Students' Perception to The English Lecturer
In The Teaching Learning Process at Music Department FBS UHN

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Abstract

The objective of this research is to know students' perception to the English lecturer in the teaching learning process at English Class at Music Department the students answer the questionnaire consits of 20 question with 36 respondents. Bloom's field theory is applied in descriptive qualitative, the way to categorize the levels of reasoning skills required in classroom situations. There are six levels in the Bloom's field theory, they are knowledge, comprehension, application analysis, synthesis and evaluation. The question of questionnaire are positive and negative, positive rated each option with a core that is A with a score 5, B with a score 4, C with a score 3, D with a score 2 end E with a score 1 but negative rated each option with a score that is A with a score 1, B with a score 2, C with a score 3, D with a score 4 and E with a score 5. The result of comulatif data scores obtained from 2 the questionnaires. Students' perception to the English teacher in the teaching learning process is enough (57,33) From the scores of perception, lecturer of English in Music Department in 2014-2015 academic year is 57.33. Based on score scale this is considered on the level of enough. The perception should be improved.

Keywords Perceptions, learning process, teaching strategies

1. The Background of The Study

Teaching can be defined as the action of a person imparting skill, knowledge, or giving instruction; or the job of a person who teaches. In a teaching learning process, a lecturer will give explanations of topics that will be taught. Lecturers will convey a lesson topic with methods that can be understood by students. A good lecturer explains that students can understand about the explanation given by the lecturer, in addition to the lecturer should choose a good teaching technique also. Teacher as a master in teaching strategies, can facilitate students to understand any explanation given enumerated by the lecturer.

Clark and Starr (1986) suggest that teaching is an attempt to assist students in acquiring or changing some skill, knowledge, ideal, attitude or appreciation. lecturer s teaching technique is not the same with other lecturers, even lecturer s in attitude or style of teaching is different. There are lecturers teaching with full firmness during the learning process so that students were more focused and do not dare to play around for the lecturer in the classroom . But, there are lecturer s who teach with gentleness, not cruel to his long teaching so that students were not too scared of the lecturer when learning in the classroom. With a different lecturer in the classroom students would also have a different perception of the lecturer .

The students of Music Department already pass the first part of English Class. The atmosphere in the classroom was not conducive. Perceptions of students to the lecturer in the teaching-learning process need to be evaluated how was the lecturer in delivering lessons in the classroom, the lecturer technique or method of teaching than to find out what is the

students perception to the lecturer based on the personality or the capability of the lecturer in students perception.

the lack of intention to learn a variety of background factors, perhaps some of the factors that build. the perception of the students to the lecturer in the process of learning English. With this background the author has the motivation to improve teaching and learning, so lecturers can deliver lessons with a good topic and students are also willing to learn and listen enthusiastically to listen when the lecturer explain. As well as the authors have the motivation to make the students have a positive perception of the lecturer in the learning process so that between them do not discriminate against the lecturer. Lecturers also need to improve the performance of teaching with integrity and a good personality and choose methods, strategy, and good teaching techniques as well. Therefore, the author has an interest to examine the students' perception to the English lecturer s in the learning process and the authors only examined English lecturer.

There are many lecturers in HKBP Nommensen University, teaching biology, mathematic, phsyics, religion etc. In this research, the writer just focused to Englih lecturer. The materials are taken from method, tehnic, strategey, lecturer's attitude and behavior of English lecturer in teaching learning process that students have perception with the English lecturer in learning English specifically in Music Department .

Based on the backgroud of the study, the research questions formulated as, What is the students' perception of students of Music Departments of their English lecturer in teaching English learning process at Music Department ?

The finding of the study are expected to be useful.

1. Theoretically

 this research would be a new perspective in research of English teaching class for non English department for further research, it will be used as one of the alternative research on the related topics

1. Practically

Readers are able to understands how the students built their perception by the role of their lecturer in teaching learning process.

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Theoretical framework of this research is presented and discussed as the following:

Perception

Perception, naturally is the process of one's assessment to a particular object. Therefore, perception is seeing activity, integrating and giving assessment on physical object and social object as well, and the seeing activity based on physical and social stimuli, which exist in the environment. Sensations of environment will be worked together with things

learned before expectations, value, behavior, memory. on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they part of one continuous process

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception,. Thus, perception in humans describes the process whereby sensory stimulation is tanslated into organized experience. That experience, or percept, is the joint product of the stimulation (e.g light waves and sound waves) and their associated percepts suggest inferences that can be made about the properties of the percept process; theories of perceiving then can be developed on these inferences. Because the perceptual process is not itself public or directly in experience), the validity of perceptual theories can be checked only indirectly.

Wagito (1981) said that perception is as psychological process of seeing and the last process of concsciousness, so that those form thinking process.

Branca (1965) said that perceptions are orientative reactions to stimuli. They have in past been determined by the history and the present attitude of the perceiver. In perception process, the individual is demanded to assess on a negative or positive object, like or dislike etc. By perception, attitude will be constructed, that is a consistent tendency to be existing and acted particularly in a particular situation. In relation this, a percept is an organized totality rather than the sum total of individual sensory experiences. In perception, an individual first gains a general impression of the outline of on object or situation, (which is) the percepts quality of organized totality. Branca stated that perceptions are sensations with the addition of same sort of interpretation or indication of the sensation or the stimulus source of the sensation. The interpretation of the indification is the product past learning. So that, perception is biological function (through sensorial organs) which individual perhaps receives and works with information from environment and acts it changes on environment.

Based on explanation above when connecting to students activities, through perception, one can recognize the world around, that's whole world, which consits of things, human and events. By perception, one also can interact with world around. Specially among people. In socilal life, studying in classroom cannot be separated between students and students, students and lecturer. The intercation between components in classroom makes each componet will give opinion each other, assessment and perceptions. This perception is important to be able to activate communication, so it can improve learning capaciity in class. In this case, perception is a complex process where one taps information from environment. One's perception also effect learning process and motivate students to do learning. That is way; perception is the first impression to success. One's perception in capturing information and events affected by following factor, object abd event.

