

## ANALYSIS OF STUDENTS' PERSPECTIVE ON COMPETENT AND PROFESSIONAL ENGLISH TEACHERS IN GRADE NINTH OF SMP WR. SUPRATMAN 1 MEDAN 2024/2025 ACADEMIC YEAR

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### ABSTRAK

Penelitian kualitatif ini mengkaji persepsi siswa kelas sembilan terhadap Kompetensi dan Profesionalisme guru Bahasa Inggris di SMP WR. Supratman 1 Medan pada tahun ajaran 2024/2025. Penelitian ini mengangkat tiga pertanyaan utama: (1) Bagaimana siswa memandang guru Bahasa Inggris yang profesional dan kompeten? (2) Bagaimana karakteristik tersebut tercermin dalam praktik mengajar guru? (3) Apa alasan di balik persepsi tersebut? Metode utama pengumpulan data dilakukan melalui survei dan angket yang mencakup pertanyaan tertutup dan terbuka. Analisis tematik awal menunjukkan bahwa siswa sangat menghargai kemampuan guru dalam beradaptasi secara pedagogis serta dukungan emosional yang diberikan, serta menyadari adanya pengaruh faktor kontekstual seperti lingkungan kelas terhadap persepsi mereka. Studi ini menyoroti interaksi dinamis antara kompetensi guru dan pengalaman belajar siswa, serta memberikan rekomendasi bagi program pelatihan guru agar lebih mampu memenuhi kebutuhan peserta didik.

**Kata Kunci:** Kompetensi Guru, Profesionalisme Guru, Persepsi Siswa, Penelitian Kualitatif, Lingkungan Kelas.

### ABSTRACT

*This qualitative study examines ninth-grade students' perspectives on the Competence and Professionalism of English teachers at SMP WR. Supratman 1 Medan during the 2024/2025 academic year. The study addresses three central questions: (1) How do students perceive professional and competent English teachers? (2) How are these traits demonstrated in teachers' practices? (3) What are the reasons behind these perceptions? The primary data collection method involves administering surveys and questionnaires, consisting of both closed-ended and open-ended questions. Preliminary thematic analysis reveals that students highly value teachers' pedagogical adaptability and emotional support, while also recognizing the influence of contextual factors, such as the classroom environment, on their perceptions. This study highlights the dynamic interaction between teacher competence and student learning experiences, providing recommendations for teacher training programs to better meet the needs of learners.*

**Keywords:** Teachers Competence, Teachers Professionalism, Students Perspective, Qualitative Research, Classroom Environment.

### 1. INTRODUCTION

The existence of English is very significant in a global context, reflecting

its role as a communication bridge in an increasingly connected world. Many leading educational and research

institutions use English as the language of instruction, this make access to information and knowledge easier for people from different backgrounds. English has become the lingua franca in many fields, including business and education, and its ability to adapt its spread throughout the world (Crystal, D., 2003). Hence, this makes communication between nations easier.

English has a very important role in various aspects of modern life (Siewierska, A., 2005). Additionally, there are various strategies to enhance students' English skills, including improving their reading comprehension and developing their critical thinking skills by using a question strategy (Manik and Sinaga, 2021). In education, it is the language of instruction in many institutions, providing access to textbooks and research materials written largely in English (Crystal, D., 1997). In the world of business and economics, English is often used as the primary language for international communication, negotiations and presentations, which makes it crucial for professional careers (Sweeney, S., 1997). In the field of technology, much software and online resources are developed in English, so understanding them is important to keep up with the latest developments. Additionally, English dominates global media and entertainment, from films to music, allowing people to enjoy and understand cultures from all over the world (Crystal, D., 2001).

