IJE
International Journal of Education

Journal homepage: https://ejournal.upi.edu/index.php/ije/index

PEDAFICTION AND REFLECTION: FAMILIARIZING INDONESIAN EFL PRE-SERVICE TEACHERS WITH TEACHER COMPETENCE THROUGH STORIES

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A B S T R A C T

Numerous studies have highlighted the need for competent teachers in today's classrooms. Many suggest that to meet this demand, the preparation should be stipulated at the pre-service level so, when the graduates become in-service teachers, they are already well-prepared to meet the requirements of competent teachers. This study explores the use of pedafiction stories and reflection to familiarize EFL pre-service teachers with teacher competence. The data were obtained from observation, focus group interviews and reflection papers to be analyzed by using thematic analysis (Braun & Clarke, 2022). Forty-two pre-service teachers were involved in six TEFL class sessions focusing on the topic of English Teacher Competence in the Indonesian context. They read and reflected on the pedafiction stories, shared their reflections on the stories through a pair-share activity, and wrote individual reflections. The findings reveal that pedafiction stories exploration and reflection have enabled the pre-service teachers to identify the English teacher competencies shown by the character in the story. Besides, the pre-service teachers could relate the topic of teacher competence to a broader social context. Pedafiction and reflection, to a certain extent, have also contributed to the development of the pre-service teachers' teaching identity. The findings shed light on the potential of stories and reflective practice for English teacher preparation at the pre-service level.

A R T I C L E I N F O

1. INTRODUCTION

Teachers have a crucial role in students' learning success because they can significantly influence students' attainment (Klassen & Kim, 2021; Kundu et al., 2020) and students' learning improvement (Etim, et al., 2020). Especially in the Indonesian context, English as a foreign language is mainly taught and learned in classrooms, and therefore the teachers become the primary sources who facilitate English language knowledge and skills (Mbato, 2011). To engage students in learning, an English teacher is required to perform simultaneous functions to teach English and, at the same time, make the learning process enjoyable. This improvement in educational quality is heavily reliant on the teachers' qualities and competencies (Nurie Bogale & Wale, 2024), which have become a top priority for governments, based on Suherdi's book entitled "Towards the 21st-century English teacher education: An Indonesian perspective in 2012.

Despite widespread concern and efforts to improve teacher quality and competence, various studies show that in the Indonesian context, English teachers' competence can impede the success of EFL teaching and learning (Bradford, 2007; Yusuf & Novita, 2020). The insufficient teacher competence leads to some concerns about the efficiency of pre-service teacher (PST) education programs (Tondeur et al., 2012). In this case, Sulistiyo and Haswindy (2018) argued that there should be a professional and pedagogical training to improve English teachers' skills. This problem necessitates an urgent effort to redesign the curriculum of PST education programs to cater to EFL candidate teachers' needs in fulfilling the requirements of qualified graduates to do their tasks in the real teaching profession. Accordingly, before entering the classroom, the PSTs have been well-equipped with knowledge, awareness, and mastery of English teacher competence.

Regarding the topic of teacher competence in Indonesia, the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers defines teachers as professionals who are responsible for teaching, training, guiding, evaluating, and educating students. To carry out those responsibilities, it is mandated that teachers should have personal, pedagogical, professional, and social competence. Those competencies should be integrated into teachers' performance. The first competence mentioned in the Indonesian Law No. 15 of 2005 is pedagogical competence, which represents the competence of teaching and learning management, such as skills at making and enacting teaching and learning plans, understanding students' needs, evaluating, facilitating, and supporting students in developing their abilities.

The second competence is personal competence in that the teachers should have a good personality, patience, and caring and become a good role model for students. In that vein, some experts highlight that to be effective and successful, teachers need to demonstrate specific characteristics such as creativity, patience, caring, well-managed and supportive personality. These types of personal characteristics contain essential to cope with important tasks of professional teachers such as educating, teaching, motivating, and encouraging students' learning (Lubis & Samsudin, 2021). In many studies, it is revealed that teachers were more appreciated for specific personal characteristics compared to pedagogical skills in making more interesting lessons (Liando, 2010). Another study on effective teaching attributes reported that students were more concerned with teachers' ability to establish a good rapport with their students rather than teachers' academic background and mastery of instructional materials (Suparman et al., 2023).