Perception becomes as basic way of thinking for someone in learning. Perception in learning affects on memory system, concept construction and attitude development. Perception takes place since every people has senses to penetrate objects and the events

around. At the end, perception can affect ways of thingking, working, and attitude of someone. This takes place because the people when taking in information from the environment succesfully adapted attitude, thought or behavior on the informats.

1.   Memory system

Several visual sign such as symbol, color, and applied form in teaching material can ease memory system of one about that. By having the specialization, such to useful visual sign so teaching material become easier to penetrate in one's mind.

2.   Concept construction

Perception can be developed not only through visual sign, such explained above, but also through organizing material, schedule, and observation. Organizing material can be done by giving example, respond to right or wrong answer, doing exercise, summary or applied model are other ways in concept construction. Besides those, working process of information has important role to learning process. Good material content and structure are interesting, easy to study, based on students' needs. The suitable choice on communication channel will fulfill easiness of learning process takes place.

3.   Attitude development

Interaction between lecturer and students is the key to attitude development. Perception takes place since every people has senses to penetrate objects and the events around. At the ending, perception can affect ways of thingking, working, and attitude of someone. This takes place because the people when taking in information from the environment succesfully adapted attitude, thought or behavior on the informats.

as communicator has an important role on one. In perception, both Perception takes place since every people has senses to penetrate objects and the events around. At the ending, perception can affect ways of thingking, working, and attitude of someone. This takes place because the people when taking in information from the environment succesfully adapted attitude, thought or behavior on the informats.

and students have perception each other. Perception takes place since every people has senses to penetrate objects and the events around. At the ending, perception can affect ways of thinking, working, and attitude of someone. This takes place because the people when taking in information from the environment succesfully adapted attitude, thought or behavior on the informats. Lecturer can developed the students' attitude when he efforts to be a role mode for them. Therefore, more friendly their relationship, easier for Perception takes place since every people has senses to penetrate objects and the events around.

Types of Perception in Psychology

The way human beings derive meaning through the senses, including ears, eyes and touch is what makes man to stand out from the rest of the animate beings. Owing to the complexity of deduction depending on what the senses perceive, different kinds of

interpretations emerge. It is these that form the different types of perception in psychology that include amodal, color, depth, form, speech, harmonic pitch and rhythmic perceptions.

1. **Amodal Perception**

Amodal perception is one of the most recognizable types of perception in psychology. It is the observation and interpretation of things in terms of depth and motion. For instance, even if one sees only three points in a triangular object, he or she knows that the object is three-dimensional and that there are hidden points on the other side.

2. **Color Perception**

Color perception, on the other hand, describes the way the visual senses, denoting the eyes, observe hues and contextualize them in the environment. For example, by interpreting blue as the color of depression, the eyes will tend to always attribute all things of this tinge to be melancholic.

3. **Speech Perception**

The other types of perception in psychology include those that interpret verbal output. Speech perception, for one, helps in not only understanding one another, but deducing meaning from mere sounds. It also indicates the mechanical arrangement of the vocals when another person speaks which means that the listener interprets the speech through the phonetics such as syllables to create meaning.

4. **Harmonic Perception**

Harmonic perception, on the other hand, owes to the understanding that the ear usually perceives inter-related notes, as one, to create meaning in sounds. For instance, riffs in a guitar mixed with those of other instruments lead to interpretation of the music as a single output that is simple to listen to rather than one that actually consists of different notes.

5. **Rhythmic Perception**

Rhythmic perception also follows the same theories in its interpretative methodology, whereby the ear gets into a groove by practically responding to it. For instance, one can easily listen to a beat while humming along to it or tapping along as it continues courtesy of its rhythmic harmony.

6. **Depth Perception**

Depth perception also acts as one of the types of perception psychology. It relates to the way the human eye identifies and contextualizes things in space. For instance, though the

naked eye cannot see the end of a tunnel, it interprets its possible depth through past experiences such as scientific measurements to know how deep the tunnel can be.

7. Form Perception

Finally, form perception indicates the contextualization of particular objects in a given environment, whereby the eyes sees them as primarily 2-D and at times as 3-D depending on the way of their placement. It is also the understanding of what characterizes the inner and outer core of an object. After seeing an orange, one immediately knows that it is round and has a rough texture on the skin that protects the soft interior.

Therefore, there are different types of perception psychology, each of which with its own interpretative characteristics. The senses can create meaning out of everything by noting characteristics such as depth and form. Understanding music and human speech also uses the senses as a basis of deducting meaning from the respective vocal and musical gestures.

Teaching and Learning Process

Usman (1997: 05), said that learning is change in the individual due to instruction of that individual and his environment, which fells a need and makes him more capable of dealing adequately with his environment. In this sense there is a word "perubahan" or "change" which means that a person after experiences a learning process, will experience changes in behaviour, both aspects knowledge, skills, and the aspects of his attitude. According to Soejono (1994: 15), "lecturers attempt to teach the students to lead change in the situation in the sense of progress in the process of intelectual development in particular and mental development processes, attitudes, personal as well as skills in general". The success criteria in learning such as a changing characteristics in learning The process of teaching-learning process is as old as human beings on earth. It has been carried out by human beings and even by animals to teach their young ones for successful adjustment in their environment. The process has undergone several changes from non-formal to formal with the passage of time. Teaching, as conventionally understood by traditional tacher, is the act of disseminating information to the learners in the classroom. Teaching learning process has a meaning and a broad sense than teaching. In the process of teaching and learning activities are the one integral unity between the students' learning and lecturers to teach. The process is the interaction of all components or elements contained in the teaching and learning are related to each other in bound to achieve a goal. Which includes the teaching learning component such as instructional objectives to be achieved, the subject matter, teaching methods, teaching aids, and evaluation as a tools to measure whether objectives are achieved. The last step is to determine an evaluation tool to measure whether objectives are achieved, that the results can be used as a feedback for lecturers to improve teaching quality and quantity of student learning.. Teaching in principles to guide the students in learning activities or implies that teaching is an attempt to organize the environment in the relation with the students and teaching materials that cause the learning process. This understanding

has the meaning that lecturers are required to be able to act as organisator of student learning activities and also should be able to use the environment, both in the classroom although in outside the classroom that support the teaching and learning process.

