A Tracer Study of Graduate Students of IAIN Bukittinggi Graduated in 2013/2014 until 2017/2018

A Thesis

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By :

HASNAH SYAIDATUN NISA

2314.140

ADVISOR I

Dr. VENI ROZA, SS, M. Pd

NIP. 19840105200912200 3

ADVISOR II

ABSHARINI KARDENA, M. Pd

NIDN. 2019038802

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

IAIN BUKITTINGGI

2018

PERSETUJUAN PEMBIMBING

Skripsi ini atas nama Hasnah Syaidatun Nisa, 2314.140 dengan judul "A tracer study of English graduate students of IAIN Bukittinggi graduate in 2013/2014 until 2017/2018" telah disetujui untuk diajukan ke sidang munaqasah.

Demikian surat persetujuan ini diberikan untuk dapat digunakan seperlunya.

Bukittinggi, Agustus 2018

Advisor I

Dr. Veni Roza, SS, M. Pd
NIP. 19840105200912200 3

Advisor II

Absharini Kardena, M. Pd
NIDN. 2019038802

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama/ Nim	: **Hasnah Syaidatun Nisa / 2314.140**
Tempat/ TanggalLahir	: Bukittinggi / 25 April 1997
Fakultas/ Jurusan	: Tarbiyah dan Ilmu keguruan/ Pendidikan Bahasa Inggris (PBI)
JudulSkripsi	:*A Tracers Study of English Graduate Students of IAIN Bukittinggi Graduated in 2013/2014 until 2017/2018.*

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Bukittinggi, Agustus 2018

Saya yang menyatakan



Hasnah Syaidatun Nisa

NIM. 2314.140

Abstrak

Hasnah Syaidatun Nisa, 2314.140, **A tracer study of English graduate students of IAIN Bukittinggi graduated on 2013/2014 until 2017/2018.**

This research was due to some problems. Those problems were the lack data of graduates consisting of their time to find job, satisfaction toward study program, graduates relevance job, job history of graduate, and communication between the graduate and study program. This research was aimed to trace of English graduate students of IAIN (STAIN) Bukittinggi graduated on 2013/2014 until 2017/2018.

This research was a descriptive quantitative research. The population of this research was the graduate students of English Education Department graduated on 2013/2014 until 2017/2018 which consists of 290 persons. The samples were 50 graduates. In collecting the data, the researcher used questionnaire as an instrument and used the formula by Sudijono.

The finding of the research reveals that English graduate students of IAIN Bukittinggi graduated in 2013/2014 until 2017/2018 has been traced generally. Specifically, the findings reveal that the graduates did not take long time to find the first job. The graduates took less than 1 month to get the first job. The graduates were satisfied toward study program service and competency control during college. 92% graduates took the relevance job became a teacher. The job history of graduates was nicely. The usefulness of information which graduates got from Study Program on college was 47% useful and mostly graduates felt suitable toward conformity of study program with science and technology. The relationship toward graduates and study program were kept on touch. In conclusion, the information of English graduate students was netted well.

Key word: Tracer Study, Graduate.

Abstrak

Hasnah Syaidatun Nisa, 2314.140, **Pelacakan lulusan Bahasa Inggris dari IAIN Bukittinggi yang lulus pada 2013/2014 sampai 2017/2018.**

Penelitian ini terjadi dikarenakan beberapa masalah. Masalah tersebut adalah kurangnya data lulusan yang mencangkup lama waktu tunggu memperoleh pekerjaan pertama, kepuasan lulusan terhadap program studi, relevansi tempat kerja lulusan, riwayat pekerjaan lulusan serta komunikasi antara lulusan dengan program study. Penelitian ini bertujuan untuk melacak mahasiswa lulusan pendidikan bahasa Inggris IAIN (STAIN) Bukittinggi yang lulus periode 2013/2014 sampai 2017/2018.

Penelitian ini merupakan penelitian deskriptif kuantitatif. Populasi penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris yang lulus periode 2013/2014 hingga 2017/2018 yang terdiri dari 290 orang . Lulusan yang dijadikan sampel berjumlah 50 orang. Dalam pengumpulan data, peneliti menggunakan angket sebagai instrument dan menggunkan rumus dari Sudijono.

Temuan penelitian ini menunjukkan bahwa lulusan Bahasa Inggris IAIN Bukittinggi periode 2013/2014 hingga 2017/2018 telah dilacak secara umum. Secara rinci, temuan mengungkapkan bahwa lulusan tidak membutuhkan waktu yang lama untuk mencari pekerjaan. Lulusan menunggu kurang dari satu bulan untuk mendapatkan pekerjaan pertama. Lulusan merasa puas terhadap layanan program studi dan penguasaan kompetensi selama masa perkuliahan. 92% lulusan bekerja pada pekerjaan yang relevan menjadi guru. Lulusan memiliki riwayat pekerjaan yang baik. Kegunaan informasi yang didapatkan dari Program Studi selama perkuliahan adalah 47% berguna dan sebagian besar alumni merasa cocok terhadap program studi dengan sains dan teknologi (IPTEKS). Hubungan antara lulusan dengan program studi setelah lulus masih terhubung. Kesimpulan dari penelitian, informasi lulusan Bahasa Inggris terjaring dengan baik.

Key word : Pelacakan lulusan, lulusan.

TABLE OF CONTENT

ABSTRAK i

TABLE OF CONTENT iii

LIST OF FIGURE v

LIST OF TABLE vi

CHAPTER I : INTRODUCTION

A. Background of the Problem 1
B. Identification of the Problem 7
C. Limitation of the Problem 7
D. Formulation of the Problem 8
E. Purpose of the Research 8
F. Significance of the Research 9
G. Definition of the Key Terms 9

CHAPTER II :REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories 10
    1. The Nature of Graduate 10
        a. The Concept of Graduate Students 10
        b. The Graduate Personal Data 15
        c. The Graduate Graduation Data 16
        d. The Graduate Satisfaction 17
        e. The Job History of Graduate 18
        f. The Usefulness of The Knowledge. 19
        g. The Relationship of Graduate and The Study Program 19
    2. The Nature of Tracer Study 20
        a. Definition of Graduate Tracer Study 20
        b. The Relevance of Tracer Study 26

c. Objectives of Tracer Study..... 29
d. The Advantages of Tracer Study..... 32
e. Design Elements of Tracer Study 33
f. Answer Scales and The Level of Measurement..... 34
B. Review of The Related Studies..... 39
C. Conceptual Framework 42

CHAPTER III : RESEARCH METHOD

A. Design of The Research 44
B. Population and Sample..... 45
C. Instrumentation 48
D. Technique of The Data Collection 50
E. Technique of Data Analysis..... 50

CHAPTER IV : FINDING AND DISCUSSION

A. Finding 53
1. Description of the Data..... 53
2. The Analysis of the Data. 66
B. Discussion. 69

CHAPTER V : CONCLUSIONS AND SUGGESTION

A. Conclusions. 75
B. Suggestions 76

REFERENCES 78

APPENDICES

LIST OF FIGURE

Figure 2.1 Model of analysis in High Education 28

Figure 2.2 Categorical open-ended question example 35

Figure 2.3 Multiply reply possible example 36

Figure 2.4 Conceptual Framework 42

Figure 4.1 The suitable of study program and IPTEKS (science and technology). 64

LIST OF TABLE

Table 2.1 The benefit level of study program with the job 38

Table 2.2 Explain the percentages 39

Table 3.1 The students of English Education Department that graduated on academic year 2013/2014 until 2017/2018. 46

Table 3.2 The students of English Education Department that graduated on academic year 2013/2014 until 2017/2018. 47

Table 4.1 Length of study period and long waiting period to work..... 54

Table 4.2 Graduates Satisfactory. 56

Table 4.3 Graduate relevance job..... 57

Table 4.4 Graduates Job History. 59

Table 4.5 Usefulness of the knowledge. 62

Table 4.6 The Relationship of graduates and Study Program..... 65

CHAPTER I

INTRODUCTION

A. Background of the problem

In the education world, a teacher and a student are the important thing that never be separated. Both sides will be interdependent to make a good institution to achieve the goal. The teacher and the student will contribute to build a good institution. In another side, the teacher and the student will be interdependent in any activity that support to raise development of the education and the teacher would be a professional leader and the student would be graduated to be good graduate which society needs.

Good graduates in educational in Indonesia actually already raised by Wardiman as ex Minister of National Education in *Link and Match* concept. Nuraisyah explained Wardiman concept that *Link and Match* is the relevance and compatibility between processes and educational products through society needs.[1] From this perspective, education in Indonesia is expected to produce human, individual, society which reliable and can prove the change of educational world. Related to the role of teachers as educators, teachers can also apply the intentions expressed by

[1] Nursyamsi. 2014. Rekonstruksi *Link and Match* dalam Dunia Pendidikan Islam. Jurnal Pendidikan 'IQRA'. Volume 2 No. 2 Desember 2014, pg.222

Wardiman before. This case can also be applied to English Education Department in IAIN Bukittinggi.

English Education Department of IAIN Bukittinggi has the vision which produced superior, competitive and religious graduates. Related to vision, the student will be led in order to be ready for the real world in workforce. The students on education institution are educated to aims be the competent and highly qualified graduates employable everywhere. The university and lecturer employ a variety of strategies to realize this relevant goal. They continually enhance their curriculum content and delivery through employing and maintaining competent Study Program members, improving instructional facilities, providing relevant student support systems, and cultivating a culture of quality and excellence. In other words, the student that graduated in senior high school will lead in university into ready graduates that ready to work.

The Institution of Education that leads the learner into graduates will be determined from the data and the achievement of the graduates itself. Especially, the students will be guided into the good graduates. The same case is happen in English Education Department Program (PBI) of IAIN Bukittinggi.

English Education Department at IAIN Bukittinggi is presented the form of modern demand that lead the teacher candidate to be a professional teacher. Every field on the university will contribute to make

the good institution. Through the good base and the best method that the lecturer gave, character and personality of the students will be formed. The lecturer and the staff of campus are joined to make the goal come true and produce the good graduates. As can be seen, all people on the campus will work together to produce the best graduates.

The best graduates are the success measure of an institution. The quality of graduates is measured through the employability and transformation of themselves to the real world. In the university, tracing graduates is an important action on the part of the institution, making it an essential tool in the evaluation of institution's program for improvement.[2] As shown above, many cases that proof the graduate have big influence to the institution.

The influence of the graduates can make the influence in many important part of any field in education on university. Not only the relation between people at the university, the achievement of education and development of curriculum can be seen from how the graduate itself. Many cases that happen in the university or Study Program caused of the problem of graduate, or the staff or the problem between of them. In another side, as a part of institution the graduate can give the solution for the problem of institution itself.

