

## CHAPTER IV

### RESEARCH FINDINGS & DISCUSSION

#### A. Findings

The research findings are categorized into first lecture and second lecture in implementing the tasks in Indonesian Qualification Framework Curriculum:

##### 1. First lecture

Based on the data, there are four tasks in Indonesian Qualification Framework Curriculum that implemented by the lecture : (a) Critical Journal Review (CJR) (b) Critical Book Report (CBR) (c) Routine Task (d) Mini Research.

##### a) Critical Journal Review (CJR)

Critical Journal Review (CJR) is the task that obligates the students to summarize and critique the journal. Critical Journal Review (CJR) is one of the tasks that implement by the lecture. This can be seen in the result of the interview as follows: *“mam memberikan tugas CJR ke mahasiswa”*. (Int-I1-DTT/App /p. 62 ).

Based on data above, it was inferred that S<sub>1</sub> implement Critical Journal Review (CJR) in her class. She implemented it because it is the obligation from the government. This can be seen in the result of interview as follows: *“Saya mengaplikasikan tugas ini karena ini bagian dari kurikulum KKNI dan ini termasuk kewajiban dari pemerintah”*. (Int-I1-DTT/App /p. 62). This task is a group task because there are some components in this task. This can be seen in the result of interview as follows: *“alasan kenapa CJR d buat tugas kelompok yang pertama karena komponen tugas yang ada di CJR itu banyak. Ada 5 komponen kurang lebih dalam format CJR”*. (Int-I1-DTT/App /p. 62 ) But, even this task is a group task each students has their own tasks. This can be seen in the result of interview as follows:

*“Walaupun bentuknya perkelompok, tapi komponennya di kerjakan oleh anggota kelompok. Jadi misalnya untuk komponen introduction itu dikerjakan oleh satu orang, jadi intinya sebenarnya tugasnya individu tapi jurnalnya aja dibuat perkelompok”.*(Int-I1-DTT/App /p.62 )

In giving the task, the lecture also give the format of the tasks. This can be seen in the result of interview as follows: *“mam ngasi format untuk mereka, mam dapat formatnya waktu mam kuliah pascasarjana di Unimed”.* (Int-I1-DTT/App/p.62). Based on the data above, the lecture try to develop the format herself because there is no a specific format from the government or English department. This can be seen in the result of interview as follows:

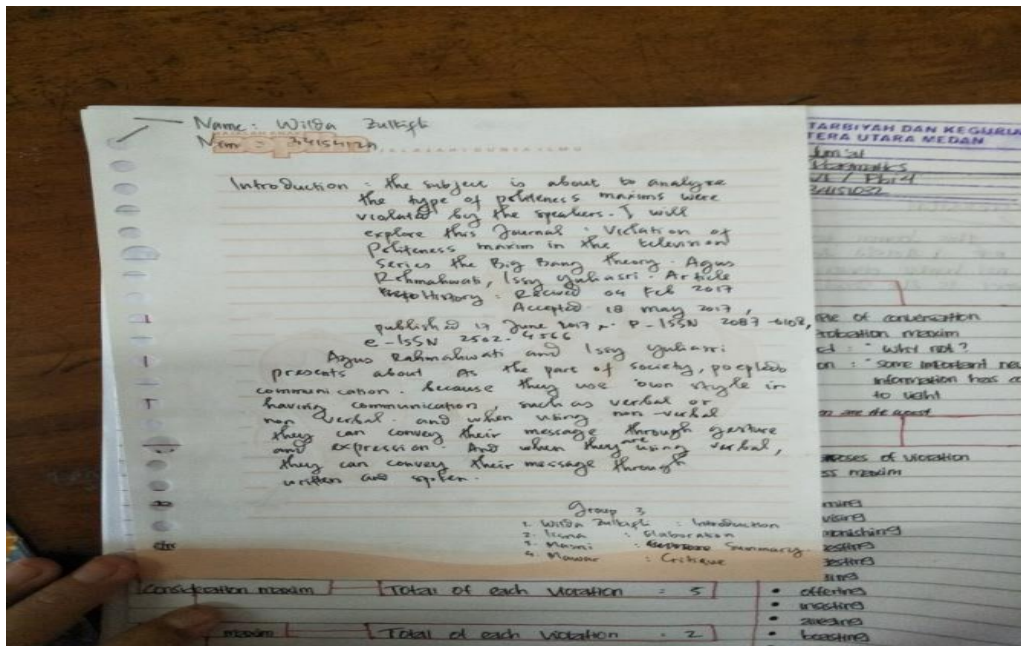
*“Itu bukan tugas jurusan untuk membuat format seperti itu, itu tugas fakultas dan itu kembali ke dosennya masing-masing gimana memodifikasikan sendiri karena setiap mata kuliah itu berbeda ilmunya dan kalau lah setiap tugas diberikan format ini dan ini mungkin di ilmu lain tidak cocok, maka dari itu jurusan hanya memberikan garis-garis besarnya saja CBR dan CJR itu seperti apa. Jadi masing-masing dosen harus sudah faham bagaimana mengaplikasikannya ke dalam mata kuliah mereka”.*(Int-I2-DTT/App /p.66 )

