Chapter IV

Findings, Discussion, and Limitation

This chapter will discuss the data analysis and the discussion of the result of the research. This research actually was designed by using Descriptive Quantitative method. The writer would like to find out students’ perception on Australian and Indonesian graduates teaching performance. To analyze the data, the writer used SPSS program version 16 by using analyze and frequency and descriptive percentage.

Findings

The findings were actually gained from one hundred and forty respondents (English department students class of 2011). In the questioner, it provided about one hundred and thirty-one statements which have been fulfilled by the respondents. The statements were divided into four categories or indicator. They are Learning Plan, Active and Effective Learning, Teaching Quality and Learning Assessment.

By looking at the statement one that lecturer formulated learning objectives and considered learners’ characteristic, it can be analyzed that the respondents preferred to the Australian graduates. This is in contrast with the result that was got by the Indonesian graduates. Indonesian graduates obtained only about 60.18 % of the total respondents. But, Australian graduates obtained 69.21 % of total respondent. So, basically, the Australian graduates in this statement have a range of differences with Indonesian graduates approximately 9.03 %. The percentage above was actually similar with the result of interview that students’ assumed that lecturer formulated
learning objectives and considered learners’ characteristic. It was approximately seven students told about it.

In the statement number two is about lecturers prepared teaching materials continuously, logically, contextually and recently. It was found that the Indonesian graduates gained votes 67.84%. But in this statement, the Australian graduates gained the most votes for 68.7% of the total respondents. When it is drawn the conclusion that there is no significant number of votes, there are only about 0.86% difference is owned by both the graduates. The percentage above was actually related with the result of interview that students’ assumed that lecturers prepared teaching materials continuously, logically, contextually and recently. It was approximately eight students told about it.

The same thing happened on the third statement that lecturers equipped teaching materials, textbook, handout and innovation. There is no significant difference which was found in this statement. Overall, Australian graduates got a value of 54.07%. On the other hand, Indonesian graduates got only 53.58% of the total respondents. Once again, there was no a huge difference in this statement, the range of differences which was obtained only 0.49%. To support the data percentage above, there was a similar statement with students’ result interview. There were seven students that in the position agree that Australian graduates equipped teaching materials, textbook, handout and innovation.

Actually, the statement number four is about lectured planned the effectiveness of learning activities. Similar with the previous statements, Indonesian graduates
obtained lower value than Australian graduates. Each graduates both the Australian and Indonesian acquired 59.05% and 65.66% of the total respondents. Thus, it is concluded that the distance of difference was obtained around 5.61%. To support the data percentage above, there was a similar statement with students’ result interview. There were six students that in the position agree that Indonesian graduates planned the effectiveness of learning activities.

However, the statement number five is lecturers elected learning resources and appropriate to the learning strategy inversely related to the previous Statements. Indonesian graduates obtained higher value than Australia, it was about of 56% of the total respondents, whereas, Australian graduates took at the second place with amount 48.06% of the total respondents. This is a significant difference which has 7.94%. To support the data percentage above, there was a similar statement with students’ result interview. There were five students that in the position agree that Indonesian graduates that elected learning resources and appropriate to the learning strategy.

It also occurs in the sixth statement that is lecturers encourage students to have a positive attitude. In this statement, Australian graduates impaired value approximately 68.64% of the total respondents. Even though, for Indonesian graduates gained 72.13% of the total respondent. This means that approximately 3.49% of the difference which was obtained. To support the data percentage above, there was a similar statement with students’ result interview. There were seven students that in the position agree that Indonesian graduates encourage students to have a positive attitude.
The statement number seven is about lecturers started the learning process effectively. In this statement, Indonesian graduates have the higher percentage than Australian graduates. Indonesian graduates obtained 55.69% of total respondent. Otherwise, Australian graduates gained 44.51% value from the total respondent. From the difference above, it can be concluded that Indonesian and Australian graduates have approximately 11.18%. To support the data percentage above, there was a similar statement with students’ result interview. There were five students that in the position agree that Indonesian graduates started the learning process effectively.

