

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

The development of science and technology have brought many changes in almost all aspects of life that demands a quality system of International scale. So that everyone is expected to have knowledge and skills in order that they can compete in the era of globalization. The demand has brought about consequences and the impact to the government and educational institutions to create qualified generations. Hence, the university as an educational institutions takes important role to create the students, as generations, to be competitive, active and creative to respond the developments. One of alternatives considered capable of meeting this challenge is the implementation of Indonesian Qualification Framework Curriculum (IQFC).

Indonesian Qualification Framework Curriculum (IQFC) has become a prestige for a number of educational institutions in Indonesia. There are some universities use this curriculum in teaching and learning activities. IQFC itself is a frame of reference, the minimum standard that could be used, the recognition of gradual education which is done or understood as well as the qualification frameworks competence in the field of vocational training and work experience in order to award the recognition of the competence of work that are in accordance with the jobs structure in various sectors. Indonesian Qualification Framework Curriculum (IQFC) is the embodiment of quality and identity of Indonesia related to national education and training system that is owned by Indonesia.

In the implementation of Indonesian Qualification Framework Curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achievement.

English Education Department in UINSU, for instance, is one of the department which applies Indonesian Qualification Framework Curriculum (IQFC) curriculum. But, this department only apply Indonesian Qualification Framework Curriculum (IQFC) based-evaluation. This department has been applied this curriculum based-evaluation for last two years. One of the model of curriculum based-evaluation is to obligate the students to finish the six tasks per subject for every semester. The sixth task are routine task, critical book review, critical journal review, engineering idea, mini research and mini project. As one of department in UINSU which implements IQFC , UINSU obviously supports the Prgmatics lecturer to implement the curriculum.. Pragmatics is one of the subject that applies it. Pragmatics is the subject that concerned with the study of meaning. This subject is learned at sixth semester.

However, it is acknowledged that the opening of Indonesian Qualification Framework Curriculum (IQFC) based-evaluation curriculum in English Department of UINSU is still facing obstacles. There are still problem about the implementation of IQFC based-evaluation curriculum which need to think it over. Among these are students are still confused to do the task. Besides, in fact thus far there is no spesific guideliness from the department for the students to do the sixth

task. For instance, the students of sixth semester where become the subject of the research. Based on the preliminary interview conducted in mini tour, it can be inferred that the department doesnot provide a spesific guideliness for the sixth taks. This is due to lack of the understanding of department, particularly every lecture in English Department about the information of Indonesian Qualification Framework Curriculum (IQFC) based-evaluation curriculum. The department only apply it only based on the lecture understanding not based on the official guideliness from the department.

As a matter of fact, to drive good implementation of Indonesian Qualification Framework Curriculum (IQFC) based-evaluation curriculum, the department should consider the policy of spesific guideliness for organizing the sixth tasks. Department should design a spesific guideliness to improve the quality of the students. In conducting KKNi based-evaluation curriculum the department also needs to consider the lectures' qualification and ability. They must be able to follow the rules in Indonesian Qualification Framework Curriculum (IQFC) based-evaluation curriculum. They are expected to be able to give a good learning outcomes by this curriculum.

The application of Indonesian Qualification Framework Curriculum (IQFC) based-evaluation curriculum is not as simple as possible. There are many things that need to be considered in conducting it, such as students' preparation to face it, lectures' competence and spesific guideliness applied in the process of evaluation curri. Indonesian Qualification Framework Curriculum implementation is still in a controversy, the objectives of Indonesian Qualification Framework Curriculum are for better education of Indonesia. The lecturer's role is very necessary in the

success of Indonesian Qualification Framework Curriculum implementation. If the lecturer implement it well, the students with real good quality will be created as the objectives of Indonesian Qualification Framework Curriculum.

**In accordance with the explanation above, the writer is eager to conduct a research about the implementation of Indonesian Qualification Framework Curriculum (IQFC) in pragmatics subject at sixth semester of English Department at UINSU Academic Year 2017/2018 .** It is aimed to investigate the tendency of Indonesian Qualification Framework Curriculum (IQFC) based-evaluation curriculum which is applied by the English department in UINSU, how it is conducted and why the lecture apply the task.

## **B. Research Question**

In relation to the background, the problems are formulated as the following :

1. What types of tasks in Indonesian Qualification Framework Curriculum that implemented in Pragmatics Subjects?
2. How is the tasks in Indonesian Qualification Framework Curriculum implemented in Pragmatics subject?
3. Why does the tasks in Indonesian Qualification Framework Curriculum implemented in Pragmatics subject ?

## **C. Objectives of the Study**

The objectives of the study are :

1. To find out the types of tasks in Indonesian Qualification Framework Curriculum that implemented in Pragmatics subjects
2. To analyze the way of the tasks implemented in Pragmatics subject.
3. To find out the reason of Implementation of the tasks in Pragmatics subject.

#### **D. Scope of the Study**

Referring to the research question above, this study will focus on the Implementation of Indonesian Qualification Framework Curriculum based-evaluation applied by the lecture in pragmatics subject. This is also concerns about the analysis on types of tasks in Indonesian Qualification Framework Curriculum, how the tasks are applied in evaluation process, and why the lecture apply them in pragmatics subject.

#### **E. Significances of The Study**

The findings of this study will be expected to be useful as:

1. Theoretically
  - a. A contribution for those who wants to carry out further study in relation to process of evaluation, particularly into Indonesian Qualification Framework Curriculum (IQFC)
  - b. A reference in order to seek further information dealing with Indonesian Qualification Framework Curriculum (IQFC). This study is expected to be able to provide valuable information for those who want to study more about

Indonesian Qualification Framework Curriculum (IQFC) based-evaluation concern

2. Practically
  - a. To guide information for the English Department in applying Indonesian Qualification Framework Curriculum (IQFC) based-evaluation. This research is expected to be able to guide English Department in applying Indonesian Qualification Framework Curriculum (IQFC).
  - b. To lead the lecture in the process of evaluation in the classroom. This study is expected to be able to lead the lecture in implementing Indonesian Qualification Framework Curriculum (IQFC).

