A BETTER LOOK ON TEACHER'S COMPETENCIES IN TEACHING ENGLISH: STUDENTS' PERCEPTIONS

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Abstract:
The aim of this research was to find out the students' perceptions of teacher's competencies in teaching English at SMAN 1 Sungai Keruh. The design of this research was quantitative research in the form of a survey. The participants of this research were students at SMAN 1 Sungai Keruh who consisted of 117 students taken by using convenience sampling. In collecting the data, the 39 items questionnaire was given to participants. Based on the sub-sections as guidance used in the questionnaire, those sub-sections consisted of five aspects. Then, this research utilized a percentage analysis technique to cultivate the data gathered from the questionnaire. Finally, the result of this research has shown a final conclusion that the students' perceptions on teacher's competence at SMAN 1 Sungai Keruh showed 82% that was excellent in professional knowledge, personal skill consists of pedagogies, classroom management and learner assessment. Pedagogies were 81,31%, classroom management was 85,28%, and learner assessment was 82,98%. They were categorized as excellent. Students' perceptions on the teacher's personal characteristics were 78,98% that was good. personal ethical standards and values were 81,54% that categorized as excellent and professional development and lifelong learning was 85,58% that categorized as excellent.

INTRODUCTION

Teacher is part of the school. The role of teacher is very imperative to generate the teaching and learning process run well, therefore, the students can reach the objectives of the study. Furthermore, a teacher should play various roles. Teachers also play a significant role in school improvement efficiency. Harmer (2007) states the roles of teacher have eight roles in managing a class; they were controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. Good education is associated with the effectiveness of educational behavior, which is the basis for developing experienced teachers.

Teachers have a great duty in their classroom. Everything the teacher's decision will affect students. When the teacher perceives vivacious or perceives anger, it spreads to the students. Teacher attitudes are contagious (Akhyak & Indramawan, 2013). While, Mulyasa (2007) states teacher competency is a qualitative definition of meaningful activity by teachers. Douglas states that Teachers who do not have a basic understanding of educational tactics and procedures have difficulty managing classrooms and do not have the teaching strategies needed to identify student weaknesses and learning issues. As a result, teaching competency plays an important role in determining and establishing the quality of the learning process for students, as well as the level of professionalism of the teacher in relation to his or her field master, in order to contribute to improving the students' learning performance (as cited in Salami et al. 2020). As a result, one of the reasons is that all pupils rely on the teacher. The pupils will be affected by anything the teacher says. If the teacher is happy or sad, it will be contagious to the students. Students are affected by both positive and negative the teacher's emotions, whereas the remainder of the negative emotions have a primarily negative impact.

Additionally, several competencies must be met in order to become a professional teacher. As stated in the law in Indonesia of teachers and lecturer No. 14 2015 section 10 and verse 1 must have four competencies named pedagogic competencies, personality competencies, professional competencies, and social competencies that must be mastered. However, Panggabean and Himawan (2016) only discuss three aspects of competence. There are pedagogic competence, personal competence, and professional competence. To get a good quality as a teacher, because numerous components of teaching and learning are involved, mastering competency is required. The quality of educating competency plays a critical part to form and set up the learning process's quality for the students and also to perform the professionalism level of the teachers relate to their field ace in arrange to be

contribute for progressing the learning performance of the students and the point of instructing English for Student is to support student's enthusiasm toward language that they would advance their learning. It is expected student' outcome would better compare as it is taught by a professional teacher.

The teachers must have the abilities to encourage their students to be interested in the material. This is related to the mastery of the subject matter, stable personality, communicating effectively, and methods in transferring knowledge well to maintain the emotional stability of Student. Kamamia and Thinguri (2014) say that "the mastery of subject matter is the foundation upon which the education of a teacher is based". So, among other things, teachers require subject mastery and the ability to establish interrelationships between different subjects. These are essential for a teacher's career preparation and are embedded in the foundation of general education, contributing to the growth of a teacher as a person.

Based on a preliminary study conducted by the researcher with three students in SMAN 1 Sungai Keruh through informal interviews indicated their perceptions towards teacher's competence in teaching English. The students in SMAN 1 Sungai Keruh confessed that their teachers' competence in teaching English in the classroom was good but they faced some difficulties in learning English because Bahasa Indonesia and English are different. This information was conveyed by three students during the interview conducted by the researcher related to this research (Personal communication, students of SMAN 1 Sungai Keruh, June, 15th, 2021).