The same thing happened on the eighth statement that lecturers maintained students’ engagement in learning process. There is significant difference which was found in this statement. Overall, Australian graduates only got a value of 47.33%. On the other hand, Indonesian graduates got 53.19% of the total respondents. It means that, there is an approximately 5.68% difference which was got. The percentage above was actually related with the result of interview that students’ assumed that lecturers maintained students’ engagement in learning process. It was approximately five students agreed about it.

It is different with the statement number nine. The statement number nine was about lecturers used English as a medium of instruction correctly and appropriately in learning. There is a huge different which was got by these graduates. Australian graduates obtained 67.38% of total respondent. Besides that, Indonesian graduates got lower value than Australian graduates, it is approximately 56.88% students were
in this position. Thus, it can be inferred that there is approximately 10.5 % of the difference. The percentage above was actually related with the result of interview that students’ assumed that lecturers used English as a medium of instruction correctly and appropriately in learning. It was approximately nine students strongly agree with the statement.

There is a huge difference between Australian and Indonesian graduates. This is evident by looking on the statement number ten that lecturers gave motivation to students in teaching process. In this statement Indonesian graduates occupied to the top value with the acquisition of a percentage 79 %. On the contrary, Australian graduates only got a percentage 50.10 %. Thus, it can be concluded that the difference percentage of this statement both Australian and Indonesian graduates was 28.9%. Students are in the position agreed when was interviewed about Indonesian graduates gave motivation to students in teaching process.

In the statement number eleven is about lecturers taught the course systematically, the higher percentage was gained by the Indonesian graduates. Indonesian graduates obtained the percentage about 68.25 %. On the other hand, Australian graduates obtained 56.43 % of total respondent. So basically, the difference between Australian and Indonesian graduates is approximately 11.82 %. Students are in the position agreed when was interviewed about lecturers taught the course systematically, the higher percentage was gained by the Indonesian graduates.

Based on the statement number twelve is about lecturers gave students a chance to inquire the problem solves. In this statement, Australian graduates have higher value
than Indonesian graduates. Australian graduates obtained 61.76 % of total respondent. Otherwise, Indonesian graduates gained the percentage 59.05 % from the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 2.71 %. Students are in the position agreed when was interviewed about lecturers gave students a chance to inquire the problem solves.

By looking on the statement number thirteen is about lecturers were knowledgeable about the course. In this statement, Australian graduates have higher percentage than Indonesian graduates. Australian graduates obtained 65.80 % of total respondent. Moreover, Indonesian graduates obtained 63.87 % value from the total respondent. Based on the explanation above, it can be concluded that Indonesian and Australian differences were approximately 1.93 %. Almost Students or respondents are in the position agreed to the Australian graduates when was interviewed about lecturers were knowledgeable about the course.

On the basis of the statement number fourteen is about lecturers well prepare about the course. In this statement, Indonesian graduates have the lower value than Australian graduates. Indonesian graduates only obtained 63.64 % of total respondent. Otherwise, Australian graduates gained the percentage 66.66% from the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 3.02 %. Students are in the position strongly agree to the Australian graduates when was interviewed about the statement lecturers well prepare about the course.
To analyze the statement number fifteen, with the statement is teaching method could enhance students’ comprehension in the course. Australian graduates got higher value than Indonesian graduates. Indonesian graduates obtained 56.27 % of total respondent. Besides that, Australian graduates gained 64.79 % of the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 8.63 %. Students are in the position agreed to the Australian graduates when was interviewed about teaching method could enhance students’ comprehension in the course.

It also occurs in the statement number sixteenth that is lecturers lecturer were helpful to solve students’ problem. In this statement, Indonesian graduates impaired value approximately 66.09 % of the total respondents. Even though, for Australian graduates gained 67.79 % of the total respondent. This means that approximately 1.7% of the difference which was obtained. Students are in the position agreed to Australian graduate when was interviewed about lecturer were helpful to solve students’ problem.

The statement number seventeen was about lecturers gave attention to students needs. There is a huge different which was got by these graduates. Australian graduates obtained 48.93 % of total respondent. Besides that, Indonesian graduates got higher percentage than Australian graduates, it is approximately 76.81 % students were in this position. Thus, it can be inferred that there is approximately 27.88 % of the difference. Students are in the position agreed to Indonesian graduates when was interviewed about lecturers gave attention to students needs.
Based on the statement number eighteen is about the material was easy to understand. In this statement, Australian graduates have higher percentage than Indonesian graduates. Australian graduates obtained 58.25 % of total respondent. Otherwise, Indonesian graduates gained 54.35 % from the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 3.9 %.

