

# **PEDAGOGICAL COMPETENCE OF ENGLISH TEACHER IN OVERCOMING LEARNING DIFFICULTIES OF STUDENTS IN DISTANCE LEARNING DURING COVID-19 PANDEMIC**

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## **Abstract**

The learning process be managed professionally by professional educators as well, in order to achieve the goals that are based on an education. In this case, teacher's pedagogical competence is needed, especially in this Covid-9 era; which obliges the learning process done in distance learning. This research discusses the pedagogical competence of English teachers in overcoming students' learning difficulties. The problems of this research are: first, what is the form of students' learning difficulties perceived by teacher's perception; and the second, how the efforts of the English teacher pedagogic competence in overcoming the learning difficulties of students. This study employed qualitative design that attempt to explain a phenomenon. Interview was used as the primary tool to collect the data. Furthermore, these interviews provided further insight about the way teacher uses pedagogical competence to overcome students' learning difficulties in distance learning during covid-19 pandemic. The results of this study show that the pedagogic competence of English teachers can overcome students' learning difficulties. With this competency, the teacher uses herself as a leader in the classroom to manage effective and efficient learning. So that it is an effort to overcome the learning difficulties of students.

**Keywords:** Pedagogical competence, learning difficulties and distance learning.

## **INTRODUCTION**

The educational paradigm demands that the learning process be managed professionally by professional educators as well, in order to achieve goals that are based on an education. Professionalism is a requirement that must be met in carrying out a task. Teachers and education personnel are a component in learning activities, have competence to determine the success of learning, because the main function of the teacher is to design, manage, implement, and evaluate learning (Getteng, 2011). In addition, the position of the teacher in learning activities also determines the goals of education. In order to realize these goals, people who have quality resources are needed which is one of them is a teacher, because they handle education directly.

Therefore, they must be noticed in order to become professionals. Professional teachers always attach themselves to a high dedication to their duties, an attitude of commitment to the quality of the process and work results, always trying to improve and update their models or how they work in accordance with the demands of the times (continuous improvement), which is based on a high awareness that the

task educating is the task of preparing the next generation who will live in their time in the future (Muhaimin,2007). Then the role of the teacher in the classroom, they act as a communicator, communicating subject matter in verbal and non-verbal forms. The message to be conveyed to the communicant is in the form of text, notes, oral, story, and so on. The message has been packaged in such a way that it is easy to understand, understand, learn, digest, and apply to students (Sato, 2020). The message in the verbal form is designed to be presented in several meetings, and is applied in accordance with competency standards, basic competencies, indicators, media, and time allocation according to the material load and content.

In regard, the Law of the Republic of Indonesia Number 14 of 2005 concerning teacher and lecturer states that "teacher competence includes pedagogical competence, personality competence, social competence, and professional competence". One of the competencies that is quite urgent in the learning process and determines the success of teaching is pedagogical competence. This competency requires teacher to master a number of knowledge about how to teach effectively, be able to develop curriculum, develop syllabus, and lesson plans, carry out effective learning by mastering methods, and understand situations inside and outside the classroom (Mulyasa, 2008). Pedagogical competence is a professional competence in teaching process including: (1) Ability to plan a learning system; (2) Ability to implement the learning system; (3) The ability to evaluate the learning system; and (4) The ability to develop a learning system (Mulyasa, 2008). Here the importance of pedagogical competence to be applied correctly and responsibly. Because this competency contains a set of knowledge and behavior, which must be realized in the form of skills to master techniques and teaching methods, which are based on educational insights and foundations.

The existence of teacher's pedagogical abilities will be able to unravel and overcome student learning difficulties in learning. According to Hashweh (2003), teacher's pedagogical conceptual change may occur when certain conditions are met. Teachers need to have the intention of seeking new teaching strategies to solve their teaching problems because new strategies are expected to make students easy to understand the materials. There are a lot of student learning difficulties, especially in learning English as a foreign language, such as: difficulties in understanding grammar, composing sentences and understanding reading text. Coupled with the existence of government regulations regarding distance or distance learning during Covid-19 pandemic published in the Decree of the Ministry of Education and Culture, 2020; adding to the difficulty of learning students in English is increasing, because there is no direct interaction with teachers or classmates. The aforementioned sentences can be concluded that teacher's pedagogical competence is necessary to overcome the students learning difficulties especially in learning English as a foreign language during distance learning.