Based on the data above, there are five components in the format. They are introduction, summary, critique, conclusion, elaboration. The lecture sent the format of the tasks via whatsapp then, the lecture explains each component of the format in front of the class. This can be seen in the result of the interview as follows: *“mam ngasi formatnya lewat wa terus mam jelasin di depan kelas”.* (Int-I1-DTT/App /p.63 ).

Based on the data above, the lecture decides Critical Journal Review (CJR) as a group tasks. The lecture divided the class into some group then, each group consists of some people have their own work. It can be inferred that even though this task is a group task, but the students have to do each their work. The lecture gives the format of the tasks, but she elaborates the format herself.

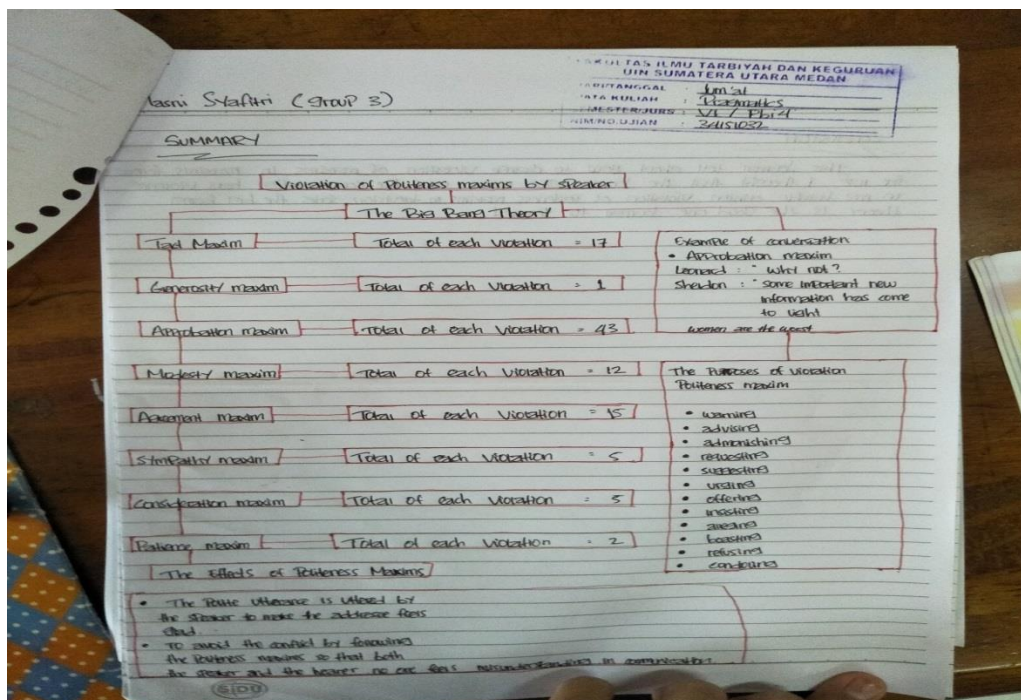
Based on data above, those are the way and the reason of the lecture in giving Critical Journal Review (CJR) tasks to the students. This is the students' task of each component.

