

## **CHAPTER II**

### **THEORETICAL ORIENTATION**

#### **A. Theoretical Orientation**

The theoretical orientation of this research will be based on the topic which has been posed above. The theoretical orientation is developed into three main aspects, The general Curriculum, The concept of Indonesian Qualification Framework Curriculum and Pragmatics Subjects.

#### **1. The General Curriculum**

The curriculum is a set of plans and arrangements concerning the purpose, content and learning materials and how to use as a guide for learning activities to achieve specific educational goals. Understanding the general curriculum is the subjects and educational programs provided by an education provider institution which contains lesson plans that will be given to participants of the lessons over a period of education. Preparations of devices these subjects tailored to the circumstances and the ability of each level of education in the implementation of educational and employment needs. History curriculum in Indonesia is often changed every turn of the Minister of education, so that the quality of education in Indonesia has yet to meet the quality standards are clear and steady. In the course of history since 1945, the national curriculum has changed namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and 2006.<sup>1</sup>

The changes are a logical consequence of the changes of political system, socio-cultural, economy, science and technology in the community of nation and state. Therefore, the curriculum as a set of educational plan needs to be developed dynamically in accordance with the demands

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<sup>1</sup> Wahyuni, *Kurikulum dari masa ke masa* (Al-Adabiyah 10 2015) 232

and changes in society. All national curriculums were designed based on the same foundation, namely Pancasila and the 1945 Constitution, the difference in the principal emphasis of educational goals and approaches to make it happen.

In the period after the 1944 Education Act, English had an established and secure place in the new primary and secondary school system, and it might be thought that there was little cause for further discussion of the issues. However, that proved not to be the case: the debate about English re-emerged from the late 1960s onwards, and began to attract more and more attention from the late 1970s onwards. It was to become one of the most strongly contested issues in the imposition of a centralized national curriculum, in which it was one of the compulsory core subjects. The National Curriculum involved radical change imposed by central government, without the involvement of schools or teachers. Long before the Education Reform Act of 1988, there had been concern about the direction which English, and education in general, was taking.<sup>2</sup>

However, the curriculum in Indonesia is still change depending on the need, time, and the condition. Indonesia should learn from another country like Finland. It has a permanent curriculum. The government never change the curriculum, but that country is one of the country that have a good education system.

## **2. Indonesian Qualification Framework Curriculum (IQFC)**

### **a. The Concept of Indonesian Qualification Framework Curriculum (IQFC)**

According to the Presidential Regulation No. 8 of the year 2012 and higher education ACT No. 12 Year 2012, that is the KKNI (short for National Qualification Framework of Indonesia) or called Indonesian Qualification Framework (IQFC) is stage framework qualifications competencies can grouping, equalizing, and integrating between the education and training field

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<sup>2</sup>Poulson, Louise, *The English Curriculum in School* (London : Wellington House 1998), p. 31

work as well as work experience in order granting recognition of competencies work in accordance with the structure jobs in different sectors.<sup>3</sup>

According to the regulation of the Minister of education and culture the number 73 Year 2013, which is the higher education field is KKNi framework qualifications able grouping, and integrating learning nothing from non-formal education path, informal education, and work experience into the type and level of higher education. It means that qualification is really important in our life. Like Allah said in Al-Qur'an Surah Al-Mulk Verse : 2

الذي خلق الموت و الحياة ليبلوكم ايكم احسن عملا و هو العزيز الغفور (المالك : 2)

The meaning : “Who created death and life to test you, who among you who better the charity and he is all-mighty, all-forgiving” (Al-Mulk : 2) <sup>4</sup>

Thus, the kind that KKNi is not only associated with the education sector, moreover, only be understood narrowly, i.e. limited to the curriculum as the stigma that had flourished. KKNi covers all sectors of the life of nation and State one of them is education – and it's all related to one another. Top (BKNI) which has a double task, namely internal and eskternal. BKNI task internally is doing quality assurance against the sustainability and development of the system, while BKNI task KKNi in external is to co-ordinate and develop implementation mechanisms KKNi with institutions or any other related and relevant to the inaugural KKNi. KKNi is structured based on the needs and specific purpose that is

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<sup>3</sup>Sutrisno,Suyadi *Desain Kurikulum Perguruan Tinggi* (Bandung : Remaja Rosdakarya 2016), p. 22

<sup>4</sup>Ummul Mukminin *Al-qur'an dan terjemahannya*.(Jakarta Selatan: Wali 2016), P. 562

typical with Indonesia to align education and training system with the system's career in the world of work. KKNI is also designed to fit and is equivalent to the system developed by other countries.