Students are in the position agreed to Australian graduates when was interviewed about the material was easy to understand.

According to the statement number nineteen, it is about lecturers have alternative answer of students’ question. In this statement, Australian graduates have the lower percentage than Indonesian graduates. Australian graduates obtained 57.58 % of total respondent. On the other side, Indonesian graduates gained 59.66 % value from the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 2.08 %. Students are in the position agreed to Indonesian graduates when was interviewed about lecturers have alternative answer of students’ question.

By looking at the statement number twenty is about lecturers acted kindly when they were teaching. In this statement, Indonesian graduates obtained 55.96 % of total respondent. Otherwise, Australian graduates gained the percentage 57.58 % from the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 1.62 %. Students are in the position strongly agree to Australian graduates when was interviewed about lecturers acted kindly when they were teaching.
In the statement number twenty-one is about lecturers made a learning community, the most percentage was gained by the Indonesian graduates. Indonesian graduates obtained the percentage about 64.87%. On the other hand, Australian graduates obtained 54.10% of total respondent. So basically, the difference between Australian and Indonesian graduates is approximately 10.77%. The result above was supported by the students’ result interview. They are in the position agreed to Indonesian graduate with the statement lecturers made a learning community.

Based on the statement number twenty-two is about lecturers gave assignments, homework that helped students to get a wide outlook about the materials. In this statement, Australian graduates have higher value than Indonesian graduates. Indonesian graduates obtained 58.33% of total respondent. Otherwise, Australian graduates obtained 64.19% from the total respondents. From the difference above, it can be concluded that Indonesian and Australian have approximately 5.86%. Students are in the position agreed to Australian graduates when was interviewed about lecturers gave assignments, homework that helped students to get a wide outlook about the materials.

To analyze the statement number twenty-three, with the statement is lecturers showed enthusiasm in teaching. In this statement, Australian graduates got the high value than Indonesian graduates. Australian graduates obtained 63.64% of total respondent. Besides that, Indonesian graduates gained 57.51% of the total respondent. From the difference above, it can be concluded that Indonesian and Australian have
approximately 6.13%. Students are in the position agreed to Australian graduates when was interviewed about lecturers showed enthusiasm in teaching.

Based on the statement number twenty-four is about lecturers used a particular link address in the reference of students’ broaden. In this statement, Australian graduates have higher percentage than Australian graduates. Australian graduates obtained 64.79% of total respondent. Otherwise, Indonesian graduates gained 60.10% from the total respondent. It can be seen that Indonesian and Australian have approximately 4.69% of the difference. Students are in the position agreed to Australian graduate when was interviewed about lecturers used a particular link address in the reference of students’ broaden.

According to the statement number twenty-five is about lecturers provided a particular web to enhance students’ ability. In this statement, Australian graduates have higher percentage than Indonesian graduates. Australian graduates obtained 61.71% of total respondent. On the other side, Indonesian graduates reached 54.59% from the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 7.12%. Students are in the position agreed to Australian graduate when was interviewed about lecturers provided a particular web to enhance students’ ability.

By looking at the statement number twenty-six is about lecturers closed the learning process effectively. In this statement, Indonesian graduates obtained 53.70% of total respondent. Otherwise, Australian graduates reached the percentage 53.91% from the total respondent. It can be seen that, there was a similarity in this statement, but both
Australian and Indonesian only got 0.21 % of the differences. Students are in the position agreed to Australian graduate when was interviewed about lecturers closed the learning process effectively.

Based on the statement number twenty-seven is about lecturers explained learning evaluation procedure. In this statement, Indonesian graduates have higher percentage than Australian graduates. Indonesian graduates obtained 67.01 % of total respondent. Moreover, Australian graduates gained 52.09 % value from the total respondent. It can be concluded that there was approximately 14.92 % the differences of Indonesian and Australian graduates. Students are in the position agreed to Indonesian graduates when was interviewed about lecturers explained learning evaluation procedure.