In the tourism sector, this language is the main communication tool that facilitates interaction between tourists and servers. At the diplomatic level, English is the official language in many international organizations, essential for negotiations and relations between countries (Friedrich, P., 2016). English also opens up opportunities for personal development thorough access to courses and seminars that are generally available

in this language. Finally, in an increasingly connected world, English is becoming a bridge of communication between cultures, allowing people to share ideas and build relationships. Thus, mastery of English is the key to participating effectively in global society

Because of the importance of English in various aspects of kufe, the presence of teachers who are competent and professional in teaching it is very crucial (Seal, A., 2015). A qualified English teacher can provide a deep understanding of the grammar, vocabulaty and communication skills necessary to interact effectively at an international level (Harmer, J., 2007). Apart from that, a teacher who is able to foster the students' reading interest is a competent teacher, as well as an effective educator (Manik et all, 2024). They not only need to have a good command of English, but also have an understanding of the culture and context in which this language is used. In addition, professional teachers can breate an interactive and fun learning environment, which can increase students' mottivation and interest in learning languages. With the right teaching methodolgy, they can help students develop essential listening, speaking, reading, and writing skills. In an increasingly connected world, the presence of competent English teachers is very important to prepare future generations to be able to compete effectively at a global level.

Competent teachers are able to develop better teaching strategies, which in turn increase student motivation and achievement (Creemers et all, 1999). Originally, one of the characteristics of a competent teacher is the development of pedagogical strategies, such as code-meshing, not only to encourage students to draw on all their language skills but also to learn and express themselves more effectively (Manik et all, 2024). Rekevant educational background and recognized teaching certifications are also an

important part of their competencies. In addition, professional teachers are able to deliver material clearly and interestingly, using a variety of teaching methods to meet students' needs (Jack C. Richards and Thomas S. C. Farrell., 2011). They also have a cultural awareness that allows them to teach the cultural context behind the language being taught. Good interpersonal skills help them build positive relationships with students, creating a supportive and motivating learning environment (Marzano et al., 2003). With a high adaptability to technological developments and pedagogical updates, this teacher is always ready to apply new, relevant methods. Strong professional commitment, demonstrated through dedication to improve skills and knowledge, as well as a passion for teaching, makes them a valuable source of inspiration for students in achieving their goals (Day, C., 2004).

The researcher found that many studies have been conducted related to the title of this research, such as (Rahmatunnisa et al., 2021), entitled "The Implementation of Professional Competence in Teaching ESP at Four Private Vacation Schools in Grobongan". The findings demonstrated that all teachers were proficient in creating ESP curricula that took responsibility for the learning resources, assessment, learning activities, instructional materials, and time allotment. Then, despite a teacher forgetting to write the learning technique and the learning media, they had successfully developed an ESP lesson plan. Whiteboards, board markers, LCDs, laptops and other auxiliary equipment were among the media utilized. Furthermore, all teachers performed the teaching-learning process effectively, even though some had trouble implementing the lesson plan because they were unable to relate it to actual circumstances in the classroom. According to the final finding, every

teacher created a unique assignment for each student. However, the only person who created group assignments was the teacher.

Other research by (Tanjung et al., 2022) with the title "Students' Perception on English Teacher's Competences at SMK negeri 1 Sawan", the findings showed that the students had 1) a positive perception of their English teacher's pedagogy competence, 2) a very positive perception of their English teacher's personality competence, 3) a positive perception of their English teacher's social competence, and 4) a very positive perception of their English teacher's professional competence. Further study by (Fausyia et al., 2024) entitled "An Analysis of English Teacher's Competences at Senior High Schools in Pangkep". English teachers from SMAN 2 Pangkep, SMAN 9 Pangkep and SMAN 10 Pangkep made up the sample, while the population of this study comprised senior high school teachers in Pangkep. According to the findings, the English teachers from the three schools, particularly SMAN 10 Pangkep, required improvement in terms of pedagogical ability. Since students arrived from the islands in Pangkep, the learning process was still conducted online, which made it difficult to properly integrate pedagogical competency at SMAN 10 Pangkep.