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[2] Tan, J. P., & Nam, Y. J. J. (2012). Pre-Employment Technical and Vocational Education and Training: Fostering Relevance, Effectiveness, and Efficiency.*The Right Skills for the Job?*, p.96

The solution of problem toward around department that related with the graduates can immediately be found from the graduate itself. Several ways can do to collect data from graduate, one of them by doing a tracer study. Graduate tracer studies is one form of empirical studying that can appropriately provide valuable information for evaluating the results of the education and training of a specific institution of higher education.[3] From tracer study, department can measure the success of educational process that has been done to the students. A tracer study will be held on a certain period of time to make the sure information about the graduate on the university.

Based on paragraph above, there are several points which stated the importance of tracer study in the research of graduates. The previous expert explains the importance of tracer study. According to Odette and Campo, Tracer study is an important useful action to improve the learning process, gauge the market (satisfaction, demand), and building graduate network. Through tracer study, the research can improve curriculum based on input from graduates (what competencies they feel useful in their workforce and what they need yet not taught in college) and stakeholder.[4]

Similar perception about important of tracer study is also stated by Peng-Tan and Nang in San Jose that tracing graduates is an important action on the part of the institution, making it an essential tool in the

[3] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center for Research On Higher Education And Work,* (University Of Kassel: Germany, 2003) p.12

[4] Odette C. Pannogan and Dennis P. Ocampo, 2016, *Tracer Study of Bachelor of Arts Graduates Major in English,* International Journal of Advanced Research in Management and Social Sciences, Vol. 5, No. 1

evaluation of institution program for improvement.[5] As shown above, importance of tracer study can be concluded as an action of researcher to collect data of graduates to improve the learning process and building graduate network that purpose the evaluation of the system in department. In summary, tracer study is the solution to solve the problem around environment of department especially the graduates.

Based on the preliminary research by interviewing ten graduates of English Education Department that graduated on 2012/2013 – 2017/2018, on twenty sixth of February 2018, the researcher found several problems which happen in the environment of graduates. First, tracer study was just for the sake of accreditation. It fulfills the standard three talking about students and graduates. Second, not all graduates of English Education Department worked at appropriate field. The possibility of graduates get the relevance job were be obstructed on job vacancy. The job vacancy was really difficult, because the information of job vacancy must be found by the graduate itself. Third, campus rarely gave the information about the job vacancy which matched with the appropriate field, but actually the case will be solved if the Study Program or the universities pay more attention about the job vacancy. Fourth, the knowledge which is graduates take was not all relevant with the environment after graduate. Useless of the knowledge which graduate get in college make awkwardness when graduates work. Furthermore, another problem of tracer study was

[5] San Jose, Ariel dkk. 2014. *Finding the Linguist: An AB English Graduates Tracer Study*. International Journal of English Language Education 2014, Vol.2 , No.2, http://dx.doi.org/10.5296/ijele.v2i2.6295

decrease of relationship between graduates and study program which make the graduate difficult to get the information around campus and on the contrary. The limitation of relation between graduates and university make dissolution of communication on both side.

For the most part of the text above, this research has many things and information that related with graduate through a tracer study method. Through the problem that describe above, the main problem was lack of Study Program effort to do tracer study. Lack of Study Program effort to do tracer study made the graduate data difficult to be identified. In this research, tracer study will be used to analyze and can be used to solve the problems of graduates around English Education Department.

The absence of comprehensive information about these English graduate student graduate make tracer study for English education department graduates becomes very important. This research study needs to be done to determine the extent to which English education department graduates contribute and provide benefits to the community. This research is analyzed the suitability of the academic competencies that have been possessed with the field of work that graduates are working today. Another reason why this research is important is to determine the level of usefulness obtained by graduate from Study Program. The research will give feedback for the institution, and the English Education can be evaluated study program, improve the curriculum and also improve the communication with the graduates by means of give the thing that

graduate needs. Because of that, this research is important to be conducted under the title: A tracer study of English graduate students of IAIN Bukittinggi graduate on 2013/2014 until 2017/2018.

B. Identification of the problem

Based on background of problem above, there are some problems which can be identified, as follow:

1. Tracer study happens just for accreditation sake only.
2. The graduates of English Education Department do not work at appropriate field.
3. Campus that rarely gave the information about the job vacancy.
4. The knowledge which is graduates take is not all relevant with the environment after graduate.
5. Decreased of relationship between graduates and study program make the graduate difficult to get the information around campus and on the contrary.
6. Lack of Study Program effort to do tracer study.

C. Limitation of the problem

Based on the problem above, this research is limited to effort a tracer study of English graduate students of IAIN Bukittinggi graduated period 2013/2014 until 2017/2018.

D. Formulation of the research

Based on the limitation of the problem above, the researcher formulates the problem into following questions:

1. How long do the graduate wait for obtaining the first job?
2. How is the graduates' satisfaction toward study program?
3. Do the graduates have relevant job with their educational background?
4. How is the job history of graduates?
5. How is the usefulness of the knowledge that graduates got from study program?
6. How is the relationship between the graduate and study program?

E. Purpose of the Research

The purposes of this research, as follow:

1. to analyze how long the graduate wait for the first job after graduation.
2. to analyze graduates satisfaction toward study program.
3. to analyze the job of graduate.
4. to know the job history of graduated.
5. to analyze the usefulness of the knowledge that graduate get from study program.
6. to analyze the relationship of between the graduates and study program.

F. Significance of the research

The researcher hopes the result of this research give benefit:

1. For the graduates, they have a communication with the study program and have good relationship with their junior.
2. For researcher, this research can give more knowledge, experience, through the research and as the requirements to obtain strata one degree on English Education Department in IAIN Bukittinggi.
3. For English Education Department, this research helps the study program to accreditation of study program.
4. Other researcher, it can be basic for the same research.

G. Definition of the key terms

Some essential terms used in this research are defined as follow:

1. Tracer study is a survey of identifying graduates data which use to collect several data related the object of tracer which academic programs graduates in educational institution.
2. Graduate is a person who has successfully completed a course of study or training, especially a person who has been awarded an undergraduate or first academic degree that reflect the institution itself.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Graduates

a. The concept of graduate students

Graduates are the students who fixed the learning and finished the teaching and learning process appropriate with curriculum that obtain. Graduate (and employer surveys) constitute one form of empirical study which can provide valuable information for evaluating the results of the education and training of a specific institution of higher education.[1] Through the graduates data we can get many information about the institution itself, the community assessed and prove the quality of an educational institution. Through character and contribution of graduates also, image and future of college will be known. It means the graduates are the strategic of an institution to maintain and advance good relation between them and for the institution itself.

Therefore the information on the professional success (career, status, income) of the graduates is needed as well as information on the relevance of knowledge and skills

[1] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center for Research On Higher Education And Work,* (University Of Kassel: Germany, 2003) p.12

(relationship between knowledge and skills and work requirements, area of employment, professional position). Graduates might also be asked to access the study conditions and provisions they experienced retrospectively (evaluation in a narrow sense).[2] An important role of the graduates is usually used by the universities to straighten out the matter that happen in the institution. When the institution knows how to measure with the graduates, they will get the benefit and on the contrary.

Empirical studies by Stone, acknowledge that graduates as a stakeholder group can, due to their contributions (whether financially or socially) increase the credibility and longevity of their alma mater. The potential for graduates to conduct fundraising, their right to institutional Council representation, their ability to build a skills- and knowledge sharing network and their potential for actualizing lifelong learning responsibilities could make a meaningful difference in the way an institution is perceived by prospective and existing internal and external stakeholders.[3] This mean of the institution to establish and maintain good relations with the graduates by involving them in decision-making, network building and

[2] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center for Research On Higher Education And Work,*.....p.12

[3] Legoabe, Reginald. *The Role of Students and Graduates in Higher Education Transformation.* (University of Johannesburg:27 May 2011) p:5

development processes towards the overall advancement of that institution.

Reciprocal relationship that built between graduates and educational institution will be connected if both sides still give the connection each other. The connection that talked is happen when information from each side be known pass through face to face or through communication media. Therefore information on the professional success (career, status, income) of the graduates are needed as well as information on the relevance of knowledge and skills (relationship between knowledge and skills and work requirements, area of employment, professional position).[4]

Graduates are being encouraged to take more control of their careers at an early stage, but there can be difficulties in getting the balance of responsibility right in this area between the individual and the organization.[5] Majority wrong place for the graduates are when work are causes of the wrong encouraged to take more control for their communication and career.

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[4] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center for Research On Higher Education And Work,*.....p.12

[5] Connor H, Hirsh W, Barber L. 2003. *Your Graduates and You: Effective Strategies for Graduate Recruitment and Development.* IES Research Networks.

According to Mupa Paul, graduates play many roles in relation to the institution of higher education from which they graduated. Colleges and universities actively engage their graduates in some roles. In other roles, graduates have an effect on their alma maters irrespective of immediate institutional involvement.[6] Graduates are ambassadors who should offer personal real world insights from a graduate perspective. Such insight become useful to the university leadership in improving quality of programmes and service to the students on track.

According to Hung in Legoabe, an efficient graduates network with external stakeholders assists the institution in positioning itself strategically in an often hostile external environment, as these stakeholders could act as brand ambassadors for the institution. In many ways, graduates are the real measure of a tertiary institution's brand. Fundamentally, an institution's reputation and prominence rest on the manifestations of its graduates: their knowledge and competence, successes, contributions, position and stature. These graduates reflect daily in numerous situations, places and interactions the core identity and values of the University.[7]

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[6] Paul, Mupa. 2014. *Through the Lenses of the Graduates: Enhancing Quality in the Zimbabwe Open University.* Mediterranean Journal of Social Sciences. (MCSER Publishing, Rome-Italy) Vol.5 No.11. p.168

[7] Legoabe, Reginald. *The Role of Students and Graduates in Higher Education Transformation,*.....p:3

Graduates are stakeholders of an institution automatically from part of the convocation of that institution. Barnard stated in Paul, such strategic networking and utilisation of resources emanating from an graduates network results in constructive social, political and economical positioning of an institution and the realisation of its strategic objectives in a much more cost- and time effective manner.[8] Further states that a strong belief reigns within higher education circles that graduates involvement in the activities of their alma mater usually results from a strong sense of loyalty, participation in institutional institutions best interest.

In conclusion, graduates are the important that join to build the educational institution into better. Through the graduates data we can get many information about the institution itself, the community assessed and prove the quality of an educational institution. Except the personal capability, graduates needed information about knowledge and skill that will needed in the world after graduation. Graduates take a stakeholder to establish and maintain good relations with the graduates by involving them in decision-making, network building and development processes towards the overall advancement of that institution.

[8] Paul, Mupa. 2014. *Through the Lenses of the Graduates: Enhancing Quality in the Zimbabwe Open University*,…..p.168

b. The graduates personal data

Personal data of graduates can track graduates itself. To analyze totally data about the graduates, certainly the data must collect from the personal data. Data means any presentation of information (including an expression of opinion) in any document, and includes a personal identifier for personal data. Personal data is any data relating directly or indirectly to a living individual; from which it is practicable for the identity of the individual to be directly or indirectly ascertained; and in a form in which access to or processing of the data is practicable.[9]

Related to the text above, personal data has been described Information Commissioner's Office as a directive reference to whether information relates to an identified or identifiable individual.[10] From the both arguments, it can be explained that the personal data are the tool to analyze especially for this research as a graduates data that identified related for the research as a base for the research.

