



Do Preservice Teachers' Pedagogical Competence and English Skills Correlate to Their Willingness to Be Teachers?

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ABSTRACT

English teacher is one of the main factors to students to master English. Their competencies will lead them into professional teachers. Aiming to know the correlation between pedagogical and English skills of the pre-service teacher to their willingness to be teachers, this research uses an explanatory correlation design. Documents of pedagogical competence and English skills score and questionnaire are the instruments of the research. The final semester students of the English Department of University of Muhammadiyah Surabaya the participants of this research. The result of the analysis shows that there is a significant correlation between pre-service pedagogical competence and their willingness to be teachers. Meanwhile, there is no correlation between pre-service English skills and their willingness to be. Then, there is no correlation between pre-service pedagogical competence and English skill together with their willingness to be teachers. However, from the findings, it can be concluded that pre-service teachers' pedagogical competence affects their willingness to be teachers, that pre-service teacher is suggested to master teacher competencies to increase their willingness to be teacher especially pedagogical competence.

Keywords: English Skills, Pedagogical Competence, Preservice Teacher, Willingness



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1. INTRODUCTION

1.1. Background of the Research

Pedagogical competence is one of four competencies that should be possessed by a teacher. This competency is the teacher's ability to manage to learn includes planning, implementation, evaluation (Rahman, 2014). Pedagogical competence is mostly based on instrumental demands of what the students need to understand and what method the teacher should use in learning and

teaching a foreign language to make the teaching-learning activity fast, easy, and effective (Fandiño-Parra, 2011). Sulfemi (2015) adds pedagogical competence is the mastery of the teacher's potential to understand the students by knowing what action should be implemented and evaluating it.

Some pre-service teacher learning achievements define the pedagogical competency such as introduction to the education management, introduction to education, teacher professional development, student development, basic internship, curriculum development theory, learning theory, learning strategies, lesson planning, development of teaching material, learning assessment and evaluation, intermediate internship, classroom action research, microteaching, and educational information and communication technology.

A teacher with good management in teaching should possess the ability to master the knowledge. Celik (2011) mentions that the teacher is expected to be comprehensive, rich, and extensive of the knowledge of the subject. In English subjects, these abilities are the English skill of the teacher about how far this teacher masters English learning material and how far this teacher understands how to manage to teach.

This variable is recorded on the pre-service teacher's score in some specific courses such as English, Intensive Course, Pre-writing, Academic Writing, Writing a Research Report, Literal Reading, Interpretative Reading, Scientific and Critical Reading, Reading for Research and Publication, Listening for Daily, Interpretative Listening, Scientific and Critical Listening, Speaking for Daily Conversation, Speaking for Discussion, Speaking for Debate, and Public Speaking which are English courses (macro-skill). In addition, the micro-skill courses are also included which are Basic Grammar, Pronunciation, Phonology, Morphology and Syntax, and Semantics. These courses determine their English skills.

However, becoming a teacher is not only about possessing the competencies and skill, there is one more variable that determines whether the education will be successful or not. It comes from the willingness of the pre-service teacher to be a teacher. As Sodak (1998) mentions that teacher willingness becomes the main factor of successful education. Sumanto (2014) mentions that willingness is the psychological activity that comes effort and has a relation with the action of the goal which becomes the final point with only one direction or simply it has in common with desire. It is a behavior which is directly associated with three factors which are (1) attitude toward the

specific behavior, (2) subjective norms considering the specific behavior, and (3) perceived control of the specific behavior by really carry this out. These represent three major kinds of consideration which are the decision to improve the given behavior which represents the likely positive and negative consequences, the approval and disapproval, and the factor that facilitate performance (Ajzen & Fishbein, 2005; Ajzen & Fishbein, 2000).

