



Autistic Student Teacher's Pedagogical Competence in the English Language Teaching

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ABSTRACT

Objective: This study aims to investigate the autistic student teacher's pedagogical competence in the English Language Teaching (ELT) practicum based on eight teaching skills, the difficulties he faced, and the strategies to support the autistic student teacher applying his pedagogical competence in the ELT. **Method:** The method used was a descriptive qualitative with a case study approach. Data collection techniques used in this study were observation, interview, and video recording. Data analysis techniques were dividing observational field notes, doing data reduction, describing and identifying the activity of the autistic student teacher applying his pedagogical competence in the ELT practicums based on the eight teaching skills, and making a conclusion. **Results:** The results of the study indicated that the autistic student teacher's pedagogical competence in English Language Teaching based on the eight teaching skills in the eighth grade of inclusion class at 39 Junior High School Surabaya was good, although it was not successfully completed. It was obtained that he only did five to eight teaching skills. He had only skills in questioning, doing reinforcement, doing variation, explaining, opening and closing the class. Three teaching skills had yet to be fully mastered by him. The difficulties faced by him were classroom management, small group discussion and organizing small group discussion and individual work with the students. **Novelty:** This study focused on the autistic student teacher's pedagogical competence in the English Language Teaching (ELT) practicum based on eight teaching skills. No study investigates the pedagogical competence of autistic student teacher in ELT, mostly the previous researches investigated the pedagogical competence of the student teacher with a normal condition.

INTRODUCTION

Being a teacher is a challenging career in which teachers interact with students from various socioeconomic and intellectual backgrounds. Successful teachers are responsible not only for transferring knowledge but also for transferring it effectively and successfully. The teacher appears to assume a central position in supporting the student's learning, and the teacher's characteristics may have a somewhat positive impact on the student's learning process. Since the teacher's primary responsibility in the English Language Teaching (ELT) process is to plan, oversee, and assess learning, the teacher holds a position that directly affects student learning outcomes (Hsieh & Teo, 2023; Ikwuegbu, 2022; Puspitasari et al., 2020; Sevy-Biloon et al., 2020). In order to facilitate successful and creative learning and to set up the classroom so that students are involved, creative, and attentive throughout class, the teacher is crucial to the teaching and learning process. As a result, they also need to possess a different skill known as teaching ability or competence.

All teachers must have pedagogical competence, personality competence, professional competence, and social competence, according to Permendiknas No. 16/2007. In teacher performance, the four competencies are intertwined. It is crucial for Teachers need to possess these four skills because effective teachers produce good students. The majority of the research asserts that integrated teaching—which incorporates the four English language skills—is crucial for developing students' communication abilities (Amalia, 2019). The four English language skills are listening, writing, reading, and speaking (Shobikah, 2020). English teacher should possess these four skills.

Pedagogical competence is the most significant and essential of all the teaching competencies of a teacher. It is defined as a set of mastery abilities, skills, values, and attitudes that an English teacher must possess, live, and control in order to carry out their teaching responsibilities in a way that is professional throughout the teaching and learning process. Qualities that teachers must possess is pedagogic competence since it enhances learning and, more specifically, education, enabling the knowledge presented to be assimilated to its fullest potential. A teacher can manage both teaching and learning. It encompasses topic knowledge, instructional methods, technological integration, planning, management, and evaluation, as well as the process of learner growth (Channa & Sahito, 2022). Dirsa (2022) stated that a teacher is a professional educator with significant obligations and responsibilities who educates, teaches, guides, directs, trains, assesses, and evaluates students in early childhood formal education, primary education, and secondary education, according to Indonesian Government Regulation No. 74 and Indonesian Law No. 14 about Teacher and Lecture. A teacher's professional knowledge, pedagogical approach, and humanistic personality orientation are all combined to form their pedagogical competency. The teacher's pedagogical competence in carrying out the learning process systematically and effectively determines the learning process's efficacy. English teachers who want to teach students in English as a foreign language need to be pedagogically competent, which includes having the capacity to create lesson plans, prepare teaching resources and media, implement instructional techniques to help students learn, evaluate students' learning, and engage in teaching reflection. Beliefs and professional communities also have a significant impact on a teacher's competence. According to current approaches in the field, pedagogical competences may be divided into three basic categories: cognitive (knowledge and understanding); behavioral (strategies and skills); and attitudinal (values). The three elements—cognitive, behavioral, and attitudinal—are all designed to produce a highly competent language teacher. Therefore, it is very important for a student teacher to have this competence to be a teacher in the future to carry out their duties as a language teacher in the context of ELT activities.

To obtain a broader understanding of personal beliefs and actions, as well as what influences learning, student teachers construct knowledge and identity through reflective practice. They consider how they position themselves about their professional identity. Therefore, they should be more aware of who they are as teachers. By engaging in early identity construction practices, they can become more aware of the multiple dimensions of "how to be," "how to act," and "how to understand" in the teaching profession, allowing them to better assess their beliefs and actions, as well as the social contexts in which they carry them out. The primary teaching skills used as the standardization of basic teaching skills based on the Educational Teaching Institution Development Team in 1984 cover 8 (eight) basic teaching skills. It starts from: 1.