Personal data that related in this research are data from graduates English Education Department of IAIN Bukittinggi

[9] Woo, Roderick B. 2010. *Data Protection Principles in the Personal Data (Privacy) Ordinance From the Privacy Commissioner's Perspective (2nd Edition)*. (SAR: Hongkong) p.7-8

[10] Information Commissioner's Office. *Determining what is personal data*. Vl. 1, 20121212, pg. 4

that graduated on period 2013/204 until 2017/2018. Several data that need to know include personal data like name, gender, place and date of birth, marital status, phone number, e-mail, home address, last address, and graduates's last education.

c. The graduate graduation data

Graduation data is the important component to equip data as the graduates's personal data. Equally we know that data means any statement, information and the explanation that has the truth and real content[11]. The graduates graduation data in the research about tracer study is the important thing that must be describe in detail. Data means any representation of information (including an expression of opinion) in any document, and includes a personal identifier[12], while graduation is getting a diploma or academic degree or the ceremony that is sometimes associated with it, in which students become graduates.

The graduates that graduated in period 2013/2014 until 2017/2018 force averages already graduated on 4 year and 4.5 year. This research also records the graduation data of

[11] Alwi, Hasan. 2001. *Kamus Besar Bahasa Indonesia Edisi Ketiga*. PT (Persero) Penerbitan dan Percetakan, Balai Pustaka.

[12]Commissioner, Office. 2010. *Data Protection Principles in the Personal Data (Privacy) Ordinance- From the Privacy Commissioner's Perspective (2nd Edition).* (SAR: Hongkong) p.16

graduates. Such as the length of graduates study, graduates GPA, and graduates waiting time in obtaining employment.

d. The graduates satisfaction

Satisfaction is one's feelings about pleasure or disappointing results from comparing the appearance of a product that has been provided (results) in relation to the department expectations.[13] Satisfaction of graduates is usually a point to appreciate the institution. Satisfaction is a feeling that can not be defined with numbers. Oliver in Irfan pointed out that satisfaction is the costumers fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under or over fulfillment.[14]

From the satisfaction there are context work results where the graduates evaluation of the learning process or lectures. Oshagbemi in Abouzar believed that job satisfaction were an important subject because of its relevance to the physical and mental wellbeing of employees.[15] In relation to this research, the satisfaction in question is the satisfaction of graduates in

[13] Kotler, Philip. 1997. *Manajemen Pemasaran, Perenanaan, Implementasi, dan Pengendalian*. (Jakarta) Salemba Empat

[14] Irfan, Ameer. 2014. *Satisfaction-A Behavioral Perspective on Consumer: Review, criticism and contribution.* International Journal of Research Studies in Management 2014 April, Volume 3 Number 1, 75-82

[15] Abouzar S, dkk. 2015. Higher Education Job Satisfaction and Relevance to Workforce. AASCIT Journal of Education. (http://www.aascit.org/journal/education), pg.26

English Education Department that graduated on period 2013/2014 until 2017/2018 to the various services provided in the study program, as well as the competency control upon graduation.

e. The job history of Graduates

Several graduates have job history that more than one. This research will collect the data from the job history of graduates from the first job. History is the incident and event that really happen in past time.[16] Edward Hallet Carr also stated on Ismaun indeed history is continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past.[17] Through the statement before can be describe the job history is the chronology of the phenomenon on graduates or graduates job in the present or past.

Graduates that graduated period 2013/2014 until 2017/2018 had several times to graduated and more than graduates which had the story in their job. After graduation, environment and the relation people will give the influence to the history that graduates take. The data that have connected with the research will enter the job history in this research.

[16] Alwi, Hasan. 2001. *Kamus Besar Bahasa Indonesia Edisi Ketiga*. PT (Persero) Penerbitan dan Percetakan, Balai Pustaka.

[17] Ismaun. *Modul I: Pengertian dan Konsep Sejarah*. P.7

f. The usefulness of The Knowledge

Usefulness or benefit is a confrontation that merely indicates acceptance. Usefulness is the quality or fact of being useful.[18]Such confrontation generally leads to the acquisition or use of useful things either in use directly or indirectly in order to be useful. According Davis in Yusliza, usefulness is the degree to which a person believes that using a particular system would enhance his or her job performance.[19]

Through several perceptions above, this research will know the usefulness of the research for the researcher itself, for the institution and of course for the reader. There is the utilization obtained from the field of study, among others; Technical or practical skills; Theoretical knowledge; Prestige or high pride; confidence; high revenue; Career advancement or rapid promotion; as well as high cross-job mobility capability.

g. **The Relationship of graduate and the study program**

When the graduates finish the education in one degree, usually they will rarely to communicate each other. The case above is happen because the graduates think they fix all things on educational program they do not have the relation too. In another side, Mupa Paul argued that that graduates associations

[18] University, Oxford Press. 2004. *Oxford English Dictionary*. Oxford University Dictionary (second Edition)

[19] Mohd. Yusoff, Yusliza. 2009. *Individual Differences, Perceived Ease of Use, and Perceived Usefulness in the E-Library Usage,* Computer and Information Science. Vol.2, No.1, p.78

and clubs develop programmes and services that can both advance the university's goals and objectives and encourage graduates support. Some universities have a full time director of graduates. The function of the director of graduates relations is to see that graduates are appreciated rather than exploited, cultivated rather than coerced, frankly informed rather than party timed and above all interested in and organized for more than money making. Graduates are the clients of the higher education.[20]

Where communication becomes a bridge for humans to establish relationships with others, therefore communication becomes part of human life that is inseparable from each other. If this case the communication that have the relation with graduates and study program, so continuous the research between both of them with the program of study of English Educational department on IAIN Bukittinggi.

2. The nature of tracer study

a. Definition of graduated tracer study

When investigate the things related research graduated of tracer study, definitely there are many opinion about tracer study itself. Related to Report Tracer Study ITB, graduates are students who fixed the learning and finished the teaching and learning

[20] Paul, Mupa. 2014. *Through the Lenses of the Graduates: Enhancing Quality in the Zimbabwe Open University.* Mediterranean Journal of Social Sciences. (MCSER Publishing, Rome-Italy) Vol.5 No.11. p.168

process appropriate with curriculum that obtain. Feed back that has given by the graduates, usually have the benefit to help the institution or the college to fix the system and educational management. Each method that can be used to help the college in fix the system and management the educational is using tracer study.[21]

According to Harald Schomburg in Pannogan, tracer study is defined as study to trace graduates of higher education institute**.** "*Graduate Surveys*", "*Graduates Researches*", "*Graduate career tracking*" or "*Follow-up Study*" is other term for it. Tracer Study is proposed an advanced which should enable the institution of higher education to get information to indicate possible deficits in a given educational program and to serve as a basis for future planning activities. Tracer study is perceive as useful to improve the learning process, gauge the market (satisfaction, demand), and building graduates network. [22]

Schomburg stated that a tracer study sometimes also called as graduates survey, graduate survey, or follow-up survey. Tracer study shall attempt to familiarize with the specific tasks and problems of such surveys, and wishes to provide advice that will enable to carry out such surveys independently (without an external

[21] *Report Tracer Study ITB 2014*. Lembaga Kemahasiswaan ITB Career Center. Angkatan 2007. P.10

[22] Odette C. Pannogan and Dennis P. Ocampo, 2016, *TRACER STUDY OF BACHELOR OF ARTS GRADUATES MAJOR IN ENGLISH,* International Journal of Advanced Research in Management and Social Sciences, Vol. 5, No. 1

consultant or agency) or – at least – to manage the implementation of a tracer study. The objectives and questions usually investigated by graduate surveys are sufficiently similar to permit a standardized methodological procedure.[23] That is note that graduate surveys are popular for "analysis of the relationship between higher education and work." They provide quantitative-structural data on employment and career, the character of work and related competencies, and information on the professional orientation and experiences of their graduates. Schomburg and Flomo note that tracing graduates is a retrospective assessment of the graduates' course in relation to the industry's needs and the connection between the theories learned at school and the application of the same to work.[24]

Pannogan have explained tracer study is perceive as useful to improve the learning process, gauge the market (satisfaction, demand), and building graduates network. We can improve curriculum based on input from graduates (what competencies they feel useful in their workforce and what they need yet not taught in

[23] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center for Research On Higher Education And Work,* (University Of Kassel: Germany, 2003) p.12

[24] Flomo JR. John S, 2013, *ALIGNING HIGHER EDUCATION TO WORKFORCE NEEDS IN LIBERIA: A TRACER STUDY OF UNIVERSITY GRADUATES IN LIBERIA*, A Dissertation of The University of Minnesota

college) and stakeholder. The problem is when we rely only on this market labor to decide what people need.[25]

Related study by Gines in Setiawan, that tracer study reveals the employment characteristics, transition to employment and the level of satisfaction of the PNU (Philippine Normal University) graduates. Still, regarding the graduate tracer study, Ramirez, Cruz, and Alcantara indicated that graduates and their academic-acquired skills and competencies are related to their present occupations. Furthermore, they suggest that tracer studies can provide the information needed to reform educational programs to bring about the match between the requirements of the employment world and study. As for the present research, we are addressing on the working area of graduates and skills that are required to support the career.[26]

Aina and Moahi in Osei et al have explain that tracer studies enable the evaluation of results of the education and training provided by a particular institution to examine and evaluate the current and future career and employment prospects of

[25] Odette C. Pannogan and Dennis P. Ocampo, 2016, *TRACER STUDY OF BACHELOR OF ARTS GRADUATES MAJOR IN ENGLISH,* International Journal of Advanced Research in Management and Social Sciences, Vol. 5, No. 1

[26] Setiawan, Dedy dkk. 2017. *INVESTIGATING THE CAREERS OF ENGLISH MAJOR GRADUATES*. International Journal of English and Education,ISSN: 2278-4012, Volume:6, Issue:1, January 2017

graduates.[27] Banglingbing found, tracer study studies are means of maintaining curriculum relevance and providing targeted benefits to graduates to enhance the marketability of educational programmes.[28]

Tracer study is important thing from the activity in an education institution. Through the tracer study, several important information that will be useful to relevant education institution, the graduates, and another institute that relevance with the coordination of educational will be obtained. Tracer studies make possible some educational institution to track the condition of the graduates that produced and from the information can take several policy and action that give the benefit to the graduates and development of relevant institution.[29] Gines also pointed out that tracer studies are important sources of information to know what happened to graduates of academic programmes in Higher Education Institutions. Further he noted that the findings of tracer studies could be used as basis for further improving existing and or

[27] Osei, C.K, I. K. Dontwi, K. G. Otchere and A. A. Singye. *Curriculum Relevance and Graduate Career: A Tracer Study of CEMBA, CEMPA and Industrial Mathematics Graduates.* Journal of Science and Technology, Vol.35, No.2 :2015. P.90

[28] Balingbing, Arly,B.(2014).*Tracer Study of BS in Information Technology (BSIT) Graduates of Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur from 2004 to 2010.Asia Pacific Journal of Multidisciplinary Research.*Volume 2, No. 4, August 2014. p.1

[29] Bancin, Dewi. 2015. *Laporan Tracer Study: Studi Penelusuran Graduates Tahun 2013 Universitas Sari Mutiara Indonesia*. Pusat Pengembangan Karir Universitas Sari Mutiara Indonesia. P.5

developing new teacher education curricula and implementation processes.[30]

As shown above, tracer study is perceived as useful to improve the learning process, gauge the market (satisfaction, demand), and building graduates network. The objectives and questions usually investigated by graduate surveys are sufficiently similar to permit a standardized methodological procedure.