Figure 1. Student's CJR task first component (Introduction)



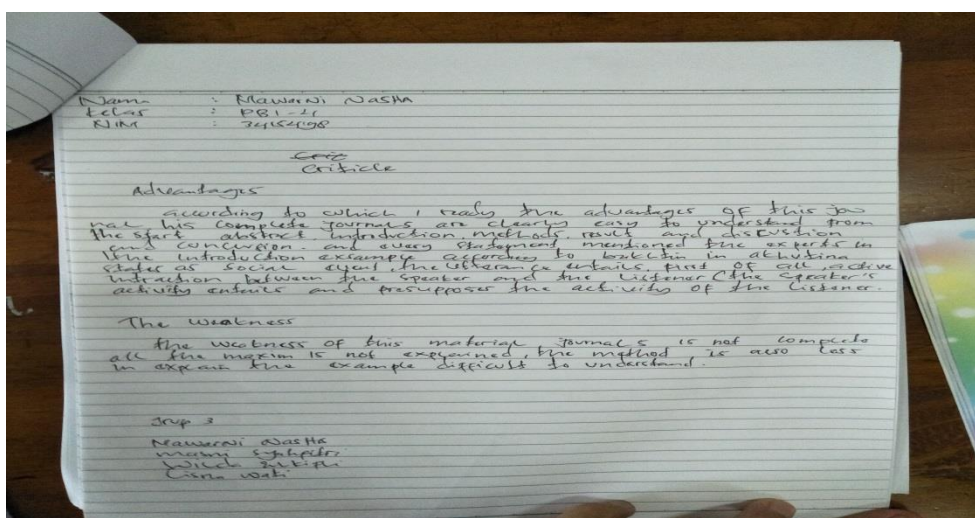
From the students' task above, it can be seen that each students has their own work. Students with the name above, she got the part in introduction part. The figure above proves that the students have done what the lecture asked to do. All the members of the group do the task based on the component that given by the lecture. It shows that the lecture has given the instruction well and the students understand what the lecture mean.

Figure 2. Student's CJR task second component (summary)



From the student's task above, it can be seen that the student do second component (summary) by looking the figure above. The student makes a diagram that consists of the brief explanation about the book. The student mentions some theory that stated in the book.

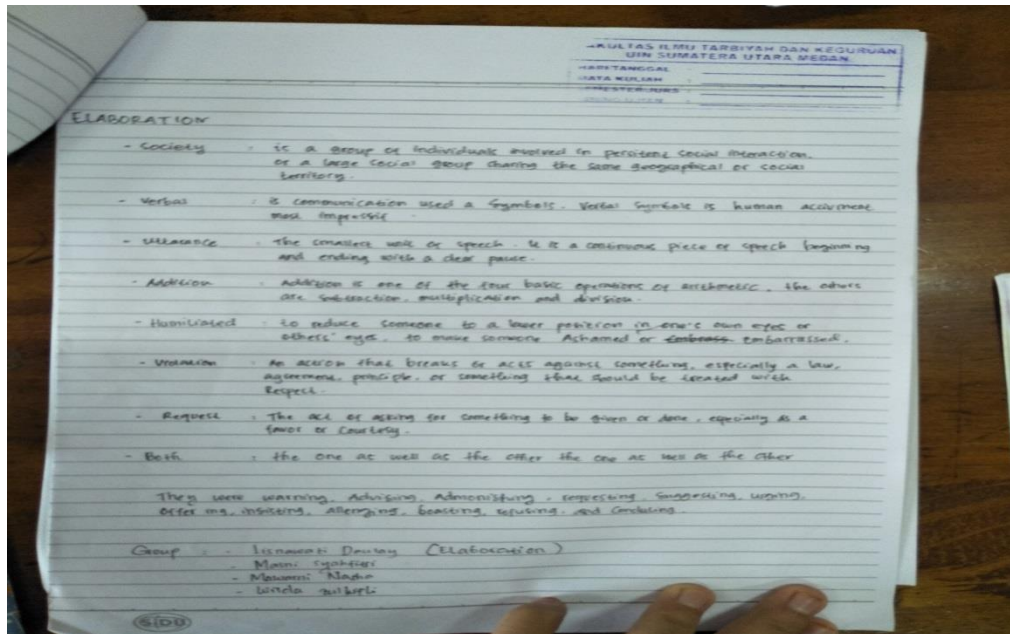
Figure 3. Student's CJR tasks third component (critique)



From the student's task above, it can be seen that the student do the third component (Critique) by looking the figure above. The student write the critique that consist of the advantages and the

weakness of the book. The advantages discuss about the goodness of the book while the weakness discuss about the lack of the book.