Questioning skills, 2. Reinforcement skills, 3. Variation skill, 4. Explaining skills, 5. Opening and closing skills, 6. Small group discussion skill, 7. Classroom management skills, and 8. Organizing small group work and individual work skill (Sugihartini et al., 2020).

The eight teaching skills above will be described below:

1. **Questioning skill** is the teacher's ability to ask questions in a learning process to improve students' critical thinking and problem-solving skills.
2. **Reinforcement skill** is the teacher's ability that is part of the modification of teachers' behavior toward students which aims at providing feedback on student actions or responses.
3. **Variation skill** is the action of the teacher / educator in the context of the teaching and learning process which aim at overcoming the boredom of students, so that in the teaching and learning process, students always show perseverance, enthusiasm, and actively participation.
4. **Explaining skill** is the teacher's ability to present information orally that is organized systematically about an object, situation, facts, and data in accordance with the time and applicable laws and in a manner that will make it easier for the students to understand the learning content.
5. **Opening and closing skill** is the teacher's ability to open the lessons are the activities of the teacher / educator in preparing students to take part in learning.
6. **Small group discussion skill** is the teacher's ability to guide small group discussion by involving a group of students in optimal cooperative face-to-face interaction with the aim of various information or experiences of making decisions or solving a problem.
7. **Classroom management skill** is the teacher's ability to create and maintain optimal learning conditions and the teacher can restore them when problems and disturbances occur in the learning process.
8. **Organizing small group work and individual work skill** is the teacher's ability to teach small groups and individuals in the context of the teaching and learning process which only serves 3 - 8 participants.

In this study, the researchers focused on the autistic student teacher's pedagogical competence based on eight teaching skills. This is a case of an autistic student teacher who practices ELT practicum in the real classroom in the eight grade of inclusion class at 39 Junior High School Surabaya. Indeed, it is a challenging for this autistic student teacher as he should undergo the ELT practicum to be a professional English teacher. A neurodevelopmental disorder known as autism is one of the particular education subgroups (Sugihartini et al., 2020). Usually, person who is diagnosed autism often has co-occurring mental health conditions such as anxiety disorders, oppositional defiant disorder, attention-deficit/hyperactivity disorder (ADHD), and depressive disorders (Smith & White, 2020). A person with autism is essentially diagnosed as having poor communication and social skills acquisition (Cahyo et al., 2021). It is characterized by limitations in social contact and reciprocal communication, as well as by the existence of repetitive and constrained behaviors. Person with this condition needs special attention and care from people surrounding.

Students who have been diagnosed with autism, such as autism or Asperger's syndrome, frequently struggle to express their own ideas clearly and decipher the communicative intentions underlying others' words. Communication issues are typically caused by language impairments, notably in phonology and syntax; autistic

students, also known as students with specific language impairments, experience communication issues. Autistic student consistently struggles with social engagement and communication in a variety of settings. Since many of the difficulties faced by people with autism are caused by a lack of communication with others, communication issues are critical among those seen in autistic. Repetitive patterns of behavior, such as stereotyped motor movements or adherence to routines, as well as ongoing difficulties in social communication and engagement across a variety of circumstances. He struggles to communicate his sentiments, read body language, talk about his feelings, and comprehend other people's emotions (Conti et al., 2019). Although he has a low working memory, he possesses an excellent memory for areas of interest and for subjects he wants to master. On the other hand, he has a photographic memory and is able to retain much information via visual cues.

The autistic student teacher takes the study in the inclusion class of Bachelor of English education study program as he wants to be an English teacher in the future. Certainly, it is very challenging for the autistic student teacher to be a competent English teacher as he lacks communication and interaction ability in teaching. Furthermore, he needs more focus and understanding in communication. Besides, he cannot describe longer explanation for any details about something. Therefore, these can be the problems for him in the teaching process. They should be able to teach English to all students at all levels, so they should have good communication, focus, misunderstanding, and interaction while teaching. It means that he has to master pedagogical competence before becoming to be an English teacher.

Regarding the problem above, the government rule, Law No. 14 2005, article 8 states "Teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals." It means that to be a teacher, one should be physically and mentally healthy. It is crucial for everyone, but especially for teachers, to have good mental health. The personality development of students is negatively impacted by teachers' poor mental health, both directly and indirectly. Individuals in positions of authority, such as teachers, may be able to use this as leverage to support mental health in individuals under their care through a universal intervention. Encouraging those in positions of authority to recognize the excellent impact they can have on the mental health of their students could have significant population benefits over time.

Meanwhile, autism is a condition of mental disorder, a gift from God. Nobody desires to have such condition. On the contrary, laws of the Indonesian Republic number 8 of 2016 about persons with disabilities point a which states that persons with disabilities have the right to get jobs organized by the government, regional government, or the private sector without discrimination. In this case, it means that they deserve to obtain the same employment rights as other people without any discrimination. Supporting with that, Wood (2023) in his study stated that to promote the inclusion of students with SEND (Special Educational Needs and Disabilities), serving as role models for autistic students, and offering expertise in a variety of subject areas and jobs, autistic teachers can make a significant contribution to schools when they are recognized and supported. It needs to do more to comprehend, facilitate, and support the hiring, education, training, career advancement, and general well-being of this crucial. Therefore, it is still possible for autistic people to work as professional teachers who have pedagogical skills in teaching English as long as there is support from the school in facilitating training.