Based on the statement number twenty-eight, it can be analyzed that the respondents preferred to the Indonesian graduates. This is in contrast with the result that was got by the Australian graduates. In the statement number twenty-eight, it is about lecturers used a variety of strategies and methods of assessment to monitor a progress and students’ outcome. Australian graduates obtained only about 51.05 % of the total respondents. But, Indonesian graduates reached 57.5 % of total respondent. So, basically, the Australian graduates in this statement have a range of differences with Indonesian graduates approximately 6.45 %. Statement number twenty-eight was supported by the respondents when they were interviewed.

Based on the statement number twenty-nine is about lecturers gave score regarding with the students’ ability. In this statement, Indonesian graduates have lower percentage than Australian graduates. Indonesian graduates obtained 68.64 % of total
respondent. Otherwise, Indonesian graduates gained 64.56% from the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 4.08%. Students are in the position agreed to Australian graduates when was interviewed about lecturers gave score regarding with the students’ ability.

To analyze in the statement number thirty, with the statement is lecturers gave score regarding with the students’ ability.

To analyze in the statement number thirty, with the statement is lecturers provided the constructive feedback at the end of class. In this statement, Australian graduates got higher percentage than Indonesian graduates. Australian graduates obtained 57.58% of total respondent. Besides that, Indonesian graduates reached 56.87% of the total respondent. From the difference above, it can be concluded that Indonesian and Australian have approximately 0.71%. It can be argued that there was an equivalence teaching performance. To support the finding above, there was a similar result of interviewing, that students are in the position agreed to Australian graduates when they were interviewed about lecturers provided the constructive feedback at the end of class.

On the basis of the statement number thirty-one is about lecturers showed a positive attitude, responsive, and sympathetic toward students’ difficulties. In this statement, Indonesian graduates got higher percentage than Australian graduates. Australian graduates only obtained 51.42% of total respondent. Moreover, Indonesian graduates gained the percentage 67.69% from the total respondent. It can be argued that there was a significant difference between Indonesian and Australian, it is 16.27%. To support the finding above, there was a similar result of interviewing, that students are
in the position agreed to Indonesian graduates when they were interviewed about lecturers showed a positive attitude, responsive, and sympathetic toward students’ difficulties.

The Comparison of Australian and Indonesian Graduates Teaching Performance

Graph 1. Learning Plan Indicator

Based on the graph above, the statement number six, students assumed that Indonesian graduates encourage students to have a positive attitude. In this statement, that they are in the position 72.13%. It also can be seen that lower percentage came from Australian graduates. It is in the statement number five that the lecturers elected learning resources and appropriate to the learning strategy, and Australian graduates only got 48.06%.
In the learning plan indicator, almost all of the statements were controlled by the Indonesian graduate. But in the statement number one, Australian graduate got higher percentage than Indonesia, it was approximately 69.21 %. The statement was about lecturers formulated learning objectives and considered learners’ characteristics. In the statement one,

Moreover, there was a similarity percentage which was gained by Australian and Indonesian graduates, the difference of percentage about 0.49 %. It happened in the statement number three, the statement was about lecturers equipped teaching materials, textbook, handout and innovations work.

On the other hand, from the five statements above, there was significant difference which was gained by Australian and Indonesian graduates, because it can be seen all the statements less than 80 %.

**Graph 2. Active and Effective Learning Indicator**
The graph two is actually almost similar to the graph one. In the statement number ten, this graph presents that the most percentage was obtained by the Indonesian graduates with the percentage 79%. The statement ten was about lecturers gave motivation to students in teaching.

It can be identified also that the lower percentage on the graph two come to the Australian graduates, it can be seen that Australian graduates obtained 44.51% in the statement number seven. The statement asked about lecturers started the learning effectively.

Whenever, in the statement number sixteen that Australian graduates reached 67.11% of total respondent. The statement was about lecturers were helpful to solve students’ problem. Besides that all the perceptions were less than 80%, it can be stated that there was no significant difference between Indonesia and Australia graduates.

**Graph 3. Teaching Quality Indicator**
On the graph three states that the teaching quality both of Indonesian and Australian graduates. Based on the graph above, it can be seen that the most percentage come from the Australian graduates. Australian graduates obtained approximately 67.38 % in the statement number nine. The statement was about lecturers used English as a medium of instruction correctly and appropriately in learning. On the other hand, Indonesian graduates only gained 56.88 % in the statement number nine.