LITERATURE REVIEW

Teacher's Competence in Teaching

Teachers should carry their understudies to the objectives to be accomplished. Teachers must be visionary and legitimate. Legitimate teachers are those having truthfulness, force, and something that can give impression and impact (Wijaya et al., 1992 as cited in Akhyak et al., 2013). Mann (2005) includes that the English language instructor should know about the encouraging strategies and procedures required for fruitful educating and a decent educator is likewise expected to be exceptionally skilled in English. Teachers perform a range of tasks when teaching English as a second language (ELT). When dealing with students, a teacher assumes a variety of roles, including that of learner, facilitator, assessor, manager, and evaluator. She becomes an ideal mentor in creating their future by playing numerous roles (Archana & Rani, 2016). It tends to be inferred that an instructor assumes various parts in English Language Instructing (ELT) to make activities run well. Being part of school activity, teaching is concerned with transferring knowledge that is related to students. According to Brown (2000), he states

"teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning". Teaching is the process of observing people's needs, experiences, and feelings and intervening to help them learn new skills and go above and beyond what is required of them. The English language teaching (ELT) is an important area due to the importance of English to the world. It is very popular whether English speaking or not. Lin and Chien (2010) say "teaching English became a professional and academic field a half century". In this term professional is defined as performing a job or teaching process to a high standard in an academic field.

Concept of Competence

Competency alludes to the execution of teachers and act rationally to meet certain determinations in carrying out educational tasks. Hakim (2015) says that Competence is defined as an individual's ability to do or perform a work or task based on the abilities, knowledge, and attitudes supported by the job and in compliance with the job standards. Warneri (2019) states "a teacher competency would indicate that the teacher in question has the ability and mastery of learning materials is broad and deep". In Indonesia as stated in the law of teachers and lecturer No. 14 2015 section 10 and verse 1 must have four competencies named pedagogical competence, personality competence, social competence and professional competencies that must be mastered. As a result, Teacher competence is a fundamental characteristic of a person that is associated with the effectiveness of his personal performance in his job or the underlying characteristics have an infrequent or cause-and-effect relationship with the criteria used as benchmarks, efficiency or outstanding performance in the environment. According to Panggabean and Himawan (2016), there are five aspects of teacher competence, namely, professional knowledge, professional skills, personal characteristics, professional or personal ethical standards and values and professional development and lifelong learning.

Pedagogical Competence

Pedagogical competence is an important thing for the teacher. The pedagogical competence of the teacher also can be called the academic ability of the teacher. Qualification of pedagogical competence helps teachers to seize the aim of the teaching process. Mulyasa (2007) states teaching competence is the ability that determines the success of the teaching and learning process and the learning outcomes of students. Pedagogical competence is a teacher's ability to monitor student learning by organizing, updating, and evaluating learning processes and outcomes as understood by the teacher. According to Permendiknas No 16 (2007), there are nine main aspects of Pedagogical Competence in Teaching English which have connected each other. There are; understanding of Learners, mastery of the learning theories and the principles

of learning, developing the curriculum, conducting educational learning, using technology, developing the learners' potential, communicating with the learners, implementing assessment and Evaluation, and reflective learning. Every teacher should have a good quality in pedagogical competence, so the goal of teaching learning can be qualifications. Educational and teaching qualification can see the teacher's ability to convey the knowledge about the subject during the teaching learning process.

Personal Competence

Modeling as an educator has the important role that is needed for the students. The lecturers have qualified as professional lecturers. The skill of the teacher competence, especially in personality competence should be had by the lecturers. Relations with each other. The relationship in teacher personality consists of fertile interaction with those involved in the educational process skills of common comprehension. According to Komara (2007), personal competence is a personal ability that reflects a solid, stable, mature, wise and reliable personality, an example for students and a noble. (as cited in Hakim 2015). Consequently, personal competency sub-competence such as present yourself as a firm, stable, wise, and also senior, reliable person, present yourself as a person of good character and as an example to students and the community, evaluate your own performance, and grow autonomously

Professional Competence

Competencies are related to the teacher's ability in the learning process that is included in professional competence. According to Jamal (2009) Professional competence is a broad and deep understanding of learning materials that includes content and substance of scientific subjects from a philosophical standpoint (as cited in Hakim, 2015). According to Saragih (2008), understanding of the teaching materials proper curriculum, understanding of the concepts and links with other sciences, as well as mastering the stages in research and critical analysis to examine teaching materials are some of the indications that can be used to gauge professional competence.