The third competence is professional competence that relates to subject matter mastery. In the Indonesian context, this professional competence refers to extensive English skills with at least mastering English language competence, covering English communication skills and mastery of the structure of English as knowledge. This professional competence also refers to content knowledge (Soepriyatna, 2012), including all aspects of language skills required to develop students' English communicative competence. Regarding the current English language teaching policy, English teachers should master various texts highlighted in content standards, as referred to The Regulations of Ministry of Education and Culture No. 24 in 2016 about Core Competencies and Basic Competences, which cover various types of oral and written functional texts: interpersonal and transactional texts as well as short and extended functional texts (e.g., essays). In this case, Soepriyatna (2012) highlights that teachers with content knowledge can assist students in coping with challenges they face in comprehending the learning content. He also mentions that to effectively transfer content knowledge to students, EFL teachers need another integrated knowledge known as pedagogical content knowledge (PCK). At that point, he asserts that this knowledge should be fostered in line with the needs of typical EFL learning situations in Indonesia with many students learning English in the classroom.

The fourth teacher competence is social competence, which requires teachers to communicate and work with others. The success of teachers in building communication and relationships with the community is essential due to the school's critical role as the agent of change that is expected to bring positive change in society's culture for the present and future betterment. In addition to those competences, the technology skills competence has emerged. The teacher's competence in integrating technology into teaching does not only require good technological knowledge but also a skill in integrating pedagogical and content knowledge to make appropriate use of technology in achieving learning objectives (Koh et al., 2015; Drajati et al., 2018). That integrated skill of pedagogical, technological and content knowledge is known as TPACK (Njiku et al., 2020).

Those four teaching competencies, including TPACK, are introduced and brought up to the readers in the form of fiction stories. Since the stories infuse pedagogical aspects in their content, plot, and moral message, the stories are termed pedafiction stories. The stories were actually part of a pedafiction book entitled "Camilan Ringan Intelektual Bagi Guru Sekolah (Caringin Bagus) Lezatnya Menjadi Guru Profesional: Menikmati Kehidupan Artis Di Kelas" written by Suherdi (2021). He also introduced the term Pedafiction (pedagogical fiction) as a fiction story that integrates theories of teaching or pedagogy. The pedafiction stories revolve around the main character named Bu Asri, a female English teacher who dedicates her life to the teaching profession. There are other supporting characters such as Pak Abu and other partner teachers illustrated as mediocre teachers. In the book, there are

four pedafiction stories but, due to lesson objectives and highlights, only three stories were shared and reflected in the TEFL class.

The integration of stories in classroom activities has been believed to bring benefits in exploring humans' common similarities and unique differences, bringing the audience from daily reality to another dimension of time and place and taking the audience beyond the boundaries of individual experience (Setyarini et al., 2018). To use in classroom context, story should also be familiar, enjoyable and comprehensible for audience (Setyarini & Ling, 2019), also appropriate with audience's world in terms of content entertainment and its challenge (Setyarini & Ling, 2019). Since the pre-service teachers, to certain extent, have recognized the importance of being a good teacher, the content and challenges posed in the pedafiction story would be appropriate. In the context of this study, the stories, as mentioned earlier, were explored through the process of reflection.

Reflection in Dewey's book entitled "How we think" in 1933 is a process of meaning-making that allows a person to reenact a construction of an experience in order to inform future decisions. Similarly, Leijen et al. (2012) highlight experience as a key factor in the process of knowledge reconstruction. Reflection is also thought to increase awareness of identification, behavioral patterns, perspectives, and covert norms, as referred to Schon's book in 1983 entitled "The reflective practitioner: How professionals think in action." One method of reflection is to keep a reflection journal, as mentioned by Chasanah et al.'s book entitled "SLA and reflection: Incorporating new subject matter into an outdoor activity" in 2021. Reflection is crucial in developing teaching professionalism for teachers (Cowley et al., 2013), because reflection can improve critical thinking in specific situations by considering various aspects, different alternatives, and rationalization of decisions that lead to improvement in teaching quality. Furthermore, reflection helps (pre)service teachers become more aware of the various options available to them in the future and facilitates knowledge reconstruction (Allas et al., 2021). These will be critical for pre-service teachers' teaching quality in the future. Through reflection of pedafiction stories, the EFL PSTs were expected to be able to identify common traits of competent teachers from the characters in the story, immerse themselves in the dimension of real teaching context by optimizing their imagination and travel beyond their limited real teaching experience to fully understand what it means to be a competent teacher.