It also can be argued that almost all the statements in the teaching quality indicator were gained by the Australian graduates. But, in the statement number twenty-one, students assumed that Indonesian graduates made a learning community. The statement obtained approximately 64.87 %.

Therefore, all the statements in the teaching quality indicator were less than 70 %. Thus, it actually can be argued that there was no significant difference between Australian and Indonesian graduates.

Graph 4. Learning Assessment Indicator
Based on the graph four, it proves that Australian graduates higher percentage. Australian graduates obtained about 68.64 % in the statement number twenty-nine. The statement was about lecturers gave score regarding with students’ ability. In the same statement Indonesian graduates only reached about 64.56 % total of respondent. Nevertheless, in the statement number thirty, it was about lecturer provided a constructive feedback at the end of class. By looking the statement, it can be concluded that students’ assumed there was a similarity percentage which was gained by the Australian and Indonesian graduates, it was about 0.71 %. So that, all the statements in the learning assessment indicator was less 70 %.

Discussion

Students’ Perception on Learning Plan Indicators

Based on the findings, it was found that in the first indicators of learning plan, that Indonesian graduates obtained higher results contained in a statement number six Indonesian graduates encourage students to have a positive attitude. This shows that Indonesian graduates in teaching process to bring students to have a positive attitude. In this case, positive attitude means that enhancing and keeping students’ politeness. Based on the interview, it was found that there is a similar answer from the student. Students assumed that positive attitude is one of the priorities in Indonesian graduates teaching performance. It also greatly assisted students in enhancing their politeness.

Nevertheless, the findings said different. It was found that Australian graduates got lower percentage then Indonesian graduate in the statement number six. It also was
supported by the interview; several respondents said that Australian graduates were seldom to encourage students in having positive attitude.

By finding above, students can be well controlled by individualized approach. Individual approach covers how teacher control or keep students’ attitude in learning process. In other hand, individualized approach includes in class room management and it is important meaning for the benefit of teaching (Djamarah and Zain, 2002, p. 63).

On the basis of finding, it was found that there was a similarity percentage in the statement number three, the statement was about lecturers equipped teaching materials, textbook, handout and innovations work. This shows that Australian and Indonesian graduates would like to make students understand about the material which was thought. Based on interview also, students said that it greatly assisted students in enhancing their knowledge, especially in providing innovation works.

It can be said that without teaching materials, teaching and learning process will not run. So that’s why, teaching materials are needed and mastered by a lecturer in order to deliver to students. Teaching materials are important because it will be presented in the learning process (Djamarah and Zain, 2002, p. 50).

In the statement one of learning plan indicator, it was obtained in the finding that most students or respondents preferred that the superiority of Australian graduates formulated learning objectives and considered learners’ characteristics. In this case, Australian graduates favored in terms of how they formulated learning and combined the students’ different characteristics. By conducting interview, students assumed that
need analysis is important in learning process, so it is undertaken by the Australian graduates.

On the other word, it was found that Indonesian graduates got lower percentage in the statement which is about graduates formulated learning objectives and considered learners’ characteristics. This position was supported by interview, students assumed that need analysis is needed to cover students’ necessities in learning, but it rarely happened to Indonesian graduates.

Need analysis is important point in the lesson plan. Lecturers should identify the intelligent concept which will be presented in the lesson plan. Need analysis is needed to seek from students about how they like to learn (Uno and Rauf, 2008, p. 256).

Thus, there are some ways to increase teaching professionalism. They are formal experiences and informal experiences. Attending seminar, professional conference and mentoring are contained in formal experiences. Professional publications, watching television documentaries related to an academic discipline are contained in informal experiences (Villegas and Reimers, 2003, p. 11).

Based on the learning plan indicator, in the statement number two is about lecturers prepared teaching materials continuously, logically, contextually, and recently, this statement was obtained by Australian graduates with higher percentage to. It also happens to the statement number four is about lecturers planned the effectiveness of learning activities. In this statement, Australian graduates got higher percentage than Indonesian graduates. But, in the statement number five is about lecturers elected
learning resources and appropriate to the learning strategy, this statement was reached by Indonesian graduates with higher percentage.

