



Pre-service English Teachers' Pedagogical Competence, Challenges and Strategies to Facilitate Learning

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Abstract

To be able to become a professional teacher, student teachers or pre-service English teachers (PSETs) have to complete the internship teaching program at schools. Here, they learn the teacher competences. This research aims to describe the PSETs' pedagogical competence reflected in internship program during COVID-19 pandemic; to explain some challenges faced by PSETs in internship program during COVID-19 pandemic and to describe some chosen strategies to overcome the problem. The research employs quantitative and qualitative data collection techniques by involving 32 participants who had just completed their internship program in senior high school and vocational high school. To collect the data, questionnaire and interview were used. The data were analyzed by using descriptive quantitative and qualitative techniques. The quantitative data were analyzed by applying SPSS, while thematic analysis used for the data from interview. The finding suggests that the pedagogical competence of PSETs is "Good" as the mean score of the questionnaire result was 69.60% in the range of 51% to 75% mastery the competence; some challenges faced by PSETs in conducting the internship program during the COVID-19 pandemic which include internal and external factors; some strategies were applied to overcome the challenges, namely providing appropriate learning media and platform, time management and personal teaching strategies. The conclusions that PSETs have good pedagogical competence and they can handle some problems faced in the internship program by using some strategies.

Keywords: pedagogical competence, pre-service English teachers, challenges, strategies

Introduction

To be a professional teacher, the teacher candidates or pre-service teachers needs to build the teaching competences which include pedagogical competence, professional competence, personal competence and social competence. These competences have to be gained start from the student teachers in teacher education institution and followed by some series of school Internship programs. In the institution, the student teachers learn the knowledge and skills through teaching practicum before conducting Internship programs. As it is pointed out by (Stahl et al. (2018) about the importance of pre-service teacher trainings such as clarity of delivering instruction, questioning strategies movements, voice tone etc.

Although the student teachers had been prepared with theories such as school management, teaching methods and strategies, designing assessment and teaching practicum before doing the Internship programs in either Senior High School or Vocational High School, some students were still lack of competence particularly in pedagogy. They do not acquire enough knowledge and teaching skills to cope with school internship where they had to make lesson plans including choosing the appropriate materials, teaching methods and strategies and assessments. Some students also were not ready to conduct teaching practice in the classroom with some reasons like lack of confidence and lack of teaching knowledge and preparation. This situation was worse when the internship program was conducted during the COVID-19 pandemic where the teaching and learning were conducted online through distance education. The student teachers had to find some techniques and learning platforms which make the teaching practice become more interesting and challenging for high school students.

The school internship program was supervised by both school and faculty supervisors and the student teachers were assessed their performance with four competences - pedagogical competence, professional competence, personal competence and social competence by school supervisor and the school Head master. Based on the researchers' early observation some students do not get good score in pre-service teachers' competence. Whether the pre-service English teachers were able to conduct teaching practice well or not, what problems faced by them during conducting school internship program during COVID-19 pandemic and the ways they overcome the problems become the focus of this research.

In teacher education, the institution prepares the students with some knowledge and skills the students to be prepared with some competencies needed in conducting teacher practice in term of internship program. According Kosnik (2009) there are seven elements in pre-service preparation: (1) planning for the program, evaluating students, organizing the classroom, and community, (4) Inclusive education; (5) topic matter and instructional methods; (6) A sense of professional identity; (7) A teaching philosophy (Kosnik & Beck, 2009).

In program planning, student teachers must learn how to create a series of lessons and activities that are doable, cohesive, engaging for students, and that encourage in-depth understanding. This is also known as program design or program development. Time was granted to them during pre-service practice so they could complete the teaching performances for which they were evaluated.

In teacher education, students need to learn some techniques of assessments. Teachers must conduct ongoing assessment of each of their pupils in order to teach them effectively. Program planning and all other teaching activities are dependent on determining the knowledge, abilities, interests, and needs of pupils.

Community in the classroom and organization: the environment in which teaching and learning take place—the classroom's structures, routines, social patterns, and atmosphere—needs special attention as a third domain. Instead of hindering student learning, the classroom setting must promote it (along with overall personal growth).Some principle in classroom organization include balance small-group, individual, and whole-class approaches; limit use of ability grouping; develop effective approaches to group work (small-group or whole-class); develop a close teacher–student relationship and emphasize inclusion and equity.