Some studies on using stories and reflection in the context of English teacher education have been conducted, such as a study by Tülüce (2016) that explored the use of the case story method in practicum and collaborative reflection on those case stories. The results revealed that PSTs reaped numerous personal and social benefits. In the Indonesian context, Syarifudin and Afandi (2023) explored how the pre-service teachers' life-history narrative revealed various aspects such as momentous events, people they interacted with, and sociocultural view of teaching that contribute to their preconceptions of teachers and teaching and their reasons of joining pre-service teacher education program as well as their devotion as the future teachers. The stories reflected in the studies commonly used the pre-service teachers' real stories in teaching practice. Closer to the context of this study, Ginting and Kuswandono (2020) designed pedagogical narrative stories of teaching practicum experience to use in a micro teaching class to foster English pre-service teachers' awareness of multifaceted issues and their ability to solve problems in teaching and learning. The designed stories revolved around some pre-service teacher characters facing various problems in teaching practicum. To this point, little is known about how fiction stories of a professional teacher can be used as a reflective medium in acquainting EFL pre-service teachers with English teacher competence. Therefore, this study focuses on revealing how pedafiction stories and EFL PSTs' reflections toward the stories familiarize them with English teacher competence.

2. METHOD

Participants

Through purposive sampling, a total of 43 EFL pre-service teachers (7 males and 36 females) enrolled in a TEFL class were involved in this study. Their ages ranged from 21-22. The pre-service teachers speak Sundanese as their mother tongue, Indonesian as their second and official language, and English as their foreign language. They were following a four -year bachelor's degree program with a combination of credits in language skills and credits in pedagogy courses, teaching observation and a semester of teaching practicum. Prior to their teaching observation to school and teaching practicum, a TEFL course was offered in the 5th semester, focusing on teaching methods, classroom management, and discussion of important aspects of TEFL such as teacher competence. In this case, 5th semester students were required to comprehend essential aspects needed to teach English such as English teacher competencies in Indonesian context, teaching methods and strategies. Those aspects were also prerequisites for their teaching practicum in the coming semester. In this study, the PSTs were involved in six flipped TEFL class sessions focusing on the topics of Competent Teacher and English Teacher Competence in Indonesia.

Data collection and analysis

The data in this study were gained from PSTs' focus group interview, reflection papers and observation which subsequently were analyzed thematically (Braun & Clarke, 2022). The EFL PSTs' reflection papers were analyzed to closely look at their reflection on the pedafiction story, especially on how the story familiarized them with English teacher competence. Besides, focus group discussion (Dilshad & Latif, 2013) in the form of a semi-structured interview (Rabionet, 2011) was carried out to assemble, confirm, and dig deeper how the stories and reflection helped the pre-service teachers recognize, identify, and become more acquainted with English teacher competence. Furthermore, the observation was enacted to obtain the data on how the pre-service teachers shared their initial reflection of pedafiction stories in a pair-share activity in the classroom, which might contribute to their final individual reflection. For the observation setting and time (Bhattacharya, 2017), six sessions of TEFL classes

in the 5th semester were observed. The observation data were also used to reveal the EFL PSTs' responses in articulating their reflection of teacher competence through pedafiction stories that show their developed familiarity toward English teacher competence. Moreover, data from observation were used to corroborate and triangulate the data from PSTs' reflection papers and the focused group interview. Those collected data were analyzed by adapting the steps proposed by Braun & Clarke (2022): (1) acquainting with data from three sources, including transcribing FGD's verbal data, (2) early data coding, (3) generating initial themes, (4) themes review and refinement, (5) determining label of themes, and (6) reporting the findings.