According to Siregar et al. (2020), in their study findings, participants believed that pedagogical competence in 21st-century education should be focused on teachers' ability to integrate technology in classrooms and teachers' ability to utilize modified methods and materials that provide students with skills appropriate for their future real-life careers. In another results of the study, Ghufuron et al (2022) revealed that pre-service English teachers had a strong pedagogical ability, with an average score of 3.33 out of 5 (67%). Firman (2019) also found that EFL teachers' pedagogical competence is appropriate to the demands of the 2013 curriculum in his study about EFL instructors' pedagogical competence and readiness in maintaining the 2013 curriculum. Furthermore, Emiliasari (2018) found that there is a difference in the pedagogical competence of senior and junior teachers. Senior teachers exhibited superior pedagogical skill in classroom management, understanding the characteristics of the students, curriculum development, lesson plan, and instructors' discussion. Junior instructors excelled at utilizing ICT and developing fresh types of media for instruction. This means that both senior and junior teachers still need a firm grasp of the core theories that underlie instruction and student growth. Other factors that affect teachers' pedagogical competence include the absence of reflective action in teaching and instructors' lower awareness of classroom action research.

Some examples of successful autistic people who work as teachers or academics. The first is Jade Jarvis, a Palm Beach garden teacher (<https://www.youtube.com/watch?v=Aq2zx3JU0do>). Although he is diagnosed as autistic but, he can be a successful teacher. The second is Dr. Mary Temple Grandin who becomes a genius scientist in the world (<https://www.youtube.com/watch?v=qZarsYSoa0s>). She is an American academic and animal behaviorist. She is a leading advocate for the humane treatment of livestock for slaughter and the author of more than 60 scientific papers on animal behavior. Even though she is diagnosed with autistic, her success inspired others so that her life story was made into a film. Many other stories cannot be explained one by one. Those are some examples of people with autism who were successful despite their limitations. Therefore, there are still opportunities for the autistic student to be successful as an English teacher. Novelty of this study was on the autistic student teacher's pedagogical competence in the English Language Teaching (ELT) practicum based on eight teaching skills. No study investigates the pedagogical competence of autistic student teacher in ELT, mostly the previous researches investigated the pedagogical competence of the student teacher with a normal condition.

No research investigates the pedagogical competence of autistic student teacher in ELT. Most researches investigate the pedagogical competence of the student teacher with normal condition as it was found in. Certainly, these researches are very different due to the different conditions between normal student teachers and the autistic ones. Furthermore, there is also a lot of research on English language teaching strategies to autistic students. However, none of the researches has discussed case studies of autistic student teacher in applying pedagogical competence in ELT. Therefore, the researchers conducted a study about the autistic student teacher's pedagogical competence based on eight teaching skills. It is a case study of an autistic student teacher who practices ELT practicum. Although it is challenging for this special student to apply pedagogical competence in ELT, but should undergo the ELT practicum to be a professional English teacher. The objective of this study is to investigate the autistic student teacher's

pedagogical competence in the ELT practicum based on eight teaching skills, the difficulties he faced, and the strategies applied in his ELT.

RESEARCH METHOD

The research design for this study was descriptive qualitative. It has been found to be significant and suitable for research inquiries that aim to ascertain the who, what, and where of events or experiences and obtain informant insights into a poorly understood phenomenon. The goal of descriptive qualitative research was to give a systematic and rigorous examination of the actual facts and characteristics of a particular community in order to address current issues and gather data that can be organized, summarized, and analyzed (Cresswell, 2014). In addition to describing what is happening on the ground, it is frequently used to develop or build new hypotheses and theories. Qualitative research involves the studied use and collection of a variety of empirical materials—case studies, personal experience, introspection, life stories, interview, artifacts, and cultural texts and productions, along with observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives (Delgado et al., 2018). Qualitative research focuses on discovery and takes place in natural situations. The words collected and analyzed using qualitative research are based on observations, interviews, documents, and artifacts. These data collection activities are typically carried out close to a local setting for a sustained period of time. It is ideal for this study because it uses a wide-and deep-angle lens to analyze human decisions and behavior in all of its complexities. The researchers used this method because in this study, the researchers tried to describe the data analysis result obtained about how the autistic student teacher applied his pedagogical competence in the ELT practicum based on the eight teaching skills, described the problems faced, and gave the solutions. The research procedure can be seen in Figure 1.