As mentioned above, that in the developer KKNI also refer and consider the qualifications system of other countries, such as Europe, the United States, Scotland, Hong Kong, and New Zealand. It makes them qualifications included in KKNI can be easily synchronised and accepted by other countries so that Exchange students as well as supranational labor can be done easily. On this basis, the recognition of the quality of the Output of higher education in Indonesia will be recognized on a par with the output higher education in other countries

EQF qualification framework as one of the most influential in the development of a framework level, divide KKNI qualifying in eight levels from the first level up to level eight the highest, first level includes the capabilities and Basic knowledge for doing simple work in everyday life, so that the highest level of 8 provide the ability of education graduate doctor with capabilities and developing a new profession or science in everyday life so that it created the conditions for better ones. EQF level of the qualification by majoring level of education or training, even with a degree which he carried. The concept of lifelong learning seems strong underlying the development of the EQF, as well as KKNI.

EQF has acknowledged giving a major influence on the development and preparation of KKNI in particular in defining a person's capabilities at every level of qualification. The system of qualification enacted in Australia (AQF) choose the education and training sector in three sectors, namely the Milwaukee public secondary (School Sector), and education Commissioner (VET Vocational Education and Training Sector), and higher education (Higher Education Sector), whereas secondary credentials are divided into eleven level-based

"traffic without a hitch" (seamless pathway). Each of which is associated with learning at every level close to qualifying.

Although the AQF qualification model is a very detailed, it cannot be adapted by KKKNI in Indonesia because of law No. 20 of 2003 Sisdiknas stating that the education Commissioner in Indonesia is not part of the separated from the level of higher education. Thus, education Commissioner doesn't like the VET in Australia. Nevertheless, the model of "traffic without a hitch" in the REGISTER can be adapted by KKKNI in giving recognition or a product of learning acquired through training or experience with the product equivalent learning gained in the real of higher education.

KKKNI embodies quality and identity of the nation of Indonesia associated with national educational system, the national job training system, the system of assessment of the equivalence of close to learning (learning outcomes), which belonged to Indonesia for producing national human resources quality and productive.

KKKNI provides nine qualifying level, starting from the qualification level 1 as the lowest qualifications and the qualifications of the highest qualification level 9 as. This type of qualification on KKKNI is designed to allow every level of credentials in accordance with the needs of the joint between the manufacturer and the user culture, college graduate education/training in Indonesia at this time, as well as degree graduates each line of higher education in Indonesia.

Every level of qualifications in KKKNI consists of four main parameters, namely (a) job skills, (b) the scope of science/knowledge, (c) the methods and level of ability in applying scientific knowledge/knowledge, as well as managerial capabilities (d) (The Directorate of higher education, 2010): 18). Of the fourth such parameters are formulated in the form of descriptions, the

descriptions of which are later known as the generic descriptor KKNi. The following is a generic descriptor KKNi in question.

1. Job skills, i.e. the ability in the domain of cognitive, psychomotor, affective domain domain which is reflected in the action or intact in performing an activity. So, to determine the level or level of the qualification of a person, can be seen based on the person's level of competence both in cognitive, affective, and psychomotor.
2. The scope of science/knowledge, i.e. a formula of the level of breadth, depth, and complexity of certain knowledge sophistication/must-have. So, the higher a person's qualifications in the level, the more spacious KKNi, deeper, and increasingly sophisticated knowledge/science.
3. Methods and ability level, namely how to harness the knowledge, expertise, and the methods that must be mastered in doing a particular job or task, including in it is the ability of thinking (intellectual skills). So, the higher the level of qualifying someone in KKNi, the skillful use of a variety of methods and knowledge to complete his duties.
4. Managerial Capabilities, namely the ability and attitude of someone who hinted in perform a task or job, as well as the level of responsibility in the field of employment. So, the higher the level of qualifying someone in KKNi, the higher the person's abilities in manage his work.

The capability is achieved through internalization and accumulation of these four parameters above, called the learning product (CP). That is, CP is the accumulation and internalization of the four generic descriptors KKNi above. Furthermore, the secondary-level qualifications in KKNi arranged systematically with a lading of Science (science), knowledge (knowlegde), skills (know-how) and skills (skill).