Studies about preservice teachers' readiness and willingness to be teachers towards their competencies and attitude had been revealed correlated (Ratu, 2018; Agustian, 2015; Ningrum, Susilaningsih, and Sumaryati, 2013, and Ningsih, 2014). Meanwhile, the pre-service English teacher in the English education department who has competencies towards their willingness to be next-generation teachers is questionable. This research aims to answer why English pre-service teachers have willingness to be future teachers, and it is answering whether the teacher's willingness comes from their pedagogical competency and their English skill or not. This correlates whether the willingness of pre-service teachers comes from their teaching competence and English skill or not.

Therefore, hypotheses are formulated:

H1: There is a correlation between pedagogical competence and the willingness of the pre-service teacher to be a teacher. With an assumption that pre-service teachers' pedagogical competence affects their willingness to be a teacher.

H2: There is a correlation between English skills and the willingness of the pre-service teacher to be a teacher. With an assumption that pre-service teachers' skills affect their willingness to be a teacher.

H3: There is a correlation between pedagogical and English skills toward the willingness of the pre-service teacher to be a teacher. With an assumption that pre-service teachers' pedagogical competence and English skills affect their willingness to be a teacher.

1.2. Research questions

- Is there any correlation between pedagogical competence and the willingness of the pre-service teacher to be a teacher?
- Is there any correlation between professional competence and the willingness of the pre-service teacher to be a teacher?

- Is there any correlation between pedagogical and professional competencies and the willingness of the pre-service teacher to be a teacher?

1.3. Significance of the study

It becomes important to know its correlation because of an understanding of what the pre-service teacher wants to be after they have been trained to be a teacher. This will help the teacher educator investigate and give more vision to the students. This also will help other researchers to understand whether a variable like pre-service teacher skill affects their willingness to be a teacher or not and it becomes their media of references of related research.

2. METHOD

2.1. Research Design

This research is a correlational study that uses the explanatory research design. Correlational design is an action to predict the score and define the relationship among variables; and Explanatory research design is the part of the correlational design which explores two-variable or more that changes in one variable are followed by changes in the other variable (Cresswell, 2012). This article is a quantitative research approach that is done by collecting, analyzing, interpreting, and writing the result (Cresswell, 2012).

2.2. Samples/Participants

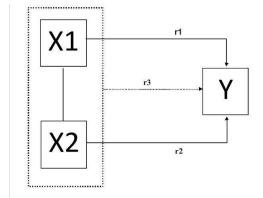
The thirty final semester students of the English Department of the University of Muhammadiyah Surabaya will be the main subject population in this research. This small population requires a method where all of them will be researched which matches with non-probability sampling. Forster (2001) mentions that non-probability sampling focuses to any method in collecting the data without a full probability sampling design. The subjects are gathered to collect variables to be researched.

2.3. Instruments

To collect the required data, this article uses two devices or instruments which are documentation and a questionnaire. The documentation's data contains the pre-service teacher's score in some specific courses which is used to represent pre-service teacher's pedagogical competence and English skills and questionnaire to gain the dependent variable data which is the teacher's willingness to become a teacher.

2.4. Data analysis

There are three variables included which are two independent variables and one dependent variable. The pre-service teacher's competence becomes the independent variable which is the pedagogical competence (X1) and the English skill (X2). The pre-service teacher's willingness to become a teacher becomes the dependent variable (Y).



Picture 3.1. variables mind mapping

Picture Information:

- X1 = Pre-service teacher's pedagogical competence
- X2 = Pre-service teacher English skill
- Y = Pre-service teacher's willingness to become a teacher

2.4.1 Data Description

- a. Pre-service Teacher's pedagogical competence

Table 1 Descriptive Statistics of Pre-service Teacher's pedagogical competence.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pedagogical Competence	30	68	92	85,33	5,441
Valid N (listwise)	30				

Table 1 presented the analysis of 30 Pre-service Teachers' pedagogical competency scores. It showed that the highest score of pedagogical competence is 92 and the lowest score is 68. The Mean score obtained is 85,33 with the standard derivation is 4,441.