Rarely the similar studies have been conducted by some researchers such as Yang & Kuo (2020) carry out the study to involved ten student teachers in a computer

assisted language learning (CALL) teacher preparation program where they qualified pedagogical theoretical change and produced new teaching strategies to solve teaching problems in CALL classrooms. They found the three main pedagogical conceptual changes emerging from these student teachers include: (1) creating new CALL teaching strategies to support students' learning in overcoming difficulties in learning English as a foreign language; (2) obtaining new experiences in applying CALL knowledge into teaching practice and system improvement; (3) engaging in role reversal among teachers, system designers, learners, and facilitators. While Barton and Haydn's survey (2006) investigated what encouraged the teachers to make progress in their pedagogical competence to use technology in subject teaching. The findings pointed out the importance of having an experienced CALL teacher to act as a role model using computers in the classroom to pass on experience and know-how and to provide consultation for new teachers or student teachers to integrate technology into their teaching.

However, Parsons, Vaughn, Malloy, & Pierczynski (2017) found when EFL teachers act to realize a new teaching idea, they often come up with a teaching context, but likely encounter many problems and find it difficult to solve them. Another research, Tratnik (2017), found substantial differences in student satisfaction as online courses were compared to face-to-face EFL learning. When compared to their online counterparts, students taking the face-to-face course were found to be more comfortable with the course. In other side, Nyoman (2021) found that The Covid-19 atmosphere pandemic is a major problem in the implementation of learning because all learning is carried out online and this is a new challenge for students and educational staff, therefore learning is still designed as well as students cannot participate in the learning process. He done his research and demonstrated a program training in the form of online learning on how to speak English so that students have high motivation even in a pandemic situation. This is done with the aim is to help students improve their English skills.

To sum up, five aforementioned previous studies there are some important areas relating to the findings which are not discover yet-which might be the gaps I can fill. One of them is that the five previous studies are conducted aboard and for the universities students. Will the findings still indicate the similar ones if the locus in Indonesia, for the level junior high school, and in the distance learning situation during this pandemic situation that was done in rural area? To uncover this question, we need to study more about the pedagogical competence in overcoming students learning difficulties in distance learning. Sometimes a new study demonstrates findings which could be partially or totally dissimilar to what previous researchers have discovered depending upon participants of different locus and different first language background (Razaee and Farahian, 2012). All in all, the aforementioned important areas which are not ascertained yet are urgent to uncover. Accordingly, this current study which will be about pedagogical competence of English teacher in overcoming students learning difficulties in distance learning, which has two research problem; 1)

what is the form of students' learning difficulties perceived by teacher's perception (?); and 2) How are the pedagogical competences of English teacher overcoming the learning difficulties of students in distance learning during Covid-19 pandemic(?).

## **METHOD**

This research uses qualitative method to understand the participant's pedagogical competence in overcoming students' learning difficulties in distance learning during Covid-19 pandemic. Moreover, this research is also included as a case study inquiry in which it explores how the participant is positioning themselves toward ELF phenomenon so that it reveals pedagogical competence in overcoming students' learning difficulties in distance learning during Covid-19 pandemic in real-life context.

In collecting the data researcher use two different ways, the first one is face to face interview and the second ones is online interview. The researcher semi-structured interviews by directly, using mobile phone or WhatsApp application and field notes the data collection of this study. At the first stage, researcher does online interviews the participant based on the interview guidelines. It is conducted to know participant's pedagogical competence in overcoming students' learning difficulties in online learning during Covid-19 pandemic. In the second stage, the researcher interviews the participant face to face in order to ensure the data from the participant's text. The last stage, the researcher follows the class for two meetings to complete the previous observations and help the researcher to reveal participant's pedagogical competence in overcoming students' learning difficulties in online learning during Covid-19 pandemic.

Data source, Nur was chosen as a participant because she is the only English teacher at SMPI Darusaadah Gubugklakah. Her work as a teacher has been going on for 20 years. Although she is classified as a senior teacher but she did not give up on existing technological developments by following various kinds of training related to learning innovations or joining MGMP (Musyawarah Guru Mata Pelajaran); then she tried to apply for her students well. The purpose of selecting Nur as a participant is to find out students' learning difficulties in learning English according to the teacher's perception and explore the pedagogical competence of English teachers in overcoming these difficulties.