- a. Science (Science), in KKNi described as knowledge is systematically arranged so that formed the Science (body of knowledge). The knowledge must be derived from the results of research

and the systematization of scientific methodology must be based. The more thorough the research is, the more profound the resulting knowledge anyway. Depth of knowledge level is determined by the level of depth of a study, determined by the sustainability of such research. Therefore, ongoing research that is used to build a science should be supported by the record of data, observation and analysis of measurable and aims to improve the understanding of man against nature and symptoms of reality social.

- b. Knowledge, inside KKNi described as Mastery against the theory and skills of a person on a particular scientific field. Knowledge can also be understood as a penguasaan against the facts and information gathered from experience or education for a particular purpose.
- c. Expertise (know-how), inside KKNi described as theory and skills mastery by someone in a particular field of expertise or ability to use the methodology and technical skills acquired through the education experience for a particular purpose.
- d. Skills (Skill), in the psychomotor ability described KKNi (including manual dexterity and the use of methods, materials, tools, and instruments) that is achieved through a scalable and structured training as well as knowledge (enshrined knowledge) or understanding (know-how) so was able to produce a product or performance can be tested or assessed qualitatively as well as quantitatively.
- e. Affection (attitude), inside KKNi is described as a person's sensitivity or sensibility toward social reality in the life around him, both related to himself, family, and society broadly.
- f. Competence, KKNi in described as the accumulation of a person's ability in performing a job description in a structured, measurable and covers aspects of independence and individual responsibility in the field of work.

g. Close to learning, in KKNI described as internalization and accumulation of knowledge, knowledge, skills, and competencies that affection is achieved through a structured education processes and measurable covers a field of science/ specific expertise up through work experience (Director General of higher education, 2010:20).

In conclusion, KKNI is a new curriculum that focus on the qualification of the students in order to create the balancing between education and training field. The students not only master the material but also be able to create a beneficial product for other human. This curriculum also try to help Indonesia become a higher country among other countries.

#### **b. The Purposes of Indonesian Qualification Framework Curriculum (IQFC)**

If Australia has The AQF; Europe has the EQF; Hong Kong has the HKQF; New Zealand has NZQF; then Indonesia has the IQFC (KKNI), in this case, can serve as an embodiment of KKNI quality of Indonesia nation identity in the system of national education, job training, and the recognition of national competence in the eyes of the world. That is to say, the educated from a foreign country who want to get to Indonesia, should follow the system that applies in the IQF or KKNI. And vice versa, among educated free Indonesia out entry of foreign countries by following the framework of qualifications in each State. Therefore, KKNI is intended as a guide to (Director General of higher education ,2010:8):

1. Set the qualifying product learning acquired through formal education, non-formal, informal, training or work experience;
2. Set the qualifications recognition scheme close to learning acquired through formal education, non-formal, informal, training or work experience;
3. Equal qualifications between the product of learning acquired through formal education, non-formal, informal, training and work experience;



4. Develop methods and systems of recognition of the qualification of human resources from other countries who will work in Indonesia.

The Ministry of National Education (Kemendiknas), as one of the central institutions in addition to have a responsibility to carry out the development of science, technology and art, must also be task of generating human resources quality for sectors of industry, business, or Government. However, it should be remembered that the scientific spirit in higher education itself is not limited to produce human resources work in the industrial sector, but rather work in other sectors.

The results of the work of the children of the nation which would later contribute to Indonesia so that national Governments are highly appreciated of his works. This is important, since the business world is emphasized only higher-education graduates are working, while the soul of science, technology and the arts, the burning spirit of students for work, because work is more appreciative of copyright, taste, and intention.

KKNI development has a goal that is both common and special. General purpose includes things that can be encourages integration between related sectors, while special-purpose covers the aspects of strategic development framework and level of the qualification (Director General of higher education, 2010:9). The following advanced general purpose and special.<sup>5</sup>

### **1. General purposes**

- a. Increase the commitment of the Government and society to produce Indonesia's human resources quality and International competitiveness of developing good work as well as work.
- b. Encourage improved quality and accessibility of Indonesia's human resources to the national and international job market.

