

Chapter V

Conclusions and Recommendations

Conclusions

Based on the findings, there are several points that can be concluded. First, in each teaching both Australia and Indonesian graduate have advantage and drawbacks. Second, in the learning plan indicator, Indonesian graduate has a big impact especially in encouraging students to have a positive attitude. It can be seen approximately 72.13 % total of respondent in this statement. Indonesian graduate formulated learning objective and considered learners' characteristics, it is seen from the data which had obtained, approximately 69.21 % of total respondent. Third, based on active and effective learning indicator, Indonesia graduate got percentage 79 % in giving motivation to students in teaching process. Besides that, in the statement number sixteen of learning plan indicator, respondents chose 67.11 % to Australian graduate in helping students' problem. Fourth, from the teaching quality indicator, Australia graduate got 67.38 % in a statement of Australian graduate used English as a medium of instruction correctly and appropriately in learning. In the statement number twenty-one was about lecturers made a learning community, Indonesian graduate gained 64.87 % of total respondent. Fifth, by seeing the statement of Australian graduate gave score regarding with the students ability in the learning assessment, it is looked approximately 68.64 % of respondent are in this statement. Based on learning assessment indicator, it can be concluded that Indonesian graduate

did not avoid of explaining the learning evaluation procedure. It is obtained approximately 67.01 % of the total respondent. And the last, it can be concluded that based on the findings, the lecturers both Indonesian and Australian graduates can be categorized well in teaching.

Recommendations

The recommendations of this research are divided into several classes. The first class is lecturers. For lecturers who are in the Faculty of Literature and Culture, probably in order to improve knowledge and skill in teaching. Based on this research, the lecturers both Indonesian and Australian graduates can be categorized well in teaching. The second class is further studies. For further researchers, this research can be guideline to other similar research, and the most important, it is expected that the findings will be used as starting points to conduct another research. The third class is policymaker. For policymaker in the Department of English education, this research can be an assessment for all lecturers in order to enhance their professionalism in teaching.

References

- Anoka Ramsey Community. (2013). Learning Assessment. *How Students Are Assessed*. 4(9), 89.
- Anthony, P. (2002). Perception on Language. *Professional Journal on Second Language*, 5(2), 19.
- Arends, R. (2008). *Learning to Teach*. Jakarta: Pustaka Pelajar
- Arikunto, S. (2008). *Prosedur Penelitian* (6th Ed). Jakarta: Rineka Cipta.
- Daniel, W. (2011). The concept of Perception in Teaching Performance . *Research conducted in Malaysian University*, 4(3),23.
- Djamarah., & Zein. (2002). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Dwyer., & Peters. (2002).** The Benefits of Study Abroad. *New Study Confirms Significant Gains*, 6(3), 1-3.
- Felder, R. (1999). Quality Management Journal. *How to Improve Teaching Quality*, 6(2), 9-21.
- Glasow, P. (2005). *Fundamentals of Survey Research Methodology*. Virginia: Mitre.
- Gray, S. (2007). The Concept of Students' Perception. *Students' Perception on Teaching Quality*, 6(2),20.

- Hooley, N. (2007). Australian Journal of Teacher Education. *Establishing Professional Identity: Narrative as Curriculum for Pre-Service Teacher Education*, 32(1), 50.
- Johnson, S. (2011). Dewey's Dream of Democracy for Teacher. *New Zealand Journal of Teachers' Work*. 4(2), 25-30.
- Supriyoko. (2002, February 14). *Kompas Post*, pp. E1, E3
- Mackey, A., & Gass, M. (2005). *Second Language Research: Methodology and Design*. London: Lawrence Erlbaum Associates.
- Parson, A. (2011). *Descriptive Quantitative Research*. England: Harvard University
- Phillips, P. (2008). *Australian Journal of Teacher Education. Professional Development as a Critical Component of Continuing Teacher Quality*, 33(1), 5.
- Setyaningsih, E. (2012). *Sosiohumanika. Teacher Professionalism: A Study on Teachers' Professional and Pedagogic Competence at Junior, Senior, and Vocational High Schools in Banyumas Regency, Central Java, Indonesia*, 5(1), 93-95.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.

Uno., & Rauf. (2008). *Desain Pembelajaran*. Gorontalo: Nurul Jannah.

Villegas., & Reimers. (2003). *Teacher Professional Development: an International Review of Literature*. Paris: International Institute for Educational Planning.

Widodo, I. (2009). *Pengaruh Latar Belakang Pendidikan Dan Kemampuan Mengajar Guru IPS Sejarah Terhadap Hasil Belajar Siswa Di SMP Negeri Se-kecamatan Temanggung Kabupaten Temanggung Tahun 2008/2009*, 5(1), 93-95.

Yunus, F. 2008. *Metodologi Penelitian Quantitative*. Samarinda: VTC