Teaching procedure
Prior to the pedafiction story exploration and reflection, a combined session of lecturing and whole class discussion was conducted to inform the pre-service teachers about the concept of competent teachers and English teacher competence in the Indonesian context. Through the session, the EFL pre-service teachers (PSTs) were informed about the theoretical aspects of competent teachers as issued by regulation. Fig 1. below presents the general teaching procedure.

Fig 1. Teaching Procedure of Pedafiction stories Reflection Process

Subsequently, the stories were assigned, and they went through a flipped classroom by independently reading the story outside of the class session, writing an initial reflection, and optimizing the class interaction to share their initial reflection on the story. In the class, through a pair and share activity, they shared their reflections including their feeling, opinion and insights after reading the stories. In this case, the pedafiction reading and initial reflection were carried out before the class. At that point, the EFL PSTs read the story, took a note, summarized the story, and wrote their initial reflections to share in the class.

In classroom interaction, the EFL PSTs shared their initial reflection on the story in pairs. They discussed, commented on each other, jotted down important aspects, and identified types of teacher competence shown by the character in the story. Some of them even started to link the story with wider social and political contexts. They also posed some questions about specific terms they were not familiar with to the teacher educator to avoid some misinterpretation. Subsequently, the result of pair reflection and discussion was brought to the whole class discussion with each pair contributing to the discussion. At this stage, the pre-service teachers confirmed, clarified, added, and edited (if any) what they had reflected before. The observation revealed diverse perspectives reflected in the stories. While the identification of teacher competence tends to be consistent, the perspectives on what they learned from the stories and important aspects they took for their future teaching were varied.

3. RESULTS AND DISCUSSION
This part discusses in what ways the pedafiction stories exploration and reflection familiarize the EFL pre-service teachers (PSTs) with English teacher competence. The Findings show that despite some variation in PSTs' reflection papers, the integration of story exploration and reflection was found to acquaint EFL pre-service teachers with English teacher competence, which can be seen from five aspects.

Enabling EFL PSTs to identify specific types of English teacher competence
First, pedafiction stories and reflection enabled the EFL pre-service teachers to identify types of English teacher competence represented in specific behaviors performed by the main character in the pedafiction story, as shown in a PST's written reflection:

> Mrs. Astri has four teacher competencies. First, pedagogical competence, Mrs. Astri can use teaching techniques and technology such as google classroom to support the learning process. The second is personal competence because she is a nice and diligent teacher. The third is social competence, Mrs. Astri can communicate well with other teachers and her students, not only communicate but also share her knowledge and skill with other teachers such as Pak Abu. And the last competence is professional, I believe Mrs. Astri is a professional teacher, she masters the subject of learning and I also learned about TPACK in this story. TPACK is Technological Pedagogical Content Knowledge. Yes, it also relates with pedagogical competence when Mrs. Astri uses Google Classroom in an optimal way. (PST 20, reflection)

The excerpt above shows that PST 20 could identify specific behaviors performed by the main character in pedafiction stories that represented certain types of teacher competence. At that point, the PST identified the main character's skill of mastering learning subject and material as professional competence (Soepriyatna, 2012), communicating well with other stakeholders including a teacher partner and students as social competence, good personalities as personal competence (Liando, 2010) and optimizing LMS for effective teaching as TPACK (Koh et al, 2015; Drajati et al, 2018) which PST considered as closely related to pedagogical competence.

While other competencies were confidently identified, the identification of the main character's skill of optimizing LMS, however, shows a sense of hesitation about whether the skill belongs to pedagogical skill or TPACK. In this case, observation and interview reveal that the hesitation was due to the PST's previous knowledge

of teacher competence. She knew that there were four teacher competencies based on the National Law of Teachers and Lecturers (2005), but she had not yet acknowledged the TPACK competence. The term TPACK came up during the reflection sharing session when one of the participants introduced the term. Based on the process of exploration, PST 20 drew a conclusion that the teacher's skill of optimizing LMS to deliver learning content showed good TPACK competence, which she thought was part of pedagogical competence. This reflection process shows a growing and developing awareness of teacher competence that still needs clarification from the teacher educator.