Figure 4. Student's CJR task last component (elaboration)



From the figure above, it can be seen that the student do the last component (elaboration). In this part, The student write the difficult words found in every chapter of the book. Then, the students try to get the definition of those words. This part helps the reader easier to understand the content of the book.

#### b) Critical Book Report (CBR)

Critical Book Report (CBR) is a task that obligates the students to summarize the book, compare two books and find the strength and the weakness of the books. This task is also implemented by the first lecture. This can be seen in the result of interview as follows: "mam memberikan tugas Critical Book Report (CBR) ke mereka".(Int-I1-DTT/App. /P.62).

The lecture gives the same instruction and format to the students as the Critical Journal Review (CJR). This can be seen in the interview as follows: *“Tugas CBR dan CJR itu hampir sama, jadi saya memberikan arahan dan format yang sama dalam pemberian tugas”*. (Int-I1-DTT/App. /P. 63). Based on the data above, it can be inferred that the lecture give the instruction in Critical Book Report (CBR) same as Critical Journal Review. The lecture divided the students into some group. The lecture divided the students into some groups. Then the lecture give one book for one class. Next the lecture divided the one chapter for one group.

The lecture implemented this tasks with the reason that the book is a main source for the students to get the information about the subjects. However, this tasks helps the students to encourage theirselves in reading a book that relates to the subjects. This can be seen in the interview as follows:

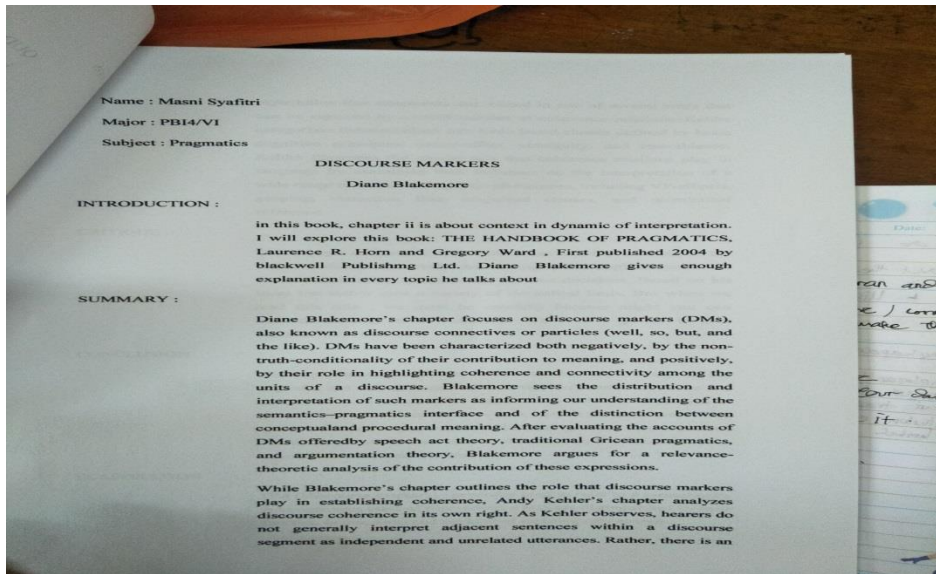
*“Dengan adanya tugas CBR ini, bisa membantu siswa untuk menemukan informasi mengenai materi pelajaran dan juga mendorong kemauan siswa untuk membaca.”* (Int-I1-DTT/App. /P.63).

Based on the data above, this tasks is really a good solution for the students who have low interest in reading a book. This tasks also help the students to get additional material besides the material from the lectures. It can make the teaching learning process be interesting because there will be many information from many source.

Based on the data above, it can be inferred that the lecture truly understood the main purpose of giving the tasks. Then this is student’s task.