Think, pair, share (typically a three-stage process from the individual to the full class), guided learning (in which a small group works with the teacher), literature circles (such as book clubs), learning centers, and peer tutoring, assessment, and editing are some examples of classroom structure (different activities in different locations around the room).

Inclusive education, according Kosnik (2016) the concept of inclusion embraces a broad range of ideas, including academic mainstreaming, multiculturalism, social justice, respect for difference, equity for women, and many more. Because prejudice and discrimination of all kinds have a profoundly negative

effect on people's lives and on society, a comprehensive strategy is required in this area.

However, to be able to teach well, pre-service teachers are necessary to have essential teaching skills (Kyriacou, 2007) which include three elements, namely knowledge – knowledge of the subjects, students, curriculum, teaching strategies, influences of various factors on teaching and learning, and knowledge of one's own teaching abilities; decision-making: the deliberation before, during, and following a lesson about the most effective way to attain the desired educational results; Action is the overt behavior teachers engage in to support students' learning.

Some principles and strategies of inclusive education can be done. Emphasize community, cultivate a deep rapport between teachers and students, personalize the curriculum, examine many cultures, and assist pupils in creating their own unique way of life; Talk openly about bias and discrimination issues.

Hay McBer in Kyriacou (2018) describe some teaching skills in list below: high standards, preparation, procedures, and strategies; student management /discipline; administration of time and resources; assessment; and homework. Effective teaching is described as establishing a neat and pleasant learning environment, caring about teaching and learning by maximizing learning time and maintaining an academic focus, teaching through the use of well-organized and well-structured lessons with a clear purpose, conveying high expectations and providing intellectual challenge, monitoring progress and providing prompt corrective feedback, and establishing clear and fair expectations are just a few examples.

Based on Regulation of the Minister of National Education Number 16 of 2007 concerning "Standards of Academic Qualifications and Teacher Competencies" that Pedagogical Competence covers 10 items, they are:

- (1) Gaining knowledge of a student's traits from their intellectual, moral, social, cultural, emotional, and physical perspectives;
- (2) Mastering learning theory and educational learning principles;
- (3) Develop a curriculum related to the subjects taught;
- (4) Scheduling academic study;
- (5) Using modern methods of communication and information for educational reasons. It could be further defined as using information and communication technology in formal education;
- (6) Assist pupils in realizing their varied potentials by helping them to develop that potential;
- (7) Communicate effectively, empathically, and politely with students;
- (8)

Conducting evaluations and assessments of learning processes and outcomes; (9) Utilize the results of the assessment and evaluation for the benefit of learning; (10) Take reflective action to improve the quality of learning. (*Menteri Pendidikan Nasional Republik Indonesia, 2007*).

School internship, also known as practice teaching, is the stage at which student teachers begin to develop the skills needed to enter the teaching profession. (*Najmuddeen & Areekkuzhiyil, 2020*). Teachers are frequently confronted with complex situations during the teaching learning process, which necessitate decision making based on various types of knowledge and judgments, with high stakes outcomes for the students' future. During their school internship, a student teacher is exposed to similar situations in which they are required to perform as a regular teacher based on the knowledge and skills they have acquired. A differently abled student teacher may find it even more difficult to deal with such situations in a school setting during their internship. Learning how to apply knowledge in the classroom is the primary goal of any teacher education program's school internship.

There are great deal of studies concerning with teacher competence, research of teacher pedagogical competence, pre-service teachers' pedagogical competence. In this part. The authors would want to provide those past study findings in order to assess the research gap - a region that has not before been studied by researchers.

Research on teacher competence had been by from (2017); Alhassan & Abosi, (2017) Aimah et al. (2018); Suarmika (2018); Adegbola (2019); Fakhrutdinova et al. (2020); Irmawati et al. (2021) and Ocampo (2021). Most of these studies focused in investigating teacher pedagogical competence in EFL context, except Suarmika's study which to investigate the association between teacher pedagogical competency and national science test scores in primary schools in the Gerokgak district Furthermore, Aimah et al., 2018 focused on developing teachers' pedagogical competency and improving teaching using Lesson Study. It a bit different from the current study.