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<sup>5</sup>*Ibid* 39

- c. Making the process accountable and transparent recognition against product purchases acquired through formal, non-formal education, informal education, training or work experience recognized by the workforce nationally or internationally.
- d. To improve the contribution of learning product acquired through formal, non-formal education, informal education, training or work experience in the growth of national economy
- e. Push the transfer student, student, and labour between countries lined up the equality of qualifications (Director General, higher education, 2010:9)

## **2. Special purposes**

- a. Obtain a positive correlation between learning outcomes, learning product, and the process of education in college.
- b. Push the adjustment of product a quality learning and learning outcomes of higher education at a level equivalent qualification.
- c. Become the guideline of principal for the College in developing a mechanism for the recognition of learning outcomes of yesteryear Recognition of Prior Learning (RPL) or the wealth of experience which belonged to someone.
- d. Be a bridge of mutual understanding between the College and its graduates (user) so in a sustainable way can build capacity and improve the competitiveness of the nation, especially in the sector of human resources.
- e. Give motivation and inspiration for the graduates to perform the adjustment ability or qualification programmes in developing life long learning (life long learning programs);
- f. Ensure increased accessibility of Indonesia's human resources to the national and international job market, including their works.

- g. Obtaining the equivalent recognition from other countries bilaterally, regionally and internationally and personality traits without leaving the nation of Indonesia.
- h. Facilitate the development of academic mobility mechanisms to enhance mutual understanding and solidarity and cooperation between Governments in the world of higher education (Directorate General of higher education, 2010:10).

From the statements above, It can be drawn an inference that IQFC plan to increase the quality of humans resource in Indonesia in order to create the nation that regarded to all the countries.

**c. The Generic Description of Indonesian Qualification Framework Curriculum (IQFC)**

Descriptors on KKNi is divided into two parts, namely the description of General and specific description. General description describes the character, personality, attitude, in its work, the ethics and morals of each man Indonesia on any specific ranks, while the description explains the practical knowledge and skills in science. In this case, the level of depth and a passing knowledge of a person depends on the level of qualification that is occupied. The following is a description of the generic KKNi, either in general or specific.

General Description
In accordance with the ideology of the State and the culture of Nations Indonesia, then the implementation of the system of national education and training systems work done in Indonesia at every level of a qualification process that includes KKNi on building character and personality human Indonesia as follows.
<ul style="list-style-type: none"><li>• Duty to God Almighty;</li></ul>

- Have the morals, ethics, and a good personality in completing its task;
- Act as citizens who take pride and love of the homeland and supporting world peace;
- Able to work together and have the social sensitivity and high concern to society and the environment.

#### Spesific Description

**1**

Able to carry out simple tasks, limited, are routine, using tools, rules and processes that have been established, as well as under the guidance, supervision and responsibility of the superior.

Factual knowledge

Responsible for their own work and is not responsible for the work of others

**2**

Able to carry out a specific task, using tools, and information, and common work procedures are conducted, as well as indicate the measured quality performance, under the direct supervision of his superiors.

Have knowledge of basic operational and factual knowledge of a specific line of work so that it is able to select the available resolution to problems commonly arising.

Responsible on the job itself and can be given the responsibility of guiding others.

3	Able to carry out a series of specific tasks, by translating such information and using the tool, based on a selection of work procedures, as well as being able to show the performance with the quality and quantity is measured, which is partly the result of work with indirect supervision.
	Have a complete operational knowledge, principles and general concepts related to the fact that specific areas of expertise, so that it is able to resolve the various problems which were common with the appropriate method.
	Being able to work together and communicate well within the scope of his work.
	Responsible on the job itself and can be given responsibility for the work of others.
4	Able to complete the task of spacious and berlingkup specific case with limited information in analysing, selecting the appropriate method of some raw options, as well as being able to show the performance with the quality and quantity of the measured current.
	Mastering a few basic principles to a particular field of expertise and are able to harmonize with the factual issues in the field of work.
	Being able to work together and communicate well, devise a written report limited in scope and have initiative.
	Responsible on the job itself and can be given responsibility for the quantity and quality of the work of others.
	Able to complete the jobs berlingkup wide, choose the appropriate method of a selection that already as well as raw