Tracer study is the one tool to help the college in fix the system and management the educational. Tracer study enables to change the education and training of the institution. Another thing that can be happen when using tracer studies is examine and evaluate the current and future and employment the graduates. Can be conclude as the institutions know what action that both side needed to change into better Educational Institution.

In conclusion, graduate tracer studies are one form of empirical study that can appropriately provide valuable information for evaluating the results of the education. Tracer study is each best way to collect the data about the graduates that mirror the quality of the institution and of course the graduates itself. Through using tracer study, we can get information to indicate possible deficits in a given educational program, collect essential information concerning the employment profile of graduates, their

[30] Gines, A.C.(2004). *Tracer Study Of PNU (Philippine Normal University) Graduates. American Internationa Journal Or Contemporary Research*. Vol.4, No.3; March 2014. p.82

undergraduate experience, the first and current jobs of graduates, and the relevance of their educational background and skills required in their job. Graduate tracer study can also collect data on the relevance of the curriculum, to serve as a basis for future planning activities and graduates' level of satisfaction of their academic preparation.

b. The relevance of tracer study

According to Harald Schomburg in Pannogan, tracer study is defined as study to trace graduates of higher education institute**.** "*Graduate Surveys*", "*Graduates Researches*", "*Graduate career tracking*" or "*Follow-up Study*" is other term for it. In Handbook of Tracer Study, Harald Schomburg pointed there are several point that related with the tracer study, such as:

1) The Evaluation Context

Context evaluation is provides information for the development and evaluation of mission, vision, values, goals and objectives, and priorities.[31] To classify the status of graduate surveys, give some explanations concerning the theory, methods, and applicability of the evaluation. The term evaluation is used more often in contexts where a

[31] Zhang, Gull et al. 2011. *Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-Learning Programs*. Journal of Higher Education ang Engagement, Vol.15. Number 4. p.57

certain *mistrust* in the success of activities seems to be appropriate.

2) **Prerequisites of Study**

Prerequisites of study need to be controlled in order not to falsely attribute certain output to the university: for example, the individual prerequisites of the students for the evaluation of teaching methods and courses of study.

3) **Resources**

Resource is a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively[32]. For this research will need resources, study conditions, responsibilities, etc. of the universities.

4) **Processes**

Processes within the university.

5) **Outputs and Outcomes**

[32] University, Oxford Press. 2004. *Oxford English Dictionary*. Oxford University Dictionary (second Edition)

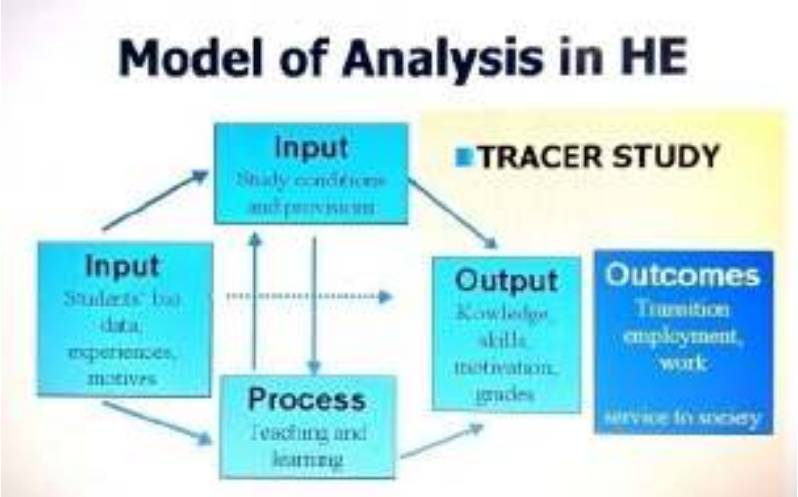


Figure 2.1 Model of analysis in HE

Based on figure 2.1, the model analysis in tracer study is describes more simply. The input data of graduates will be process and get the output and the outcomes of tracer study. From tracer study data, problem that research careful can be evaluated.

Evaluation surveys in High Education or the college which is also intended contribute to innovation in the universities should always include the processes at the universities to the extent that they can help to explain the output. From the below diagram we can know to get the good tracer studies on graduate, the tracer study must build the good input to make good output and take the good outcomes.[33]

[33] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center For Research On Higher Education And Work*, (University Of Kassel: Germany, 2003) p.17-19

Through the statement before, the relevance of tracer study clearly explain that have several point such as evaluation context, prerequisites of study, resources, processes, outputs and outcomes. Each point will relevance each other to get the objectives of tracer study.

c. Objectives of tracer study

Each side that mixed up with tracer study is the graduates. The graduates are supply valuable information for evaluating the results of the education and training of a specific institution of higher education. The information is beneficial for the development of institution quality. Through tracer study, the institution can get information to indicate possible deficits in a given educational program and to serve as a basis for future planning activities. Therefore information on the professional success (career, status, income) of the graduates is needed as well as information on the relevance of knowledge and skills (relationship between knowledge and skills and work requirements, area of employment, professional position).

The main objective of this study was to trace the employment profile of the graduates after they obtained their teacher education degree. Specifically, it also determine the graduates' employment status as well as the transition time from graduation to employment and their job satisfaction. The study

survey the relevance of the respondents' first job to their education degree in college. The survey also aimed to assess the graduates' perception on the contribution of the university training to the graduates' skills development and the degree of effectiveness, adequacy and relevance of their pre – service teacher education training.[34]

Schomburg pointed out the main objectives of tracer studies are; to get valuable information for the development of university, to evaluate the relevant of higher education, to contribute accreditation process and to inform the parents, students, lecturer and administrator.[35] Based on the arguments above, the research will collaborate the tracer study with several related informant to goal the objective of tracer study.

According to Schomburg, to get the complete objective data of tracer study, we must count several relations around the graduates such as:

1. The Employment Situation

   Such information like the income, economic sector, job title, working time, duration of search for the first job, methods of job.

[34] Aquino, Ananio B, dkk. 2015. *Teacher Education Graduate Tracer Study from 2010 to 2014 in One State University in Barangas, Philippines*. Asia Pacific Journal of Multidisciplinary Research, Vol. 3, No. 5, December 2015 Part II

[35] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center For Research On Higher Education And Work*, (University Of Kassel: Germany, 2003) p.30

2. Contact with graduates.
3. Work Task and Competencies.
4. Issues Regarding Curricula and Preparation for Work

   How is the graduate comprehension regarding the curricula in learning as the college student and correlation with the condition after graduate (preparing for work).
5. Higher Education and Atypical Careers

   The graduates confront the different field.
6. Implications for Higher Education Management.
7. The information on the relationships between higher education and employment relevant for practical improvements in higher education.[36]

Related theory with Schomburg, Zembere and Chinyama argued the main objectives of the tracer study is to investigate the transition process from higher education to shed light on the course of employment and work over a five year period after graduation, analyze the relationships between higher education and work in a broad perspective which includes the fulfillment of personal goals such as job satisfaction and objective measurement like job position, income, job security and the type of work and find out what factors are important for professional success of graduates taking into account personal factors like gender, work

[36] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center For Research On Higher Education And Work*, (University Of Kassel: Germany, 2003) p.30-32

motivation, acquired qualifications during course of study and labor market conditions; evaluate on the basis of the experience and views of graduates, central aspects of the University, including resources, facilities and curriculum and get feedback for their improvement; and identify key aspects of the continuing professional education of graduates, and themes and kinds of courses, including extent, cost, location, reasons for participation, proposals for University courses.[37]

The conclusion of the tracer study objective in this research is the environment around the graduate students of English Education Department that graduated on period 2013/2014 until 2017/2018**.** This research is more focuses to the graduate data such as graduate personal data, how the graduates satisfaction, long time period of graduates waiting to the first job, job history, the relevance of educational knowledge with the job, and the environment around the graduates that related to the tracer study.

d. **The advantages of tracer study**

All intentional activity definitely has the goal. Related to the implementation of the activity, will get the better condition (advantages) or the opposite (disadvantages). Peng-Tan and Nang in Setiawan suggests that the success of an institution lies in its graduates and the quality of graduates is measured through the

[37]Zembere S.N. and Chinyama M.P.M. (1996). *"The University of Malawi Graduate Tracer Study"*. (University of Malawi-The Polytechnic, P/Bag 303, Chiciri, Blantyre3 Malawi). p.2 http://www.aau.org/studyprogram/notpub/ZEMBERE.pdf.

employability and transformation they gained as they exposed themselves to the real world. To find out the success of university graduates, a tracer study on them or graduates survey is required. Furthermore, Peng-Tan and Nang averred that tracing graduates is an important action on the part of the institution, making it an essential tool in the evaluation of institution's program for improvement.[38]

The main advantage of tracer study is for collect the graduates data that useful to around the graduates. Data will provide complete up-to date information on for example: relevance the related study program with the job, the state of the employment of graduates of a teacher education program. Through tracer study, an institution able to evaluate the quality of education given to their graduates by knowing the graduates placements and positions in the society which later can used as a benchmark in producing more qualified and competitive graduates.

e. Design elements of tracer study

Tracer study that used to detect the graduates data will be different depend on the condition of the college and the institution. Related to Harald Schomburg, there are some key design elements of graduate surveys which must be considered in every survey:

[38] Setiawan, Dedy dkk. 2017. *INVESTIGATING THE CAREERS OF ENGLISH MAJOR GRADUATES*. International Journal of English and Education,ISSN: 2278-4012, Volume:6, Issue:1, January 2017

1) Regional level
2) Field of study
3) Type of institution
4) Reputation or quality of the institution of higher education
5) Type of degree
6) Number of institutions of higher education
7) Number of cohorts
8) Time after graduation
9) Length of questionnaire
10) Data collection method[39]

f. Answer Scales and the Level of Measurement

Very important in the process of formulation of questions is the knowledge of the consequences for later data analysis. Usually in the methodological literature Harald Schomburg find the distinction of four types of questions associated with different level of measurement:

a. Categorical or nominal scale question

In categorical or nominal scale answers the codes or values related to the answers just indicate a difference from each other, but no ranking. Stevens argued categorical or nominal scale represents the most unrestricted assignment of

[39] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center For Research On Higher Education And Work*, (University Of Kassel: Germany, 2003) p.37

numerals.[40] For example of the categorical or nominal scale question is gender: male / female.