Another studies focused on pre-service teacher competence, among them are Nghia & Tai (2017); Ozbas (2018); Abdulwahed & Ismail (2019); Tekir & Akar (2020) and Atar (2019). Although their studies seem similar, there were different. Abdulwahed & Ismail, 2019 exploring Pre-Service Teachers' Perceptions of Their Pedagogical Preferences, Teaching Competence. Similar to this study, Özbaşı &

Mukhatayeva_2018 had studied about views of Pre-service Teachers Related to the Development of Pedagogical Formation Training and Design Competences, then Tekir & Akar, 2020 investigated the competences in utilizing instructional materials needed by EFL teachers. The research subject is only part of pedagogical competence. In more specific area, Atar, Aydın, Bağcı_2019 had done research on pre-service English teachers' level of techno-pedagogical content knowledge.

In relation with teaching internship program, there were some studies had been conducted, among them include Najmuddeen & Areekkuzhiyi (2020); Theelen et al. (2020) and Rogayan & Reusia (2021). The two studies were quite different from the current study as Najmuddeen & Areekkuzhiyi (2020) focused on school Internship Experiences of Two Visually Challenged Student Teacher, so it had very few sample and cannot be generalized, however Theelen et. All (2020)'s study was almost similar to the current study as it focused on investigating to what extent virtual internships in teacher education were able to reduce Pre-service Teachers' (PSTs) professional anxiety although there are some differences.

Based on the previous research, as far as the writers could find, there are none of the research with completely similar as the current study in focusing pre-service English teacher' pedagogical competence in internship program during COVID-2019 pandemic context. In addition to exploring PSETs' pedagogical competence, challenges and strategies to overcome the problems were also discussed. Here the authors used mix-method data collected to enrich the data.

The objectives of the study were addressed to focus in the following issued, namely: (1) To describe the pre-service English teacher's pedagogical competence reflected in Internship program during COVID-19 pandemic; (2) to explain some challenges faced by pre-service English teachers in internship program during COVID-19 pandemic; (3) to describe some strategies had been chosen to overcome the problems which occurred during the Internship Program.

Research Methodology

Mixed-research design was used in this study. Creswell and Plato Clark (2011) defined it as "a procedure for gathering, assessing, and combining both quantitative and qualitative approaches in a single study or series of studies to comprehend a research subject." The exploratory sequential strategy was chosen because the

researchers will collect quantitative data first, followed by qualitative data to provide further information about the problem.

This research held at about 19 schools in three Regencies (Purworejo, Kebumen, Wonosobo) where the student teachers conducted Internship Program. In order to collect data, the writers created online questionnaires in Google Forms and disseminate them to students via Whatsapp groups at the end of Internship program in the academic year of 2021/2022. Then the writers also conducted an interview after questionnaire data have been completed.

Research Participant

The subject of this study are the pre-service English teachers - they are the third-year students of English Language Education who are conducting Internship Program at both Senior High School and Vocational High School in both state schools and private schools. There are 32 student teachers participated in the study.

Procedure

Sugiyono (2015:193) notes that data can be collected by observation, questionnaires, documentation, and triangulation. Because this is a mixed-method study, triangulation was employed. The researchers employed questionnaires and interviews to obtain data for this study. The researchers take numerous measures to acquire data.

First, questionnaires were created that included 37 closed questions about Pedagogical Competence questionnaire. To make it easier for students to complete, the questionnaire is written in Indonesian and will be translated afterwards by the researcher. The writers created an online questionnaire using a *google form*, which is then distributed to a Whatsapp group. Because the questionnaire is a closed questionnaire, students can just select the provided answers without having to think about their own answers.

Second, prepared some interview questions and an interview guide. The writers then organized a phone interview with the informants. Third, conducted interviews with students using the interview guide.

Instrument

(1) Questionnaire

This research employs close questions using a Likert scale. They are two sets of close-ended questionnaires with ten items each for two types of study sub-themes. The blue-prints of the questionnaires are presented below.

Table 1. Blue-print of Pedagogical Competence questionnaire

No	Pedagogical Competence Indicator	Total item	Distribution
1	Understanding students' physical, moral, spiritual, social, cultural, emotional, and intellectual traits.	4	1,2,3,4
2	Understanding the theory and principles of learning	2	5,6
3	Developing a curriculum related to the subjects taught.	6	7,8,9,10,11,12
4	Organizing educational learning.	6	13,14,15,16,17,18
5	Learning through the use of information and communication technology.	1	19
6	Facilitating the growth of pupils' potential to realize their unique potentials.	2	20,21
7	Communicating with pupils in an effective, sympathetic, and kind manner.	2	22,23
8	Conducting evaluations and assessments of learning processes and outcomes	7	24,25,26,27,28,29,30
9	Using assessment and evaluation results for the benefit of learning	4	31,32,33,34
10	Taking introspective action to improve learning quality	3	35,36,37
TOTAL		37	

To determine the value, the guide of range score and the sample calculation based on regulation of the Minister of national education of the Republic of Indonesia number 16 of 2007 concerning standards of academic qualifications and teacher competence was used. The table of the range score and the calculation are shown below.