5	yet with analyzing the data, as well as being able to show the performance with the quality and the quantity measured.
	Master the theoretical concept of a particular area of knowledge in General, as well as being able to formulate a procedural problem resolution.
	Have the ability to manage working groups and draw up a written report in a comprehensive manner.
	Responsible on the job itself and can be given responsibility for the achievement of the results of the group work.
6	Able to utilize the IPTEKS in the keahliannya field, and able to adapt to the situation faced in solving problems..
	Master the theoretical concept of a particular area of knowledge in General and theoretical concepts of the special section in the areas of the knowledge in depth, as well as being able to formulate a procedural problem resolution.
	Able to take strategic decisions based on the analysis of information and data, and provide guidance in selecting various alternative solutions.
	Responsible on the job itself and can be given responsibility for the achievement of the Organization's work.
7	Capable of menrencanakan and manages the resources under its responsibility, and evaluate comprehensively it works by making use of IPTEKS to generate measures of strategic development of the Organization

	Mampu memecahkan permasalahan sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui pendekatan monodisipliner.
	Able to solve the problems of science, technology and art in the fields or keilmuannya through monodisipliner approach.
8	Able to develop the knowledge, technology and art in the fields or keilmuannya or professional practice, through research, to produce innovative and tested.
	Able to solve the problems of science, technology and art in the fields or keilmuannya through multidisipliner or inter approach.
	Able to manage research and development that will benefit the community and UNESCO, as well as being able to received national and international recognition.
9	Able to develop the knowledge, technology, and new art or in the fields of professional practice or keilmuannya through research, to produce original, creative works, and tested
	Able to solve the problems of the science, technology, and art or in the field of keilmuannya through the approach of inter, multi, or transdisipliner.
	Able to organize, lead, and develop research and development that will benefit science and the benefit of mankind, as well as being able to national and international acclaim.

Generic Description of KKNI specifics above are arranged hierarchically starting from the lowest level, i.e. the level one (1) to the highest level, i.e. the level (9). The higher level

qualifications KKNi will be more scientific. In contrast, the lower level qualifications in the lower level will KKNi qualifications in KKNi will be more technical. In formal education, the lowest level (level equivalent to the level of basic education (SD/MI and SMP/MTs). Level 2 KKNi equivalent secondary SMA/SMK/MA. And so on, so that the highest level (level 9) equivalent to formal education at the doctoral level (S3).<sup>6</sup>

A product of the learning generated through education by level of qualification on KKNi is composed of graduates of basic education that is equivalent to level 1 to superspesialis education and doctorate graduates S3 with level 9. As for the breakdown of a qualification and level of education are as follows:

- a. Basic education graduates are on par with the level 1;
- b. Secondary education graduates the lowest equivalent to level 2;
- c. Graduates of Diploma 1 lowest equivalent level 3;
- d. A graduate diploma 2 lowest equivalent to level 4;
- e. Graduate diploma 3 least equivalent to level 5;
- f. A graduate diploma of applied Undergraduate and 4 or lowest Degree equivalent to level 6;
- g. Graduate of applied master's degree and master's degree equivalent to the lowest level 8;
- h. Graduate education profession on a par with level 7 or 8;
- i. Applied Doctorate Graduates and doctorate equivalent level 9;
- j. Graduate education specialist is equivalent to level 8 or 9.

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<sup>6</sup>Solikhah, Imroatus. . *Learning Outcomes Berbasis Berbasis KKNi dalam Kurikulum Pendidikan Bahasa Inggris*. (Surabaya: Penerbit Jenggala Pustaka Utama, 2015)



Any graduate can rise to level of qualification with the terms of the anticipated test of competence. For example, basic education graduates who are at level 1 can rise to level 2 after passing a test of competence. And so on, so that basic education graduates can achieve the highest qualification level if they pass in the stages of competence at all levels.

Qualification level 1 in qualification meant to KKNI workforce healthy Indonesia physical and spiritual basis of factual, knowledgeable or within the realm of national education is an education compulsory 9-year or graduate level JUNIOR/MTS. The main purpose of the assessment of the level of equality is that all education programs in Indonesia, starting from the upper level secondary school (SMA/SMK/MA) to the higher education (Bachelor, Diploma, Post-graduate, Specialist Sergeant) is obligated to produce graduates with minimal qualifications equivalent to the qualifications in the same level, KKNI. Therefore, the need to be prepared product qualification descriptors of learning or education program graduates in every level of higher education.

In conclusion, English department is in level 6 that the students of English department should be able to fill the descriptions in level 6.