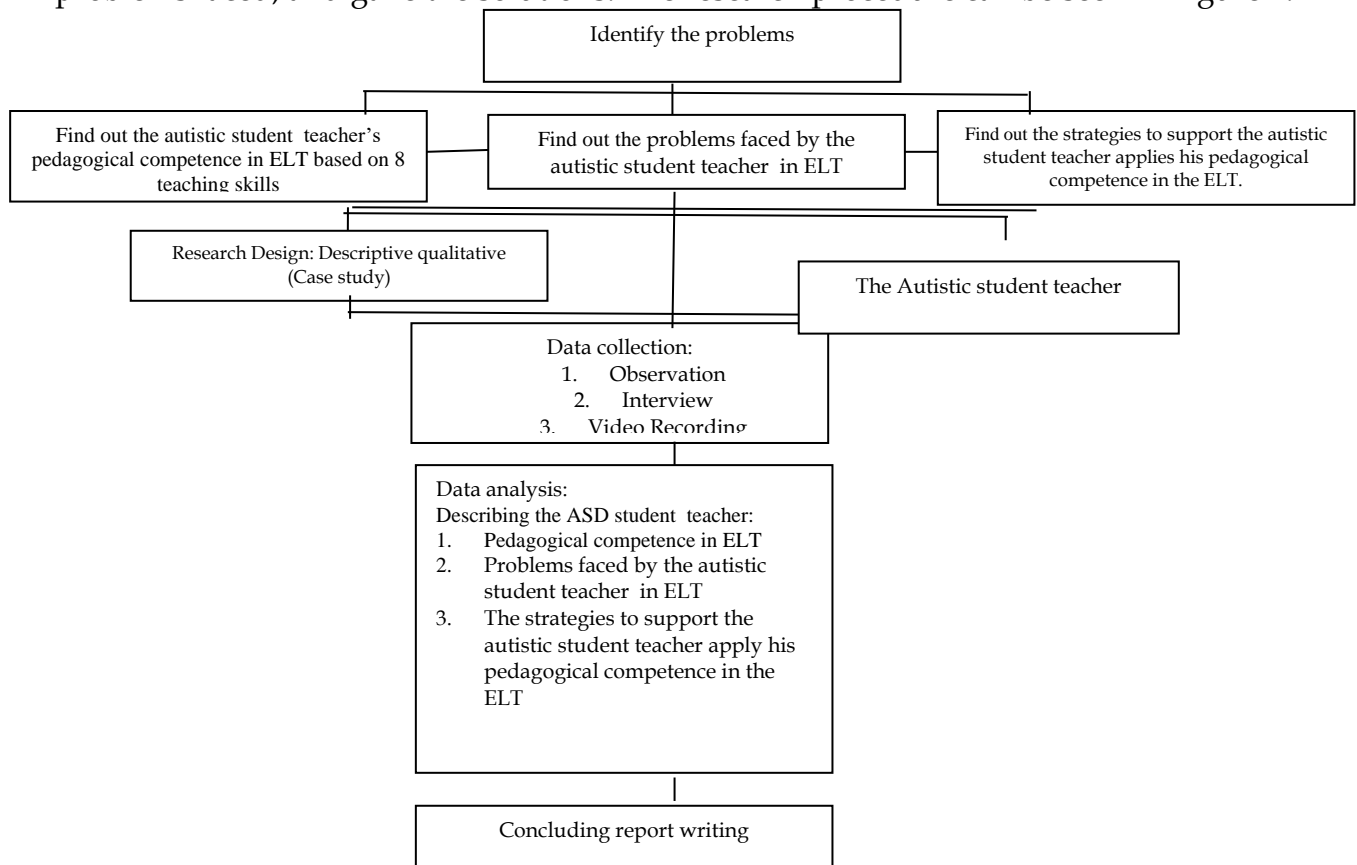


Figure 1. Flowchart of research procedure.

From the Figure 1, it is seen in the flowchart of research procedure, the first thing that they did was identifying the problems in this study, they are the autistic student teacher's pedagogical competence in the ELT practicum based on eight teaching skills, the difficulties he faced and the strategies to support the autistic student teacher applies his pedagogical competence in the ELT. In this study, the researchers used case study research design. This design is used to describe one course in depth (Delgado et al., 2018). Case study research is a qualitative method in which the researcher investigates one or more contemporary, real-world bounded systems over time using extensive, in-depth data collection from a variety of sources (such as observations, interviews, audiovisual material, documents, and reports), and then presents a case description and case themes. Case studies allow you to focus in-depth on a "case" and to retain a holistic and real-world perspective—such as in studying individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries. The case study's unique strength is its ability to deal with a full variety of evidence—documents, artifacts, interviews, and direct observations, as well as participant-observation (Giraldo et al., 2021).

The target of this case is the student teacher. The student teacher is a male autistic student who takes ELT practicum to fulfill the course of internship in the eight grade of inclusion class at 39 Junior High School Surabaya. The class taught by him becomes the case in the class he taught during ELT practicum to find out how he applies his pedagogical competence in the ELT practicum based on the eight teaching skills. There are 12 special needs students in the inclusion class. The autistic student teacher is a special need student and the students are too. The autistic student teacher is diagnosed Autism Spectrum Disorder. He has impaired social interaction, qualitative impairments in communication skills and presence of restricted and repetitive patterns of behavior, interests and activities as the criteria diagnose of Autism Spectrum Disorder (ASD). These conditions cause him to get distracted while studying and hyperactive in class. Tantrums only occasionally occur if there is a trigger that triggers his emotions during the class so that it looks impolite in speech and behavior. However, the student teacher is classified as mild autism (based on the letter from psychology and psychiatrist) and can still be controlled during teaching and learning process in the class. While the students he taught were special needs students with several conditions such as slow learner, mental retardation and hyperactive (Turlybekov, 2024).