Table 2. English teacher competence range and category

No	Range Score	Value
1	76% _ 100%	very good
2	51% _ 75%	good
3	26% _ 50%	slightly good
4	1% _ 25%	not good

The calculation of each pre-service English teacher competence is shown below.

Competence score = $n/N \times 100\%$

Note: n = total gained score

N = total maximum score (4 x 37 = 148)

(2) Interview

An interview is a type of data collection in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee

(the research participant). The interviewer obtains the information from the interviewee, who provides the details. In-person interviews are referred to as face-to-face interviews, whereas phone interviews are referred to as telephone interviews. The fact that a scientist can freely employ probes - prompts used to acquire response clarity or further information - is one of the strengths of strength interviews. (Johnson Larry B & Burke, 2019).

There are a number of approaches to interviewing and using open-ended questions on questionnaires. Which interview approach to use will ultimately depend on the accessibility of individuals, the cost, and the amount of time available. There are three approaches which can be used for collecting the data, namely one on-one interviews, focus group interviews, telephone interviews (Creswell, 2012).

As the pandemic condition improved, the writers used one-to-one interview by choosing the 10 subjects as the representative for the whole sample. An interview guide was constructed to draw qualitative data related to the student teachers' pedagogical competence, the problems faced during Internship program conducted during COVID-pandemic and some effort to overcome the problems.

Data Analysis

After gathering the data, the authors examine it using quantitative and qualitative methods. The descriptive analysis includes calculating the frequency, percentage, and mean of the questionnaire responses obtained using the Likert scale, namely strongly agree, agree, neutral, disagree, and strongly disagree, as well as inferential analysis using the t-test to determine the mean difference between the two schools. Version 22 of SPSS will be used. Furthermore, the interview material was transcribed and analyzed using thematic analysis to identify themes and codes.

Findings and Discussion

Findings

The pedagogical competence of PSETs

The pedagogical competence of pre-service English teachers (PSETs) which was obtained from the questionnaire distributed earlier to 32 participants is presented in table 3.

Table 3. Pre-service English teacher pedagogical competence

No	Range Score	Total	Percentage	Value
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1	76% _ 100%	0	0	very good
2	51% _ 75%	32	100	good
3	26% _ 50%	0	0	slightly good
4	1% _ 25%	0	0	not good

Table 3 shows the questionnaire result of pre-service English teachers' pedagogical competence which had been done during distance education in COVID-19 pandemic. It presents the score obtained by PSETs which shows the total participants has "Good" value of their pedagogical competence as it is in the range score between 51%-75%. None of the participant in very good level, slightly good neither not good.

Table 4. Descriptive Statistics

	N	Range	Min	Max	Sum	Mean	Std. Deviation
Ped Competence	32	21.60	53.40	75.00	2227.40	69.6063	6.12878
Valid N (listwise)	32						

Table 4 shows the result of descriptive statistics obtained from SPSS analysis with the minimum score 53.40 and the maximum score 75 and the mean 69.60. Referring to the table of range score and its level it shows that mean 69.60. It means that the competence belongs to good level.

Table 5. Average score of each indicator of pedagogical competence

Indicator Competence	Average Score
1	61
2	59
3	60
4	60
5	64
6	59
7	63
8	60
9	61
10	59

Table 5 shows that there are 10 items of pedagogical competence. The average score of each item is in the range score between 51%-75% with the lowest score in indicator 2, 6 and 10. And the highest score is indicator 7 "Communicating with pupils in an effective, sympathetic, and kind manner." as the mean score is 63.

There are three competences with the same mean score (59) in "good" level namely indicator 2 (Understanding the theory and principles of learning); indicator 6 (Facilitating the growth of pupils' potential to realize their unique potentials.); indicator 10 (Taking introspective action to improve learning quality).