Social Competence

Learners, teachers, students' guardians, and the community all contribute to social competency, which includes the capacity to communicate and get along in school and society, as well as being a member of the public conversing and interacting well with others. Social competence refers to the ability to conduct social situations appropriately. In other words, social competence is the capacity to get along with others, form and maintain close relationships, and effectively respond in social circumstances (Weiner &

Craighead, 2010). The ability to communicate and engage effectively with students, fellow lecturers and educational employees, as well as students' guardians and the community, is the social competence indicator for measurement. Saudagar and Idrus (2009) argued that "social competence in learning activities closely related to the teacher's ability to communicate with people around the school and community where teachers live that role and how teachers communicate with the community is expected to have characteristics of its own that is a little bit much different from other people who are not teachers" (p. 64). As a result, Given the complexities of social interactions, social competence is the consequence of a diverse set of cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships. To make matters even more challenging, social competency is influenced by developmental features, particularly in teaching.

Aspects of Teacher Competence

According to Panggabean and Himawan (2016) there are five aspects of teacher competence, namely, professional knowledge, professional skills, personal characteristics, professional or personal ethical standards and values and professional development and lifelong learning.

Professional Knowledge

Teacher education or professional knowledge In comparison to disciplinary knowledge, professional knowledge is thought to be a type of knowledge having different qualities. Professional knowledge is created by a certain type of professional activity, implying that it is a compounded type of information. The composition of this compounded knowledge, as well as how the individual pieces might be evaluated and integrated, are still being debated. This is a dispute between several viewpoints that have been impacted to diverse degrees by the authorities' reform of professional education. There will be a debate of major positions in this part, with a focus on teacher education. The tension between theory and practice, as well as the relationship between teacher education, are at the heart of the disputes surrounding teacher education.

Professional Skills

Professional skills are abilities that can help you achieve your professional objectives. A professional skill is a habit, personality attribute, or ability that has a good impact on your work performance. Professional skills can be applied to practically any job, sector, or working environment. Professional skills, commonly referred to as soft skills, are abilities that can easily be transferred from one career to another. The way we connect with our

surroundings and the people we meet is referred to as soft skills. Hard skills, on the other hand, are highly technical or specialized knowledge of a particular job or industry. Pedagogy, classroom management, and learner assessment are examples of professional skills.

Personal Characteristics

The attitudes you have toward your interests and difficulties are known as personal character traits. Depending on the situation, these characteristics might be positive or harmful. Positive personality features lead to success, whilst negative personality traits can lead to failure or frustration. The majority of these characteristics are learned from parents, while others are acquired from peer groups.

Professional or Personal ethical Standards and Values

Personal ethics refers to the ethical principles that a person follows when making decisions and acting in both personal and professional settings. Ethics influences many elements of a person's life, including work ethic, personal and professional objectives, and values. Individuals use ethics to identify what is good and wrong in difficult situations and to influence how others respond. Despite the fact that everyone's ethical code is unique, many people share values such as honesty and respect. Teachers who follow professional or personal ethical norms and convictions set a good example in the classroom and in the community.

Professional Development and Lifelong Learning

After a person has entered employment, professional development refers to continuing education and career training to assist them gain new skills, stay current on current trends, and progress their career. Professional development refers to all training, certification and education that a worker needs to succeed in his or her career. It is no secret that different jobs require different skills (American Hospitality Academy, 2017). In this case the school needs a teacher as a professional educator in the learning process, so, the teacher must master some skills in teaching students.

Lifelong learning is the consequence of combining formal, non-formal, and informal learning to acquire the ability to improve one's quality of life through time. The context in which learning occurs at all times, in all places, throughout one's life, according to definitions. People must continue to improve their talents throughout their adult lives in order to cope with modern living, both at work and at home. Learning will help to solve the problem (Laal, 2011).