- b. Pre-service Teacher English Skills

Table 2 Descriptive Statistics of Pre-service Teacher English skills.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
English Skills	30	69	97	84,87	6,208
Valid N (listwise)	30				

Table 2 presented the analysis of 30 Pre-service Teachers' English skills scores. It showed that the highest score for English skills is 97 and the lowest score is 69. The Mean score obtained is 84,87 with the standard derivation being 6,208.

c. Pre-service Teacher's Willingness to be a teacher

Table 3 Descriptive Statistics of Pre-service Teacher's willingness to be a teacher.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Willingness to be a teacher	30	49	95	73,50	14,438
Valid N (listwise)	30				

Table 3 presented the analysis of 30 Pre-service Teachers' willingness to be a teacher. It showed that the highest score for English skills is 95 and the lowest score is 49. The Mean score obtained is 73,50 with the standard derivation being 14,438.

These scores are then divided into 4 categories which are high, moderate, and low. This distribution calculation of the pre-service Teachers' willingness to be a teacher uses normal reference by (Mardapi, 2008). It is presented in table 4.3 below.

Table 4 Frequency of Pre-service teachers' willingness to be teachers

No	Score	Frequency		Category
		Frequency	%	
1.	88-100	8	26,67	High
2.	60-87	16	53,33	Moderate
3.	<60	6	20	Low
Total		30	100	

As shown in table 4, a pre-service teacher with moderate willingness to be a teacher has the largest number compared to others which are 16 persons (53,33%), followed by high willingness with 8 persons (26,67) and low willingness with 6 persons (20%).

2.4.2 Analysis Prerequisite Test Results

a. Normality Test

Table 5 Result of Normality test

Normality Test				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1.	(Constant)	-	37,39		-,477	,637
		17,84	4			
		1				
2.	Pedagogical Competence	1,056	,590	,430	1,789	,085
3.	English Skills	,024	,517	,011	,046	,963

This shows the significance score of pre-service teacher's pedagogical competence is $0,085 > 0,05$ and the English skills is $0,963 > 0,05$. Therefore, the data distribution is normal.

b. Linearity Test

Table 6 The Result of Linearity Test

Variable	DF	F value		Sig.	Information
		count	Table		
Pedagogical Competence (X1) – Willingness to be a teacher (Y)	14	0,564	3,340	0,852	Linear
English Skills (X2) – Willingness to be a teacher (Y)	14	0,854	3,340	0,614	Linear

The result of the linearity test in table 5 presented that $F_{\text{count}} < F_{\text{table}}$ which in the variable of Pedagogical Competence the score is $0,564 < 3,340$ and in the English skills is $0,854 < 3,340$. The score of (Sig.) also shows that both in pedagogical competence (0,852) and English Skills (0,614) are more than the level of significance 5% (0,05). It means both variables are linear.

c. Multicollinearity Test

Table 7 The Result of Linearity Test

Variable	DF	F value		Sig.	Information
		count	Table		
Pedagogical Competence (X1) – Willingness to be a teacher (Y)	14	0,564	3,340	0,852	Linear
English Skills (X2) – Willingness to be a teacher (Y)	14	0,854	3,340	0,614	Linear

The result of the linearity test in table 4.5 presented that $F_{\text{count}} < F_{\text{table}}$ which in the variable of Pedagogical Competence the score is $0,564 < 3,340$ and in the English skills is $0,854 < 3,340$. The score of (Sig.) also shows that both in pedagogical competence (0,852) and English Skills (0,614) are more than the level of significance 5% (0,05). It means both variables are linear.

3. FINDINGS AND DISCUSSION

3.1. Findings

1. Hypothesis Test

a. First Hypothesis Test (H1)

Table 8 Correlation Analysis of Pedagogical Competence and Willingness to be a teacher

		Correlations	
		Pedagogical Competence	Willingness to be a teacher
Pedagogical Competence	Pearson	1	,432**
	Correlation		
	Sig. (1-tailed)		,009
	N	30	30
Willingness to be a teacher	Pearson	,432**	1
	Correlation		
	Sig. (1-tailed)	,009	
	N	30	30

** . Correlation is significant at the 0.01 level (1-tailed).

The coefficient correlation score (r_{count}) presented in table 8 is 0,432 which is more than the value of r_{table} (0,361), it means these two variables have positive correlation and significance. This is also indicated by the score of Sig. (1-tailed) which is less than 0,05.