Another competences with the same mean score (60)) are indicator 3 (Developing a curriculum related to the subjects taught); indicator 4 (Organizing educational learning) and indicator 8 (Conducting assessments and evaluations of learning processes and outcomes). In addition, there are another two competences with the same mean score (61) namely indicator 1 (Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects) and indicator 9 (Taking reflective action to improve the quality of learning). Whereas, indicator 7: "Communicating effectively, empathically, and politely with students" is in good level as the mean score is 63.

Challenges faced by PSETs in Internship Program during COVID-19 Pandemic

To obtain the data on challenges faced by pre-service English teachers in Internship program during COVID-19 pandemic, an interview was conducted. There were 10 students volunteered in the interview. After completing the interview, a transcript was made, then it was analyzed by using thematic analysis. The result is presented in table 6.

Table 6. Challenges faced by PSETs in Internship program during COVID-19 pandemic

Theme	Code
Internal factor	Passive students, lack of interaction
	Low motivation students
	Less discipline in managing time
	Less concentration -answering questions without focus
	Late to attend class
	No attendance
	Late task submitting
	Less responsive students
	Shy to give response
	Dishonest
External factor	Out-reached internet area
	No internet quota
	Internet access Limitation

Table 6 shows some challenges faced by pre-service English teachers in Internship Program during COVID-19 pandemic which are classified into two themes namely challenges from internal factors and challenges from external factors. In table 4.5 challenges from internal factors are more than challenges from external factors. There are 13 internal factors and 4 external factors. Each factor will be explained below.

a. Internal factor

(1) Passive students, lack of interaction

During internship program at senior high school or vocational high school, PSETs often faced students who were passive during online class. This made English class became lack of interaction between teacher and students, students to teacher or student to other students. As it stated by interviewee 1: *"During online class many students were passive and lack of interaction in English class"* (Interview transcript: December 2022).

(2) Low motivation students

PSETs were often challenged with low motivation students during Internship. As it stated by Interviewee 7: *"With the practice of too long of online class made students had low motivation to participate in the English class as some students thought that English is difficult subject and it needs to learn in offline class"* (Interview transcript: December 2022).

(3) Less discipline in managing time

According to PSETs, SMA/SMK students were often indisciplin in managing time either in joining English class or submitting tasks. This was stated by respondent 8: *"The students were not discipline during online learning. They often late to join class or submit task"* (Interview transcript: December of 2022).

(4) Less concentration -answering questions without focus

During online class many students were less concentration, particularly when they answered questions, they were not focused as a result they did not answer correctly. It was stated by respondents 6: *"When the students were asked to answer exercises they answered it without focusing to the question"* (Interview transcript: December 2022).

(5) Late to attend class

Many students were late during online class in COVID Pandemic. This made learning outcome couldn't be acquired maximally. This did not only happed in private schools, but it also happened in state schools as well. As it was stated by respondent 4, 5, 8, and 9. *"Many students often late to be presence in class"* (Interview transcript: December 2022).

(6) No attendance

The attendance of online class was reduced. Several or even many students often did not attend the class with the uncertain reason. It was stated by respondents 6, 8, and 10: *"The students often did not join the English class. When*

they were asked the reasons, they answered they forget the schedule" (Interview transcript: December 2022).

(7) Late task submitting

During online learning students were often late to submit tasks or even did not submit any tasks. It was not only for formative test but also for mid-term test. When they were asked the reason, they often said because of limited quota or internet problem.

(8) Less responsive students

During online English class students were less responsive in classroom communication. When they were asked by the teacher to ask or answer questions only a few students would respond to the teacher. Most students were just silent. This was stated by the respondent 5 and 6: *"Many of the students were less responsive during online English class. Many of them just remained silence"* (Interview transcript: December 2022).

(9) Shy to give response

This challenge is almost similar to challenge 7. "Shy" means that when they were called their name they did not directly respond to the teacher, however, they need time to postpone their answer. This as it stated by respondent 9: *"The students were too shy to give respond, particularly for the ten grade students who have not known each other not only their friends but also the teacher as well"* (Interview transcript: December 2022).

(10) Dishonest

It happened when the teacher gave assessment. The students were dishonest to answer the questions as they often did not do it by themselves. They did it together with friends, so they have the similar work. It was mention by respondent 1 *"many students were dishonest during formative test as they had similar work."*

b. External factor

(1) Out-reached internet area

Not all students live in areas with easy internet access, however, many of them live in areas where they cannot access internet at all or out-reached internet areas. With this condition, the students just cannot join class either by using virtual meeting, *google classroom* or even *whatsapp* group.