However, researchers realized no research on the opinions of 9<sup>th</sup> grade junior high school students on the competency and professionalism of English teachers in the classroom. The focus of this study will be on ninth-grade students' perceptions. The goals of this research conducted at SMP WR. Supratman 1 Medan in order to find out students' perspectives on competent and professional English teachers in grade ninth for the 2024/2025 academic year is to evaluate the quality of teaching provided by teachers, with a focus on teaching methods, delivery material, and communication skills. This research also

aims to identify students' expectations and needs for English teachers, as well as assess how their views about teacher competence and professionalism influence their learning motivation and academic achievement. In addition, it is expected that this research can provide constructive feedback for schools and teachers to improve teaching practices, as well as produce recommendations based on student perspectives for developing training programs for teachers. Thus, this research contributes to improve the quality of education at SMP WR Supratman 1 Medan and education quality in Indonesia generally.

An experiential learning theory emphasizes that students' perceptions of their teachers significantly influence their motivation and engagement in learning. When students view their English teachers as competent and professional teachers, they are more likely to be motivated and actively participate in the classroom (Kolb, D., 1984). In examining students' perspectives on competent and professional English teachers at SMP WR. Supratman 1 Medan for the 2024/2025 academic year, several foundational assumptions guide the analysis. First, it is assumed that students have a nuanced understanding of the qualities that define effective teaching. This understanding is likely shaped by their personal educational experiences, the influence of peers and societal expectations surrounding the role of teachers. Consequently, students may possess a set of criteria against which they evaluate their English teachers, encompassing aspects such as teaching methodology, subject knowledge and interpersonal skills.

Another key assumption is that students' perspectives are influenced by the contextual factors present within their learning environment (Hooks, B., 1994). These factors include classroom dynamics, the curriculum and the availability of resources. It is presumed

that a positive classroom atmosphere, characterized by respect and support, enhances students' perceptions of their teachers' competence and professionalism. Furthermore, the role of the student-teacher relationships is assumed to be significant; the students are likely to rate teachers more favorably if they feel valued and understood in the learning process (Anderson, M., 2017).

Additionally, it is assumed that students will articulate their perspectives based on both qualitative and quantitative experiences with their English teachers (Anne R. J. Clark., 2017). This means that the students' evaluations may stem from personal interactions, feedback on assignments and the overall impact of the teachers' instructional strategies on their learning outcomes (Pollard, A., 2014). The study assumes that these varied experiences will contribute to a comprehensive view of teachers' effectiveness, with students able to provide specific examples to support their assessments.

Lastly, it is assumed that there is a direct correlation between students' perceptions of teacher competence and their academic performance in English (Hattie, J., 2009). The analysis presumes that when students perceive their teachers as skilled and professional, they are more likely to engage actively in lessons, leading to improved motivation and academic success. This assumption highlights the importance of understanding students' viewpoints, as they can offer valuable insights into the dynamics of effective teaching and its impact on learning outcomes.

Based on the explanation that has been stated above, this research formulated research questions as follows:

1. What is the students' perspective on the professional and competent English teachers in grade ninth of SMP WR. Supratman 1 Medan 2024/2025 academic year?

2. How are the professional and competent English teacher perceived according to the students' perspective?
3. Why do the students have perspective on professional and competent English teacher such the way?

Based on the problem identification that has been stated above, the objective of this research is as follow:

- 1) To identify the students' perspective on the professional and competent English teachers in grade ninth of SMP WR. Supratman 1 Medan 2024/2025 academic year.
- 2) To elaborate the professional and competent English teacher perceived according to the students' perspective.
- 3) To know reason of the students, have perspective on professional and competent English teacher such the way.

The scope of this research focuses on analysis of the perspectives of grade of ninth students towards competent and professional English teachers at SMP WR. Supratman 1 Medan during the 2024/2025 academic year. This study will focus specifically on students enrolled in English programs, aiming to indentify the key attributes they associate with teacher competence, such as language proficiency, effective teaching strategies and subject knowledge. Additionally, this research will explore students' views of professionalism, which includes qualities such as punctually, preparedness, either behavior and effective communication. By understanding these perspectives, this research intends to highlight important factors that contribute to students' learning experiences and educational outcomes.