Nature and Characteristics of Teaching

Aggarwal (2008) discuss nature and characteristics of teaching. There are eight nature and characteristics of teaching by Aggarwal such as:

1. Teaching is giving information

There are many things that the students cannot find out for themselves. There are many things that they can never know unless they are told. There are many things the use of which they do not know. These things they have to be told. So one essential part of teaching is communicative knowledge. Knowledge must be given in a systematised manner. Teaching should be made interesting.

2. Teaching is causing to learn

It is wrong to think, that knowledge can be passed on from one person to another like money. Knowledge will be received only when the students are prepared to receive it. Real teaching consists in persuading the child, by one method or the other to learn for himself. The lecturer is an instrument in helping a child to learn and to do things for himself.

3. Teaching is guidance

Teaching is to guide the pupils to learn the right things in the right manner and at the right time. Teaching is to guide the students to do things in such a way that time, material and energy are not wasted.

4. Teaching is a means of preparation

Though preparation for future is not only aspect of teaching, yet it is an important aspect. Teaching is to help the immature child to develpop physically, intellectually, emotionally, and spiritually to participate effectively in the life of the community.

5. Teaching as a skilled occupation

Every successful lecturer is expected to know the general method of teaching and instruction in creating suitable learning situations. and also expected to be familiar with the general objectives of education.

6. Teaching is a form of social service

The teaching profession is regarded to be a sort of social service and the lectures as servants of society in whose hands has been entrusted the task of shapping and developing the behaviour and conduct of the young children for maintaining and improving the social patterns.

7. Teaching as a relationship

Teaching is relationship which is established between three focal points in education, the lecture, the child and the subject. Teaching is the process by which the lecturer brings the child and the subject together. The lecturer and the teaching are active, the former in teaching and the latter in learning.

8. Teaching is both an art and science

The nature of teaching in these words, "to be sure teaching like the practice of medicine is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science for it involves a reportoire of techniques, procedures and skill that can be systematically studied, described and improved. A good lecturer, like a good doctor, is one who adds creativity and inspiration to the basic reportoire.

Functions of Teaching

The process of teaching learning is old as human beings on earth. Cauhan,S.S (2008) explain the functions of teaching:

1. **Explaining, Informing**

The good lecturer is expected to be well-informed in the areas in which he teaches. He is expected to be able to communicate informalation needed for background, enrichement and motivation and on many occasions to explain relationship to children. He should permit the students to practise the knowledge and skills they acquire in the class.

2. **Giving Security**

Many children are in need of warmth recognition, praise and friendly atmosphere. There are children who feel a sense of loneliness, isolation, rejection, and economic insecurity. The lecturer should identify the needs of such children and when they need protection, he should protect them.

3. **Intiating, Directing and Administering**

One of the most important functions of teaching is concerned with intiating, organising, directing and making decisions. From morning untill evening, the lecturer faces and handles many problems which require the initiative, direction and administrative abilities. In modern administration, students are associated in decision making activities. The lecturer as the leader of the team should be able to initiate activities and get them organised.

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5. Diagnosing Learning Problems

There are children in every class who do not make expected progress in their studies, growth and development. The lecturer must diagonose the learning problems of individual students and should suggest the possible course of action.

6. Making Curriculum Material

The curriculum in India is mostly framed at the state level for the entire state without making provision for local variations. The lecture should modify the curriculum in accordance with the needs of group and the local community.

7. Evaluating, Recording and Reporting

The lecturer has to evaluate the progress of the class as a whole and individual students by means of test and perodical examinations. He has to report the progress to the principal and parents.

8. Arranging and Organising Class Room

It is an important responsibility of a lecturer to make the class room a beautiful place for learning. Physical facilities should be appropriately provided in the room. Arrangment should be flexible to change it to suit the different occasions.

9. Participating in school activities

The lecturer should participate in other school activities in addition to his routine teaching assignment. These many include excursions, picnics, and organising some show etc. His participation in these activities is regarded as one of the important functions of teaching.

10. Participating in professional life

Every lecturer is expected to enter wholly into professional life and to make his contribution to the improvement of the profession. He is expected to belong to professional societies, attend conferences and keep up to date in his subject.

Factors Contributing To Effective Teaching

R.Nacino Brown and friend (1982) explain factors contributing to effective teaching : lecturer characterestics, personal characteristics, and profesional characteristics.

1. Teacher Charactereristics

As Douglas in R.Nacino Brown (1982) has pointed out, the greatest single factor in the teaching process is the taecher. No technique, no method, no device, no gadget can guarantee success only the teacher can do this. The greatest motivating device yet discovered is the highly motivated teacher. The characteristics of a successful teacher can be conveniently grouped under two main headings; personal and professional.

2. Personal Characteristics

Researchers generally belive that students are the best judges of the personal characteristics of teacher/ lecturer. Studies indicate that in the opinion of students the most highly ranked personal characteristics are: sympathy and kindness, helpfulness, patience, a pleasing personal appearance and manner, emotional stability and self control. Lower ranked, but still considered important, were such characteristics as fairness and impartiality, a sense of humour, honesty, enthusiasm, creativeness and resourcefulness. It is impossible to be dogmatic about the way a teacher/ lecture should behave towards his/her students in terms of the charateristics, except to say that the best teacher/lecturers probably possess most of these to a fairly high degree.

A dedicated and hardworking lecturer will find the jod quite rewarding and can derive satisfication from seeing former students succeed in life. Students never forget the lecture lectures who really helped them in school and years after they will talk about them with affection and gratitude, even imitating their mannerisms. If you take up teaching you will find it a diffuicult profession to practise. It can be exteremely taxing and exhausting at times. Some people cannot take the life for very long and eventually give it up but not without some slight feelings og regret. D.H. Lawrence in R.Nacino Brown (1982) once said: "I was, but am no more, thank God a school teacher I dreamed last night I was teaching again that's the only bad dream that river afflicts my sturdy existence".