To collect the data, the instruments were observation, interview and video recording. The data from observation, interview and video recording were generally in the form of words. They were published in a narrative style, detailing what was discovered, particularly from the insider viewpoints of the members in the study group. The data of this study include the autistic student teacher's pedagogical competence action while teaching English in the ELT practicum. The sources of data will be observational field notes, the interview transcription and video recording.

The data in the form of the autistic student teacher's pedagogical competence action while teaching English in the ELT practicum were collected by observation. The researchers conducted a non-participant observation which means that the researchers as a passive participant and does not involve herself in the subject activities in the classroom. The researchers became the observer to record the class starting from the beginning until closing activity and take notes on the autistic student teacher's pedagogical competence actions applied in the ELT practicum based on eight teaching

skills collected by doing classroom observation. The observation was carried out three times during the semester due to the autistic student teacher's pedagogical competence action while teaching English in the ELT practicum. While the data in the form of problems-solutions faced during the ELT practicum were collected by interviewing the autistic student teacher.

The interview was conducted after the observation to find out problems-solutions faced during the ELT practicum. The interview was then it will be written in a transcript form. In this study, semi structure interview done to collect the data from the autistic student teacher dealing with the problems faced during the ELT practicum and the solutions. Semi structure interview is a flexible interview in which the interviewer does not follow a formalized list of questions. The video recording was conducted while doing observation. In the video recording, the autistic student teacher's movement and interaction with the students were recorded. It was taken started from beginning until the last activity of English Language Teaching practicum.

To analyze the data, the researchers analyzed the observation data collected of autistic student teacher's pedagogical competence action while teaching English in the ELT practicum firstly by dividing notes of the observation. The researchers divided notes of the observation into three field notes based on three times his ELT practicum (internship courses) during the semester. Secondly, the researchers did data reduction. The researchers did data reduction collected from the three observation field notes. Data reduction refers to the process of simplification, abstraction, and transformation of raw data in the field. Data reduction is made by selecting the credibility of the data, making a summary, process, and statements that need to be maintained to remain consistent with the research objectives. Thirdly, the researchers described the activity of the autistic student teacher applies his pedagogical competence in the ELT practicum starting from the beginning until closing activity based on the eight teaching skills. Fourthly, the researchers described the activity of the autistic student teacher applies his pedagogical competence in the ELT practicum based on the eight teaching skills. Fifthly, the researchers made a conclusion about the autistic student teacher applies his pedagogical competence in the ELT practicum. For answering the problems-solutions for the autistic student teacher in applying pedagogical competence in teaching English, the researchers transcribed the described the interview data. For the strategies to support the autistic student teacher applies his pedagogical competence in the ELT, the researchers recommended the strategies which are relevants to the problems faced by the autistic student teacher.

RESULTS AND DISCUSSION

Results

After collecting the data through observation, interview and video recording, the researchers analyzed them to investigate the autistic student teacher's pedagogical competence in the ELT practicum based on the eight teaching skills. Based on the data collection through observation, the description of his activity will be described below:

1. Questioning skill

He had an ability to ask question in a learning process to improve students' ability to think critically and problem solving skills but his question is only based on the presentation slide that he read. His question was very short and brief. He had limited skill in questioning, only the point that he asked.

2. Reinforcement skill

He had an ability to reinforce the students by providing feedback on their actions or responses although his ability was only limited in modifying his behavior toward them. He only said "Good" and the expression was monotonous by saying it all the time in every meeting to provide their feedback. His behavior was very natural in the classroom and his reinforcement way was very simple.

3. Variation skill

He had an ability to overcome the boredom of students by creating presentation slides using Canva application, giving quiz for exercises, and sometimes playing his music performance Youtube video. They looked very enthusiasm, active and persistent after he taught English to them.

4. Explaining skill

He had an ability to explain the material systematically based on the presentation slides to make the students more easily to understand the learning content. Moreover, the presentation slides he created was very interesting by giving cute background which could make them interested.

5. Opening and closing skill

He had an ability to open and close the lessons in the classroom. He started with greeting expression and aperception and closed with parting expression. Although he did only short opening and closing, he had done it well.

6. Small group discussion skill

He did not have an ability to make and guide small group discussion well because he had lack of communication and cooperative face-to-face interaction including the eye contact. It was difficult for him to lead small group discussion with them. He only discussed the lesson in the classroom with the whole of them. He could interact with them only for short time and his body turned back to see the screen without looking at them. His eye contact could not stand for a long time to them. He could not have small group discussion skill unless with the support from shadow teacher.

7. Classroom management skill

He could not manage the classroom well. However, with the full support from his shadow teacher, he could do it and everything could be controlled well. At one time, the students were very noisy, his shadow teacher helped control the class by making them silent and saying "listen to your teacher". Actually, as an English teacher, he must manage the classroom himself well without having any helps from others.