To achieve this goal, this research will use qualitative research approach, utilizing surveys to collect comprehensive data. This will allow for a deeper understanding of students' opinions and the nuances behind their perceptions. By focusing exclusively on ninth grade students of SMP WR.

Supratman 1 Medan, this research aims to provide targeted insights that can inform teachers, government, education stakeholders/related institutions and development inittiatives, ultimately improving the qulaity of English education in this particular context.

## 2. RESEARCH METHOD

Qualitative research is a method of inquiry that focuses on understanding the meaning and experiences of individuals, groups or social phenomena in depth (Cresswell, J. W., & Poth, C. N., 2018). It aims to provide insights into underlying reasons and perspectives. This research will use qualitative method by focus on gathering detailed, rich data through students' perspectives, exploring how they view their English teachers' competence and professionalism (Merriam, S. B., & Tisdell, E. J., 2016).

This research will be conducted on January-February 2025 at WR. Supratman 1 Junior High School which is located at Jl. Asia No. 143, Sei Rengas 1, Kec. Medan Kota, Sumatra Utara.

The subject of the research is 20 students of the grade ninth students at SMP WR. Supratman 1 Medan were chosen as participants by researchers. The researchers will employ simple random sampling to determine the sample to be used in the research, which means that sample members were selected at random from the population without regard for strata (Sugiyono, 2013). These students are the main participants in the study, and their perspectives will be collected to understand their views on the competence and professionalism of their English teachers (Platton, M. Q., 2015). The research aims to analyze how students evaluate the ffectiveness, skill level and overall professionalism of their English teachers, providing valuable insights for potential improvements in teaching practices and student learning experiences (Richards, J. C., & Farrell, T. S. C., 2005).



The instruments for research include:

1. Questionnaire/Surveys: A structured set of questions designed to gather data from students about their views on the competence and professionalism of their English teachers. These questions can be both closed-ended (e.g., Likert scale questions) and open-ended (allowing students to express their opinions in more detail).
2. Interviews: Semi-structured or structured interviews with a selected group of students to gain deeper insights into their perspectives. This instrument allows for more personal responses and in-depth understanding of students' experiences with their English teachers.
3. Observation: Observing classroom interactions between students and their English teachers can provide additional context to students' perspectives. This could involve noting aspects such as teacher-student engagement, teaching methods and classroom management.
4. Document Analysis: Analyzing school records or performance data to assess how the students' academic performance correlates with their perceptions of their teachers' competence and professionalism.

The technique of collecting data for this research involve several methods to gather comprehensive information from the participants. One primary technique is administering surveys or questionnaires to the students, which include both close-ended and open-ended questions, enabling the collection of both quantitative and qualitative data (Creswell, J. W., 2014). These surveys could be distributed either in paper form or online. In addition to surveys, interview individual to obtain deeper insights into their perceptions of their English teachers' competence and professionalism. Focus opened discussions are another technique.

Finally, document analysis, such as reviewing academic records and teacher performance evaluations, could be employed to compare the students' perceptions with actual data on teacher performance.

Analyzing students' perspectives on the competence and professionalism of English teachers in grade ninth at SMP WR. Supratman 1 Medan for the 2024/2025 academic year using qualitative methods requires a systematic approach. The steps involved are:

1. Familiarization with the Data: Read through the responses to get an overall sense of what students are saying about their English teachers' competence and professionalism.
2. Data Preparation: Organize the data into manageable units; it could be transcripts of interviews or open-ended survey responses.
3. Developing a Theory: After completing data collection, compare and contrast the final set of themes or categories to understand the full spectrum of student perceptions. Based on the patterns observed, develop a theory about how students perceive competence and professionalism in English teachers.