RESEARCH METHODOLOGY

Pointedly, quantitative research in the form of surveys was used in this study. The researcher selected all EFL students from SMAN 1 Sungai Keruh as the population of this study. The researcher used convenience sampling techniques. These samples of this study were the students of SMAN 1 Sungai Keruh. As many 160 samples of EFL students of SMAN 1 Sungai Keruh participated in study. Then, the researcher only took 117 EFL students because the researcher eliminated the data of participants that answered inconsistently in a survey to find out the answer to the research problem in this research. In collecting the data from the samples, the researcher used a closed-ended questionnaire as a ready-made instrument adopted from Panggabean and Himawan (2016). The questionnaire in this research was used to find out the students' perception towards English teachers' competence in teaching English at SMAN 1 Sungai Keruh. Subsequently, the questionnaire in this research consisted of some statements through response continuum such as such as strongly agree, agree, neutral, disagree, and strongly disagree. The procedure was the students selected the response to describe their reaction about the statement. Therefore, the questionnaires consisted of 39 statements and there are two items to measure participants' level of consistency to see that the participants are giving appropriate and accurate answers. Based on the items as the indicators related to the English teachers' competencies in teaching as adopted from a research conducted by Panggabean and Himawan (2016) that covered five sub- sections as presented in table 1 below.

Table 1
Blue-Print of Teacher Teacher Competence Questionnaire

Sub Sections	Item Number
1. Professional Knowledge	1, 2, 3, 4, 5
2. Professional Skill	
a. Pedagogies	6*, 7, 8*, 9, 10, 11
b. Classroom Management	12, 13, 14, 15
c. Learner Assessment	16, 17, 18, 19, 20, 21
3. Personal Characteristics	22, 23, 24, 25, 26, 27, 28
4. Ethical Standars and Values	29, 30, 31, 32, 33, 34
5. Professional Development and Lifelong Learning.	35, 36, 37, 38, 39

(Source: Himawan and Panggabean (2016)

In order to collect the data, the questionnaire was distributed to EFL Students' and the questionnaire was distributed to the sample by using Google

form. The data collection in this study was cultivated through percentage analysis oriented to the research problem. Numbers, frequencies, and means are all related. The percentages were then calculated to determine the levels of English teachers' proficiency in SMAN 1 Sungai Keruh. The percentages of responses to competence items were used to describe the competence. Additionally, for each positive statement the researcher will assign; "Strongly Disagree" 1; "Disagree" 2; "Partially Agree" 3; "Agree" 4; "Strongly Agree" 5. Then, the researcher decides the ideal score was utilized to calculate the rating and total number of answers.

The use of the interpretation score above measured how well the teacher did five aspects (personal knowledge, professional skill, personal characteristics, Ethical Standards and Value, and Professional Development and Lifelong Learning) of teacher's competence in teaching. For instance, if the interpretation score of planning was in the range 81% -100% mean that the teacher's personal knowledge was excellent. Moreover, if the teacher's personal skill was in the range 61%-80%, it means it was good. On the contrary, if the personal characteristics were in the range 21%-40% the teacher's personal characteristics were poor.

FINDINGS

This chapter presents the major findings from the survey that was filled in by the 117 students at SMAN 1 Sungai Keruh. Participants were surveyed in five sub-sections: professional knowledge, professional skill, classroom management, learner assessment, personal characteristic, ethical standards and values, and professional development and lifelong learning. The first section of the survey included demographics questions as they relate to the respondents' class and name. The second section of the survey asked students' perceptions toward teacher's competence in teaching English.

After the questionnaire was given to 160 students from senior high school in Sungai Keruh related to students' perceptions of English teachers' competencies in teaching, the students that answered the questionnaire consistently were 117 students. It is very important to pay attention to as listed in the following descriptive statistic table.

Students' Perception of teacher's Competence at SMAN 1 Sungai Keruh

After finishing the data analysis from the questionnaire, the researcher found that the score of the EFL students' Perceptions toward Teacher's Competence in Teaching English there were 44 (37,67%) students who had Excellent Perception (positive) on teacher's Competence, there were 72 (61,53%) students who had good perceptions toward teacher's competence, and 1 (0,85%) students who had fair competence on teacher's competence.

Personal Knowledge

The first subsection was professional knowledge which contained five items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English that can be identified from the most dominant scores as indicated in the item number one chosen by 64 respondents.