In analyzing the data, the researcher prepared the data that gained from interview, then the researcher summarizes and selects some important data related to the pedagogical competence of English teachers in overcoming learning difficulties of students. The next step of analyzing data is exploring the data. The process exploring is one of reducing a text to get the description data. After organized the data, the researcher explores the data based on the students' learning difficulties during distance learning and pedagogical competence of English teacher to overcome students' learning difficulties during distance learning. After exploring the data, researcher code the data based on the order of research questions. The next step of analyzing data collecting interview transcriptions which are coded focusing on the meaning of the participant's answers, in order to identify recurring categories based

on the theme of research questions. The data has been reduced and then presented in the form of narrative text in the research report. Thus, the description of the research results will be clearer. After that, the researcher presents the findings; they are reported as narrative based on the research problems. The last step is making an interpretation of the meaning of the research. This interpretation consists of advancing personal views, making comparisons between the findings and the literature.

## **RESULTS AND DISCUSSION**

### **Result**

The result of learning difficulties faced by the students during distance learning and the pedagogical competence of English in overcoming learning difficulties of students. In this part the researcher analyzed the data taken from the interview with the participant as the English teacher who used the pedagogical competence to overcome the students' learning difficulties in distance learning during the covid-19 pandemic. Based on the data researcher found nine students' learning difficulties in distance learning during this pandemic situation such as the lack of technology, poor connection, low-motivation, low achievement and attendance. Then, the pedagogical competence to overcoming the students' learning difficulties such as providing relevant materials, identifying students' needs, facilitating students' and learning process.

Nur have been a teacher in Private Senior High School since 2001. She admitted that while she was teaching she had never experienced conditions such as during the Covid-19 pandemic which required a distance learning. At the beginning of the government regulation to conduct distance learning she found learning difficulties in her students. She stated:

Datum 1

*Actually, in any type of learning there will always be obstacles from teachers, infrastructure, or from students. But when distance learning students really have learning difficulties.*

Students' learning difficulties are influenced by internal and external factors. Internal factors emerge from each student, they faced difficulties in understanding English learning materials. This difficulty often occurs in face to face class. So the difficulty of understanding the material will greatly increase during distance learning.

Datum 2

*During this distance learning I use WhatsApp as a learning medium, because I think it is the easiest to use for students. After I convey the learning material. Many students complained that they did not understand the learning material that I gave, so I tried to continuously explain using voice notes.*

After Nur delivered the material, what often happened was no longer any response from students in the WhatsApp group. Until the time limit is over. So in the next meeting, she tried to ask again about the previous lesson. And only one or two students responded. This shows the lack of student motivation in learning so it made

them difficult to understand learning materials. So that when given homework, many students did not submit it.

Datum 3

*Once during class, I asked the students, why didn't they submit their assignments? They admitted that it was very difficult to understand English lessons so they did not do their assignments.*

On another occasion, Nur tried to force students to submit assignments on time, then the value of the student's assignment was very far from the standard value. Students cannot achieve the standard value given by the school.

Datum 4

*The value of the daily assignments or tests that I have given to students the results are far from standard. So I have to try to facilitate the process of learning English better.*

Then it was also found that the learning difficulties of grade 7<sup>th</sup> students were also influenced by the provisions obtained when they were still in elementary school. Students do not master much vocabulary. It could easily confuse students in constructing sentences.

Datum 5

*Grade 7 students make a lot of mistakes in sentence construction, maybe because they have just graduated from elementary school and don't have enough vocabulary. So that students need special assistance in composing words both how to choose words and arrange according to the grammar.*

Another phenomenon that happened to the 9th grader students, they had to be prepared for the final school exams. So that students have to learn more about answering questions or making short paragraphs according to the existing syllabus. But student learning difficulties also arise so that their learning opportunities do not purpose optimally.

Datum 6

*For 9th graders there are also obstacles, they have learning difficulties such as when working on questions, many of them do not understand the example of exam exercises. They were trying to do I; and one of them came to my house for asking more explanation*

Beside the internal factors there was the external factors which influenced the students learning difficulties. The most common external factor is there is no of learning media at home such as smartphones or laptops. So that students who had not their own smartphones, they will borrow from their parents or relatives. So, this can obstruct the delivery of learning materials. Nur shared:

Datum 7

*The most common obstacle is the lack of smartphones because the people who send their children to this school are not from the rich families. So that the smartphone in every students' house is very limited, it will be parents' smartphone which the capacity was so poor.*

The area of the student house that is in the mountains has also affected the signal. The poor of this signal have also greatly hampered the learning process so that students faced learning difficulties. Students also difficult to communicate or ask questions with teacher or friends.