8. Organizing small group work and individual work skill

He could manage individual work skill but not small group work because he was not able to lead and control them to make a small group work as his lack was in the interaction. In other words, he had lack of leadership and classroom management independently. The only way he could do was organizing an individual work by giving instruction to them based on the writing typed in the presentation slide.

After the researchers observed his pedagogical competence in the ELT practicum based on the eight teaching skills, she interviewed him with some questions about the process of ELT after having the teaching practicum. In order to get information, she had prepared all questions. The number of questions not many (only eight questions) and the type of each question was short or to the point in order to be answered easily. When he was asked about the process of his teaching in the classroom, he answered, "It is good". When he was asked about the way he managed classroom in teaching and

learning process, he answered, "With a patience". When he was asked about the strategies that he used in teaching, he answered "Using digital technology". When he was asked whether the strategies help him to understand the students' ability, he answered "Yes, of course". When he was asked the methods used in teaching, he answered "Reading presentation slides and Giving exercise method". When he was asked about media used when teaching in the class, he answered "Power Point, Canva, Video YouTube and Quizizz". When he was asked the evaluation given to the students, he answered "Exercises and Quizizz". When he was asked whether the students can do the evaluation given, he answered, "Yes, Sure". From all questions and answers based on the interview, it indicated that the process of his teaching in the classroom ran well. He could respond well and quickly in every question asked to him. All of his answers were relevant to the question but he could not answer with a long answer. His answers were only short and brief as he had lack of communication. From the results of interview above, the information about the process of ELT after having the teaching practicum could be obtained. However, the results from the interview should be matched with the results from the observation to obtain the valid data of this study.

During the ELT practicum in the eight grade of inclusion class at 39 Junior High School Surabaya, the researchers recorded all the autistic student teacher activities through video recording. The activities recorded starting from opening until closing. The activities recorded including the conversation, the gesture, the interaction and etc. The video recording was carried out three times during the semester due to the autistic student teacher's pedagogical competence action while teaching English in the ELT practicum. After having the video recording, she transcribed the conversation occurred in the video between the autistic student teacher and the students. The video recordings can be seen in this link of YouTube video: <https://www.youtube.com/watch?v=F7VQFbcazfY> (The first day), https://youtu.be/_a0fwIHVqJ0 (The second day), <https://www.youtube.com/watch?v=GGn-TuMWufA> (The third day). The description of each activity day will be as follows:

The First Day

On the first day, he started the class with greeting and calling the students' name one by one. Next, he asked the students "What is simple past tense?" After he explained the definition of simple past tense, he gave formula and the example of the sentences using it. After that, he gave exercise 1 which included 15 questions to the students about simple past tense by asking them to come forward to answer the question one by one in turn. He always gave compliments to them after answering the questions on the screen. He also gave the correct answer after the questions answered by them. Next, he continued to give exercise 2 to create a sentence using simple past tense individually and read it in front of the class. After they finished creating it, they come forward one by one to read their work. He always gave compliments after they read their work in front of the classroom. The activity can be seen through the Youtube Video link <https://www.youtube.com/watch?v=F7VQFbcazfY> and the following figure:



Figure 1. Screenshoot of the first day of ELT practicum youtube video.

The Figure 1 indicated the first day of the autistic student teacher applied his pedagogical competence in the ELT practicum. He was able to communicate with his students to open and explain the material but he had flat intonation and no contact eyes. Even, every time he explained the material he only read the material on the screen without having any improvisation and his body turned towards the screen and his back to the students without making eye contact with them. However, he was able to gave exercise to them and asked them to come forward one by one to answer it.

The Second Day

On the second day, he started the class with greeting and calling the students' name one by one. Next, he told them that the topic was comparative degree and he read the objectives of the study. After he read the the objectives of the study, he explained the material about comparative degree with its pattern. The pattern of comparative degree explained involving comparative degree from one, two, three or more syllables. When he explained the material to them, he only read the material but sometimes he had eye contact with them because he often turned his body towards the screen and his back to the students. After that, he gave exercise 1 which included five questions to the students about comparative degree by asking them to come forward to answer the question one by one in turn. He always gave compliments to them after answering the questions on the screen. He also gave the correct answer after the questions answered by them. Next, he continued to give exercise 2 by playing YouTube video first. He asked them to find and write how many comparative degrees in the YouTube video. After they looked at the video, he asked them to answer together. When asked them about the comparative degree in the video, he was spontaneously answer the question, for example, "Which one is the comparative degree? Easier, okay, okay" so there was no time for them to think the answer first because he had already mentioned the answer to them. However, he always gave compliments after they mentioned comparative degrees in the YouTube video. After that, he gave one more assignment to make a sentence by using comparative degree. He asked them to read their own sentence in front of the class. At last, he read the conclusion. On the second day, there was some differences than the first one. It was proved after opening the class with greeting, he did not forget to read the objective of the study before explaining the material. He had more variation in using technology to give exercise to the students by playing YouTube video to mention the comparative degree. Furthermore, he also did not forget to read the conclusion of the material before closing the activity. The activity can be seen through the Youtube Video link https://youtu.be/_a0fwIHVqj0 and through the following figure:



Figure 2. Screenshot of the second day of ELT practicum youtube video.