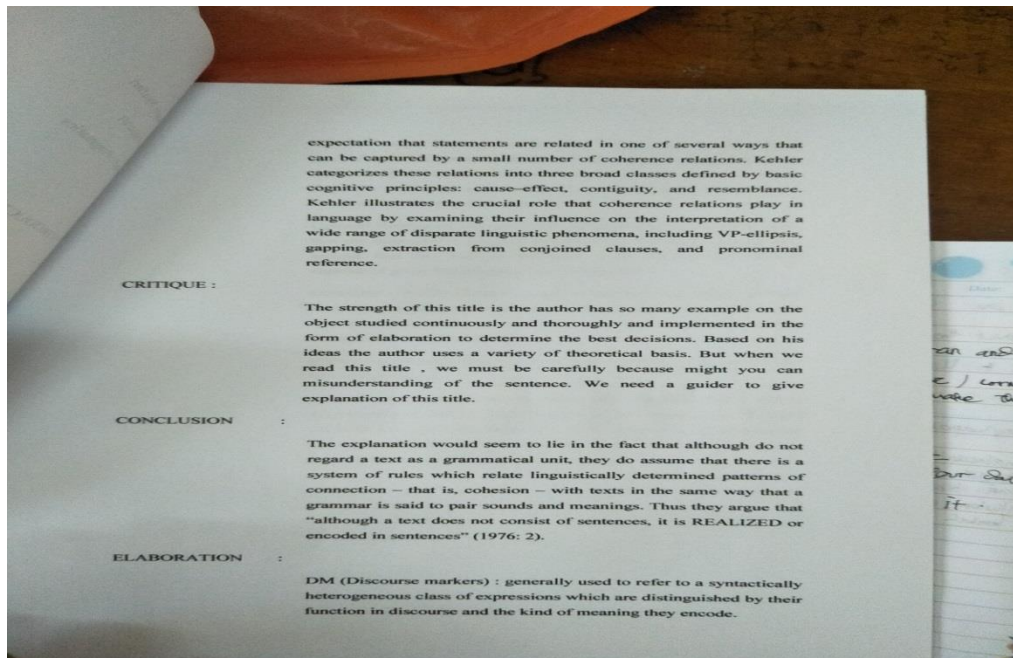
Figure 5. Student’s CBR task





From the student's CBR task above, it can be seen that the student do introduction and summary. This part is the first and the second component of the task. In introduction, it consists of the brief explanation about the book that will be critique. In summary, it consists of the brief explanation about the content of the book.

Figure 6. Student's CBR task



From the figure above, it can be seen that the student do the critique, conclusion and elaboration. In the critique, the student explain the strength and the weakness of the book. In the conclusion, the student writes the conclusion of the book. In the elaboration, the student writes the difficult words of the books in order to enrich student's vocabulary mastery.

### c) Routine Task

Routine task is a task that has been existed in the previous curriculum. The students have been used to do this task because it is given regularly by the lecture every meeting. This can be seen in the result of interview as follows:

*"Setiap pertemuan ada tugas rutin dan di setiap materi itu ada tugas, baik itu tugas individu maupun tugas kelompok". (Int-I1-DTT/App. /P.62 ).*

Based on the data, this task can be individual or group. It depends on the material, but the lecture prefer to individual task. This can be seen in the result of interview as follows: *"mam lebih suka ngasi tugas rutin itu Individu karena pragmatics itu areanya lebih bagus individu."* (Int-I1-DTT/App. /P.63). Based on the interview, it can be seen that the lecture prefer to give routine task as an individual task because individual task is better for pragmatics lecture.

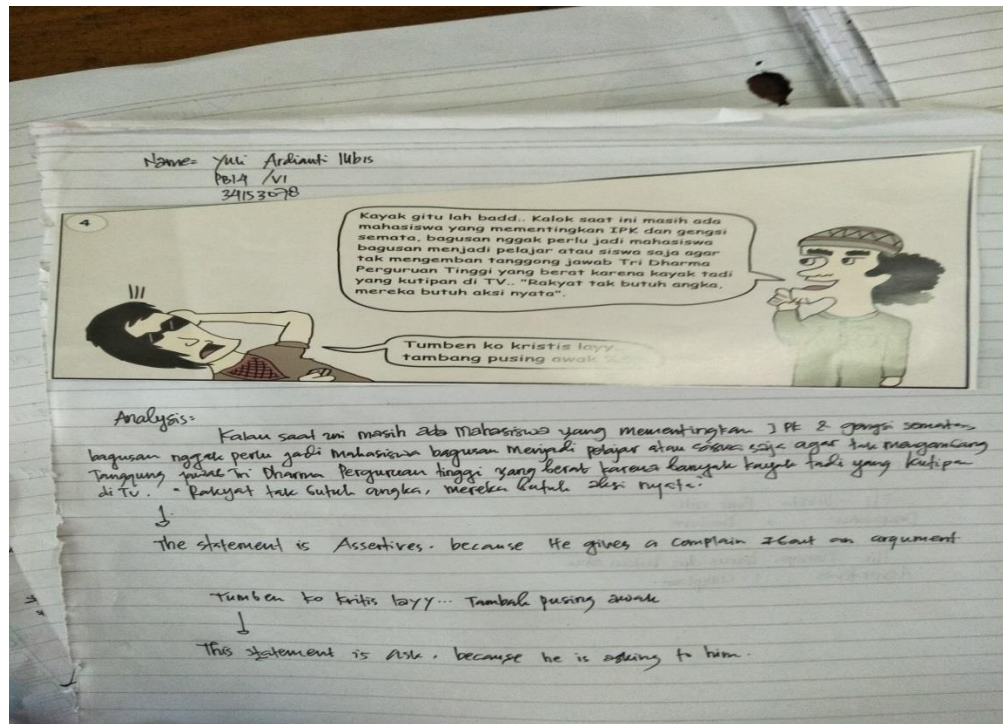
The lecture obligate to give routine task in every meeting in order to get the feedback from the students about the material that taught every meeting so that the lecture know what to do for the next meeting. It can be seen in the result of interview as follows:

