching based on their students' interest and learning style. Thus, it can make the classroom activity run effectively.

Classroom discipline. Pre-service teachers often have problems with the classroom discipline (Sieberer-Nagler, 2016). Based on Wiseman and Hunt statistics, from 1968 to now, classroom discipline was identified as the most crucial problem faced by the pre-service teacher (as cited in Sieberer-Nagler, 2016). It is the evidence that the classroom discipline is the biggest problem in classroom time management. Especially the classroom discipline can influence the classroom time management. The less discipline in the classroom can make the teaching and learning process not effective. Moreover, every school has the rule and the discipline level. The rule and discipline level of school is related to the classroom discipline that can influence the classroom time management. The school that has the low discipline will influence the time management in the class

(Jones & Jones, 2016). The student will ignore the rule of the school in which it can influence the classroom discipline. They will come late to the class, so it can make the reducing of the time of teaching and learning process. The students also will humiliate the other rules such as bring or use the gadget in the middle of class, come out of the class without the permission, and fight with their friend in the middle of class. Actually, the classroom discipline is the big challenge for the pre-service teacher in the teaching practicum program.

The condition of the school. Another factor that can be the difficulty of classroom time management in teaching practicum is the condition of the school. The school condition is the school facilities or equipment. The equipment sometimes can be a problem in classroom time management (McLeod , Fisher, & Hoover, 2003). The school facilities such as projector, computer, lamp, and blackboard that are not adequate can be another problem to make the time of teaching ineffectively. Some schools have the good facilities and other schools have inadequate facilities. The power outages often become the common problem of teaching in some schools. In this condition, the pre-service teachers are expected to be more flexible and creative to handle the problem.

Strategies of Classroom Time Management

Classroom time management strategies are like a "providing a number of tips on 'how to' manage time, along with descriptions of processes or strategies" in teaching the classroom (Waterworth, 2003). Strategies to manage the classroom are important for the teacher. It is very helpful for them while teaching in the classroom. There are some experts that mention the strategies of classroom time management. McKenzie (2006) stated that there are some strategies to manage the

time in teaching which are define the objectives for class and try to focus on them, be flexible, provide the questions section on difficult topics, consider making use of time-controlled activities, and be aware of hidden time demands. Moreover, there are also some strategies of classroom time management that is mentioned by another expert. McLeod, Fisher, and Hoover (2003) argued that there are some strategies of classroom time management which are setting up the classroom, managing instructional time, and managing administrative task, transitions, and interruption. The explanation of these strategies will be delivered in the following paragraph.

Define the objectives for class and try to focus on them. The teacher should be a focus on what they want to achieve as the outcome of the teaching (McKenzie, 2006). They should determine the goal or objective of their class. It can make them more focus on the step that can achieve their goal. The teacher should limit the useless activity that is not related to the objective. If the teacher is the typically the active speaking person, they should limit the discussion outside the topic while teaching. It can make the time runs effectively.

Be flexible. The teacher should be able to reshape the lesson plan in the middle of teaching (McKenzie, 2006). It requires the creativity and the responsiveness of the teacher in teaching. If the times are limited to deliver the entire topics, the teacher should be able to change the lesson plan at that time. The teacher should adjust the lesson plan to the condition in the class. The teacher should determine the appropriate plan in a short time. Thus, the teaching and learning are not interrupted.

Allow for questions section on difficult topics. The teacher should give the special section for the question and answer section (McKenzie, 2006). It can be conducted at the end of class or in the middle of class. This section can limit the interruption from the student when they ask the question in the middle teacher's explanation. It can make the time more effective and controlled. The teacher should put the time for questions into the lesson plan.

Consider making use of time-controlled activities. The teacher should make the time to control the current activity. The time-controlled activity is the activity that needs to be considered because it spends more time than other activity (McKenzie, 2006). The time-controlled activity such as group work, role play, in-class writing, and individual presentations is the crucial activity. The teacher should consider the time of each activity. The teacher should make the time estimation for activities that spend more time.

Be aware of hidden time demands. In the teaching and learning process in the classroom, there is much time needed. Before beginning the class, the teacher should prepare anything in the classroom. It will cut the time of the teaching and learning processes. Thus, the teacher should determine the time for preparing anything before she or he begins the class. Nevertheless, during the teaching process, the unexpected demands will be happen. Even though the teacher planned the activities and the time needed, but the possibility of the occurrence of the unexpected interference is still exist. 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.

Set up the classroom. In the first of all, the teachers should set up the classroom (McLeod , Fisher, & Hoover, 2003). They can set anything in the classroom such as arranging the student seats, set up the blackboard, set up the laptop or teaching material, and so on. This equipment should be prepared before the class begins. The preparation of this equipment can take the time to teach if the teacher does not prepare it in advance. Set up the classroom includes the managing the students. For setting up the classroom, the teacher also should manage the students. The teacher can manage the students before the classroom begins or in the middle of teaching. The benefit of managing the students in the beginning of the classroom is to help the teacher in classroom time management.

Manage instructional time. The teacher should make the schedule for the teaching and learning time. They should announce it to the students, so the student can estimate the time they learn in the class (McLeod , Fisher, & Hoover, 2003). The teacher also should set the time for students to practice, rehearse, and review the lesson. The teacher also should determine the time for the student for doing the task. The estimation of times is useful for allocation the entire times while teaching. The teacher should determine the time for the task based on the level of difficulty of each task (McKenzie, 2006). The teacher should determine it before the class begins. It will be better if the teacher makes the time estimation when he or she makes the task. The teacher should consider with the available time and the number of tasks. Besides, the teacher also should prepare to find out the proper instructional time if the estimation does not work as expected.