Validation is necessary for every research investigation to guarantee the accuracy of the results. The term "trustworthiness" refers to the validation in qualitative research. According to (Cresswell, 2014), triangulation, member verification and auditing are some of the methods used in qualitative research to guarantee the validity of the data on the study's findings. To assess the reliability of the data in this study, the researchers used the triangulation approach. Define triangulation as the use of multiple techniques to validate the same source. Interview data, for example, is contrasted with observational data or document analysis results.

This study used questionnaire and interview to test the validity of the data.

The questionnaire will be given by the researchers to measure the extend of students' perceptions of Competent and Professional English Teachers. Then, the researchers conducted interviews with students to find out more about their perceptions.

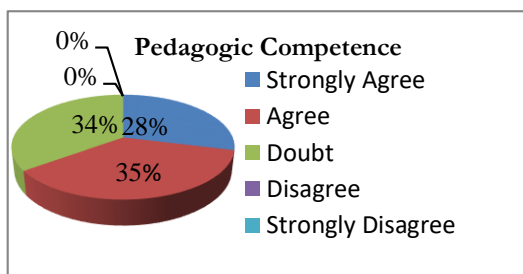
### 3. FINDINGS AND DISCUSSION

#### Findings

This section presented research findings that focused at determining the competence of English teachers at SMP WR Supratman 1, Medan. The ability of English teachers was discovered by collecting data during the classroom learning process, which included questioner and interviews. The competence of English teachers was divided into four categories: pedagogical competence, personality competence, social competence, and professional competence. The data analysis resulted in the following:

#### 1. Pedagogical Competence

Pedagogic competence describes as the ability to manage learners, design and implement learning activities, evaluate learning outcomes, and develop learners in order to realize the diverse potentials of teachers and motivate students to learn (Ma'rifatullah et al., 2019). The researchers obtains the questionnaire's score findings. The scores are percentaged as follows:



According to percentage above, there are 28% of students selected the "Strongly Agree", 35% of students selected "Agree", 34% of students selected "Doubt", 0% of students selected "Disagree" and "Strongly Disagree". Based

on the percentage, the students had positive perspective on the teachers' pedagogical competence. To gather more detailed data from the questionnaire, the researchers conducted interviews with students in order to get deeper into their perspectives on the English teachers' pedagogical competency. These are the interview's results:

AVS student: *"We often do creative activities like writing our own stories."*

AW student: *"My teacher uses websites that make learning more exciting and modern."*

RH student: *"Watching short videos in English helps me hear the language is spoken naturally."*

Based on the interview results, the English teacher at SMP WR Supratman 1 Medan designed interesting lessons, making students creativity by writing their own stories and using technology, namely websites and videos. Another perspective from other students describe below:

ZP student: *"....., Sometimes my teacher helps me to understand better by using some pictures or slides."*

The student's perception above is in line with the opinions of other students, such as:

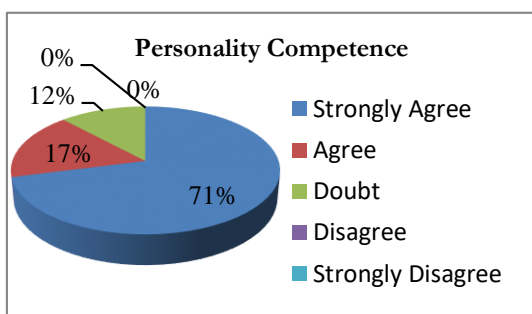
C student: *"When I don't understand something, my teacher uses pictures or charts to explains the idea more clearly."*

KA student: *"My teacher gives positive feedback when I ask a question or make an effort, which boosts my confidence."*

According to the student's statement above, the teacher conducts interesting learning activities and provides effective feedback, resulting in good learning outcome. The results of questionnaire and interview above showed that grade 9 students had perspectives that the English teacher at SMP WR Supratman 1 Medan has good pedagogical competence.