Table 2
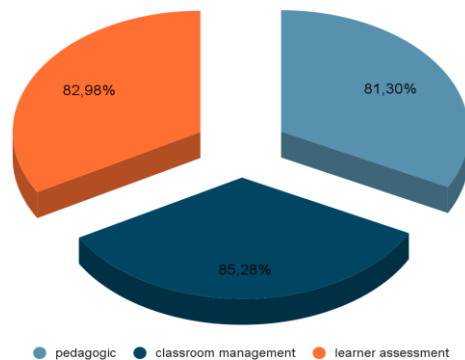**Students' Perceptions of the Teacher's Personal Knowledge**

Teacher's Personal Knowledge	
Item(s)	**Total Score (%)**
The teacher demonstrates mastery of the teaching materials.	503 (85,98%)
The teacher did not take long to respond to my questions.	480 (82,08%)
The teacher demonstrates broader and deeper knowledge than what is written in textbooks.	508 (86,83%)
The teacher is capable of answering the majority of the pupils' questions.	485 (82,9%)
When students are present, the teacher is unable to provide a good response.	423 (73,84%)
Average **(Category)**	**82,01%** **(Excellent)**

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher' personal knowledge in the table showed 82%. It is categorized as excellent because 82% is in the range 80% to 82%. The final result obtained from the teacher's personal knowledge is excellent.

Professional Skill

The second subsection was professional skills such as pedagogies, classroom management, and learner assessment which contained 16 items in which pedagogies have 7 items, classroom management has 5 items and learner assessment has 4 items and more detailed information below;

Figure 1

Students' Perceptions of the Teacher's Professional Skill

○ pedagogic ● classroom management ● learner assessment

Based on the diagram above that pedagogies, classroom management, and learner assessment were Excellent.

Pedagogies

Table 3
Students' Perceptions of the Teacher's Pedagogies

Teacher's Pedagogies	
Item(s)	**Total Score (%)**
The teacher has a preference for one method of instruction (e.g., student presentations, etc.).	434 (74,18%)
The teacher frequently asks open-ended questions.	486 (83,24%)
The teacher has various ways of teaching.	504 (86,15%)
This teacher's classes are frequently boring to me.	488 (83,41%)
The teacher is continually thinking of new techniques to have the students pay attention to the material being taught.	518 (88,54%)
I am permitted to do something unconventional (for example, learn differently than most people) as long as it results in a better learning experience.	396 (67,69%)
The teacher informs me what I should do in class during our first meeting.	504 (86,15)
Average **(Category)**	**81,31%** **(Excellent)**

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher' personal knowledge in the table shows 81,31%. It is categorized as

excellent because 81,31% is in the range 80% to 81,31%. The final result obtained from the teacher's pedagogies is excellent.

Classroom Management

Table 4
Students' Perceptions of the Teacher's Classroom Management

Teacher's Classroom Management	
Item(s)	**Total Score (%)**
The learning aim is communicated to the teacher prior to instruction.	511 (87,35%)
The teacher frequently leaves the classroom to collect any leftover teaching materials.	536 (91,62%)
When the pupils are working in groups, the teacher goes around the room.	476 (81,36%)
My teacher guides the grading of my assignments.	500 (85,47%)
Teacher gives quizzes and tests.	472 (80,68%)
Average	**85,28%**
(Category)	**(Excellent)**

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's classroom management in the table shows 85,28%. It is categorized as excellent because 85,28% is in the range 80% to 85,28%. The final result obtained from the teacher's classroom management is excellent.

Learner Assessment

Table 5
Students' Perceptions of the Teacher's Learner Assessment

Teacher's Learner Assessment	
Item(s)	**Total Score (%)**
The teacher returns graded assignments to students.	487 (85,68%)
At the start of the lesson, the teacher goes over the materials covered in the previous meeting.	478 (83,24%)
My assignments receive comments or feedback from the teacher, either in writing or oral form.	488 (81,70%)
The teacher gives preferential treatment to his or her favorite student (s).	489 (83,41%)
Average	**82,98%**
(Category)	**(Excellent)**

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's learner assessment in the table shows 82,98%. It is categorized as excellent because 82,98% is in the range 80% to 82,98%. The final result obtained from the teacher's learner assessment is excellent.

Personal Characteristic

The third subsection was personal knowledge which contained seven items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English that can be identified from the most dominant scores as indicated in the item number one chosen by 72 respondents.