*" Mam ngasi tugas rutin ini sebagai feedback buat mam, biar mam tau apa yang harus mam perbuat di pertemuan selanjutnya. Mam juga bisa tau sejauh mana mahasiswa itu faham dengan apa yang udah mam ajarkan di satu pertemuan itu"* (Int-I1-DTT/App. /P.64).

Based on the interview above, it can be inferred that routine task helps the lecture in making the assessment of teaching learning process. This is student's task.

Figure 7. Student's routine task

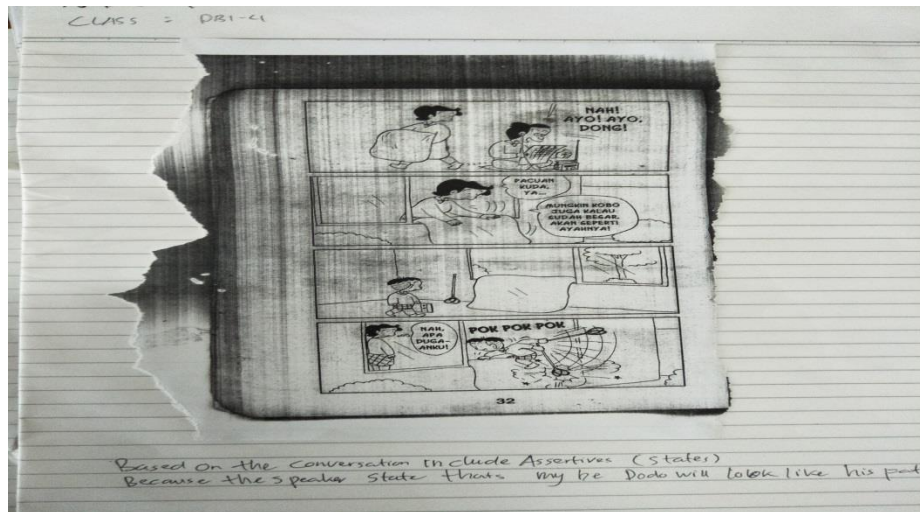




From the student's task above, it can be seen that the student do the routine task. The task relates to pragmatics. The student have to find the picture in the magazine or social media that have a conversation. The students analyse the information in the picture. Then, the student have to identify the pragmatics aspect in that conversation then the student explain the pragmatics aspect found in that conversation.

This pragmatics aspect found by the student is speech acts. The student identify kinds of illocutionary acts. The students found the assertive statement in that conversation. It can be inferred that the student is be able to understand the material in pragmatics.

Figure 8. student's routine task



From the student's task above, it can be inferred that the student do the routine task and the task relates to pragmatics. The student analyse the picture and find the aspect of pragmatics. The student found illocutionary act in that picture. One of illocutionary act that the student found is assertive act. Assertive means the statement that comes from the speaker.

#### d) Mini Research

Mini Research is a task in the form of a small scale research provided a lecturer to the students. This task is an obligation task for the university students. This task is not new in this curriculum. It has been existed in the previous curriculum. The first lecture also give this task to the student. This can be seen in the result of the interview as follows: "*Mam juga memberikan tugas mini riset karena tugas ini wajib untuk mahasiswa baik itu diawal semester maupun di akhir semester*". (Int-I1-DTT/App. /P.64).