## 2. Personality Competence

According to the Regulation of the Minister of National Education Number 16 of 2007, a teacher's personality competence is assessed based on five indicators: (1) acting in accordance with religious, legal, social, and cultural norms of Indonesia; (2) presenting oneself as an honest person with noble character and a role model for students and society; (3) demonstrating stability, maturity, wisdom, and authority; (4) showing work ethic, high responsibility, pride in being a teacher, and self-confidence; and (5) upholding the teacher's professional code of ethics. The researchers obtained the results of the questionnaire scores on the



personal competence of teacher. The scores are the following percentages:

According to percentage above, the highest scale was strongly "Strongly Agree" which received 71%. It was followed by 17% response on the "Agree", 12% response on the "Doubt", 0% response on the "Disagree" and "Strongly Disagree". As a result of the mean score categorization and percentage comparison, it can be concluded that the ninth students positively perceived the English teacher's personality competence. The researchers interviews students in order to get deeper into their perspectives on the English teacher's personality competency. These are the interview's results:

M student: ....., *If I had trouble with a lesson, the teacher would give me extra worksheets or exercises to help me practice.*"

CA student: *"If I didn't get it the first time, the teacher is patients and willing to explain it again in a different way."*

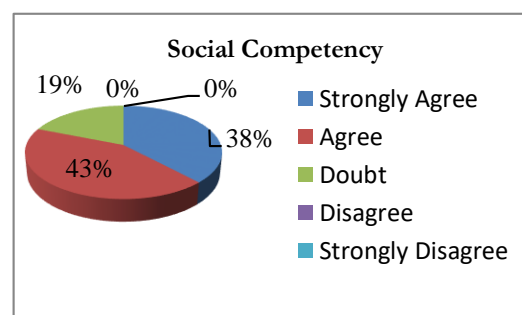
W student: *"If I didn't get the first explanation, my teacher would rephrase it, using different words or examples."*

IT student: *"Yes, I have. If I was struggling, the teacher allowed me extra time to work through tasks or assignments without feeling rushed."*

Based on the interview results, the English teacher at SMP WR Supratman 1 Medan provides more exercises for students who are struggling with the material being taught. The teacher carefully re-explains the topic using different language and examples. This shows that teachers have a feeling of responsibility and patience towards students. The results of the questionnaire and interviews above, 9th grade students had perspective that the English teacher at SMP WR Supratman 1 Medan has a highly good personality.

## 3. Social Competence

Teacher social competency refers to the teacher's ability for interaction with the environment, which includes students, parents, and colleagues. The researchers obtained the results of the questionnaire scores on the social competence of teacher. The percentages scores are the following:



The "Agree" scale had the highest percentage, that got 43% the students responses. "Strongly Agree" got 38% of students choose. There 19% of students responses to "Doubt". No one of students choose "Disagree" and "Strongly



Disagree”, so for that got 0%. The results showed that the students had positive perspective of their English teacher’s social competence. The researchers doing interviews students to get deeper into their perspectives on their English teachers’ social competency. The interview results are as follows:

KA student: “....., *Every time I succeed, no matter how small, my teacher celebrates it, building my confidence in using English.*”

GG student: ” ..... , *When I find something hard, my teacher relates to my struggles and makes me feel like i am not alone.*”

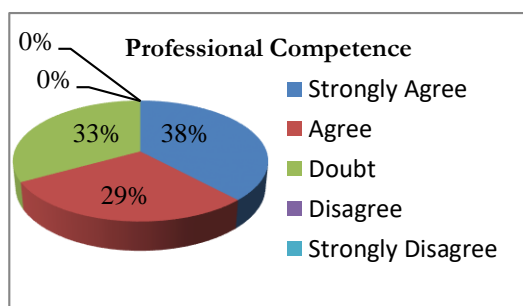
EK student: “*My teacher rewards even small progress, which motivates me to keep improving.*”

ML student :” *When I struggle, my teacher reminds me that I can improve with effort, which motivates me to keep trying.*”

The interview findings above show that teachers have good communication abilities with students. Small rewards or praise can help teachers and students communicate more effectively. Based on the results of the questionnaire and interviews above, 9th grade students had positive perspective of their English teacher’s social competence at SMP WR Supratman 1 Medan.