#### **d. Kinds of Tasks in Indonesian Qualification Framework Curriculum**

##### **a. Routine Task**

Routine tasks is a task that is provided in the form of lecturer reserved free tests, quizzes, problem opening or in any other form that is given to all students in the beginning of the meetings, it can also in the end, mid or every meeting material that is being given to the student

Routine task is given in order students would start classes becoming more trained or understand the lecture material that will be discussed in the class. The tasks will be done by the student individually or in groups depend on the instructions of lecturer. as for the work time is

determined by the lecturer and after finishing the class, answer sheet will be brought back and will be examined by the lecturer concerned.

b. Critical Journal Review (CJR)

Critical Journal Review (CJR) is a task that emphasize his student to be able to criticize a national and international journals and re-review it in order to find a new understanding that is more easily understood by the reviewer and the reader of the journal review.

Basically to review the journal is not too difficult as long as we understand the stages of the work, because students usually lazy to do this task because they do not understand or have yet to fully understand how to create the CJR (Critical Journal Review) Because of the lack of guidance from the campus or the lecturer concerned.

The purpose of the CJR (Critical Journal Review) itself is to facilitate in the core of understanding the results of research that has been done as well as finding weaknesses and advantages of journals that have been reviewed. As a student who often gets the assignment it should be able to do the review. So in discussing a journal that would be more easily understood after a review.

c. Critical Book Report (CBR)

As his name, CBR (Critical Book Report) is a task which we are prosecuted for criticizing 2 or more books, namely the main books in English where this first book as the main book and the second book of checklists in English or Indonesian, depending on the ability of the students.

Usually the lecturer will ask two books as a comparison and one of the main book in English made in the form of summarization, but that depends on the willingness of the lecture that are essential in completing the task of Critical Book Report (CBR). In this task we must think as

creative as possible in criticizing the content of a book without compromising the things asked of you in the work of the lecturer.

d. Idea Engineering

Engineering Idea is one of the tasks in the curriculum educational KKNI who demanded his student to make a new idea, or reverse engineer existing ideas become better or can be said to be more efficient than ever before named Rekayasa Idea is a task you create, renew, modify a good idea the idea that already exists or the results of the excavations of the mind exclusively original without any element of plagiarism in its compilation.

Complete this easy Idea Engineering-easily distress, because it deals with the idea of looking for a meaning in the completion of this task the student is prosecute for more critical and creative in brings up a new idea or reverse engineer the idea already exists in the original for the sake of something useful of course and if you find an idea or reverse engineer not impossible you can apply them in the form of a mini research to create products in the form of a small project.

The purpose of the making of engineering this idea is creating the next generation of students in this nation that are being studied in college to make it more capable of critical and creative thinking in creating a useful idea for the whole walks of life

e. Mini Research

Mini Research is a task in the form of a small scale research provided a lecturer to the students in order to directly put into practice what they have learned in the lecture material in the form of

research as for the research field is organized in the form of systematic reporting and the format will be determined by the professors themselves.

As for the purpose of this Research is to get a Mini-results of a study carried out in the scope that are not too large, how to keep the student is trained to direct the research space falls is lecture materials which they have received.

f. Mini Project

This last task from his name we can already picture that this one KKNi task is to oblige his student to make a project on a small scale or large which is a continuation of the Mini Research that has been done in the meaning. the creation of this task the student is required to create a real product that is perwujudan from the little research that has been conducted in the previous task

As for the purpose of this project is to train the student in his own work independently or in a group in creating a product that will benefit the community.

### **3. Pragmatics**

a. The Definition of Pragmatics

Pragmatics, The modern usage of the term pragmatics is attributable to the philosopher Charles Morris , who was concerned to outline (after Locke and Peirce) the general shape of a science of signs, or semiotics (or semiotic as Morris preferred).<sup>7</sup> Pragmatics is concerned with the study of maning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Pragmatics is the study of speaker meaning.

This type of study involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what

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<sup>7</sup>Levinson, *Pragmatics*, ( New York : Cambridge University Press 1983), p 1

they want to say in accordance with who they're talking to, where, when, and under what circumstances. Pragmatics is the study of contextual meaning.<sup>8</sup>

This approach also necessarily explores how listeners can make inference about what is said in order to arrive at an interpretation of the speakers intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. We might say that it is the investigation of invisible meaning. Pragmatics is the study of how more gets communicated than is said.

The perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is answer is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, the speaker determine how much needs to be said. Pragmatics is the study of the expression of relative distance.

These are the four areas that pragmatics is concerned with. To understand how it got to be that way, we have to briefly review its relationship with other area of linguistics analysis.