3. Professional Characteristics

No matter how kind, amiable and well meaning a teacher is he cannot possibly succeed unless he has a thorough knowledge of the subject he is teaching and a good general knowledge. On the other hand a very knowledgeable person completely lacking in sensitivity or human emotions is not likely to be successful either, especially if he behaves like an army sergeant on the parade ground.

A professional teacher should have the following qualities:

1) a mastery of the subject to be taught.
2) an understanding of the basic principles of children's growth and develpoment.
3) a good general knowledge.
4) a knowledge of methods and techniques.
5) a positive attitude to the work.
6) a willingness to adapt his or her teaching to local needs taking into account the materials available.
7) courage to struggle for better standards and conditions in the school.

The Defenition of Learning

Learning certainly includes academic studies and occupational training through high school and beyond. But it also encompasses the physical, cognitive, emotional and social development of children in the earliest years of their lives. Learning as used here, refers to

concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productively applky new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges. Such learning empowers individuals and organizations to make wise choices, solve problems and break new ground. In particular, it is sustainable, it is lifelong, renewable process for people and for the institutions that serves people..

Brown stated previously, he said that, learning is acquiring or getting knowledge of a subject or skill by study, experience, or instruction, or a relative permanent changes in a behavioral tendencies as the result of reinforced practices". In the fields of neuron-psychology, personal development and education, learning is one of the most important mental function of humans, animals and artificial cognitive systems. It relies on the acquisition of different types of knowldege supported by perceived information. It leads to the development of new capacities, skills, values, understanding, and preferences. Learning functions can performed by different brain learning processes, which depend on the mental capacities of learning subject, the type of knowledge which has to be acquitted, as well as on socio-cognitive and environmental circumstances.

Learning ranges from simple forms of learning such as habituation and classical conditioning seen in many animal species, to more complex activities such as play, seen only in relatively intelligent animals and humans. Levine (1985 :17), "Learning has also been mathematically modeled using a differential equation related to an arbitrarily defined knowledge indicator with respect to time, and dependent on a number of interacting factors (constants and variables) such as initial knowledge, motivation, intelligence, knowledge anchorage or resistance, etc". Inspection of the solution to the differential equation also shows the sigmoid and logarithmic decay learning curves, as well as the knowledge carrying capacity for a given learner. In general, learning is a tool to the measure change of an individual behavior. In learning, the child should gain not only knowldege of skill by which this content is accumulated.

Brown says, a) learning is acquisition or "getting"; b) learning is retention of information or skill; c) retention implies storage systems, memory, and cognitive organization; d) learning involves active, conscious focus on and acting upon event outside or inside the organism; e) learning is relatively permanent but subject to forgetting; f) learning involve some form of practice, perhaps reinforced practige; g) learning is a change in behavior. This concept also provide the away for a number of sub fields in the discipline of psyhology: the process of acquisition, perception, memory system (storage), remember, styles and learning strategies are conscious and the unconscious, theories forgetting, the addition, the role of exercise. Each small piece concept learn very quickly become as complex as the concept of language. Previous English language learners bring all this and more varied into play in learning English. Learning is essentially a human facility to actually the purpose of their life. So, learning activity must be done by all human being if they want to make progress or to develop the quality of their live. By detailing the components of the

definition of learning, researchers can obtain definition as is done with the language, the real of research and investigation

Learning is guide and facilate learning, the learners are able to learn, create the conditions for learning. When study observed such as a opera process to conditioned through an addtional program that faced as carefully, teaching would be appropriate as expected. When learning English as a fundamental review as a process of deductive more than inductive process, the presentation may be choose from many rules and paradigms of the students rather than than let them "discover" the rules inductively. One definition or theory of teaching which will be expanded to read word for word and the principles whose role is to choose the methods and techniques. A theory of teaching, in harmony with an integrated understanding of the learner and subject matter to be learn, will lead the way to the procedures success on a given day for the learner to various constraints of specific learning context.

Brown suggests that the theory should be taught following these characteristics: a) the experiences which most effectively implant in the individual a predisposition toward learning; b) the ways in which a body of knowldege should be structured so that it can be most readily grasped by the learner; c) the most effective sequences in which to present the materials to be learned; and d) the nature and pacing of rewards and punishments in the process of learning and teaching". At least three of these characteristics are sufficeint to provide the clues of the lesson problem itself and before the theory of teaching and learning can be estalished. The goals are focus on the general subject matter, language, and learning as essential foundation to build a theory of teaching. The development also led to a polarization in the theory.

The Principle of Good Learning

Thorndike says, "Principle of learning which seem generally applicable to the learning process". These principles have been discovered, tested, and any used in practical situations. Thorndike developed the first three "principle of learning:" readiness, exercise, and effect. These principles are widely applied in aerospace instruction, as outlined below. (Thorndike 1999: 27)

1. Readiness

This refers to ones degle mindedness eagerness to learn something, a reason to seek and know. Basically this method implies in good physical, mental and emotional condition learning is an active process and learner must have adequate in rest, health and physical ability. Learners must have a clear objective strong purpose and definite reason to learn, this can make more progress and achieve his aspiration.

2. Exercise

This refers to drills and practices learners must have an activity, which is more effective in doing repeatedly the more repetition the better the learner remembered, a task that be done in a meaningful positive feedback, practice make a learner perfect. Every time practice occurs, learning continues. The include student recall, review and summary, and manual drill physical applications. All of these serve to create learning habits.

3. Effect

This refers to the emotion of learner's reaction of the result of achieving his aspiration. This may done in pleasant or satisfying feelings, the learner will strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more apt to lead to success and motivate the learner, every learning experience should contain elemets that leave the learner with some good feelings. A chance of success is definitely increased if the learning experience is a pleasant one. Every learning experience does not have to be enterly successful, nor does the learner's have to master each lesson completely. However one of the important obligations of the instructor is to set up the learning situation in such a manner that each trainee will be able to see evidence of progress and achieve some degree of success. Instructor must be equipped polished in such a case that he can manage and organized a lesson plan. Mostly a postgraduate in other terms instructor is qualified or needed to this learning.