**Students’ Perception on Active and Effective Learning Indicator**

In the term of second indicator (active and effective learning), in the statement number ten, it is found that the most students preferred to the Indonesian graduates when they were asked about Indonesian graduates gave motivation to students in teaching process. Moreover, it is supported by the result of interviewing. The respondent said that almost all the Indonesian lecturers gave motivation to students while the teaching process. It can be concluded that Indonesian graduates have always defend the students’ motivation. Motivation is a factor of significant importance for a student.

Nonetheless, there was a different result which was gained, in the in the statement number ten, it is found that Australian graduates reached lower percentage when they were asked about lecturers gave motivation to students in teaching process. It can be interpreted that Australian graduates focused on materials and teaching itself, so that they are seldom to give motivation to students.

Therefore, based on the interview, students assumed that motivation is one of factor which makes students enjoy studying in class. To create students’ benefit needs a teaching and learning systematically. It is aimed to get students attention, happiness, and passionate in learning. Students’ competency defends on providing conductive learning environment which is applied by the lecturers themselves (Djamarah and Zain, 2002, p. 238-239).
Nevertheless, almost the statements in the active and effective learning indicator were reached by the Indonesian graduates. It is different from in the statement number sixteen. Australian graduates obtained the most answer when they were asked about lecturers were helpful students’ problem. In this indicator, the respondent assumed that Australian graduates in teaching behave to help students in solving their problem. Students assumed that problem solving in learning process is needed, because it would impact to students’ learning outcome. This is a point and its estimate which was obtained by the Australian graduate.

But it did not happen to Indonesian graduate in the statement sixteen that lecturers help students to solve their problem. Based on the interview also, respondents said that Indonesian graduates focused on teaching performance, so that they rarely gave or helped to solve students’ problems.

The finding on Australian graduate in this indicator can be supported with a theory. There is a technique that can help students’ problem, it is problem based learning. Problem based learning describes how students problem can be investigated (Phillips, 2008, p. 5). Lecturer applied problem based learning to overcome the problems which was faced by students. And it is supported by the four cognitive components: knowledge, organization of instruction, clarity of expression, and quality of presentation (Johnson, 2011, p. 25).

Based on the active and effective learning indicator, in the statement number seven is about lecturers started the learning process effectively, in this statement Indonesian graduates obtained higher percentage than Australian graduates. It also happens in the
statement number eight (lecturers maintained students’ engagement in learning process, eleven (lecturers taught the course systematically), seventeen (lecturer gave attention to student needs), and thirty-one (lecturers showed a positive attitude, responsive, and sympathetic toward students’ difficulties), those statements actually got higher percentage than Australian graduates. But Australian graduates obtained higher percentage in the statement number twelve (lecturers gave students a chance to inquire the problem solve), twenty (lecturers acted kindly when they were teaching), twenty (lecturers acted kindly when they were teaching), twenty-two (lecturers gave assignments, homework, materials that help students to get wide outlook about the materials), twenty-four (lecturers used a particular link address in the reference of students’ broaden), twenty-five (lecturers provided a particular web to enhance students’ ability).

**Students’ Perception on Teaching Quality Indicator**

The third indicator is about teaching quality, it was found that the most students chose the statement number nine as the prime choice. The statement nine was about Australian graduates used English as a medium of instruction correctly and appropriately in learning. This result is similar with students’ perception by interviewing. Students’ assumed that in the learning and teachings of Australian graduates always use English as a medium of instruction. On the other word, students said that lecturers who always use English in the class can lead to very large effect for students. Student can be accustomed to hear the English pronunciation and the second one is students can be motivated to use English.
Nonetheless, the findings said different, it was found that in the statement about lecturers used English as a medium of instruction correctly and appropriately in learning, Indonesian graduate got lower percentage. Based on the interview, students as the respondents assumed that Indonesian graduate rarely used English in learning process, it was caused because different culture and environment when lecturers took their postgraduate.

There is a method which can be point of view above, it is bilingual method. Bilingual method can cover direct method and the grammar translation method. If the students in the class just use mother tongue, it can be controlled by the teacher. Mother tongue also is needed to interpret or translate (Villegas and Reimers, 2003, p. 11).