Deeper than identifying the English teaching competencies performed by the characters in the story, some PSTs were also able to reflect on how the identified competence can positively affect wider stakeholders, as shown in the following written reflection:

> In doing and publishing her classroom action research, Bu Astri does not only perform pedagogical and professional competence, her research published in a reputable journal will also be useful for other teachers, it can be a reference or model if those teachers get a similar case or problem. (PST 14, reflection)

The excerpt indicates a PST's awareness of the importance of researching classroom practices and doing publications as pedagogical and professional competence for educational transformation. In this case, Wong (2014) highlighted that by publishing classroom action research, teachers could propagate important findings to share valuable knowledge to education society. At that point, PST 14 emphasized that research publication can help other teachers to learn from the published research, especially when they face a similar situation to the researched context.

Regarding the identification of English teacher competence from the pedafiction stories, in the focus group interview, the PSTs revealed that reflection of stories helped them comprehend and identify English teacher competence concepts since the stories showed them how the English teacher competencies were implemented. In this case, they could link the general concept of teacher competence with its realization in the EFL setting, as performed by Bu Astri as the main character in pedafiction stories. The observation also shows that the PSTs used collaborative reflection sessions, in which all participants had an important role in building a community where personal and group reflection were respected to confirm and clarify their teacher competence identification.

Facilitating the EFL PSTs to learn teaching and learning concepts related to teacher competence

Second, by exploring and reflecting from the pedafiction stories, the EFL PSTs could learn various teaching and learning concepts that are related to the enactment of English teacher competencies. As an example, a PST wrote that he learnt a new concept called BIRDS which acronymized the learning steps as suggested by Suherdi in his book entitled "Camilan Ringan Intelektual Bagi Guru Sekolah (Caringin Bagus): Lezatnya Menjadi Guru Profesional: Menikmati Kehidupan Artis di Kelas" in 2021: Building Productive Rapport, Introduce the Expected Learning Steps, Raise students' Motivation, Do Simulation and Sent the First Learning Assignments) from the story.

> From the story, I found a new term BIRDS, it is about the steps to make the students motivated to learn. (PST 12, reflection)

Despite the fact that PST 12 learnt the concept of BIRDS from the story, not all PSTs obtained the same thing. It can be seen from the observation that in the sharing session of story reflection, other PSTs admitted that they were not aware of the BIRDS concept, not until PST 12 shared her pedafiction reading. It shows that sharing sessions of Pedafiction story reflection contributed to the development of other PSTs' final reflections. Another pre-service teacher (PST 7) highlighted different concepts of students' motivation by reflecting on the main character's teaching practice that emphasized students' motivation.

> The second story reminds me of the concept of teacher competence and students' motivation. I do agree with Bu Astri that before we teach our students, we have to make their motivation increase. (PST 7, reflection)

In line with his written reflection, in the session of sharing stories during the class session, PST 7 stated that the stories had taught him that, as a competent English teacher, Bu Astri did not only show excellent teaching performance but also brought learning excitement to the students that encouraged students' willingness to learn. At that point, another pre-service teacher (PST 13) wrote in her reflection that the success of improving and maintaining students' motivation is part of pedagogical and personal competence, for it directly relates with the teacher's caring personality and the skills of finding an effective strategy to motivate the students. Her statement echoes previous literature that motivating and managing students belong to pedagogical competence, which also involves specific personality characters such as caring and supportive (Lubis & Samsudin, 2021). The variety of learning concepts found in the stories shows that the ways the PST constructed the meaning of the story were varied. Furthermore, as revealed from PSTs' reflections and their sharing sessions, other teaching and learning concepts learnt from the story included the concept of the flipped classroom, students' engagement, students' learning styles, and learning autonomy. The learning concepts they learnt from the stories show that reflection enabled the PSTs to make some crucial emphasis that was important to them (Beauchamp, 2014) from the story. In the process of finding teaching and learning concepts, observation and focus group interview data revealed that collaborative reflection on the pedafiction stories helped the PSTs get some inputs they missed in their initial reflection. This indicates another benefit of collaborative reflection (Turhan & Kirkgöz, 2021) to facilitate the participants in developing joint meaning.