Then the first hypothesis (H1) is accepted. It means there is a positive and significant correlation between pre-service teachers' pedagogical competence and their willingness to be a teacher. This answers the assumption that pre-service teachers' pedagogical competence affects their willingness to be teachers.

b. second Hypothesis Test (H2)

Table 9 Correlation Analysis of English skills and Willingness to be a teacher

		Correlations	
		English skill	Willingness to be a teacher
English Skills	Pearson	1	,287
	Correlation		
	Sig. (1-tailed)		,062
	N	30	30

Willingness to be a teacher	Pearson Correlation	,287	1
	Sig. (1-tailed)	,062	
	N	30	30

The coefficient correlation score (r_{count}) presented in table 9 is 0,287 which is less than the value of r_{table} (0,361), it means these two variables have a positive score but not enough to be indicated as correlated, also it does not show significance which indicated by the score of Sig. (1-tailed) which is more than 0,05.

Then the second hypothesis (H2) is rejected. It means there is no correlation between pre-service teachers' English skills and their willingness to be a teacher. This answers the assumption the pre-service teacher's English skills do not affect their willingness to be an English teacher.

c. Third Hypothesis Test (H3)

Table 10 Multiple Linear Regression

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1129,583	2	564,792	3,102	,061 ^b
	Residual	4915,917	27	182,071		
	Total	6045,500	29			

a. Dependent Variable: Willingness to be a teacher
b. Predictors: (Constant), English skill, Pedagogical Competence

According to the table 4.9 the score of significance of X1 and X2 together to Y is 0,061 > 0,05 and $F_{\text{count}} 3,102 < F_{\text{table}} 3,340$. It means that H3 is rejected. There is no correlation between pedagogical competence and English skills. This means pre-service teacher's pedagogical competence and English skills together does not affect their willingness to be a teacher. The score of R square obtained is 0,127 which means the coefficient determination X1 and X2 together is 12,7%.

3.2. Discussion

3.2.1 The Correlation between Pre-Service Teacher's Pedagogical Competence and Their Willingness to be Teacher

The result of the analysis explains that there is a positive and significant correlation between pre-service teachers' pedagogical competence and their willingness to be a teacher. This relates with Ratu (2018) who stated that teacher is trained long to finally have the teacher's attitude and competency which is by taking theoretical and practical courses for example to pass internship, the teacher should know how to handle class and students. Ratu (2018) also states that entering the Faculty of Teacher Training and Education becomes the indicator of a pre-service teacher's willingness to learn how to teach and how to handle students and become a good teacher. In teaching, this willingness is what makes the teacher be sure that their effort to the lesson is well-delivered to the students (Gilor & Katz, 2019).

This research agrees with Agustian (2015) statements that teachers should be prepared in college until finally ready to teach. It is done because teaching is not an easy job to do, it needs someone capable to educate the students and manage the class well. Ningsih (2014) statement is acceptable, as she mentions in her study, internship experience has a role to define the pre-service teacher's readiness to teach.

Rahman (2014) mentions that pedagogical competence is the teacher's ability to manage the learning process which includes planning, implementation, and evaluation. It comes with some characteristics as Emiliasari (2018) mentions which are the knowledge of classroom management, teaching methods, classroom assessment, lesson process, lesson planning and evaluation, and ability to adapt with any kind of student.

3.2.2 The Correlation Between Pre-Service Teacher English skills and Their Willingness to be Teacher

The researcher can take that pre-service teachers' feeling of interest to master English in Educational Department has no relation with their willingness to be a teacher. Having ability in knowledge does not enough to make the pre-service teacher have the willingness to be teacher because as Emiliasari (2018) mentions the ability to teach is required the knowledge of classroom management and it is from pedagogical area.