From the definitions above, it can be concluded that pragmatics is the study of meaning. This subject is a significant aspect in order to make the speaker and the listener understand. This is also support the human in studying the language. Our prophet asked us to learn about the language. This is in accordance with hadist Nabi :

أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ

*"The Messenger of Allaah 'alaihi wa sallam commanded me to learn Syriac Language."* [HR. At-Tirmidzi: 2639).<sup>9</sup>

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<sup>8</sup>Yule, Pragmatics ( New York : Oxford University Press 1996), p 3

<sup>9</sup> Baqi, AbdulHadits Shahih Bukhari Muslim. (Jakarta: Hikam Pustaka 2016), P.65

Also in Ayat Al-quran surah Ibrahim : 4

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

*"We did not send a Messenger, but by the language of his people, so that he can shed some light with a light to them. Then God is misleading whom he wills, and give instructions to whom he wills. And he was the one God Almighty again Most Wise." [QS. Ibrahim: 4].<sup>10</sup>*

#### b. The Scope of Pragmatics

Scope here means the areas to which the study of pragmatics has been extended. Morris charles extends the scope of pragmatics to include psychological, biological and sociological phenomena which occur in the functioning of signs. Today this will cover others area of the study such as Psycholinguistics, Sociolinguistics, Neurolinguistics etc. Currently linguistic pragmatics mostly dwells on those factors of language use that govern the choice individuals make in social interaction and the effect of those choices on others.<sup>11</sup> Be that as it may, expanded researchers in cultural studies and social discourse argue in favour of discourse pragmatics rather than the traditional linguistics pragmatics. For example, Fairlough (1989) argues that rather than see language use as a person's strategies of encoding meaning to gain some particular effects on the hearer, or reader, we should be concerned with the fact that social conventions and ideologies, define peoples' roles, identities and language performance, that is, people simply communicate in some particular ways as the society determines. While people can manipulate language to achieve certain purposes, they in some circumstances are actually ruled by social conventions.

Furthermore, pragmatics study has thrown some light on the study of literature, especially figures of speech such as hyperbole, personification, and euphemism and so on. Giving rise to

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<sup>10</sup>Ummul Mukminin Al-qur'an dan terjemahannya.(Jakarta Selatan: Wali 2016), P. 562

<sup>11</sup>Crystal, D. The Cambridge Encyclopedia of Language ( New York, Cambridge University Press)

literary pragmatics. In a similar vein, the application of Pragmatics to computational linguistics has also developed into computational pragmatics.

c. The Objective of Teaching Pragmatics

Students are able to understand concepts related to definition and scopes of pragmatics, concepts related to the Pragmatics applying the concepts pragmatics to solve problems in language learning.<sup>12</sup>

## **B. Conceptual Framework**

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 is a new curriculum that applied in higher education. IQFC is stage framework qualifications competencies that can grouping, equalizing, and integrating between the education and training field work as well as work experience in order granting recognition of competencies workin accordance with the structure of jobs in different

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<sup>12</sup>RPS of Pragmatics subject (2016), Medan