Categorical or nominal scale question have some distribution of the question such as:

a.1 Categorical open-ended question



Figure 2.2 Categorical open-ended question example

Related with the question above, for this type of question on the research have to create an additional category of responses.

a.2. No answer Question

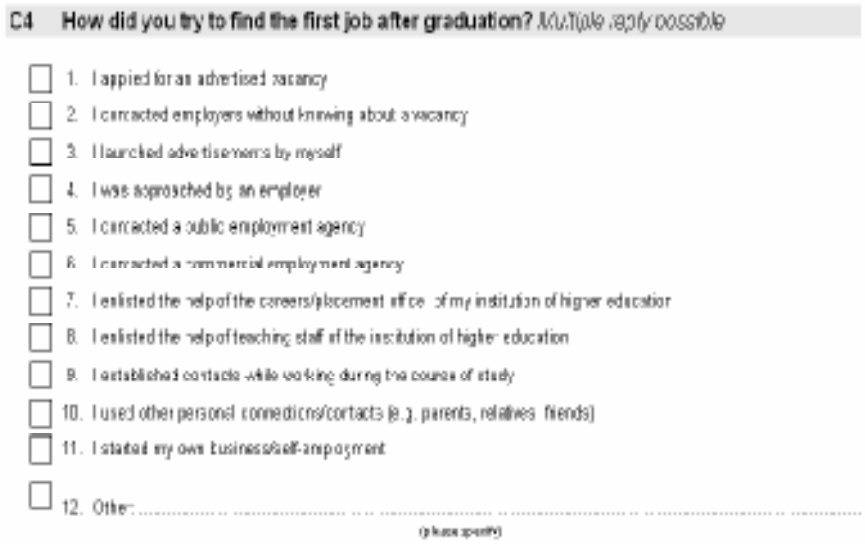
In a questionnaire, it is not common practice to give explicitly the response item "No answer" but actually some interviewees, for various reasons, will not respond. In the data set each variable will contain a code for "No answer" (e.g.9, 99, 999 depending on the number of digits needed)

a.3. Only one answer question

[40] Stevens, Stanley Smith. 1946. *On the Theory of Scales of Measurement*. Science. 103 (2684): 677-680.doi.10.1126/science.103.2684.677

The chosen example shows some of the problems of formulating questions in cases where we can expect the interviewees to give *one* statement only - in the respective category of responses. The individual categories of answers exclude one another.

a.4. Multiply reply possible


C4 How did you try to find the first job after graduation? Multiple reply possible

1. I appied for an advertised vacancy
2. I contacted employers without knowing about a vacancy
3. I launched advertisements by myself
4. I was approached by an employer
5. I contacted a public employment agency
6. I contacted a commercial employment agency
7. I enlisted the help of the careers/placement office of my institution of higher education
8. I enlisted the help of teaching staff of the institution of higher education
9. I established contacts while working during the course of study
10. I used other personal connections/contacts (e.g. parents, relatives friends)
11. I started my own business/self-employment
12. Other: ..... (please specify)

Figure 2.3 Multiply reply possible example

An important type of questions which is the interviewees can respond to by ticking in a list of given items as many as they think to be applicable.

b. Ordinal scale

The ordinal scale arises from the operation of rank-ordering.[41] In some questions, we ask the interviewee to

[41] Stevens, Stanley Smith. 1946. *On the Theory of Scales of Measurement*. Science. 103 (2684): 677-680.doi.10.1126/science.103.2684.677

provide a graded assessment of the response with the help of a five point scale. In such cases, the measurement is done with an *ordinal scale level*, i.e. a value in the scale is not only different from the others but also takes a higher or lower position than the others (rank order).

Schronburg pointed to use five-point scales, such as a) A five-point scale is an uneven scale; only uneven scales can fit a normal curve which is statistically advantage over all even scales, b) A five-point scale fits in many countries to the use of school grades, which constitutes a kind of common metric. It depends on the country whether the scale should go from "1" = high/good/great extent or low to "5" = low/bad/not at all or the reverse order, c)A five-point scale is more easy to interpret than a seven-point scale. Usually we will count the answers 1 and 2 (if the scale runs from 1="very good" to 5 = "very bad" and present the percentages of "good".[42]

In this research, the researcher used five-point using the percentage the relevance of the job with study program in college. For example:

How is your conformity knowledge and skill percentage that gained from study programme with your first job requirements?

[42] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center For Research On Higher Education And Work*, (University Of Kassel: Germany, 2003) p.51-56

a) ≥ 86% (very conformity)
b) 76% sd 85% (conformity)
c) 61% sd 75% (conformity enough)
d) 51% sd 59% (less conformity)
e) ≤ 50% (not conformity)

The percentages about the conformity are related with the graduates experience. The related field with college that graduates get will make higher percentage on the conformity.

c. Verbalizing the scale points

Only the anchors of the scale should be verbalized because it is very difficult to find balanced verbalization of the scale points between.[43] In this research using the verbalizing the scale points to count the benefit level of study program with the job, in detail:

Benefit Aspects	Benefit levels result				
	1	2	3	4	5
Big income of the job					

Table 2.1 The benefit level of study program with the job

[43] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center For Research On Higher Education And Work*, (University Of Kassel: Germany, 2003) p.51-56

Explain the percentages:

No	Percentages	Explanation
1	Number 5	Very good
2	Number 4	Good
3	Number 3	Good enough
4	Number 2	Less good
5	Number 1	Not good

Table 2.2 Explain the percentages

d. Metrical level of measurement scale

Only few genuine *interval-scaled variables* are measured in social-sciences surveys of the: e.g. income, age, period of job search, etc.[44]

B. Review of The Related Studies

The research about tracer study were already conducted in several researches. The first case was done by a team from Institute of Language University of Mindanao Philipines. This study was conducted to find the employability of the AB English graduates from 2001 – 2013. The Graduates Tracer Study Questionnaire was used to determine the demographic, employment and training profiles, leadership and volunteerism. Results revealed that most of the respondents were female, single, graduated in 2012 and few took the Civil Service Eligibility and Licensure Examination for Teachers. The majority was regularly

[44] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center For Research On Higher Education And Work*, (University Of Kassel: Germany, 2003) p.51-56

employed in the local corporations as ESL tutors, and family concern was one of the reasons for non-employment of some.

The happen case in tracer study on University of Mindanao is most graduates did not involve in organizational membership and volunteer work. Another problem that happen AB English Programs is from the conformity and pleasure feeling of the graduates. Most of the graduate-respondents do not stay in their jobs for long.[45]

The second of study was conducted by Odette C. Pannogan on Bachelor of Arts in English Language in Kalinga Apayao State College. Through this endeavor, it determined the profile of the AB-English Language and the factors affecting the employment of the respondents. This study revealed that the graduates are employed in public and private companies and some of them are self-employed. Furthermore, it revealed that the respondents are much affected with the employability factors.[46]

The third case was conducted by Etri Mayana, the student of IAIN Bukittinggi. The research indicates that generally problem of English graduates students of IAIN Bukittinggi in academic year 2007 has been identified. The graduates got information about their first job from their friend, print media and looking by them self. In this case, faculty has less contribution share the information related job. Another problem which

[45] San Jose, Ariel dkk. 2014. *Finding the Linguist: An AB English Graduates Tracer Study*. International Journal of English Language Education 2014, Vol.2 , No.2, http://dx.doi.org/10.5296/ijele.v2i2.6295

[46]Odette C. Pannogan and Dennis P. Ocampo, 2016, *Tracer study of Bachelor of Art graduates major English,* International Journal of Advanced Research in Management and Social Sciences, Vol. 5, No. 1

found in the research is the graduate difficult to find a job that related with program study. The faculty needs more knowledge about entrepreneur as a solution.[47]

Related the explanation above, this research conducted a research about the tracer study English Education Department graduates in IAIN Bukittinggi that graduate in period 2013/2014 until 2017/2018. The similarity of this research with the other research is to achieve the goal to solve the problem related between the graduates and the environment to make the better college. This research is not only about collect personal data, graduate job history and the relation with the college but also collect the graduate data that related to solve the problem around graduates and department. The difference of this research with another is the objective of study.

[47]Mayana. Etri, 2017, *A Tracer Study of English graduates students of IAIN Bukittinggi registered in academic year 2007/2008*

C. **Conceptual Framework**

Conceptually, framework of this research can be illustrated as follow:

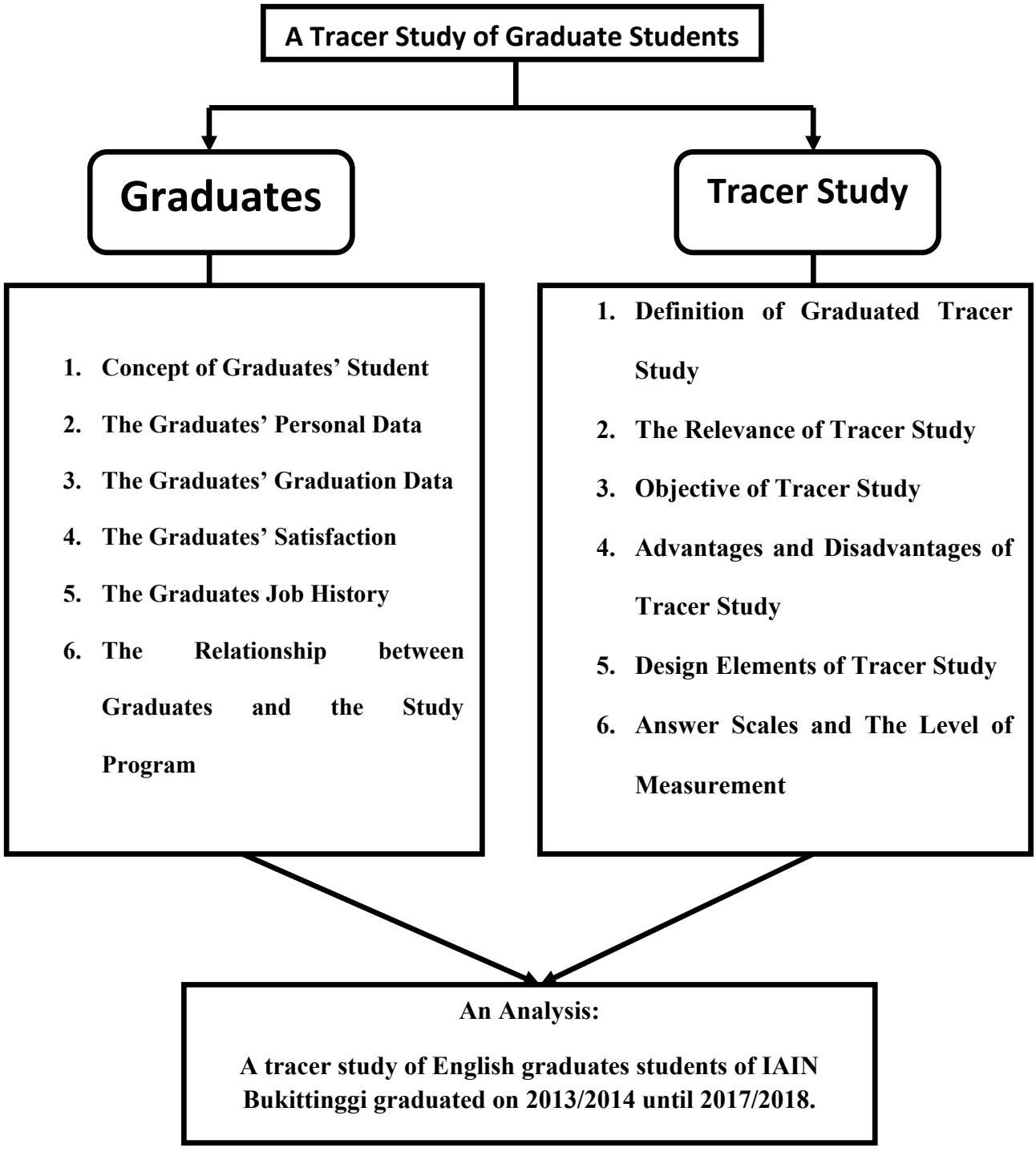


Figure 2.2 Conceptual Framework

Based on figure 2.2, the conceptual framework is describes the research points of tracer study. From the framework, the research divided to describe the graduates and the graduated tracer study into several points. Finally, this research is analyzed theory and data to get information of a tracer study of English graduates students of IAIN Bukittinggi graduated on 2013/2014 until 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The researcher did the research on graduates of English Education Department that graduated in academic year 2013/2014 until 2017/2018. To attain the objectives of the study, this research applies the descriptive quantitative method. Sukmadinata states that descriptive research is a research method used for describing the phenomenon existing that is taking place in this time or in the past.[1] Related with the explanation above, the purpose of the research is to describe the phenomenon existing in field in order to get the information. The typical descriptive studies are concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures.

This research was used of the quantitative-descriptive method. Researcher used the questionnaire as the instrument for gathering data. According to Pannogan, interview was done to supplement and validate the data gathered from the respondents.[2] Similar opinion is come from Steckler that stated in San Jose, quantitative-descriptive method was adapted because it produces factual, reliable outcome data that are usually

[1]Nana Syaodih Sukmadinata. 2009. *MetodePenelitianPendidikan*, (Bandung: RemajaRosdakarya). p.54

[2] Odette C. Pannogan and Dennis P. Ocampo, 2016, *Tracer study of Bachelor of Arts graduates major in English,* International Journal of Advanced Research in Management and Social Sciences, Vol. 5, No. 1

generalizable.[3] Thus related from the theory before, the quantitative method seeks to confirm the hypothesis, used structured questionnaires, and described characteristics of population which characterized quantitative method and utilized in this study.

B. Population and Sample

The population and sample are necessary elements to get the data for the researcher. The population and sample of this research are:

a) Population

Population is generalized areas that consist of: object/subject which has certain quality and characteristic that set by the researcher to learn and then take the conclusion.[4] Related with the opinion before, Gay said population were the group which she or he would like the results of the study to be generalized. The defined population had at least one characteristic that differentiates it from other groups.[5] Thus, population can be describe as people or group that constitute as a object/subject of one research that have certain characteristic to analyzed and then be conclude the certain information.

The population of this research was graduated students of English Education Department at IAIN Bukittinggi which graduated in academic year 2013/2014 until 2017/2018. At least, the graduates that graduated in

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[3] San Jose, Ariel dkk. 2014. *Finding the Linguist: An AB English Graduates Tracer Study*. International Journal of English Language Education 2014, Vol.2 , No.2, http://dx.doi.org/10.5296/ijele.v2i2.6295

[4] Sugiono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta, p.215

[5] L. R. Gay. *Educational Research* (Singapore: Merill Publishing Company Margono,1990), p.189

academic year 2013/2014 until 2017/2018 is 290 students. Such as the table below:

Table 3.1 The students of English Education Department that graduated in academic year 2013/2014 until 2017/2018.

Graduated Period	Male	Female
2013/2014	5	50
2014/2015	9	45
2015/2016	8	37
2016/2017	10	40
2017/2018	13	73
Total	290	

Source: AKAMA IAIN Bukittinggi

Table 3.1 explained that the graduates students of English Education Department at IAIN Bukittinggi on 2 period that graduated in 2013/2014 period were 55 students, graduated in 2014/2015 period were 54 students, graduated in 2015/2016 period were 45 students, graduated in 2016/2017 period were 50 students and graduated in 2017/2018 period were 86 students.

b) Sample

Based on the explanation before, population and sample are important things on the research. According to Sugiyono, sample is a part of the population itself. For example, the population of one inhabitant in one

area, then the sample is half of the people in the inhabitant.[6] Related with Sugiyono opinion, Gay stated sampling were the process of selecting a number of individuals for a study in such a way which the individuals represent the larger group from which they were selected.[7] Thus, the sample can be concluding as a part of the population that selected for the research.

Before establishing the sample of this research, the explanation of the sum of student English Education Department on graduated period 2013/2014 until 2017/2018 is:

Table 3.2 The students of English Education Department that graduated in academic year 2013/2014 until 2017/2018.

Graduated Period	Odd Semester	Even Semester
2013/2014	11	44
2014/2015	6	48
2015/2016	11	34
2016/2017	21	29
2017/2018	31	55
Total	80	210

Source: AKAMA IAIN Bukittinggi

[6] Sugiono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2007) p.215

[7] L. R. Gay. *Educational Research* (Singapore: Merill Publishing Company Margono,1990), p.101

As shown in table 3.2, the graduated at IAIN Bukittinggi on English Education Department consist as odd semester and even semester. Arikunto says that, if the population is less than a hundred, it must be taken all as sample and it categorized as population research. However, if the population is hundred or more, it should be taken 10% to 25% or 20% to 25% from the population.[8]

In this research, the sample were graduates from English Education Department at IAIN Bukittinggi academic year 2013-2017 that consist as odd semester and even semester. The research took the sample as many as 50 graduates.

C. Instrumentation

Instrumentation is one of important sides in a research. Instrument is the tool to measure the phenomenon which is researched. The drafting of instruments is important part in the research process because a researcher can get and collect the data which be analyzed is by using the proper instrument.[9] This research is qualified as a quantitative research. Related to Bambang Septiyadi, instrument of collecting data in quantitative research such as language ability test, linguistic knowledge test and student measure personality instrument. [10] As shown above, instrument which is can conclude to collecting data of graduates is

[8] Suharsimi, Arikunto. 1998. *Procedure Penelitian.* Jakarta:Rhineka Cipta. P.134

[9] Setiyadi, Bambang. 2006. *Metode Penelitian untuk Pangajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta; Penerbit Graha Ilmu, p.151

[10] Sugiono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2007) p.215

questionnaire. This research used questionnaire to collect data from the graduates as instrument for tracer study research.

Tracer study are usually used the instrument for the research, such as questionnaire. Questionnaire is the technique of data collection by giving some questions with answering some alternatives to respondent. Sugiyono states that, "Questionnaire as a technique of data collection that is done by giving some written questions for respondent to answer".[11] Questionnaire type that used in this research is closed questionnaire. Through the questionnaire, the research can get data and information of the sample with giving the questionnaire and the graduates easier to respond and given the statement in the list. The graduates only need to choose the available respond and fill the points on the questionnaire.

There are several important points that need to pay attention on the questionnaire when used in tracer study such as type (*cross-sectional* or panel), data collection (written questionnaire or oral questionnaire, online or *hardcopy*), standardization (high or low), population target (strata, generation, kohort), sample, implementation time, respondent and the criteria.[12] This research is use the closed-questionnaire such as written questionnaire, interview, in online or hardcopy paper.

The instrument of this research has been adapted from Lembaga Penjaminan Mutu (LPM) of IAIN Bukittinggi. The questionnaire was validity of two lecturers as the validators. The validity of the instrument is

[11] Sugiono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*…… p.142

[12] *Report Tracer Study ITB 2014*. Lembaga Kemahasiswaan ITB Career Center. Angkatan 2007. P.17

important on the research. Without the validity, an instrument will not become valid and cannot be used in this research.

D. Technique of the Data Collection

The technique that researcher used in data collection is using tracer study with closed-questionnaire. Through using the closed-questionnaire, the researcher will be helped to answer easy and faster to analyze the collection data. The questions are written in Indonesian in order to ease the respondents to understand and answered the questions. This research giving the questionnaire through via phone and the application: Whats App, Facebook and e-mail for respondent who are so far from the area the researcher and give the questionnaire directly for the respondent around the campus area.

E. Technique of Data Analysis

One of the important points in the research is validation of data analysis. According to Arikunto, data analysis is meant by processing data obtained by using formulator rules that are applicable to research or design approach taken[13]. As shown above, data analysis processed data to conclude the necessity information about research. Through the data analysis, the researcher used technique that relevance to get the point of the research.

Technique that usually used for the quantitative research is disposed using test as a technique when collecting data. According

[13] Suharsimi, Arikunto. *Prosedur Penelitian.* Jakarta:Rineka Cipta, p.236

Sugiyono, technique of data analysis especially for quantitative research, the technique directed to answer related problem or analyze the hypothesis that formulated in the proposal.[14] Analysis used in the research supposed to collect the data of graduates through the definite procedure. Arikunto explained there are three procedures in analyzing the data, as follow:

a. Preparation to research the completeness of identity of the respondents, data and questionnaire respond or answer.
b. Tabulating to count the data, scored, code and describe in the table.
c. Using the formula accordance to kind of the research.[15]

In this research, the researcher used the formula to find out the percentage of the item of questionnaire. Based on Sudijono, formula that use such as:

$$P = \frac{F}{N} X\ 100\ \%$$

P = the percentage

F = the frequency

N = the total sample[16]

[14] Sugiono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2007) p.243

[15] Suharsimi, Arikunto. *Manajemen Penelitian.* Jakarta:Rineka Cipta, p.326

[16] Sudijono, Anas. *Pengantar Statistik Pendidikan.* (Jakarta: PT Raja Grafindo Persada,2008), p.43

As shown above, the researcher is need the frequency and total sample to get the percentage about the research. Through the data collection of graduates, all item of the formula can be analyzed to conclude the data.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The data were collected from the English Education Department students of IAIN (STAIN) Bukittinggi which graduated period 2012/2013 until 2017/2018. The finding reveals that (1) The duration of graduates to get the first job (2) The graduate satisfaction toward Study Program (3) The relevant job of graduate (4) The Job history of graduates (5) The usefulness of the knowledge that graduate get from Study Program (6) The relationship of between the graduate and Study Program.