This result debates Agustian (2015) which mentions that there is a correlation between pre-service teachers' intention to be a teacher and their learning achievements which shows that both variables correlate. The pre-service teachers' learning achievements stand for their competencies or skills which is the same as the researcher does, collects pre-service learning achievements

(score) and use them to represent competencies or skills. But the difference is in Agustian (2015)'s research focuses on mechanical engineering education which means the skills of the pre-service teacher are not English.

3.2.3 The Correlation between Pre-Service Teacher's Pedagogical Competence and English Skills Together and Their Willingness to be Teacher.

Related to the government of Indonesia, a teacher should have four main competencies in the work-field to maximize their performance. In college, teacher is introduced and learn a competency which is pedagogical competence which is the teacher ability to manage learning processes such as planning, implementation, and evaluation (Emiliasari, 2018); and introduced and learn the subject skill which is English to master the material the pre-service teacher will deliver to their future students.

As mentioned, in college, the pre-service teacher collects these two variables by their score of courses. Some courses interpret their pedagogical competence and some others interpret their English skills. These two criteria of scores are then combined into one.

These competencies are gathered from pre-service teacher scores of courses or we can take it as their learning achievements. These debates Agustian (2015)'s discovery that there is a correlation between pre-service teachers' willingness to be a teacher and their learning achievements. Ningrum's (2013) discovery is in the same area which has the opposite result with this research, they find that there is a significant correlation between pre-service teachers' willingness to teach and their learning achievements.

4. CONCLUSIONS

4.1. Conclusion

This research is about finding the correlation between pre-service teacher learning achievements which only focus pedagogical and English skills to their willingness to be teachers. This research aims to know and understand a phenomenon of the pre-service English teacher of English education department both who have more and less willingness to be a next-generation teacher. Based on the findings and discussion of the previous chapter, three conclusions can be drawn. First, pre-service teachers' ability to manage learning processes such as planning, implementation, and evaluation (pedagogical competence) affects their willingness to be teachers.

Second, the pre-service teacher's ability to master English does not affect their willingness to be teachers. Third, there is no correlation between pre-service pedagogical competence and English skills to their willingness to be teachers, which means pre-service teachers' pedagogical competence and English skills together do not affect their willingness to be a teacher. Therefore, both faculty and students of teacher training can improve their quality in some ways. The faculty might ensure the best curriculum applied to generate students with high pedagogical competence.

We can conclude that preservice teacher with good ability to manage learning process in pedagogical area leads them to have willingness to a teacher. Vice versa, pre service teacher with poor pedagogical mastery has less willingness to be a teacher. In the other hand, their English mastery ability has no role to determine their willingness to be teachers.

4.2. Suggestions

This research finds that pre-service teacher pedagogical and their willingness to be teachers have a positive and significant correlation. Therefore, for pre-service teachers to improve their willingness to be future teachers, they are suggested to earn as much as possible knowledge from the college and master the competencies to be a teacher especially in mastering the pedagogical competence which is about knowledge of the classroom management, teaching methods, classroom assessment, lesson process, lesson planning and evaluation, and ability to adapt with any kind of students.

Pre-service teacher of the English department who will be the next generation teacher in the future is expected to be a good teacher who applies the four competencies in teaching. Besides, there is one more to consider which is their ability to master the knowledge of the subject which is English. Therefore, good English mastering skill of the pre-service teacher is suggested and expected to be followed by goodwill to be a teacher because prospective students need a teacher not only with good ability to handle the class but also a teacher who experts in teaching English.

This research presents the information that pre-service teachers' pedagogical competence of English department of University of Muhammadiyah Surabaya and their willingness to be a teacher have significant correlation. But there is no correlation between English skill and willingness to be a teacher; pedagogical competence and English skills together toward willingness to be a teacher. Therefore, suggested for future researchers to find a technique how to improve the.

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