(2) Internet connection limitation

Other external factor affects online learning during COVID Pandemic is internet connection limitation. In this area, there is internet connection but it is limited, it is usually provided by public service like schools, village hall or meeting hall. The connection become too slow because too many people use it.

(3) No internet quota

Some students have low budget for buying internet quota because of its price. Too some students, the price of internet package data is too expensive and they can only afford to buy the small data which will finish soon.

Strategies to overcome the problems occurred during the Internship Program

To obtain the data on strategies to overcome the problems which occurred during Internship program during COVID-19 pandemic, an interview was conducted. There were 10 students volunteered in the interview. After completing the interview, transcript was made, then it was analyzed by using thematic analysis by finding the themes and codes found in the transcript. The result is presented in table 7 below.

Table 7. Strategies to facilitate learning during the School Internship Program

Theme	Code
Providing learning media and platform	Making video as media and uploading in youtube Using voice note for speaking practice Using google classroom for submitting tasks Using google form for formative assessment
Time management	Making mutual deals related to attending class and submitting the tasks Providing longer time to complete task Giving time reminder
Teacher's personal strategies	Calling students' name to attract them to join class Setting rule with the class Sending private message for encouragement Giving motivation Providing private comments

Table 7 shows the strategies used by the PSETs to overcome the challenges which occurred during Internship program during COVID-19 pandemic. There are three themes found in strategies for overcoming the challenges mentioned earlier, namely providing learning media and platform, time management and personal teaching strategies. In each theme, there are several codes included. The explanation about each code is provided below.

a. Providing learning media and platform

One of the strategies to facilitate learning during the School Internship Program is providing learning media and platform. The PSETs have different use of learning media and platform.

(1) Making video as media and uploading in *youtube*

As it stated by respondent 3 that to facilitate learning, he made short video as learning media and uploading it in *youtube*. With video students could learn English material easier compare to learn using textbook. Students felt more interested in learning the English materials.

(2) Using voice note in *whatsapp* for speaking practice

During online learning, it was difficult for students to have speaking activity. However, respondent 6 used voice note in *whatsapp* for speaking practice. With this platform students can show their speaking skill and the teacher could provide comment. Through voice note the teacher would know the students' ability in speaking production in the aspect of content, language (pronunciation, grammar), and fluency.

(3) Using *google classroom* for submitting tasks

There are a lot of assignments for students to do during online learning. Uploading the students' assignments in *google classroom* is suitable way to do as the students' work will be submitted for grading.

(4) Using *google form* for assessment

To assess the students' knowledge of English content material, the student teachers constructed test instrument using *google form*. This instrument make it easier for the students to do the test. *Google form* is used to assess reading comprehension and language features contained in texts.

b. Time management

Another strategy used by the student teachers was time management. They manage the class by making mutual deals like students were present in the attendant before English class, the students must be active during online class. Both teacher and students made deal about due date of task submitting and time reminder for task submitting when the due date was close.

c. Personal teaching strategies

There are some personal teaching strategies applied by pre-service English teachers during teaching internship program which was different from one student teacher to other student teacher. The strategies include:

(1) Calling students' name to attract them to join the class

To make the class became more active the student teachers called the students' name so that they paid attention and participated actively.

(2) Setting rule with the class

At the first meeting of English class the student teacher make rules which are agreed by both side-teacher and students. This will make the class situation will be better. The rules such as students participate actively during synchronous class, students read and do some task in asynchronous class, when the teacher give task, the students actively do the task, etc.

(3) Giving motivation

Some pre-service English teachers like giving students motivation the important of mastering English as foreign language. To master English either spoken or written they must study more seriously. Communication particularly in international language is one of the 21st century skills.

(4) Sending private message for encouragement

The student teachers send private message for giving students encouragement. This is necessary in order to give the students personal encouragement from the teacher and in turn the students feel that closer and comfortable with the teacher to learn better.

(5) Providing private comments

Some comments cannot be posted directly through the class so the student teacher often give private comment sent to student personally.