From the result of the interview above, it can be seen that the lecture always give mini research to the students. This lecture give this task to the students because this is an obligation task due in every semester. This can be seen in the result of interview as follows: "*mini riset ini tugas wajib untuk mahasiswa yang harus di kerjakan setiap semester*". (Int-I1-DTT/App. /P.64). Based on the data above, it can be seen that the lecture give the task to the students because this task is an

obligation task for the students. This task helps the students to proof the theory or find the new theory in the field. This task is an individual task. This can be seen in the interview as follows:

*“tugas mini riset itu mam buat sebagai tugas individu karena setiap orang punya pandangan yang berbeda-beda dalam mengambil kesimpulan juga setiap individu punya ide yang berbeda-beda”*. (Int-I1-DTT/App. /P.64).

Based on the data above, it can be seen that the lecture apply mini research as an individual task for the reason that every students has their own way in giving the conclusion of any cases. For the format of the task, the format is still the same. The task is consist of Introduction, review literature, methodology, discussion, conclusion and reference.

In conclusion, after doing the research. The last finding of the implementation of KKNi of the first lecture is that the lecture apply four tasks in KKNi such as: Critical Book Report (CBR), Critical Journal Review (CJR), Routine task and Mini research. The lecture give the same format in Critical Book Report (CBR) and Critical Journal Review (CJR). Those two tasks have the same component in the form of writing style. There are four components in these tasks

- a. Introduction : In this part the students introduce kinds of book or the title of the book that will be critiqued
- b. Summary : This part is a part that the students write the summary of the book. The students describe the theory of the book in every chapter.
- c. Critique : This part allow the students to critique the book by giving the strength and the weakness of the book
- d. Elaboration : In this part, the students write the difficult word found in every chapter of the book
- e. Conclusion : This last component allow the students to have a conclusion of the book.

Those component is a form for Critical Book Report (CBR) and Critical Journal Review (CJR). In mini research, the form is just the same like the previous curriculum. While in routine task there are various form because the form is different in every meeting.

## **2. Second Lecturer**

Based on the data there is only routine task that apply by the lecture. The lecture doesnot apply the new tasks in KKNi. It can be seen in the result of interview as follows: *“Mam cuman ngasi tugas rutin aja”*. (Int-I3-DTT/App. /P.68). Based on the interview above, it can be seen that the lecture only apply routine task.

The lecture only give the task that have been existed in the pragmatics book. The lecture give the task after explaining the material in every meeting. It can be seen in the interview as follows:

*“Setiap habis menjelaskan materi mam nyuruh ngerjain tugas yang ada di buku kak . terus nanti kami jawab sama-sama kak soal-soal yang ada di buku”*. (Int-I3-DTT/App. /P.68).

Based on the data above, it can be seen that the lecture ask the students to answer the task in the book then the lecture and the students answer the question together in front of the classroom.

In conclusion, the second lecture only apply the routine task in her class. The lecturer only ask the students to do the tasks in pragmatics book without giving any other tasks.

## **B. DISCUSSION**

Indonesian Qualification Framework Curriculum or in bahasa we call KKNi is is stage framework qualifications competencies can grouping, equalizing, and integrating between the education and training field work as well as work experience in order granting recognition of competencies work in accordance with the structure jobs in different sectors.

In this curriculum there are some obligation tasks. There are six tasks such as : Critical Book Report (CBR), Critical Journal Review (CJR), Mini Research, Mini Project, Engineering Idea and Routine task. Dealing with the theory, the researcher found that first lecturer apply four tasks in KKNi. They are Critical Book Report (CBR), Critical Journal Review (CJR), Mini Research and Routine task while the second lecturer only apply Routine task.

Those two lecturer apply the tasks in different way. The first lecturer applied it based on her experience when she was a students of master degree program in Unimed while the second lecturer applied it in her own way. As stated that this curriculum is expected to integrating between the education and training field. Dealing with the theory the tasks in KKNi support the objectives of the curriculum. It can be concluded that the first lecturer have tried to support the objectives of curriculum while the second lecturer did not give any attention to it.

Furthermore, the theory that explain the curriculum have not run well in the pragmatics class. It happened by any reason that this curriculum is rather difficult and still being develop by the lecturer. The lecturer and the students are still try to adapt with this new curriculum. It is expected that there should be a training or seminar before applying this curriculum so that the lecturer and the students have the same understanding of it then, then the lecturer and the students are be able to run this curriculum well.