



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

Tiyas Saputri<sup>1,2\*</sup>, Syafiul Anam<sup>1</sup>, Ahmad Munir<sup>1</sup>

<sup>1</sup> Universitas Negeri Surabaya, Surabaya, Indonesia

<sup>2</sup> Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia



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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 practicum 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.

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