References


Firmani, S. H. (2009). The correlation between students interest and their achievement in learning english at the second year of SLPTN 1 Pamulang.


Indonesia, P. R. (n.d.). Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.


# Appendix

## Interview Guideline

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

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Theory</th>
<th>Interview Questions</th>
</tr>
</thead>
</table>
| What are the obstacles of classroom time management faced by pre-service teachers in the teaching practicum program? | • Jones and Jones (1998): the character and the need of the student, the condition of the school.  
• Little and Akin-Little (2008): student behavior.  
• Sieberer-Nagler (2016): different students’ interest and learning | 1. Dari sekian praktikum yang sudah anda ikuti, mana yang menurut anda paling menantang?  
Apa alasannya?  
2. Apa saja kesulitan yang anda hadapi saat mengelola waktu di dalam kelas? |
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| What are the strategies of classroom time management used by pre-service teachers in the teaching practicum program? | 3. Bagaimana cara atau strategi anda dalam mengelola waktu di dalam kelas?  
4. Seberapa sering anda menggunakan strategi tersebut?  
5. Bagaimana pengalaman anda dalam menerapkan strategi tersebut?  
6. Bagaimana hasil yang anda dapatkan setelah menerapkan strategi tersebut?  

- Jusoh (2013): The lack of pedagogical skills and the lack of interpersonal skills.  
- McKenzie (2006): define the objectives for class and try to focus on them, be flexible, allow for questions section on difficult topics, estimate the time each task will take, consider making use of time-controlled activities, be aware of hidden time demands.  
- McLeod, Fisher, and Hoover (2003): setting up the classroom, managing instructional time, managing administrative task, managing classroom style, classroom discipline, and students’ motivation. |
| transitions, and interruption. |