In this indicator (teaching quality), Indonesian graduates obtained higher recovery of the statement number twenty-one. When the respondents were questioned about Indonesian graduates teaching performance made a learning community. It can be seen that Indonesian graduates have the ability or competitiveness in improving the students learning quality. Students are in the position same on interview. Students assumed that in the learning process, teaching method is very influential on students’ learning outcome. So, based on the students’ perception was Indonesian graduate succeed to increase students’ comprehension by using learning community.

Education literature presented that teaching strategies are very important by a lecturer. A multiplicity of good teaching strategies and research studies that validate them, such us write instructional objectives, use active learning in class, and use
cooperative learning. Thus, it has many ways to increase students’ competence in learning (Felder, 1999, p. 9).

Based on theory above, teaching strategies are very important, but it was found that in the statement about lecturers made learning community, Australian graduates only got lower percentage. There are several factors which are caused. Based on interview, students assumed that Australian graduates focused on the materials and how they teach in class, but rarely applied learning community.

Besides statements which are explained above, almost statements in the teaching quality were controlled by Australian graduates. Those statements are in the statement number thirteen (lecturers were knowledgeable about the course), fourteen (lecturers well prepared about the course), fifteen (teaching method could enhance students’ comprehension in that course), twenty-three (lecturers showed enthusiasm in teaching), and twenty-six (lecturers closed learning process effectively). But in the statement number nineteen is about lecturers had alternative answer of students’ question, this statement was reached by Indonesian graduates with higher percentage.

**Students’ Perception on Learning Assessment Indicator**

The last indicator is learning assessment. Based on the findings, it was found that in the last indicator of learning assessment that Australian graduates obtained higher results contained in a statement number twenty-nine that lecturers gave score regarding with students’ ability. Giving a real score is one of professionalism criterion which should have of any lecturers. Based on the interview, students as the
respondents assumed that Australian graduates gave a real score based on students’ skill, ability and comprehension toward the subject.

Moreover, the findings said different, Indonesian graduates got lower percentage then Australian graduates in the statement number twenty-nine lecturers gave score regarding with students’ ability. This is supported by interview result that students assumed that Indonesian graduates referred to the feeling in giving score.

In addition, it is also to measure and evaluate the success rate in learning. Formative test, summative test and sub-summative test are in the test learning achievement. It is also to measure and evaluate the success rate in learning. It can be measured through learning and achievement test scope (Djamarah and Zain, 2002, p. 120-121).

In the same indicator, it was found that Indonesian graduate obtained results contained in a statement number twenty-seven that Indonesian graduate explained learning evaluation procedure. Based on the interview also, students’ interpreted that learning evaluation procedure required in the learning process. Students need to know what will be assessment, so the students can prepare themselves and be able to follow the learning evaluation.

Learning evaluation is very important, but it was found that in the statement about lecturers explained learning evaluation procedure, Australian graduates only got lower percentage. There are several factors which are caused. Based on interview, students assumed that Australian graduates just gave score regarding with students ability but did not explain what will be assessed.
In learning assessment process, learning evaluation is important thing. Students should be known about the procedure of assessment and it should be related to learning objective. Liable and valid information assessment is important for teacher (Arends, 2008, p. 63).

Based on the learning assessment indicator, in the statement number twenty-eight is about lecturers used a variety of strategies and methods of assessment to monitor a progress and students’ outcome, this statement was obtained by Indonesian graduates with higher percentage. But, in the statement number thirty is about lecturers provided the constructive feedback at the end of class, this statement was reached by Australian graduates with higher percentage.

**Limitation**

The limitation of this research is related to the sample, where the sample is only class of 2011 or fifth semester in English department. The research need to be conducted to the large number of sample and represented all of the students in English department. Therefore, comparing it in generally, it can be assumed that most lecturers are in the position good in teaching.

It might be appropriate if the English department lecturers’ assessment is also compared with students’ perception which has been obtained. However, it can be assumed that the use of questioner is also appropriate to find out students responds and to find out whether Australian and Indonesian graduate teaching performance is same or not, because students as the respondents could choose their own will without
being compulsion. Yet, to get more significance data, it was needed to put the names of Australian and Indonesian graduate in order students could not be confused.