Datum 8

*We are in a mountainous area, so the signal is very difficult, the providers that can be used are also very limited.*

Learning difficulties faced by students when studying at home or participating in distance learning did not receive special attention from parents so that students learned and overcame learning difficulties on their own.

Datum 9

*The educational background of parents also affects the learning difficulties of students. They did not get enough motivation and support from their parents to continue to study hard at home.*

To support teaching skills during distance learning, Nur joined several online workshops. She also made a proper lesson plan and analysis of basic competence and scope (linkage and integration between Based Competence, learning materials, learning models, learning activities, indicators of competency achievement, and evaluation), but in practice, she occasionally strayed from her lesson plan. Because she considered that her students need more explanations at the next meeting.

Datum 10

*Before having class or teaching I prepared a lesson plan according to the provisions, coupled with the new regulations, as a teacher we also have to make a special lesson plan for distance learning. I also take online workshops to support my skills while teaching during this pandemic. Thus, I hope to provide the best learning process for students. Although sometimes I can't teach according to the lesson plan, because I have to repeat the previous lesson so that students got better understanding.*

Because in distance learning did not take as long as face-to-face learning, so to catch up with the delivery of learning materials, Nur tried out new innovations in learning process, she sent interesting videos for explaining the related materials.

Datum 11

*In distance learning, the time which is given is very limited, so as a teacher, we must be able to sort out the material needed by students. To catch up on time, I also use interesting videos related to material that students can watch in their spare time.*

At the beginning of the Covid-19 pandemic the learning process in his school used a full online in accordance with the instructions of the education office. Nur was very enthusiastic and tried to give the best learning process. She has applied some plans to facilitate the students. She has also allowed students to ask questions outside of class.

After several months she had applied distance learning to her students. Nur realized that the students had difficulties in following and understanding the lessons.

She found the learning difficulties faced by the students, most of them were because of the technology and the students' understanding of the materials.

Datum 12

*Because I taught in a remote school, students frequently expressed their dissatisfaction with the inconsistent network in online learning, as well as their phone's inability to open documents given to them by their teacher, and there were still students who did not own a smartphone.*

Nur also added that the students did not understand the subject matter well. This can be due to students who often do not follow the lesson regularly. Thus, students found the obstacle to follow the flow of learning materials. Students' learning achievement which was below the standard also influenced Nur to take the initiative to share her experiences with the principal and try to find solutions together.

Datum 13

*I told the principal about the students' learning difficulties in learning English. Then I also asked for permission to do face-to-face learning which was followed by small groups consist of 5-6 students.*

After holding a small group study at home with an English teacher, students returned to study intensively, they could understand the learning material step by step. Students' learning difficulties are gradually decreasing, this is also because students have started to actively study regularly without skipping classes. Students can reach learning easily through study groups with teachers. Although the duration of learning has been reduced.

Datum 14

*Students prefer to take classes or small study groups with me. They never skip class, so it is easier for students to follow the lesson and understand the materials. Their learning difficulties decreased, for example they were able to compose simple sentences using the simple present correctly. The limited time of study was not a major problem for me, the most important thing is students can understand the material well. In addition, I have motivated students to keep learning even though there were so many challenges at this situation*

## **Discussion**

Researcher will discuss the finding gained from interview by relating to the relevant literature in the context of pedagogical competence in overcoming learning difficulties. In this part presented the result, which in the previous chapter have been thoroughly presented and classified. It consists of two points; students' learning difficulties in distance learning and pedagogical competence of English teacher in overcoming students' learning difficulties in distance learning during covid-19 pandemic. In other hand, the aims of the study were to analyze and to comprehend the students' learning difficulties and pedagogical competence English teacher in



overcoming students' learning difficulties in distance learning during covid-19 pandemic.