1. Description of the Data

The data were collected from the 50 graduates student of English Education Department at IAIN (STAIN) Bukittinggi which were graduated period 2012/2013 until 2017/2018. The finding of the research would be described n the table 4.1.

Table 4.1 Length of study period and long waiting period to work

No	Name	Length of study period	Length waiting to get the first job
1	SR	4 years	before graduate
2	RN	4 years	1 months
3	FC	4 years	before graduate
4	AYP	4 years	before graduate
5	AD	4 years	1 months
6	HS	5 years	before graduate
7	CYD	4 years	before graduate
8	AM	4 years	2 months
9	SE	4 years	4 months
10	DASH	4 years	1 months
11	RA	4 years	before graduate
12	LG	4 years	before graduate
13	M	4 years	6 months
14	RP	4 years	8 months
15	PH	4 years	1 week
16	F	4 years	1/2 months
17	SB	4 years	1 months
18	RM	4 years 6 months	2 months
19	NSN	4 years 6 months	3 months
20	RP	4 years	before graduate
21	HA	4 years	2 months
22	M	4 years	3 week
23	REJ	4 years 6 months	1 months
24	YM	4 years 6 months	8 months
25	Y	4 years 6 months	5 months
26	RY	4 years	5 months
27	EN	4 years	before graduate
28	VN	4 years	before graduate
29	LN	5 years	before graduate
30	PD	4 years 6 months	1 months
31	FL	4 years 6 months	1 months
32	I	4 years	3 months
33	AF	4 years	6 months
34	FA	4 years	1 months
35	RF	4 years 6 months	1 months
36	LAP	4 years	1 months
37	NS	4 years	1 months
38	PR	4 years	4 months
39	SP	4 years 6 months	5 months
40	A	4 years	1 months
41	C	4 years	1 months
42	F	5 years	before graduate
43	AB	4 years 6 months	4 months
44	RH	4 years	before graduate
45	JN	4 years	2 week
46	HC	4 years 6 months	1 months
47	SH	5 years	before graduate
48	HAZD	4 years	before graduate
49	NSN	4 years	1 months
50	PA	4 years 6 months	6 months

Table 4.1 shows length of study period of graduates and length waiting to get the first job. The length of study period of graduates during 5 years later is 4 years as much as 34 persons (68%), 4 years 6 months as much as 12 persons (24%), and 5 years as much as 4 persons (8%). While for length waiting to waiting to get the first job of graduates had several answers such as 15 persons (30%) are before graduates, 19 persons (38%) is less than or equal to 1 month, 3 persons (6%) is 2 months, 2 persons (4%) is 3 months, 3 persons (6%) is 4 months, 3 persons (6%) is 5 months, 3 persons (6%) is 6 months and 2 persons (4%) is 8 months.

Based on the explanation above average of graduates length study period is 4 years and need less than or equal to 1 month to get the first job. Related to the achievement of graduates which categorized as graduates were graduated on time and get the first job in short time, this research would describe the graduates satisfaction on the next paragraph.

Table 4.2 Graduates Satisfactory

No	Statement	Answer
1	Degree of graduates satisfaction toward Study Program service during college	a. Very Satisfied =9 (18%) b. Satisfied =30 (60%) c. Satisfied Enough =10 (20%) d. Less Satisfied =1 (2%) e. Not Satisfied =0 (0%)
2	Degree of graduates satisfaction toward competency control when graduating from the Study Program	a. Very Satisfied =13 (26%) b. Satisfied =24 (48%) c. Satisfied Enough =13 (26%) d. Less Satisfied =0 (0%) e. Not Satisfied =0 (0%)

Table 4.2 shows Graduates Satisfactory which separated into 2 parts. Division of graduate satisfactions is satisfaction toward Study Program service during college which is average graduates are choose Satisfied and satisfaction toward competency control when graduating from the Study Program which is average graduates are choose Satisfied.

For satisfaction toward Study Program service during college, 30 (60%) graduates vote Satisfied, 10 (20%) graduates vote Satisfied Enough, 9 (18%) graduates vote Very Satisfied and 1 (2%) graduates vote Satisfied. Furthermore for satisfaction toward competency control when graduating from the Study Program, 24 (48%) graduates vote Satisfied, 13 (26%) graduates vote Very Satisfied and 13 (26%) graduates vote Satisfied Enough.

Related to explanation above, most of graduates satisfaction were satisfied toward Study Program service and competency control during college. It means Study Program was successful in providing service and competency control for graduates. Both categories have the influence to graduate relevance job. The explanation about graduate relevance job would be described on the next table.

Table 4.3 Graduate relevance job

No	Job Division	First Job	Percentage	Latest Job	Percentage
1	Elementary School Teacher	8	16%	5	10%
2	Junior High School Teacher	12	24%	13	26%
3	Senior High School Teacher	9	18%	8	16%
4	Tutor	15	30%	12	24%
5	Lecturer	2	4%	3	6%
6	Enterpreneur	3	6%	4	8%
7	Government Agency	0	0%	1	2%
8	Commerce	0	0%	1	2%
9	Not working	1	2%	3	6%
Total		50	100%	50	100%

Based on Table 4.3, data about relevance job of graduate separated into some job. Graduate relevance job is be related to education which graduate gets in the College. For English Education Department, relevance job related with the table is majority dominated education such as teacher and tutor.

Graduates relevance job divided into first job and latest job. For graduate first job, there are some variant of graduates job

division. From the questionnaire, there are 15 (30%) graduates work as a tutor in a course, 12 (24%) graduates work as junior high school teacher, 9 (18%) graduates work as senior high school, 8 (16%) graduates work as a elementary school teacher, 3 (6%) graduates work as a entrepreneur, 2 (4%) graduates work a lecturer and 1 (2%) graduate is not working because continue the study.

For the graduates latest job, there are 13 (26%) graduates work as junior high school teacher, 12 (24%) graduates work as tutor in a course, 8 (16%) graduates work as senior high school teacher, 5 (10%) graduates work as elementary school teacher, 4 (8%) graduates work as entrepreneur, 3 (6%) graduates work as lecturer, 1 (2%) graduate work as a secretary in government agency, 1 (2%) graduate work as commerce, and 3 (6%) graduates not working because the graduates continue the study.

Related to the explanation above, it can be concluded that average of graduates on their first job and latest work are work as a teacher and tutor which relevance with their educational background. In addition to the explanation of the graduates job, description about job history of graduates will be explained on the next table.

Table 4.4 Graduates Job History

No	Statement	Answer	
1	First job after graduated from IAIN Bukittinggi	Teacher = 46 persons (92%) Not Teacher = 4 persons (8%)	
2	Percentage of comformity knowledge and skill which gained from Study Program for the first job demand	First job a. > 86% =21 persons (42%) b. 76% until 85% = 19 persons (38%) c. 61% until 75% = 7 persons (14%) d. 51% until 60% = 0 persons e. < 50% = 2 persons (4%)	Latest job a. > 86% = 17 persons (34%) b. 76% until 85% =19 persons (38%) c. 61% until 75% = 5 persons (10%) d. 51% until 60% = 2 persons (4%) e. < 50% = 4 persons (8%)
3	Source information for the first job	a. Faculty or Study Program = 0 b. Lecturer =1 vote (2%) c. Graduates Organization = 4 vote (7%) d. Print Media = 6 vote (11%) e. Electronic Media = 13 vote (23%) f. Contact = 31 vote (54%) g. Another source = 1 vote (2%) empty = 1 vote (2%)	
4	Is it hard for you to get the first job?	a. Yes = 12 vote (24%) b. No = 38 vote (76%)	
5	Have you ever out of your job?	a. Yes = 10 vote (20%) b. No = 39 vote (78%) empty = 1 vote (2%)	
6	Require levels of the job need English	a. Very required = 32 vote (64%) b. Require = 7 vote (14%) c. Required Enough = 6 vote (12%) d. Less Required = 2 vote (4%) e. Not Required = 0 empty = 3 vote (6%)	
7	Require levels of the job need Technology Information	a. Very required = 32 vote (64%) b. Require = 8 vote (16%) c. Required Enough = 7 vote (14%) d. Less Required = 0 e. Not Required = 0 empty = 3 vote (6%)	
8	The need for GPA on the terms of the institution where the graduate works	a. Yes = 25 vote (50%) b. No = 23 vote (46%) empty = 2 vote (4%)	

Table 4.4 is described about data related job history English Education Department graduates. The table is explained 8

statements which describe the history of graduates job. Furthermore the explanation of all the statement will be describes. Statement 1, first job after graduated from IAIN Bukittinggi, the graduates are vote that the first job of graduates is 92% graduates were become teachers and 8% graduates work outside the scope of education.

Statement 2, Percentage of conformity knowledge and skill which gained from Study Program for the first job demand which divided into 2 side such as the first job and latest job. For the percentage of conformity and knowledge on the first job, the graduates are voted that 42% graduates vote point a ≥ 86%, 38% graduates vote point b 76% until 85% and the other graduates choose option c, d, and e. For the statement number 2 on the first job there are found 1 graduate which is do not give a vote. And for the percentage of conformity and knowledge on the latest job, the graduates are voted that 34% graduates vote point a ≥ 86%, 38% graduates vote point b 76% until 85% and the other graduates choose option c, d, and e. For the statement number 2 on the latest job be found 3 graduate which is do not give a vote.

Statement 3, source information for the first job, the graduates were voted 54% from contact, 23% vote from electronic media, 11% vote from print media and another vote

from lecturer, graduates organization and another source. Statement 4, difficulties to get first job, 76% graduates vote no and 24% graduates vote yes. For the yes answer, the graduates had their own answer to choose yes.

Statement 5, the graduates out of their job history, the graduates were voted 76% for option no and 20% for option yes. Statement 6 about require levels of the job need English, 64% graduates vote very required, 14% graduates vote require and another graduates vote required enough, less required, and not required. Different with statement 6, for statement 7 are described about require levels of the job need technology Information. Not much different answer with the previously statement, for the require levels technology information, the graduates are vote 64% for very required, 16% for require and another require vote for required enough.

For the last statement about necessary of GPA to enter the job, 50% graduates are vote yes, 46% graduates vote no and 4 % do not choose because several problems such as they work on their own business or still not working.

Conclusion for the statement 1 until 8 related graduates job history could be described such as most of graduates which work as a teacher on their first job were conform to knowledge

and skill which gained for their job, graduates were got more information about the job form the contact and easy to get first job which very required English. Furthermore, usefulness of the knowledge that graduates got from Study Program would be described on the next table.