Learning is not all about gaining something by the lecturers or traininers but it can be the things that we learn from our everyday life experiences. It is better to upon all those involved in the process. So, it is justified to say that the more competencies the lecturer has the more competent the lecturer is.

Learning Theories of Blooms'

Benjamin Bloom helped develop theories of learning based on the cognitive, psychomotor, and affective domains of human behavior and interaction. His theories are widely applied in law enforcement training.

1. Cognitive Learning Theory

The Distance Learning Technology Resource Guide provides an informative description of Blooms theories. Cognitive learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions.

Law enforcement officers need cognitive intellectual skills to make ethical decisions. Bloom theorized six levels within the cognitive domain (ibid).

The levels range from simple recall or recognition of facts, the lowest level, through increasingly complex and abstract mental levels, to the highest order, classified as evaluation. Examples representing each level follow:

Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat.

Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

2. Affective Learning

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility. The ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values appropriate to the test situation and the field of study. This domain relates to emotions, attitudes, appreciations, and values, such as enjoying, conserving, respecting, and supporting. Verbs applicable to the affective domain include accepts, attempts, challenges, defends, disputes, joins, judges, praises, questions, shares, supports, and volunteers. Empathy is an important trait for law enforcement officers. Lack of empathy can lead to ethics violations when, for example, someone's rights are violated by an uncaring or inattentive officer.

3. Psychomotor Learning

Psychomotor learning is demonstrated by physical skills; coordination, dexterity, manipulation, grace, strength, speed; actions demonstrating fine motor skills such as using precision instruments or tools, or actions evidencing gross motor skills such as dancing or athletic performance. Verbs applicable to the psychomotor domain include bend, grasp, handle, operate, reach, relax, shorten, stretch, write, differentiate (by touch), express (facially), and perform (skillfully).

Bloom's Taxonomy in the Classroom

Introduction to Bloom's Taxonomy:

Bloom's Taxonomy was created by Benjamin Bloom during the 1950s and is a way to categorize the levels of reasoning skills required in classroom situations. There are six levels in the taxonomy, each requiring a higher level of abstraction from the students. As a teacher, you should attempt to move students up the taxonomy as they progress in their knowledge. Tests that are written solely to assess knowledge are unfortunately very common. However, to create thinkers as opposed to students who simply recall information, we must incorporate the higher levels into lesson plans and tests.

1.Knowledge:

In the knowledge level of Bloom's Taxonomy, questions are asked solely to test whether a student has gained specific information from the lesson. For example, have they memorized the dates for a particular war or do they know the presidents that served during specific eras in American History. It also includes knowledge of the main ideas that are being taught. You are probably writing knowledge questions when you use words like tell, list, label, name, etc.

2.Comprehension:

The comprehension level of Bloom's Taxonomy has students go past simply recalling facts and instead has them understanding the information. With this level, they will be able to interpret the facts. Instead of simply being able to name the various types of clouds, for example, the students would be able to understand why each cloud has formed in that manner. You are probably writing comprehension questions when you use words like describe, contrast, discuss, predict, etc.

3.Application:

Application questions are those where students have to actually apply, or use, the knowledge they have learned. They might be asked to solve a problem with the information they have gained in class being necessary to create a viable solution. For example, a student might be asked to solve a legal question in an American Government class using the Constitution and its amendments. You are probably writing application questions when you use words like complete, solve, examine, illustrate, show, etc.

4. Analysis:

In the analysis level, students will be required to go beyond knowledge and application and actually see patterns that they can use to analyze a problem. For example, an English lecturer might ask what the motives were behind the protagonist's actions during a novel. This requires students to analyze the character and come to a conclusion based on this analysis. You are probably writing analysis questions when you use words like analyze, explain, investigate, infer, etc.

5. Synthesis:

With synthesis, students are required to use the given facts to create new theories or make predictions. They might have to pull in knowledge from multiple subjects and synthesize this information before coming to a conclusion. For example, if a student is asked to invent a new product or game they are being asked to synthesize. You are probably writing synthesis questions when you use words like invent, imagine, create, compose, etc.

6. Evaluation:

The top level of Bloom's Taxonomy is evaluation. Here students are expected to assess information and come to a conclusion such as its value or the bias behind it. For example, if a student is completing a DBQ (Document Based Question) for an AP US History course, they are expected to evaluate the bias behind any primary or secondary sources in order to see how that effects the points that the speaker is making. You are probably writing evaluation questions when you use words like select, judge, debate, recommend, etc.

Theoretical Framework
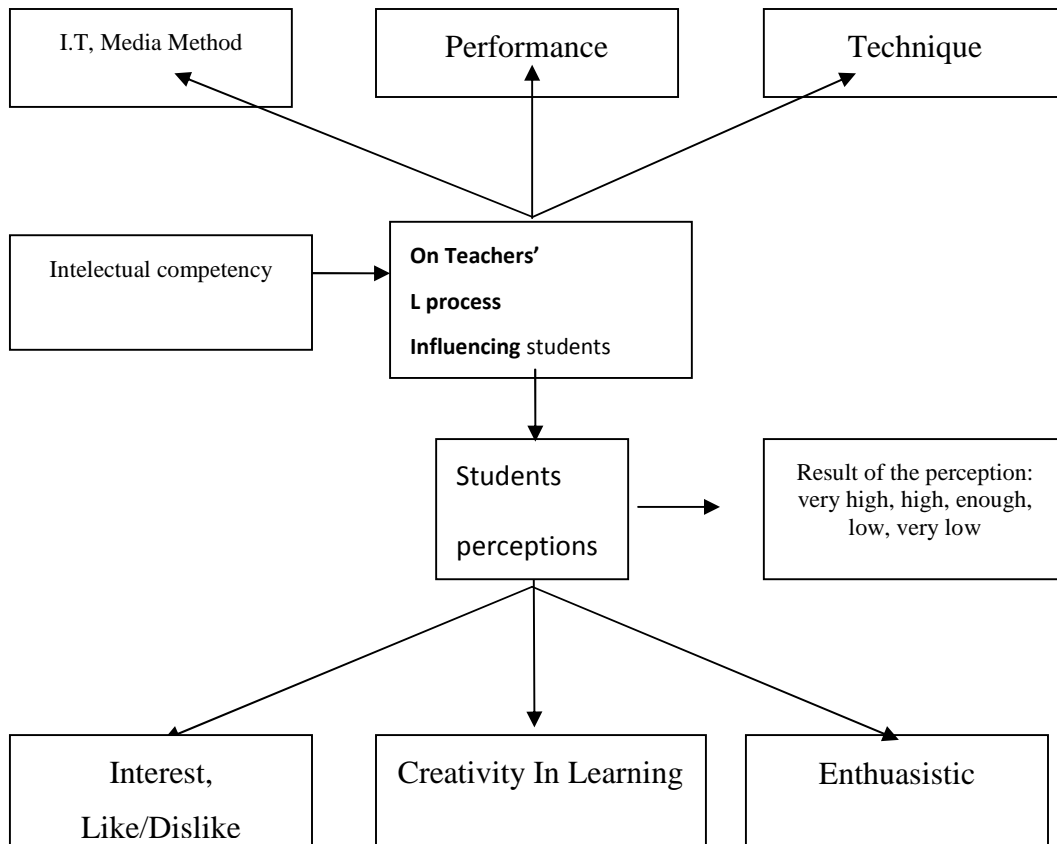
Figure 1. Theoretical Framework