From the data of this study shows there are some factors that influence students' learning difficulties in the learning process. Nur told that her students mostly face the difficulties in learning process especially in English subject because of the technology. In fact, adequate technology is needed for distance learning. In line with this, Ferri, Grifoni & Guzzo (2020) argued technologies that use virtual or augmented reality need to be improved, making them widely accessible and therefore more engaging and inclusive, in order to stimulate students' involvement and interaction. The implementation of these new technologies in online teaching could help in this regard.

Another students' learning difficulties emerged in the learning process when the students did not follow the learning process well because not all students can understand what has been explained by the teacher. Among the students there are some students who have difficulty in learning, especially in learning English. Most of the are having difficulties in arranging the sentence using correct grammar, understanding the exercises or mastering vocabularies. Nur said that the achievement of students' scores during distance learning was very far from the school's standard scores. different from before the distance school was held. Danim and Khairil (2011) argued that the learning difficulties of students are indicated by the existence of certain obstacles to achieving learning outcomes, and can be psychological, sociological, and physiological, so that in the end it can cause the learning achievements they achieve to be below what they should be. In line with this, Hamalik (1983) said that learning difficulties can be classified as the low intelligence possessed by students compared to the abilities that should be achieved in the learning objectives. The distance learning process as the new regulation for students, hence that it affects their learning process. Tratnik (2017), found substantial differences in student satisfaction as online courses were compared to face-to-face EFL learning. When compared to their online counterparts, students taking the face-to-face course were found to be more comfortable with the course. The new situation can also affect student learning achievement.

In addition, this study was found that there are two factors that influence students' learning difficulties which are internal factors and external factors. Based on Nur's data the students' motivation in reaching the understanding of learning materials was low; the students did not get the support from the surrounding to keep learning during this situation; and students' learning difficulties also came from the poor of connection, this condition influence the delivering of learning materials to the students. Irham and Wiyani (2013) argued that there are several factors that cause students to have difficulty in learning caused by two factors, namely internal and external factors. Internal factors include; a) student attitudes towards learning, b) student learning motivation, c) student learning concentration, d) how students process teaching materials, e) student ability to store learning outcomes, f) student process in exploring stored learning outcomes, g) ability students to excel and perform, h) students' self-

confidence, i) intelligence and student success, j) student study habits, and k) the ideals of the students themselves. Meanwhile, external factors that influence students' difficulties in learning include: a) teachers as student coaches, b) learning facilities and infrastructure, c) assessment policies, d) students' social environment in schools, and e) school curriculum.

Teachers as mentors are required to identify students who have difficulties in learning, diagnose, prognoses, and if they are still within the limits of their authority, must help to solve their difficulties. With regard to efforts to help overcome students' difficulties or problems. The level of student problems that can be guided by the teacher is a problem that is included in the mild category, such as: nonattendance, laziness, learning difficulties in certain fields of study (Yudhawati & Haryanto, 2011)

Each student has a different level of understanding, creativity and cognitive development. Hence, teachers must be able to understand these differences. But sometimes teachers have to face students who have learning difficulties. Learning difficulties in learning English at a distance are understanding the material, questions, vocabulary and grammar. In the evaluating process, although the different score among the three attributes is somewhat small, the teachers' effort to develop their students' ability to evaluate learning strategy stands in the lowest score (He, Lundgren, & Pynes, 2017; Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016).

From the results of study, Nur as an English teacher, she already has pedagogic competence so that she can easily overcome the learning difficulties of students as mentioned previously. This can be seen in the learning process carried out. Among them, they can understand the characteristics of students and learning difficulties of students so that the strategies used are in accordance with the conditions of these students (Copper, 1986)

Teachers who have pedagogic competence are able to manage the learning process by mastering the subject matter, teachers who have scientific insight relevant to the field of study presented, are able to create an effective and fun learning environment and use methods that are appropriate to the characteristics of students so that they understand and do not experience difficulty in learning English. In this context, the teacher might have considered that schools already had a fixed schedule and also textbooks for English learning that probably caused them to perceive that planning in English learning and selecting appropriate materials are not really important for students (Khotimah, Widiati, Mustofa, & Ubaidillah 2019).

The efforts made by Nur as the teacher in overcoming the difficulties of learning English are that the teacher in delivering English material must be understood by students easily, and more importantly the teacher must try to be more painstaking in understanding students so that students who have difficulty understanding lessons can be minimized.