#### 4. Professional Competence

A teacher’s personality, communication skills, technological proficiency, and content mastery are all components of their professional competency. The researchers obtained the results of the questionnaire scores on the professional competence of teacher. The percentages scores are the following:



The “Strongly Agree” scale received the highest percentage of responses 38%, followed by the “Doubt” got 33%, then “Agree” got 29%, “Disagree and “Strongly Disagree” had the lowest percentage. In the ninth students’ perspective of the professional competence of the English teacher were good. To get deeper into the ninth students perspectives on their English teachers’ social competency, the researchers doing interviews with them. The interview results are as follows:

CL student: “*Yes, I have. If the lesson was too hard to follow, my teacher would make an effort to avoid complex vocabulary or complicated phrases.*”

JR student: “....., *When the lesson was difficult, the teacher used simpler words or phrases to make the content more understandable.*”

FL student: ”*Explaining grammar rules clearly helps me know how to use them in my own sentences.*”

JBL student: “*Yes, I have. My teacher would give many examples or scenarios, so I could see how the lesson applied to real life situations.*”

The interview results above show that English teachers at SMP WR Supratman 1 Medan have extensive understanding of English. This is evident from the students’ statements throughout the interview, which show that their teachers utilize simpler and more commonly used vocabulary, explain grammar clearly, and use simpler words or phrases to make them easier for students to understand. Other perception below:

KK student: “*My teacher creates a positive and welcoming environment where we feel comfortable making mistakes and learning from them.*”

JF student: “*We often debate about fun or interesting topics, which lets me practice my speaking skills in an enjoyable way.*”

The students' statement above shows how the teacher creates an enjoyable classroom, so that children do not feel intimidated when learning English. Based on the results of the questionnaire and interviews above, 9th grade students had positive perspective of their English teacher's professional competence at SMP WR Supratman 1 Medan.

## Discussion

This study aims to assess students' perspective of the competence and professionalism of English teachers at SMP WR Supratman 1 Medan. (Rahmatunnisa et al., 2021) stated that a professional teacher should master some competencies. There are four competencies that must be mastered by teachers, namely pedagogical competence, personal competence, social competence and professional competence. (Ma'rifatullah et al., 2019) state that the competence of teachers will deliver it to be a professional teacher coveted by learners.

The results of this study indicate that English teachers at SMP WR Supratman 1 Medan can design interesting learning activities and provide effective feedback, resulting in good learning outcomes. (Tanjung et al., 2022) stated that a good teacher must be able to attract students' attention by using specific learning strategies and methods. The English teacher applies the indicators contained in pedagogical competence, so it can be concluded that English teachers at SMP WR Supratman 1 Medan have good pedagogical competence.

Teachers' responsibilities include not only transmitting knowledge but also giving character education (Metimukarrama, 2018). According to the findings of the teacher personality competency research, English teachers at SMP WR Supratman 1 Medan have a responsible and patient attitude, as evidenced by providing additional

exercises and re-explaining information to students who struggle with it. The English teachers at SMP WR Supratman 1 Medan have good personal competency, as seen by their responsible and patient attitudes. (Lase, et al., 2023) state that a teacher who exhibits strong personality competency becomes a role model for students, encouraging them to replicate positive behaviors. Consequently, the method a teacher teaches has a direct impact on how students learn. A teacher who can provide excellent education not only improves students' cognitive capacities, but also helps to shape a smart, skillful, and character-driven nation.

According to Denham, et al (2020) cites in (Siruwa et al., 2023) teachers must communicate and interact successfully and attractively with students, other teachers and education staff, parents and guardians of students, the neighborhood surrounding the school and the educator's residence, and other parties interested in the school. This condition demonstrates that teachers' social skills result when they socialize, involve as professionals and members of society, and apply them in everyday life. The social skills possessed by teachers, it has an impact on students to achieve academic and social success in the future. In social competence, the teachers give small rewards or praise to students and give words of encouragement. From this it can be seen that teachers have good communication abilities with students. (Brophy, 1981), state that the praise can be encouraging and reinforcement to students. Praise can also be used as an icebreaker to assist start interactions with alienated students. It can be concluded that English teachers at SMP WR Supratman 1 Medan have good social competence.