This study is focused about students' perception to the English teacher in the teaching learning process. teacher is the key of education so that the teacher give a good performance of teach to the students. Nowdays students want to learn or not want to learn just see who teacher enter the class.

Students have perception to the English teacher with a performance, technique in teaching and I.T or media method. With the perception students can have interest for study or like/dislike with the teachers, if a good perception students have creativity in learning and also enthuasistic to study with the teacher. Students who have intelectual competency have a high perception to the English teacher, but students who have not want to study have a low perception to the English teacher.

Based on this study about students perception to the English teacher in the teaching learning process, the students give a score to the English teacher by questionnaire. The questionnaire is consists of 40 questions and students who answer the questionnaire consits of 33 students, the result for the questionnaire will to knowing students perception to the English teacher in the teaching learning process such as very high, high, enough, bad and very bad.

2. Research Design

The method of the research is descriptive qualitative. The research for this study is conducted by applying descriptive analysis. Descriptive analysis is used as a problem solving procedure of the observed things by describing the research objects when the research is done based on the facts found. In this research, the students' answers upon the provided questionaire, were analyzed in a descriptive form in order to get the students' perceptions to the English lecturer in the teaching learning process. Based on this, the researcher want to know the students perceptions to the English lecturer by giving a questionare to the students.

There are some English lecturers who teaches English, in this research the writer study the lecturer who teaches English subject in Music Department. The writer collected the data from one semester of English subject where the English lecturer teaches. Every semester there is only one class of Music Department, and it is given on the first and second semester. The research is given to the students of second semester, held in June 2015, where they have experienced learning English subject through the first semester, even have started the second semester.

The Instrument for Collecting Data

Questionare were answered and collected . This research goal is to find out the students' perception of their English class and lecturer, the teaching lerning process. Therefore the instrument of collecting data is questionnaire.

Questionnaire

According to Arikunto (2002) questionnaire is a number of written question that used to get information of responder in reporting about its person or things which he knows. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be practical.

There are many kinds of questionare, but in this research the writer just use Likert Scale. Likert scale is a psychometric scale commonly used in questionnaires, and is the most widely used scale in the form of survey research. The name is taken from the name of the scale of Rensis Likert, who published a report describing its use. When responding to a question on a Likert scale, respondents specify their level of agreement to a statement by choosing one of the options available. Likert scale is also the scale used to measure the perception, attitude or opinion about a person or group events or social phenomena, based on the operational definition that has been set by the researchers.

1) Typically provided five options scale with a format like:

    1.Question Positive (+)
    Score 1. Strongly Disagree
    Score 2. Disagree
    Score 3. Neutral / Enough
    Score 4. Agree
    Score 5. Stronly Agree

    2.Question Negative (-)
    Score 1. Strongly Agree
    Score 2. Agree
    Score 3. Neutral / Enough
    Score 4. Disagree
    Score 5. Strongly Disagree

Table 1. **The Scoring of the Favorable and Unfavorable items**

Favorable items		Unfavorable items	
Answer	Score	Answer	Score
a.Strongly agree	5	a.Strongly agree	1
b.Agree	4	b.Agree	2
c.Netral	3	c.Netral	3

d.Disagree	2	d.Disagree	4
e.Strongly disagree	1	e.Strongly dis agree	5

Source Arikunto (2002:245)

Table 2. **The Layout of The Questionnaire**

Variables	Aspects	Items Number	
		Favorable	**Unfavorable**
Students' perception to the English Lecturer in teaching learning process	General perception toward learning English	1, 2, 3,4	16
	Enjoyment of Learning English	6,7,8,9,10,	
	Participaton in Teaching Learning Process	11, 12, 13, 14, 15	19
	Lecturers abilty to teach in the classroom	16, 17, 19, 20	18

2) qoestionaire that is answered by yes or no . there are 20 questions it scores 5 to each answer, and the scores is 100 if the answer is suitable to the answer. All the answer that is goes to rather , or sometimes, will be categorized to no .

Observation Sheets

Observation is the action of watching something carefully. The observation sheet focusses on what happen in the classroom during teaching learning process.

The procedure of data collection is conducted by observation situation and cycles. Each cycles have four phases, they are : Planning, Action, Observation and Reflection.

This step is conducted by observation the situation in teaching learning process. The observation of the situation sheet focuses on what happen in the classroom during teaching-learning process. It is conducted to find out the problem which class faced. There are students perception to the English lecturer in the teaching learning process. The writer gave the questionnaire to the students in order to know their perception to the English lecturer during one semester.

Collecting Data

After collecting the data students' perception to the English lecturer in the teaching learning process by using questionnaire, the researcher analyzed the data, as the steps conducted by researchers in data processing are as follows:

1) collecting the data.
   distributing of respondents based on alternative answer options.