Table 6
Students' Perceptions of the Teacher's Personal Characteristics

Teacher's Personal Characteristic	
Item(s)	**Total Score (%)**
Teacher demonstrates good behavior to be a role model.	388 (66,32%)
Teacher is not reluctant to repeat explaining the materials for some students who are slow learners.	488 (82,41%)
Teacher shows different behavior when he/she is inside and outside the class.	522 (89,23%)
Teacher practices fair treatment for the students.	357 (63,58%)
Teacher talks about negative things during the class.	531 (90,76%)
Teacher shows enthusiasm while teaching.	423 (72,30)
I am informed of the teacher's email and phone number.	526 (89,91)
Average **(Category)**	**78,98%** **(Good)**

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's personal characteristics in the table shows 78,98%. It is categorized as good because 78,98% is in the range 70% to 78,98%. The final result obtained from the teacher's personal character is good.

Ethical Standards and Values

The fourth subsection was ethical standards and values which contained seven items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English.

Table 7
Students' Perceptions of the Teacher's Ethical Standards and Values

Teacher's Ethical Standards and Values	
Item(s)	**Total Score (%)**
Teacher informs the students about plagiarism policy.	401 (85,98%)
Teacher encourages me to appreciate my friends.	446 (82,08%)
Teacher encourages me to show respect to the teachers and staffs in school.	540 (86,83%)
Teacher encourages me to appreciate my friends.	524 (82,9%)
Teacher appreciates students whose opinions are different from him/her.	508 (73,84%)
Teacher does not hesitate to be contacted after the class.	477 (81,53%)
Teacher stimulates class discussion.	467 (79,82%)
Average	**81,54%**
(Category)	**(Excellent)**

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's ethical standards and values in the table shows 81,54%. It is categorized as excellent because 81,54% is in the range 80% to 81,54%. The final result obtained from the teacher's ethical standard and values are excellent.

Professional Development and Lifelong Learning

The last subsection was professional development and life learning which contained four items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English.

Table 8
Students' Perceptions of the Teacher's Professional Development and Lifelong Learning

Teacher's Professional Development and Life Learning	
Item(s)	**Total Score (%)**
Teacher informs the students about the plagiarism policy.	401 (85,98%)
Teacher encourages me to appreciate my friends.	446 (82,08%)
Teacher encourages me to show respect to the teachers and staffs in school.	540 (86,83%)
Teacher encourages me to appreciate my friends.	524 (82,9%)
Average	**85,58%**
(Category)	**(Excellent)**

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's professional development and lifelong learning in the table shows 85,58%. It is categorized as excellent because 85,58% is in the range 80% to 85,58%. The final result obtained from the teacher's professional development and lifelong learning is excellent.

DISCUSSION

The purpose of this study was to discover how the students' perceptions toward the teacher's competence in teaching English at SMAN 1 Sungai Keruh. Based on the result of the data analysis above, it was found that most of the students from SMAN 1 Sungai Keruh had positive agreement toward teacher's competence in teaching English. There were 117 respondents and almost all of the students agreed that the teacher had excellent competencies in teaching English, some of the students had excellent agreement, some of the students had good agreement and none of them had a negative agreement. Therefore, it can be concluded that the students from SMAN 1 Sungai Keruh had positive agreement on teacher's competence in teaching English. According to Hakim (2015), competence is an individual's ability to exercise or perform a job or task based on skills, knowledge, and attitudes backed by effort in compliance with the job demands. Consequently, the quality of a teacher is reflected in his/her competence.

In determining teacher's competence in this study, the researcher focused on five sub-sections such as professional knowledge, professional skills, personal characteristics, professional or personal ethical standards and values and professional development and lifelong learning. In the results obtained, from those aspects there are some questions that have surprising results. The first subsection, professional knowledge is a part of a teacher's competence in teaching. professional knowledge means mastery of content and teaching methodology. The teacher's professional knowledge was identified as positive by the students' perception and could be known from the items of the questionnaire itself and most of the students agreed that teacher's competence at SMAN 1 Sungai Keruh was excellent. Based on Panggabean and Himawan (2016) professional knowledge indicated that the teacher already has mastery of content and teaching methodology in teaching English. Liakopoulou (2011) found Teachers regard their personality features and in-depth knowledge of the subject they teach as crucial qualifications. At the same time, they focus equal emphasis on their pedagogical and didactic training.