(Hanafiah, et al., 2024) state that the term "professional" is defined by two variables, namely the individual and how they perform or look while performing

their duties and work. Wise (1989) cited in (Tichenor & Tichenor, 2005) describes professional teachers as those who have an extensive comprehension of the subjects they teach and are attached to the intellectual demands of their specialties. They are able to analyze the needs of the students for whom they are responsible. They know the standards of practice for their profession. They understand that they are responsible for satisfying the needs of their students. According to the findings on the professional competency of English teachers, those at SMP WR Supratman 1 Medan have a thorough understanding of English. Their teachers employ simpler and more commonly used language, concise grammar explanations, and simpler words or phrases to help students grasp. The teacher creates an enjoyable classroom environment so that students do not feel intimidated while learning English. It may be stated that English teachers at SMP WR Supratman 1 Medan possess a high level of professional competence.

#### 4. CONCLUSION

Based on the findings of researchers' investigation of students' perspective on competent and professional of English teachers in grade ninth of SMP WR Supratman 1 Medan, the researchers conclude as follows.

- 1) Pedagogical competence, based on the results of the questionnaire analysis conducted by the researchers, it resulted that 28% chose "strongly agree", and 38% of them chose "agree", it means that the students had a positive perspective on the English teachers' pedagogical competence. The results of interviews conducted by the researchers with students showed that English teachers at SMP WR Supratman 1 Medan can design interesting learning activities and provide effective feedback, resulting in good learning outcomes. The English teacher applies the indicators contained in pedagogical competence, so it can be concluded that English teachers at SMP WR Supratman 1 Medan have good pedagogical competence.
- 2) Personality competence, based on the results of the questionnaire analysis conducted by the researchers, it was found that 71% of students chose "strongly agree" and 17% chose "agree", meaning that students perceive the personality competence of English teachers positively. The results of interviews conducted by the researchers with students showed that English teachers at SMP WR Supratman 1 Medan have a responsible and patient attitude, as evidenced by providing additional exercises and re-explaining information to students who are having difficulties. Teachers also have a good responsible and patient attitude. It can be concluded that English teachers at SMP WR Supratman 1 Medan have good personality competence.
- 3) Social competence, based on the results of the questionnaire analysis conducted by the researchers, it was found that 43% of students chose "agree" and 38% chose "strongly agree", this shows that students have a positive view of the social competence of their English teachers. And this is in line with the results of interviews conducted by researchers, where their English teachers gave small gifts or compliments to students and gave words of encouragement, and teachers used icebreakers to help start interactions with isolated students. It can be concluded that English teachers at SMP WR Supratman 1 Medan have good social competence.
- 4) Professional competence, based on the results of the questionnaire analysis conducted by the researchers, it was found that 38% of students chose "strongly agree", 33% chose

"uncertain" and 29% chose "agree" this shows that students have a positive view of the professional competence of their English teachers. The results of interviews conducted by researchers with students show that their English teachers have a broad understanding of English and can create a fun class.

Based on the study's findings, several suggestions are made to increase the competency and professionalism of English teachers in grade nine at SMP WR Supratman 1 Medan:

- 1) Participate in continuous professional development (CPD).

To stay current with educational trends and approaches, English teachers should be encouraged to participate in workshops, seminars, and training programs. Continued learning fosters growth and introduces innovative techniques that enhance classroom instruction.

- 2) Practice Reflective Teaching.

Teachers should reflect on their daily teaching experiences in journals or during collaborative discussions with colleagues. Reflective teaching allows educators to analyze and adapt their techniques based on both self-assessment and student responses.

## 5. REFERENCES

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