2)   scoring the data based on the answer.
3) list the score of data to the frequency table.
4) calculating the data of the respondents and established the levels of qualification (very high, high, netral, low and very low) of the students' perception to the English lecturer in the teaching learning process, by doing the following steps:

(1) looking for the highest and lowest scores from the data

(2) calculate the average of data

$$\bar{X} = \frac{\sum x}{n}$$

  x = Total score of item

$\bar{X}$ = Mean (average)

n   = Amount of respondent

(3) comulatif the result of the data

$$\bar{X} = \frac{\sum x}{t}$$

  x = Total score of the Lecturer

$\bar{X}$ = Mean (average)

t   = total of Lecturer

(4) the result of the data obtaining the information concerning the students' perception to the English lecturer in the teaching learning process determine a precentage scale with the score as follows,

80 – 100   = Very High

60 – 79   = High

40 – 59   = Enough/Neutral

19 – 39   = Low and 01 – 19   = Very Low

3.Data And Data Analysis

The data of this study are taken from questionnaire about students' perception to the English teacher in the teaching learning process. At the end of the examination the students answered the questionnaire which have given by the Facultys staff. The first questionnaires is consits 20 questions with five options A, B, C, D, dan E and the second questionnaires is consits 20 questions, the respondents is consits 36 students.

Tabel 4.2 Score for HS

No. Resp	Number Item																			
	1	2	3	4	**5**	6	7	8	9	10	11	12	13	14	15	16	17	**18**	19	20
1	A	B	B	B	C	B	C	C	C	C	C	C	C	C	C	C	B	B	C	B
2	A	A	C	C	C	C	D	D	B	C	C	B	D	D	C	D	D	D	D	C

3	B	A	A	A	A	B	D	D	D	C	B	C	D	D	B	D	B	B	C	B
4	A	B	B	B	B	C	C	D	B	C	C	D	E	D	B	C	D	C	C	C
5	A	A	A	A	B	B	C	D	B	C	B	C	D	C	A	B	B	C	D	A
6	B	B	D	B	B	B	D	D	B	B	B	B	D	B	B	B	B	D	D	B
7	C	A	A	A	A	C	E	D	A	C	C	C	D	C	B	C	C	C	D	C
8	B	A	A	B	A	B	C	C	B	B	A	B	C	B	B	C	C	C	D	B
9	C	A	A	A	B	C	E	B	A	C	C	C	C	C	B	D	D	B	D	B
10	C	A	A	A	B	B	B	B	C	C	C	C	C	C	B	D	D	D	D	B
11	C	C	A	A	A	C	E	E	A	C	A	C	C	E	C	C	C	C	C	C
12	B	B	A	A	B	C	C	B	A	A	A	B	B	C	B	C	B	D	C	C
13	B	B	B	B	D	B	A	B	B	C	C	B	C	C	B	C	B	C	D	C
14	B	B	B	B	C	C	D	C	C	B	A	A	C	C	B	D	D	D	C	B
15	A	B	B	A	C	A	D	B	A	B	B	B	D	C	A	C	A	A	E	D
16	A	A	A	C	C	B	D	C	C	B	C	C	D	D	C	D	C	C	C	C
17	C	C	C	A	A	C	C	C	B	C	C	C	C	C	C	C	D	B	D	B
18	A	A	A	A	B	A	D	E	D	B	B	B	D	D	A	C	B	B	D	B
19	B	B	C	B	B	D	D	B	B	B	D	D	D	C	C	C	C	C	C	C
20	A	A	A	A	B	B	C	C	B	C	C	C	C	C	B	C	B	C	D	A
21	C	B	A	C	C	D	C	C	B	A	A	A	E	C	C	D	C	E	D	B
22	A	A	C	A	C	A	C	D	B	C	A	C	D	D	A	C	C	C	C	B
23	A	A	C	A	C	A	C	B	D	C	A	C	D	D	A	C	C	C	C	B
24	B	D	B	C	C	B	D	C	B	C	C	B	C	B	D	A	C	C	C	D
25	B	B	C	C	B	C	B	C	B	C	B	C	B	C	C	C	C	B	C	C
26	B	B	A	A	B	C	C	D	C	C	C	B	D	D	C	C	C	C	C	C
27	C	D	C	C	C	D	C	C	D	D	D	D	C	B	B	B	B	C	C	D
28	A	A	B	A	A	B	A	D	B	B	C	C	C	E	D	D	C	C	C	A
29	A	A	C	C	C	C	C	C	C	C	D	D	C	D	E	A	A	A	A	A
30	B	A	A	A	C	C	C	C	B	B	C	C	C	D	C	C	C	C	C	A
31	A	A	B	A	B	C	D	B	D	C	B	D	C	D	A	C	C	C	B	B
32	A	B	C	C	D	A	C	B	B	A	C	B	B	A	A	C	A	B	D	B
33	A	C	B	B	D	A	C	C	A	A	C	C	C	C	A	C	C	D	D	C
34	C	A	B	A	B	C	C	D	D	D	B	B	C	E	B	C	C	B	C	E
35	A	A	B	B	D	C	B	D	D	B	B	B	B	A	C	D	B	D	D	C
36	A	B	D	A	B	B	C	C	D	B	C	B	C	C	A	C	C	C	D	D

3 Data Analysis

The data analysis in this study is questionnaire about students' perception to the English teacher in the teaching learning process who answer by the students. There are two tables of the data answered such as distribution of respondents based on alternative answer options and the data score of students' questionnaire.

From the table above the writer known distribution of students' answers based on the selected answer choices, so that the data can be processed the responses of the students were

given a choice of score. In the table selection option A, B, C, D and E in the given score matches the score of each option with a score such as A score 5, B with a score 4, C with a score 3, D with a score 2 and E with a score 1 in which the question questionnaire there are positive and negative, negative rated each option with a score that is A with a score 1, B with a score 2, C with a score 3, D with a score 4 and E with a score 5.

