

CHAPTER V

CONCLUSION

A. Conclusion

The research conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the implementation of Indonesian Qualification Framework Curriculum based evaluation academic year, it can be concluded that:

1. The types of the tasks that applied by the first lecture is based on the model of the tasks in KKNi curriculum, but the lecturer only apply Routine Tasks, Critical Journal Review (CJR), Critical Book Report (CBR) and Mini Research while the second lecturer she only apply routine tasks. She didn't apply it well.
2. The implementation of Indonesian Qualification Framework Curriculum based-evaluation is The lecturer give some instruction to the students in giving the tasks. First, the lecture divided the class into some groups, second the lecturer explain the tasks, then give and explain the format of the taks. Overall the lecturer e has given a good enough way in giving the instruction in the classroom. It is a structured task that agree with the lesson plan of pragmatics subjects. The students tasks also agree with the instruction that given by the lecturer. However, it needs to be evaluate again. While the second lecturer she gave the routine tasks by giving it directly in the classroom after explaining the lesson. The lecturer asked the students to anwer the question from the book, then the lecturer and the students answer the questions together.

3. There are two reasons of the implementation of Indonesian Qualification Framework Curriculum based-evaluation is the lecturer in giving the instruction of tasks, they are the condition of the students and the adaptation of new curriculum.

B. Recommendation

After conducting research about the implementation of KKNI curriculum based evaluation, the researcher found that it needed evaluation in order to get the improvement in the future. As the result, there are several important things that can be suggested in the last report and it is hopefully can be useful for:

1. The Lectures

The teacher plays important role in implementing the national curriculum. Whatever the curriculum is, the failure or the success is determined by the teachers. The strategy of teaching learning is very important to gain the better output. The real guidance in the training is very important to improve teachers' competences. The lecturer should obey the rules well. The lecturer should apply the curriculum based on the rule from the department.

2. The Government

National education system is the key to improve Indonesian human resources. Curriculum developed by the government has to be relevant with both the necessity in global era and Indonesian ideology. The problem with the ratio between the teacher and students should be minimized in order to make the English teaching learning process optimal. The assessment should be simplified in order to

solve the learning evaluation problems. The organizing should be running well so the lecturer didn't break the rule.

Finally, the writer admits that this paper is far from being perfect. Because of that, suggestion and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Aamiin.

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C. Conclusion

The research conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the implementation of Indonesian Qualification Framework Curriculum based evaluation academic year, it can be concluded that:

4. The types of the tasks that applied by the first lecture is based on the model of the tasks in KKNi curriculum, but the lecturer only apply Routine Tasks, Critical Journal Review (CJR), Critical Book Report (CBR) and Mini Research while the second lecturer she only apply routine tasks. She didn't apply it well.
5. The implementation of Indonesian Qualification Framework Curriculum based-evaluation is The lecturer give some instruction to the students in giving the tasks. First, the lecture divided the class into some groups, second the lecturer explain the tasks, then give and explain the format of the taks. Overall the lecturer e has given a good enough way in giving the instruction in the classroom. It is a structured task that agree with the lesson plan of pragmatics subjects. The students tasks also agree with the instruction that given by the lecturer. However, it needs to be evaluate again. While the second lecturer she gave the routine tasks by giving it directly in the classroom after explaining the lesson. The lecturer asked the students to anwer the question from the book, then the lecturer and the students answer the questions together.

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E. Conclusion

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9. There are two reasons of the implementation of Indonesian Qualification Framework Curriculum based-evaluation is the lecturer in giving the instruction of tasks, they are the condition of the students and the adaptation of new curriculum.

F. Recommendation

After conducting research about the implementation of KKNi curriculum based evaluation, the researcher found that it needed evaluation in order to get the improvement in the future. As the result, there are several important things that can be suggested in the last report and it is hopefully can be useful for:

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National education system is the key to improve Indonesian human resources. Curriculum developed by the government has to be relevant with both the necessity in global era and Indonesian ideology. The problem with the ratio between the teacher and students should be minimized in order to make the English teaching learning process optimal. The assessment should be simplified in order to solve the learning evaluation problems. The organizing should be running well so the lecturer didn't break the rule.

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