Manage administrative task, transitions, and interruption. The teacher should estimate the time they do the administrative task such reading attendance

(McLeod , Fisher, & Hoover, 2003). They also should determine the time of transition in each activities in the classroom. They also should manage the student interruption such as the question and answer session and the permission to go out from the classroom. These interruptions can reduce the time of teaching if it is not managed. Thus, the administrative task, transitions, and interruption should be managed for avoiding the problem in the classroom time management.

Review of Related Study

This part presents the previous studies that related to the discussion of this study. There are two researches that can support the theories of this study. The first research from Sueb (2013) with the research entitled “Pre-service teachers’ classroom management in secondary school: Managing for success in teaching and learning”. This research is aimed to explore pre-service teachers’ experience of classroom management in secondary school. This study is conducted during the pre-service teacher practicum. This study used a semi-structure qualitative interview with two pre-service teachers as the participant. This study indicated that the biggest challenge faced by the pre-service teacher is from the students’ misbehavior and the unmotivated students to learn. The findings also indicated that the pre-service teachers need to be more prepared physically and mentally for the practicum.

Another related previous study is a research from Sulistiyo *et al.* (2017) with the research entitled “Learning to Teach: A Case Study of Student Teachers’ Practicum and Policy Recommendations”. This study is conducted to gather information on the implementation of teaching practicum. The information is collected from five recent teacher graduates, five beginner teachers, five school

principals, and five teacher educators. The findings of this study indicated that the teaching practicum is suitable for student teachers. However, the student teachers cannot transfer the entire knowledge that they got from university into the teaching practice in the classroom.

These two researches can be used as the reference to complete this study. It can support the researchers' statement of this study. Even though the discussion of the classroom time management does not exist in these two researches, but it still help the researcher to elaborate the theory. These researches cannot be as the guideline for the researcher to do the study because the research method and the main discussion of those researches are not actually related with the aims of this study.

Conceptual Framework

The teaching practicum program is a teacher's education program that is held by an institution or university to develop the teachers' pedagogical skill. The teachers are trained to teach in the classroom, so they experience in handling a classroom problem in a real situation. One of the common problem happens in the teaching is the classroom time management. The classroom time management is including procedures for using the lesson plans effectively, handling of equipment, and aids (Richards & Schmidt, 2010). The teacher should have the pedagogical skill to manage the time while teaching. It can help the teacher in delivering the lesson and makes the classroom activities run effectively, so it makes the students easier to receive the lesson. There are some factors that can be the difficulties of the classroom time management that is divided into internal and external aspects. The internal aspects are the lack of pedagogical skills and

interpersonal skills (Jusoh, 2013). Besides, the external aspects are the varied students' proficiency level, the condition of the school (Jones & Jones, 2016), students' behavior (Little & Akin-Little, 2008), the different students' interest and learning style and classroom discipline (Sieberer-Nagler, 2016). Moreover, there are some strategies of classroom time management while teaching which are define the objectives for class and try to focus on them, be flexible, allow for questions section on difficult topics, consider making use of time-controlled activities, be aware of hidden time demands (McKenzie, 2006), setting up the classroom, managing instructional time, and managing administrative task, transitions, and interruption (McLeod , Fisher, & Hoover, 2003).

In fact, every pre-service teacher has their own obstacle and strategies to conduct the time management while teaching practicum program. This is in line with the objectives of this study which are to investigate pre-service teacher strategies of classroom time management and obstacle of classroom time management in teaching practicum program. Finally, the concept of this study is presented in the table below.

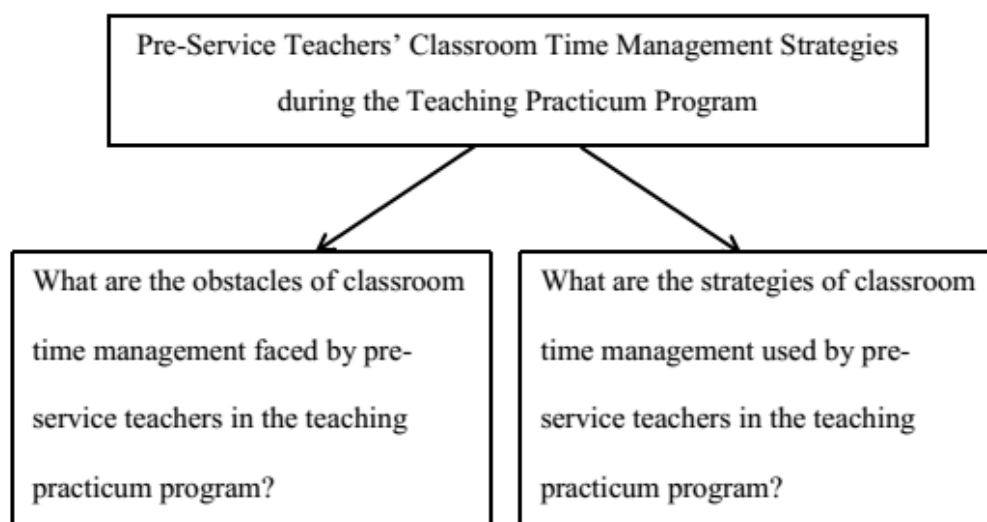


Figure I. Conceptual Framework