Facilitating the EFL PSTs' contemplation of teacher competence in reality

Third, through pedafiction stories exploration and reflection, the PSTs could relate and compare the illustration of teacher competence performed by the main character in the story with the realization of teacher competence in real life. Many pre-service teachers who had no teaching experience tend to compare Bu Astri, as the main character, with the teacher that they thought was similar to them in certain ways. Some PSTs also related the events in the story with the events they experienced as student teachers.

Despite the embracement of Bu Astri's character as a competent English teacher, some EFL PSTs perceive that Bu Astri's character is too good to be true, as PST 8 stated in story reflection sharing through a pair share session, "Bu Astri's character reminds me of my teacher, but only in some ways, I think Bu Astri is too ideal with no flaws". It was confirmed by PST 20 that, "In real life, it's not easy to be like Bu Asri because there will be obstacles from ourselves and outside." Different with previous ones, PST 7 perceived that the writer of the story intentionally brought up By Astri's character as an excellent teacher and Pak Abu's character as a mediocre teacher to represent the real characters in teaching reality, "Bu Astri and Pak Abu are two different types of teachers with bu Astri is the ideal one and Pak Abu is ordinary one, and that is common to find in real teaching life."

For some PSTs who had teaching experience, they contemplated the story by relating it to their real teaching experience, as shown in the following reflection.

> Bu Astri's story is related to my experience as a tutor at a school, although there are many challenges in teaching students but it is satisfying when we can see our students' success in learning the subject, that's a wonderful thing in my opinion. And I was entrusted with helping to teach at a remote elementary school and I was very happy when I saw the progress of the students' learning. And it's true what Bu Astri said that everything depends on our mindset, if we think it is difficult then the activity will be difficult and, vice versa, if our mindset is happy, we will be excited when we do any activity. It is also related to my current experience, with a lot of tasks and many activities, I used to complain but believe it or not, when I started enjoying them, they will flow like water. (PST 5, reflection)

More experienced PSTs also questioned the gap between the ideal competent teacher characteristic conveyed in the story and its reality. As an example, a PST questioned the idea of classroom action research as reflective practice that is believed to be able to transform the teaching quality.

> I know that writing can solve a lot of problems. But about classroom action research described in the story, in reality, it is not yet well implemented. I found that CAR is just you write about a topic. I have not seen CAR as problem solving, the teachers do CAR but they just go on doing their teaching without changing the way they teach, the students still have the same problems. (PST 3, reflection)

Through reflection, the PST pointed to an issue of classroom action research she observed from real school life. It was not implemented as how it should be. In line with her reflection, in the story reflection sharing through a pair and share activity, she revealed that in her school setting, some teachers did classroom action research for the sake of fulfilling requirements for functional promotion, which was totally different from the ideal purpose of teachers doing classroom action research as implied in the story, such as to facilitate teachers as active agents of educational knowledge (Hernandez & Ugalde, 2020) and educational transformation (Garcia-Chamorro & Rosado-Mendinueta, 2021; Su & Wang, 2022) as well as to improve their effectiveness in the classroom, as referred to Kincheloe's book entitled "Teachers as Researchers: Qualitative inquiry as a path to empowerment" in 2003. At that point, the activity of relating, comparing and contrasting the character in the story with her experience as part time teaching assistant made her reflection, to a certain extent, deeper than other pre-service teachers who had no experience. In the story exploration session, some alternative solutions for improving the enactment of CAR came up such as making sure the problems posed in the research are the real problems in the class, evaluating CAR enactment by stakeholders, and improving the teachers' awareness of the crucial role of CAR.

Enabling the EFL PSTs to connect the teacher competence with broader contextual situation
Fourth, through pedafiction stories exploration and reflection, the PSTs were able to connect the identified teaching competence with the broader contextual situation in Indonesia which can be seen from the following written reflection:

> This story also brought up the teacher competence of pedagogy technology which is very important nowadays because almost every aspect is already synchronized technology including in the education field… The story also shows that the teachers do not have similar skills in technology, there is a gap. The government has to give training to all teachers fairly (PST 7, reflection)

The excerpt shows that the pre-service teacher connected the need for competence which he called 'pedagogy technology' with the fact that the use of technology is inevitable, especially in education. As a consequence, "the teacher should adapt to the change, all changes," PST 3 said. More than that, the pre-service teacher could critically reflect on the situation by bringing up social issues, as expressed by PST 20:

> The social issue is the transition of a learning system that uses more sophisticated technology but not all teachers can follow the transition, many teachers do not understand technology. Here, the government should reach all teachers and give training for all teachers about technology. (PST 20, reflection)

In the story, while the main character is described as a teacher who is skillful in technology, other teacher characters are described as mediocre teachers with low levels of technical knowledge and skill. Deeper than just looking at the main character's ideal role in offering help to guide other teacher partners, the pre-service teacher could reflect on the social and political context of the skill gap among teachers, with which the government should be concerned.

However, findings from observation, focus group interview, and PSTs reflection reveal that only a few PSTs were able to connect the teacher competence with broader contextual situations. In this case, the PSTs' understanding of reflections (Avarzamani & Farahian, 2019; Chan & Luo, 2020) and development through online interaction (Mumford & Dikilitas, 2020), which has not yet reached critical reflection level. At that point, Yuan and Mak (2018) assert that the reflection concept can be too abstract for PSTs due to their limited pedagogical knowledge and experience which requires more guidance and time (Russell, 2013).

Developing EFL PSTs' identity of imagined future English teaching profession
Fifth, getting familiar with English teacher competence through pedafiction stories exploration and reflection has, to some extent, developed EFL pre-service teachers' teaching identity in envisioning their future English teaching profession. Most of the pre-service teachers wrote about what kind of English teacher they would be and what kind of English teacher they wanted to be, as shown by the following written reflection.

> If I were to be an English teacher in the future, I hope I can implement all the things that Bu Astri has done. Because she is a truly motivational teacher that I look up to, she has all four teachers' competencies based on all the stories. As the current fifth semester students who are struggling on the paper, I wish I had a good research paper just like her. (PST 1, reflection)

The excerpt shows that, inspired by the main character in the story, the PST1 revealed what kind of teacher he wants to be in the future. In this case, a competent English teacher becomes his imagined future teaching English profession, with a highlight on research paper capacity that contextually relates with his current need as a student teacher. In a more detailed elaboration, another pre-service teacher wrote about her imagined future English teacher:

> In the future I want to be like Bu Astri who is highly dedicated, always trustworthy, easy to get along with, and likes to build networks (sillah), discipline (taaddubah), full of compassion (rahmah) and consistent in maintaining these qualities (istiqomah). I think being the figure of Bu Astri is not easy but with the intention, God willing, I will become the next Bu Astri in real life. (PST 5, reflection)

A bit different from the previous PST, this pre-service teacher made personal and social competence as highlighted traits that contribute to her imagined future self as an English teacher. PST 5, who was also an honorary teacher in an Islamic school, highlighted the personal and social competencies that are in line with Islamic values, mentioned in the pedafiction stories. Despite the use of Islamic terms in the pedafiction, the personal and social competencies represented by the main character in the stories are still relevant for the pre-service teachers from different religion background as they carry a universal message to be the professional and competent teacher. In that case, the teacher educator may facilitate an open critical dialogue (Kang & O'Neill, 2018; Laman et al, 2012) to give the space for the pre-service teachers to have a say about the differences of their views with what they read and learnt from the pedafiction. The emphasis on personal and social competence was also expressed in the following statement.

> In the future when I become an English teacher, I want to be as ideal as bu Asri in becoming a professional teacher with a more flexible personality, eager to learn, motivated and always trying like Pa Abu. (PST 6, reflection)

Besides being a professional teacher like the main character, PST 6 also was inspired by Pak Abu, a supporting teacher character in the story, with his motivation and eagerness to learn. The PST 6 confirmed in the Focus Group Discussion that even though the story is centered around the ideal teacher of Bu Asri but Pak Abu has nice personalities. Compared to Bu Astri, Pak Abu is perceived as more humorist, easy going and friendly. Therefore, the combination of professionalism of Bu Astri with preferred personality of Pak Abu was considered as the perfect combo of her imagined ideal EFL teacher.