The Figure 2 indicated the second day of the AUTISTIC student teacher applied his pedagogical competence in the ELT practicum. On the second day, he was more communicative with his students than the first day. He was closer and more flexible with them. He could give question to them to answer individually by coming forward or answer together in the class. He was more responsive to them. It was proved when he could give correction to their answer if it was incorrect and need to be corrected. However, when he explained the material to them, he only read it and his body often turned towards the screen and his back to the students. Only sometimes he had eye contact with them.

The Third Day

On the third day, he started the class with greeting and calling the students' name one by one. Next, he explained about "Short Message" and the objectives of the study. After he explained the the objectives of the study, he explained the material about short message with the generic structure. The generic structure explained involving receiver, contain/body and sender. When he explained the material to them, he only read the material but sometimes he asked them to obtain their response about what he had read in order to interact with them. At that time he asked, "Is it right or not?". Then they answered, "That is right". When he asked their response, he only had a little bit eye contact with them because he turned his body again towards the screen and his back to the students. After that, he gave exercise 1 using Quizizz (<http://tiny.cc/Quizizz>) which included ten questions to the students about short message by asking them together in the classroom. When he presented the quiz to them, he gave time for them to think the answer first, then he mentioned the correct answer after the questions answered by them. He also gave compliments to them after answering the questions on the screen. Next, he continued to give exercise 2 to them to create a short message to their classmates or family. After they finished creating it, they come forward in turn to read their work. He always gave compliments after they read their work in front of the classroom. At last, he read the conclusion. On the third day, there was some differences than the previous day. It was proved after giving exercise 1 using Quizizz, he gave time for them to think the correct answer and he was patient to wait their answer. Furthermore, he had more variation in using technology to give exercise to the students by using Quizizz to answer 10 questions about short message. Furthermore, he also did not forget to read the conclusion of the material before closing the activity. The activity can be seen through the Youtube Video link <https://www.youtube.com/watch?v=GGn-TuMWufA> and through the following figure:

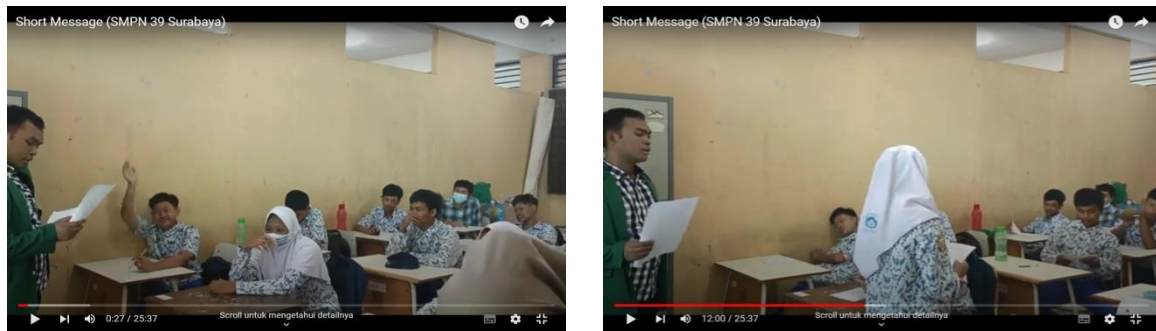


Figure 3. Screenshot of the third day of ELT practicum youtube video.

The Figure 3 indicated the third day of the autistic student teacher applied his pedagogical competence in the ELT practicum. He was able to communicate and interact with his students although he still often to turn his body towards the screen and his back to the students. His performance on the third day was different from the previous day. On the third day, he was able to have a little bit eye contact with them and have an initiative to ask them response after he read the material. Even, he was able to instruct all of them to answer the Quizizz together and wait for their response patiently while they were still thinking the answer of it.

Discussion

Based on the data obtained from the observational field notes, interview transcript and video recording, she then matched and cross checked with all results. His pedagogical competence in the ELT practicum based on the eight teaching skills was not successfully completed. It was obtained that he only did five to the eight teaching skills. There were three teaching skills that had not been mastered by him. The difficulties faced by him were organizing and leading small group discussion and work with the students as he had lack of communication and cooperative face-to-face interaction including the eye contact (Harsch et al., 2021; Jakonen et al., 2024; Kristiansen, 2022; Sjølie et al., 2022). Every time he explained the material he only read the material on the screen without having any improvisation and flat intonation. Even his body turned towards the screen and his back to the students without making eye contact with them. He was also a little bit difficult to manage the classroom well without the help of supporting team (shadow teacher).