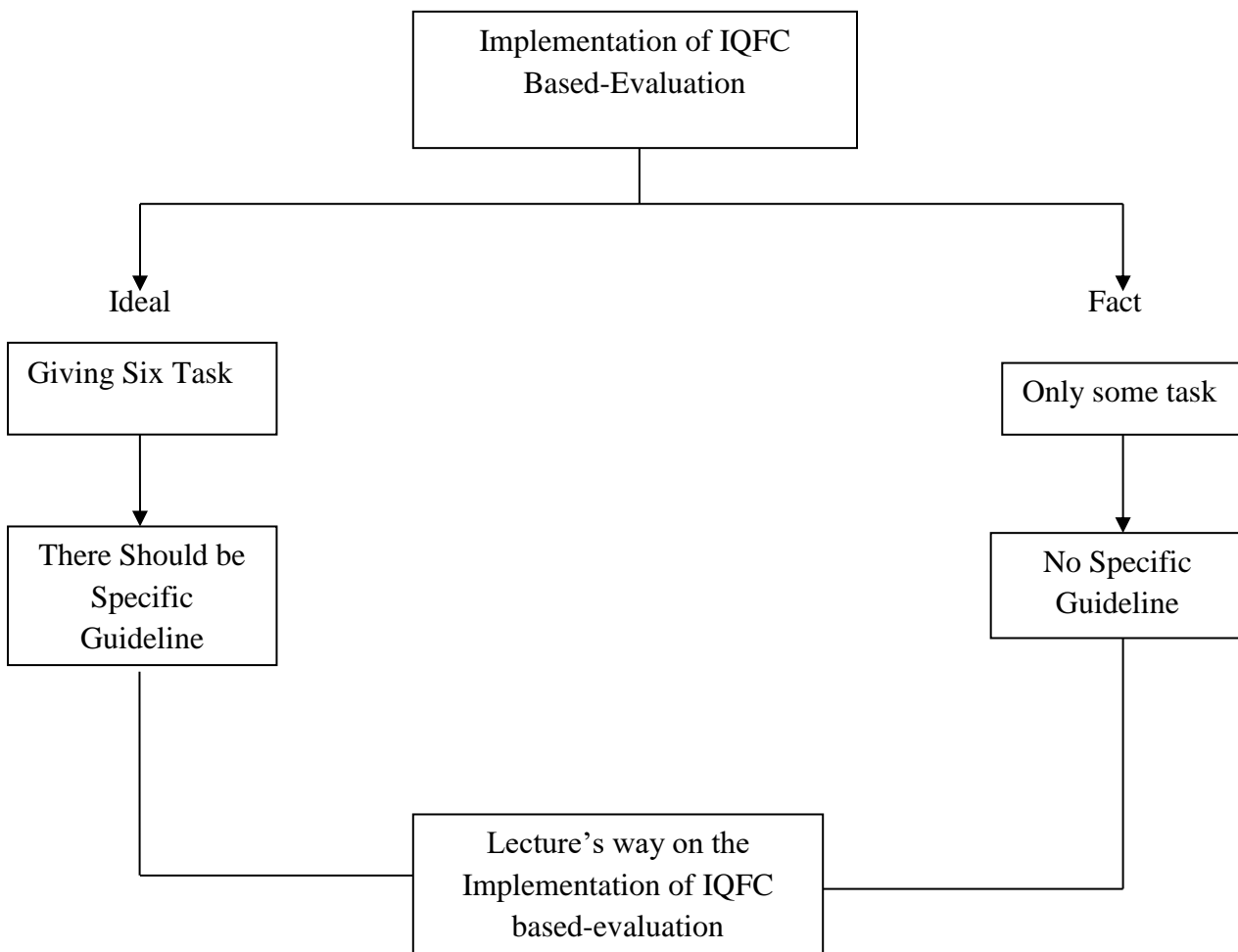
sectors. It is made to create the qualified human resource that be able to compete with another country.

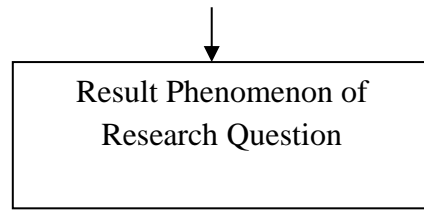
In the Implementation of IQFC based-evaluation, some universities only applied this curriculum on the evaluation part of this curriculum. The model of evaluation is the students have to do six tasks they are routine task, critical book report, critical journal report, engineering idea, mini research and mini project. There is an assumption that by applying this curriculum based-evaluation the students' will be able to understand the material of the lesson well, particularly psycholinguistics subject. The concept of its implementation based on the spesific guideliness on it. The type of IQFC based-evaluation apllied ought to depending on the spesific guideliness. Spesific guideliness means a guideliness that given from the department.

However, in fact, the implementation of IQFC based-evaluation does not consider the spesific guideliness. For instance, English Education at UINSU, they applied the IQFC based-evaluation without giving spesific guideliness to the students, while the students need it to avoid misunderstanding in doing the task. Also the students need it to make the students are easier to do the tasks.

This research will analyze how IQFC based-evaluation is applied, and which any it is applied the way it is. Document observation and in-depth interview will be used in collecting the data. In the observation, the researcher will observe the way of the lecture apply the Indonesian Qualification Framework Curriculum .While in the in-depth interview, the researcher will interview the pragmatics lecture, as a main information, and will be supporting informant to crosscheck the data which have obtained from the observation. The researcher analyze the students' task in order to know how the way of the students do the task. So, the researcher can get the information about the guideliness that use by some students of English Department.







**Figure 1. The Frame of Conceptual Framework**