Discussion

The result of the study shows that the Pre-service English teachers (PSETs) is "Good" as the mean score 69.60 and most answer in the questionnaire between "good" and "very good". The result is partly similar to Özbaş & Mukhatayeva (2018) which focus on TPACK covering technological knowledge, pedagogical knowledge and content knowledge. The result of the study shows the high level of TPACK. On the other hand, the current study only focuses on pedagogical knowledge which was obtained from the questionnaire result based on the guide from Minister Education of Indonesian Republic No 16, 2007. Furthermore, the different result emphasizes that the length of teaching practice experience influenced in the level of teachers' pedagogical competence (Abdulwahed & Ismail, 2019). Furthermore the finding of the current study is also partly in line with the finding of Tarwiyah et al. (2018), Grunis et al. (2021) and Rogayan Jr. & Reusia (2021)'s research as they suggest that there was an enhancement of pedagogical competence during the

internship program performed by Filipino prospective teachers. Implicitly, if the prospective teachers are provided by enough pedagogical knowledge and skill, they will have good performance.

The second finding about the challenges faced by PSETs which include internal (from the students themselves like motivation, discipline, attitude, etc) and external factors (internet access, no internet quota and out-reach internet area) is line with Amir et al. (2020) and Hijazi & Alnatour (2021)'s study. In the first place Amir et al.'s and the current studies similar in the two factors became the challenges of teaching and learning practice during the pandemic. In their study they found difficulty to focus while learning online for a longer period of time and time management as the internal factors, on the other hand, the external factors were unstable internet connection, extra payment for the internet quota. These two mentioned factors were derived from the students' side of university context, while the subject of current study was from high school context which have more complex challenges.

However, in Hijazi & Alnatour (2021)'s study found even more severe challenges in teaching during COVID-19 Pandemic which was done in EFL English classes to both students and lecturers in Yordania. The challenges faced by the lecturers include infrastructure, teaching methods, computer skills, assessment method etc, meanwhile, the students faced by almost similar with whose of the lecturers beside motivation and willingness, coordination and social aspect.

To certain extent, the third finding related to PSETs' strategies to facilitate learning which include providing learning media and platform, time management and personal strategies is also similar to Najmuddeen & Areekkuzhiyil (2020) as the reported subject of the study also implement adaptive instructional and assessment strategies, and technological experiences as reported by Najmuddeen & Areekkuzhiyil (2020). This also happen with the pre-service English teachers under current study such as use google form for assessment, made video for learning materials and uploaded in youtube, using voice note for speaking practice and submitting task in google classroom.

The result of the study has shown that the PSETs under the study have acquire knowledge, decision making and action mentioned in Kyriacou (2007) in term of finding some strategies to overcome the challenges faced and facilitate learning during the internship program. In other words the PSETs have developed their

pedagogical competence, professional competence, social competence as well as personal competence as mentioned in Regulation of the Minister of National Education Number 16 of 2007.

Conclusion and Suggestion

Based on the data analysis, research findings and discussion, here are the conclusions can be drawn.

The pedagogical competence of Pre-service English teachers is "Good" as the mean score of the questionnaire result was 69.60% in the range of 51% to 75% mastery the competence based on the category from the rule of Minister Education of Indonesian Republic No 16 2007 for determining the teacher level of pedagogical competence. Secondly, based on interview analysis there are some challenges faced by Pre-service English teachers in conducting the internship program during the COVID pandemic which are categorized into internal and external factors. The internal factors derived from the students themselves which include passive students, low motivation, less concentration, absent from class, less discipline in managing time, shy students, less responsive students and late task submitting. Meanwhile the challenges from external factors include out-reached internet area, internet connection limitation, internet connection problem and no internet quota.

To overcome the problems, there are some strategies were applied by Pre-service English teachers during online class in the COVID pandemic which can be categorized into providing learning media and platform, time management and personal teaching strategies. In providing learning media and platform the students provide video of English material and uploading in *youtobe* channel so that the students are easier to learn instead from textbook. The students were also maximize in using learning platform like in google meet, whatsapp group, google classroom and google form. In time management, the Pre-service English teachers make rule for task dateline agreed by the students, providing longer time to complete task, giving time reminder for task submitting. The personal teaching strategies used by the student teachers include calling students to attract them to join the class, setting rule with the class, sending private message for encouragement, giving motivation through the class and providing private comments.

The implication of the study that the pre-service English teachers need to be enriched with technological knowledge, pedagogical knowledge and content

knowledge in their learning instruction in order that they are ready to carry out the internship teaching program at school with the maximum result to anticipate some challenges faced in their training schools. As the current study limits to PSETs' pedagogical competence, further research it is suggested to be more complete competences including technological and content knowledge competence as well.

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