Furthermore, he only had little bonding or he had lack of responding with the students so if they need a help with the exercise or if they had a problem, he rarely got closer to them to give a help or solution. He was only able to explain the material based on the screen prepared, give exercises and make a simple correction. Although he had no fully mastered on the three teaching skills (small group discussion skill, classroom management skill and organizing small group work and individual work skill), at least he had mastered the five teaching skills in the ELT practicum. He had only skills in questioning, doing reinforcement, doing variation, explaining, opening and closing the class. The difficulties faced by him were classroom management, small group discussion and organizing small group discussion and individual work with the students as he had lack of communication and cooperative face-to-face interaction including the eye contact. However, from the first until the third day, he had reached the improvement in applying his pedagogical competence in the ELT practicum to achieve learning objectives. Finally, the autistic student teacher's pedagogical

competence in English Language Teaching based on the eight teaching skills in the eight grade of inclusion class at 39 Junior High School Surabaya was good although it was not successfully completed.

There are several strategies which can be used to support the autistic student teacher applies his pedagogical competence in the ELT practicum to achieve learning objectives such as keeping up with relevant seminars, having sharing sessions with other English teachers or peers and using self-practice. He should keep up with relevant seminars/trainings about how to improve the pedagogical competence in the ELT practicum in order to obtain knowledge to improve his skill. He should have sharing sessions with other English teachers or peers to obtain recommendation in order to have better performance in applying his pedagogical competence in ELT. He also should have self-practice in order to make him accustomed to applying his pedagogical competence in ELT. Relevant with those strategies, Turlybekov et al. (2024) stated that training modules like "intercultural communicative competence," "introduction to pedagogical activity," and "professional-methodological activity of the future English language teacher," which employ problem-solving techniques, are among the most useful tools for enhancing the process of developing professional-pedagogical competence. Hopefully, by implementing this training module, autistic students can improve their pedagogical abilities in ELT (Sandra & Kurniawati, 2020; Sophya, 2021; Takriyanti et al., 2022; Utami et al., 2021). Moreover, by working together, communities, governments, service providers, and academics can build an ecosystem that supports autistic students and enables him to live fulfilling lives far into old age (Lupuşoru et al., 2024). With those strategies, it is hoped that autistic students can achieve their dreams, namely becoming a decent teacher and mastering pedagogical skills.

To conclude, the autistic student teacher's pedagogical competence in the ELT practicum based on the eight teaching skills in the eight grade of inclusion class at 39 Junior High School Surabaya was good although it was not successfully completed. From the first until the third day, he had reached the improvement in applying his pedagogical competence in the ELT practicum to achieve learning objectives. The five teaching skills in the ELT practicum mastered by him were questioning, doing reinforcement, doing variation, explaining, opening and closing the class (Kartimi et al., 2021; Megawati et al., 2023; Sari & Anwar, 2021; Sumekto, 2023). The three teaching skills in the ELT practicum that had not been fully mastered by him were classroom management, small group discussion and organizing small group discussion and individual work with the students. His problems were lack of communication and cooperative face-to-face interaction including the eye contact. As Xygekou (2024) stated that autism is a condition marked by social interaction and communication issues. In addition, Lupuşoru et al (2024) stated that adults with ASD frequently have cognitive abnormalities that impact how they communicate with others.

Theory of mind difficulties, or the inability to comprehend the thoughts and feelings of others, may be among them. These can make it challenging to foresee or interpret the behaviors and intentions of others. As cognitive is the foundation for navigating social nuances and comprehending the unspoken laws of social interaction, this cognitive component is essential. Autism is characterized by difficulty with social communication. Social skills training is a common intervention strategy used to help an individual with autism manage social interactions more successfully (Bhattacharjee et al., 2024). However, there are several strategies can be implemented to him to improve their teaching skill. With these strategies, he can obtain knowledge and better

improvement of applying his pedagogical competence in ELT and hopefully he can master all of the eight teaching skills (Aktekin, 2020).

CONCLUSION

Fundamental Finding : The conclusion which could be drawn are: (1) The autistic student teacher's pedagogical competence in the ELT practicum based on the eight teaching skills in the eight grade of inclusion class at 39 Junior High School Surabaya was good from the first until the third day, he had reached the improvement in applying his pedagogical competence in the ELT practicum to achieve learning objectives although it was not successfully completed, (2) The five teaching skills in the ELT practicum mastered by him were questioning, doing reinforcement, doing variation, explaining, opening and closing the class while the three teaching skills in the ELT practicum that had not been fully mastered by the autistic student teacher were classroom management, small group discussion and organizing small group discussion and individual work with the students, (3) The autistic student teacher's problems were lack of communication and cooperative face-to-face interaction including the eye contact. **Implication :** This study underscores several strategies can be implemented to the autistic student teacher to improve his teaching skill. With these strategies, he can obtain knowledge and better improvement of applying his pedagogical competence in ELT and hopefully he can master all of the eight teaching skills. **Limitation :** This study focused on the autistic student teacher's pedagogical competence in the English Language Teaching (ELT) practicum based on eight teaching skills. **Future Research :** It is recommended for future research to have similar study. There is no study that investigates the pedagogical competence of autistic student teacher in ELT, mostly the previous researches investigated the pedagogical competence of the student teacher with a normal condition. As the condition of the autistic student teacher is not like normal, it is needed to have many investigations during his ELT practicum so it can be an insight for educators.

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