Therefore, teachers need to understand the general principles of using goal-oriented learning strategies, namely teachers must know what the objectives of

ongoing learning are, so that ways can be sought so that learning is well absorbed by students. Teachers must be able to evaluate whether teaching materials promote a certain materials or not. Cheng (2012) writes that contemporary pedagogical practice has two responsibilities: it should reflect the interconnected world, and it should reflect local contexts and needs, of students and teachers. Learning activity is an activity to take action so that students gain experience in accordance with the expected goals, teaching is an effort to develop each individual student even though a teacher teaches a group of students, but in essence what is to be achieved is a change in the behavior of each student. Then teaching must be seen as an effort to develop the whole personality of students.

In addition, other factors that influence distance learning not running well appear evenly. The teacher realized that distance learning placed the students in difficult situation to participate in class activities. So, he tries to give the best explanation to her students. In addition, Nur also succeeded in holding face-to-face learning in small study groups. This method is very helpful for students in following lessons and reducing learning difficulties. In line with this, Sari & Asmendri (2019) argues that the solution which is chosen categorized as blended learning that used in various educational institutions. This pedagogical competence of English teacher to overcome students learning is suitable to applied for Indonesia in the midst of pandemic. This method combines the advantages of face-to-face and online learning to suit each individual which is a way of learning that is versatile, open, and meaningful.

After the face-to-face learning is held in small study groups, the teacher must still pay attention for students who have learning difficulties often show deficiencies during the learning process. However, the teacher must be more sensitive in carrying out his duties as a teacher who has pedagogic competence, in overcoming the difficulties of students before presenting and explaining the material, it will be very helpful for students if the teacher provides a lesson framework and orientation to the material to be delivered. The orientation can be in the form of: Preliminary activities to find out knowledge that is relevant to the knowledge already possessed by students. Then discuss or inform the purpose of the lesson, provide explanations/directions regarding the activities to be carried out, inform the materials/concepts that will be used and the activities to be carried out during the learning process.

Various kinds of efforts were made by Nur to help students who have learning difficulties to stay maximally following the subject matter that has been conveyed. In the presentation of English learning materials during the learning process carried out by Nur, she presents subject matter in the form of concepts and skills, presenting material starting from small steps so that the material can be mastered by students in a relatively short time. Providing examples that are easily understood by students, as well as demonstration of skills by means of demonstrations or explanations of work steps on assignments. Then explain again the materials that are considered difficult by students. This proves that in delivering the material the teacher still strives so that what is conveyed is truly mastered by the students.

For students who have learning difficulties, teachers must be able to design teaching methods so as to make students active in lessons that are considered difficult, develop learning plans based on selected strategies such as selecting and designing media and learning resources, designing learning experiences so that students are able to understand lessons according to the characteristics of students.

Nur also motivates students and strengthens the spirit in their souls. It also has a very good influence on the learning process, which can cause the students to get better understanding of the materials. Nur also feels self-motivated that teachers must be able to create classroom conditions that stimulate students to carry out learning activities. But Nur is not constantly providing motivation, he also continues to provide practical examples. teachers' strategies to overcome students' learning difficulties of English show that they mostly centered on motivating students rather than giving example to apply and explore. It is evident that more practical ways should be provided instead of merely giving motivation. Besides, it is unnecessary to overact in giving the motivation in learning (Ratray in Khotimah, Widiati, Mustofa, & Ubaidillah 2019).

## **CONCLUSION**

Based on the description of the previous material, regarding the pedagogic competence of English teachers in overcoming the learning difficulties of students in distance learning during covid-19 pandemic, the researcher can conclude several things, which are: 1) Students' learning difficulties in English subjects are following and understanding lesson material during distance learning such as: use of grammar (present tense), lack of vocabulary and difficulty understanding language structure; which is influenced by two factors, which are external factors and internal factors. The internal factor is the lack of motivation of students to study in English subjects so that students are late in understanding the subject matter. Meanwhile, external factors are inadequate media to participate in distance learning, family and society environments which are majority farmers so that students do not get the motivation to learn English. 2) Based on the findings and discussion of this study, it can be seen that the efforts made by Nur as an English teacher in overcoming learning difficulties include: (1) selecting the right learning method in the distance learning process, so that students are not bored, bored in these subjects; (2) the usage of varied media, whether sourced from printed media, electronics and so on, to support learning; (3) attempting for face-to-face learning consisting small study group.

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