The reflection papers also show different reactions given by the PSTs with no teaching experience and those with some teaching experience. PST 10, for example, wrote, "Story of Bu Astri truly changes my perspective of a teacher. Becoming a teacher is truly hard, we should master all teacher competences." This perspective change was also expressed by many pre-service teachers in their reflections and during think-pair-share activities as stated by PST 2 that "After reading this story, something changes in my perspective about teacher, that teacher should be forever learner or it is called long life learner." Those perspective changes indicate their developed awareness of the need for teacher transformation (Gutiérrez et al., 2019). However, few English teachers who had experience of teaching at schools did not express their amazement toward teacher competences described in the stories as great as the less experienced pre-service teachers which can be seen from the following excerpt:

> I think what Mrs. Astri did is not something extraordinary, that is exactly what all educators in this country must do…What amazed me is Bu Astri's consistency in fulfilling her responsibility optimally and her statement shocked me that our irresponsibility of fulfilling our duty as a teacher can prevent us from heaven. (PST 14, reflection)

The excerpt shows that the participant, as a more experienced pre-service teacher,already knew the standard of the teachers' traits as described in the story. To this point, this participant has already been fully aware of these traits as the standard competencies for EFL teachers in Indonesia, based on The Regulations of Republic of Indonesia No.14/2005 about teachers and lecturers from The National Education Department. Accordingly, she did not consider it as something new. Even so, she still got a new insight into the teaching profession from a religious perspective that reminded her about her current role as a teaching assistant and her future role as a 'real' English

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teacher. Another more experienced pre-service teacher (PST 5) also added that the story "has illustrated the English teaching profession in a deeper sense." In the focus group interview, a PST admitted that through the reflection process, the pedafiction stories have become a reference for the EFL PSTs on what they should do when they become a teacher, which therefore enables them to gain the benefit of reflection and insights into their future teaching (Farell, 2015). In addition, the stories and reflection were admitted to bridge the concepts of teacher competence they learnt with how they should be implemented in English teaching. At that point, as Yuan & Mak (2018) pointed out, the PSTs as subject identities are mediated by their engagements with objects of individual and collaborative reflection as well as artifacts (pedafiction stories, concepts of teacher competence and learning theories), which may transform and influence PSTs' professional identity development.

4. CONCLUSION

This study explores the use of pedafiction stories and reflection to familiarize EFL pre-service teachers (PSTs) with teacher competence. The findings reveal that pedafiction stories exploration and reflection have acquainted the EFL PSTs with teacher competencies in five ways: It has enabled the PSTs to identify the English teacher competencies shown by the character in the story, learn teaching and learning concepts related to teacher competencies, relate and compare the teacher competencies performed by the main character in the story with their realization in real life, connect the teacher competencies illustrated in the story with reality and broader contextual situation, also develop their identity of imagined future English teaching profession. The findings also reveal that the reflection depth was varied, which was potentially influenced by the PSTs' prior knowledge and experience. In this case, the PSTs with more teaching experience tend to write deeper reflections and analysis by comparing the teacher competence represented in the pedafiction stories with real teaching life and relating the concept of teacher competence with broader social contexts. The findings also show the potential benefits of bringing stories and reflection to English teacher preparation classes, especially at the pre-service level. In this case, the story can be used as a medium to illustrate some concepts related to teaching and learning. It can also be used to stimulate the pre-service teachers' deep thinking on issues brought up in the story. By reflecting, the pre-service teachers can contemplate on important aspects they got from the story, relate them to other concepts as well as real contextual situations, and eventually emphasize specific lessons learnt such as traits, manners, and skills that really matter to them personally and professionally. The findings of the study should be evaluated considering its limitations. Even though it has been mentioned in this study that the pre-service teachers' reflections varied in terms of their depth, the variation has not been explored in detail. In other words, this study has not addressed the depth or level of individual reflection as a result of reading the pedafiction. For this reason, further studies might examine the variation of pre-service teachers' reflections on the stories in terms of their depth. In addition, pedafiction stories in this study are ready made stories which may not suit the contextual needs and sociocultural value of the pre-service teachers in certain settings and therefore it is important for future researchers to explore the design and the use of stories written by the teacher educators based on the contextual needs of the pre-service teachers in their own classroom.

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