The Second finding in this study was about professional skill. Professional skills consist of pedagogies, classroom management, and learner

assessment. Based on the result, predominantly students admit that the teacher's professional skills were excellent. Mulyasa (2007) states Pedagogic competence is a competence that will decide the success of teaching and learning process and the students' learning results. According to Corps (2015), classroom management refers to teacher behaviors that facilitate learning. And based on Cambridge assessment (2021), that assessment for Learning (AFL) is an approach to teaching and learning that generates feedback that is then used to improve student learning outcomes. Diharmis and Hamzah (2021) found that the students' perceptions towards the implementation of the authentic assessment by their teachers is categorized into good level because the students' response rate is at a good level in every indicator of authentic assessment. Students are more involved in the learning process and thus gain confidence in what they have to learn and at what level.

The third finding of this research about personal characteristics. it means the teacher's personal traits such as being responsible, punctual, etc. The teacher's personal characteristics were identified as good by the students' perception and could be known from the items of the questionnaire itself. Personal character has the lowest score among other points. Ali (2019) says According to personality theory, people naturally deal with different situations and interact with their surroundings in different ways. Knowing something about a person's personality might help you find out how to connect with them and what types of jobs and duties they're most suited for as a manager. Personality traits, on the other hand, such as ingenuity, can be crucial indicators of other aspects of a person's life. Hendrowati (2019) found that the correlation between teacher personal traits and teacher performance and output demonstrates the significance. above-mentioned organization, as indicated in the indicator outstanding in terms of how teachers act, speak, or teach convey the subject, the patience of teachers, and the ability to manage your own affairs, noble character, independence, and compassion responsible, disciplined, innovative, and positive thinking inventive, science-loving, and time-conscious initiative, and sportsmanship.

The fourth finding was professional or personal ethical standards and values. It means resulting in teachers being good role models in the school and the community. The teacher's personal ethical standards and values were identified as Excellent. Personal values determine what a person deems good/bad or desirable/undesirable, and they are the foundation of ethics. Personal and societal judgment and action are built on the foundation of values. The solution, according to the Barrett Values Center, is to take a values-based strategy that is balanced. Teachers are the most valuable resource in every educational institution. They are at the crossroads of knowledge, skills, and values transfer. They are often regarded as the educational system's backbone. As a result, teacher quality is critical, and it has been widely

established that it is strongly linked to the quality of education in general and students' learning results in particular. It's past time to figure out what's causing India's teacher education system to lose its ethical standards. The only way to stop this deterioration is to provide value-oriented teacher education in India. In India's educational system, more emphasis on ethical principles, philosophical thinking, study, research, and moral growth is required (Puhan et al., 2014).

The last finding of this research was professional development and lifelong learning such as participation in teachers' professional organizations and activities and other factors that demonstrate a desire to improve the teaching profession. The teacher's professional development and lifelong learning were identified as Excellent by the students' perception and could be known from the items of the questionnaire itself. Akbaş and Özdemir say that lifelong learning which is described as all the activities that individuals take part in their whole lives to improve their knowledge with a social, cultural and economic approach is defined as the responsibility to be given to the individual himself/herself (as cited in Hürsen, 2013).

Based on the description above, this can be concluded that the students' agreement of the teacher's competence in teaching English was positive. Most of them believed the teacher's competence was excellent and some of them believed it was good. the teacher's competence could support the process of learning. Therefore, it is very necessary to upgrade every necessary component for the quality of English learning.

CONCLUSION

Based on the description above, it can be concluded that perception of EFL students at SMAN Sungai Keruh had positive agreement toward English teachers' competence based on students' perceptions. This finding was obtained from the data collection and analyzed through percentage analysis technique by following the five sub-sections used in questionnaire as the instrument namely (a) professional knowledge and sub-skills which indicated that the teacher have already mastery of content and teaching methodology in teaching English, (b) professional knowledge and sub-skills which showed that the teacher mastering pedagogies, classroom management, and how to assess learners, (c) personal characteristics which showed that teacher personal traits such as responsibility, punctuality, (d) ethical standards and values that make teachers good role models in schools and communities, and (e) professional and academic development throughout such as participation in professional teacher organizations and activities, and other factors that demonstrate a desire to improve the teaching profession.

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