Tabel 3.1.1 The Data Score of Students' Questionnaire 1

No	Students Perception to the English Teacher in the teaching learning process		
	Score X	F	f.X
1	57	2	114
2	58	3	174
3	61	2	122
4	62	4	248
5	64	1	64
6	65	3	195
7	66	2	132
8	67	2	134
9	68	1	68
10	69	2	138
11	70	2	140
12	71	3	213
13	72	3	216
14	73	1	73
15	74	3	222
16	76	1	76
17	77	1	77
		36	2.406

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{2406}{36}$$

$$= 66.83$$

From the table 3.1.1 above is based on the total number of scores obtained by questionnaire of Students' perception to the English teacher in the teaching learning process is 2.406 and the average score is 66.83 with the lowest score 57 and the highest score is 77. Based on the result of the data, students' perception to the English teacher in the teaching learning process is

Table 3.1.2 result of questionnaire 2

No. Resp	Number Item and Answers to no																			
	1	2	3	4	**5**	6	7	8	9	10	11	12	13	14	15	16	17	**18**	19	20
	no	Yes	yes	yes	yes	Yes	Yes	No	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1	no	Yes	yes	yes	no	No	No	No	no	no	no	yes	yes	yes	yes	yes	no	yes	yes	no
2	no	No	yes	no	no	No	No	Yes	yes	yes	no	yes	yes	yes	no	yes	no	no	yes	no
3	no	No	no	no	no	No	no	Yes	yes	yes	no	yes	no	No	no	yes	no	no	no	no
4	no	Yes	yes	yes	yes	Yes	yes	No	Yes	no	no	yes	yes	yes	yes	yes	no	no	yes	yes
5	no	No	yes	no	no	No	no	No	no	no	no	no	no	no	no	no	no	no	no	no
6	no	No	Yes	yes	yes	No	no	Ye	no	no	no	no	no	no	no	no	no	no	no	no
7	yes	No	yes	no	no	No	no	No	no	no	no	no	no	no	no	no	no	no	no	no
8	no	Yes	yes	no	no	No	yes	No	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	no	no
9	yes	No	no	no	no	No	no	Yes	no	no	no	no	no	no	no	no	no	yes	no	no
10	yes	No	nes	yes	no	No	no	No	no	no	no	no	no	no	no	no	no	no	no	no
11	yes	No	yes	yes	yes	Yes	yes	No	yes	yes	yes	yes	yes	no	yes	yes	yes	no	yes	yes
12	yes	Yes	yes	yes	yes	Yes	yes	No	no	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes
13	no	Yes	no	yes	yes	Yes	no	No	no	no	no	no	yes	yes	yes	yes	yes	yes	yes	yes
14	no	Yes	yes	yes	yes	Yes	yes	Yes	no	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes
15	no	No	yes	no	no	No	no	No	no	no	yes	yes	no	no	yes	yes	no	yes	no	no
16																				
17																				
18																				
19	no	No	yes	yes	yes	No	no	No	no	yes	yes	yes	no	No	yes	no	no	no	no	no
20	yes	No	no	no	no	No	yes	No	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
21	yes	No	yes	yes	y	No	no	No	no	yes	no	yes	yes	yes	no	yes	yes	no	no	yes
22	no	Yes	yes	no	yes	Yes	yes	No	yes	no	yes	yes	yes	yes	yes	no	yes	yes	no	no
23																				
24	no	No	yes	yes	no	Yes	no	Yes	yes	no	yes	yes	yes	yes	no	no	no	no	no	no
25	no	Yes	yes	no	yes	No	no	Yes	no	no	yes	yes	no	No	no	yes	yes	yes	no	yes
26	no	No	yes	yes	ye	Ye	ye	No	ye	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

No																				
			s		s	s	s		s											
27																				
28	no	No	yes	yes	yes	No	no	No	no	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes
29	-																			
30	no	Yes	yes	yes	n	Yes	no	No	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes
31	no	No	yes	yes	yes	Yes	yes	Yes	no	no	yes	yes	yes	yes	no	no	no	no	no	no
32	no	Yes	yes	yes	no	Yes	yes	No	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
33	no	Yes	yes	yes	yes	Yes	yes yes	No	no	yes	yes	yes	yes	yes	no	yes	yes	no	yes	yes
34	yes	Yes	yes	yes	no	No	no	No	no	yes	no	no	no	No	no	yes	yes	yes	yes	no
35	no	Yes	yes	yes	yes	No	yes	No	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
36	no	No	no	no	no	No	no	No	no	no	no	no	no	No	no	no	no	no	no	no

There are 6 students that did not answer the questioner at all so only 30 students that give responses .

3.1.3 Table scores :

No	Students Perception to the English Teacher in the teaching learning process		
	Score X	F	f.X
1	5	2	10
2	20	3	60
3	25	1	25
4	40	1	40
5	45	3	145
6	50	4	200
7	55	2	110
8	60	1	60
9	70	2	140
10	75	2	150
11	80	2	160
12	85	3	255
13	90	2	180
14	95	2	190
15	0	6	
		36	1.725

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{1725}{36}$$

= 47.91

From the table 3.1.3 above is based on the total number of scores obtained by questionnaire of Students' perception to the English teacher in the teaching learning process is 1.725 and the average score is 47.91 with the lowest score 5 and the highest score is 95. Based on the result of the data, students' perception to the English teacher in the teaching learning process is 47.91

First questionnaire score 66.83 + second questionnaire score 47.83

2

= perception scores is 57.33

From the scores of perception, lecturer of English in Music Department in 2014-2015 academic year is 57.33. Based on score scale this is considered on the level of enough. The perception should be improved.

4. Conclusions

After collectting and analysing the data, the conclusions are given below:

1. The students' perception to the English lecturer in the teaching learning process is 57.33 (Enough).
2. The students who want to study have enough perception to the English lecturer.
3. The students who are not want to study have a low perception to the English lecturer.

Suggestions

By considering the research findings and the conclusions, there are some suggestions stated as follows:

1) perception of students is considered low, so to improve the perception English lecturer: lecturer must have creativity in communicating in teaching and good performance and good relationship with the students specifically as an English lecturer so that the students not feeling burdened in doing the assignment.
2) perception research is important so further research it will be continuously to other subject, to get the comprehensive result more about students' perception to the English lecturer in the teaching learning process.

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