Table 4.5 Usefulness of the knowledge

No	The usefulness aspects	The levels of usefulness									
		Very Usefulness		Usefulness		Usefulness Enough		Less Usefulness		Not Usefulness	
1	Technique skill and practice	14	28%	29	58%	6	12%	1	2%	0	0%
2	The Knowledge theoritically	19	38%	22	44%	8	16%	1	2%	0	0%
3	High Pride	18	36%	25	50%	4	8%	3	6%	0	0%
4	Self confidence	24	48%	24	48%	1	2%	1	2%	0	0%
5	Big Income	9	18%	22	44%	16	32%	3	6%	0	0%
6	Fast Career Progress	14	28%	20	40%	12	24%	4	8%	0	0%
7	High mobility cross-employment capability	13	26%	23	46%	8	16%	6	12%	0	0%

Related to data on the table above, there are several aspects on the questionnaire which rated of graduates for usefulness aspect from the Study Program when the graduates get on IAIN

Bukittinggi. First aspect, technique skill and practice, graduates choose different answer such as 28% chose very usefulness, 58% chose usefulness, 12% chose usefulness enough and another vote for less usefulness. Second aspects, the knowledge theoretically, graduates chose 38% vote for very usefulness, 44% vote for usefulness, 16% vote for usefulness enough and another vote for less usefulness.

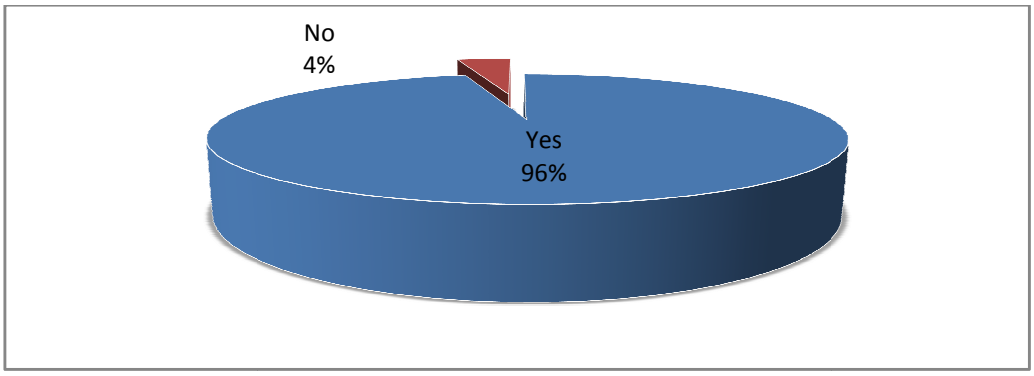
Related aspect 1 and aspect 2, aspect 3 about high pride, the graduates choose different answer such as 36% voted for very usefulness, 50% voted for usefulness, 8% voted for usefulness enough and another voted for less usefulness. Fourth aspect, self confidence, the answer of graduates were 48% voted very usefulness, 48% voted usefulness, 2% voted usefulness enough, and another voted for less usefulness. Fifth aspect, big income, the answer of graduates were 18% voted very usefulness, 44% voted usefulness, 32% voted usefulness enough and another voted for less usefulness.

Sixth aspect, fast career progress, the answer of graduates were 28% voted very usefulness, 40% voted usefulness, 24% voted usefulness enough and another voted for less usefulness. And the last aspect, high mobility cross-employment capability, the answer of graduates were 26% voted very usefulness, 46%

voted usefulness, 16% voted usefulness enough and another voted for less usefulness.

In addition part of usefulness, there are another point which supported. If the usefulness which describe on table 4.4 is more focus in aspect in action, figure 4.1 would describe usefulness which focused in suitable of Study Program and IPTEKS.

Figure 4.1 The suitable of study program and IPTEKS (science and technology)



The explanation about the suitable of study program and IPTEKS (science and technology) where the suitable is divided into 2 answers, that is Yes and No. Based on the figure 4.1 which is related with the table 4.5 about usefulness, the Yes answer are voted by graduates as much as 48 voted or 96 % and the No answer voted by graduates as much as 2 voted or 4%. Overall the conclusion about the suitable of study program and IPTEKS (science and technology) is suitable.

After discussing about graduates waiting time, satisfactory, job history, and usefulness aspects of Study Program, this

research would describe the last finding about relationship of graduates and Study Program through the next table.

Table 4.6 The relationship of graduates and Study Program after graduated

Statement	Yes		No	
Do the graduates build relationship with Program Study after graduated?	38	76%	12	24%

Related to table 4.6 which describe about the relation through graduates and Study Program, there were answers such as Yes and No. For this statement, graduates choose 76% vote for yes and 24% vote for no. In particular for yes answer, there were relative reason such as a visit to campus for Administrative affairs, coordination of cooperation activities between Study Program and the workplace institutions, coordination graduates meeting, give criticism and suggestion or interaction through social media.

After the explanation all the description data, it can be concluded that graduates data was easy and fast to find job. They got job even though there are fractional part of them work in irrelevant job with their educational background. Almost of graduates was satisfied with the service of study program and

their mastery competency. They had good relationship with the study program which connected through visit the campus or through social media.

2. The Analysis of the Data

In order to explain the data clearly, this research explained the questionnaire score one by one of the each item in the description of data before. One finding and another finding have interrelatedness each other. This research found most of graduates respond are positive. First finding of the research is graduates satisfactory. Almost graduates chose Satisfied toward Study Program service and competency control. It means, Study Program was successful in providing service and competency control for graduates. If the Study Program service and competency control were collaborate, the process of graduates will be easy endure the college. This research analyzed graduates satisfaction that also gave the influence toward graduates development include graduates period.

Clarify the first finding, graduates length study period is 4 years. Related to explanation above, graduates satisfaction was help graduates to finish the college consistent with goal that is 4 years. The corresponding graduated time make graduate more intensive to get the first job. The corresponding both were proven through fact about graduates length waiting time to get first job.

Related to questionnaire, graduates were need less than or equal to 1 month to get the first job.

Even though graduates length of waiting time to get the first job is belong fast, it does not impress the relevance job of graduates. Most of graduates on their first job and latest work are work as a teacher and tutor which relevance with their educational background. There were graduates combined the job with entrepreneur and have own business which across of education scope.

The latest job which differs from the first job place changed percentage of graduates job. This thing was one of category graduates job history. Another job history could be described such as most of graduates which work as a teacher on their first job were conformed to knowledge and skill which gained for their job, graduates got more information about the job form the contact and easy to get first job which very required English. It proves the usefulness of the knowledge which graduates got from Study Program have the role to the graduates.

Usefulness of the knowledge that graduates got from Study Program are be in Usefulness. That means graduates felt the implication through the Study Program on the college period. However, good relationship between graduates and Study Program through the college period was not ensured also good

relation after graduation. The questionnaire proved that just half graduates who have a relationship after graduation.

The relationship between graduates and Study Program which happen after graduated related into several activities. The connection each other could be happen through direct contact in campus or connection social media and graduates organization. Graduates which are visit campus were usually for the administrative affairs. However, many graduates also do other activities such as coordination of cooperation activities between Study Program and the workplace institutions, coordination graduates meeting, give criticism and suggestions, seek job vacancy, and coordination graduates meeting. Based on activities which graduates do, the relationship through Study Program and graduates keep solid even though the connection still not comprehensive.

The connection between graduates and Study Program itself had big influence toward collecting data for this research, especially for tracer study research which based on graduates data. Graduates data would identify to get the problem and also the solution. For example on this research, the problem is about relationship through graduates and Study Program. Whether there has been a development or not between the graduates and Study

Program relationship will be identified until how the connection bind up.

Related for the problem about connection between graduates and Study Program, another problem that also be resolved were graduates satisfaction. Connection between graduates and Study Program which improved will improve the assessment of graduates satisfactory. Through better graduates satisfaction, all aspect of tracer study will also change to better improve.

Finally, connection between tracer studies devices are interconnected each other. One aspect gives the support for another aspect. Especially for the tracer study research which related to graduates, problem of graduates and all the problems around graduates cooperated to solve each problem. Changes will occur in a certain period of time. More effort of each aspect also made more the problem solution.

B. Discussion

This research used questionnaires as the instrumentation. The questionnaire had given to the graduates student of English Education Department on IAIN Bukittinggi graduated period 2013/2014 until 2017/2018 chosen as the populations and they were 50 graduates for sample. The questionnaire items given included the causes of graduate

tracer study. The indicators were about how long the graduates wait for the first job after graduation, graduates satisfaction, relevance job of graduate, job history of graduates, the usefulness of the knowledge that graduate get from study program and the relationship of between the graduate and study program.

The questionnaire which used in this research would fill and answer by the graduates. After graduates filled the questionnaire, the researcher collected and scored it. The collected and scored data of questionnaire would be analyzed by the researcher. Then, after analyzed the data from graduates answer, it was indicate the graduate data related tracer study of some indicators stated above.

Related to Schomburg, tracer study shall attempt to familiarize with the specific tasks and problems of such surveys, and wishes to provide advice that will enable to carry out such surveys independently (without an external consultant or agency) or – at least – to manage the implementation of a tracer study. The objectives and questions usually investigated by graduate surveys are sufficiently similar to permit a standardized methodological procedure.[1] This research found the graduates data through tracer study and this proves that the theory of tracer study according to Schomburg is evident.

Other things are also proven true by theory of Gines in Setiawan that tracer study reveals the employment characteristics, transition to

[1] Schomburg, Harald, *Handbook For Graduates Tracer Studies : Center for Research On Higher Education And Work,* (University Of Kassel: Germany, 2003) p.12

employment and the level of satisfaction of graduates. [2] The research of tracer study on English Education Department reveals job, and satisfaction of graduates which proved on questionnaire.

Based on the description and analysis of the data, this research found the fact and percentages of each graduates data on English Education Department of IAIN Bukittinggi which graduated period 2012/2013 until 2017/2018. The first case of graduates tracer studies were graduates length of study and long waiting period to work. Connor stated, graduates are being encouraged to take more control of their careers at an early stage, but there can be difficulties in getting the balance of responsibility right in this area between the individual and the organization.[3] Related to Connor, this research was indicated the graduates had their own authority about their job. This research found, the graduates length of study period was on the appropriate time and graduates were fast to get their first job.

The second, graduates satisfaction toward Study Program service and competency control when graduating from the Study Program. Satisfaction is one's feelings about pleasure or disappointing results from comparing the appearance of a product that has been provided (results) in

[2] Setiawan, Dedy dkk. 2017. *INVESTIGATING THE CAREERS OF ENGLISH MAJOR GRADUATES*. International Journal of English and Education,ISSN: 2278-4012, Volume:6, Issue:1, January 2017

[3] Connor H, Hirsh W, Barber L. 2003. *Your Graduates and You: Effective Strategies for Graduate Recruitment and Development.* IES Research Networks.

relation to the department expectations.[4] Most of graduates satisfaction were satisfied toward Study Program service and competency control during college. It means, Study Program was successful in providing service and competency control for graduates.

The third, whether relevance job of graduates or not. Oshagbemi in Abouzar believed that job satisfaction were an important subject because of its relevance to the physical and mental wellbeing of employees.[5] Related to explanation above about graduates satisfaction, the relevance job according to Oshagbemi describe the relation among them. Graduates satisfaction of English Education Department which this research found the graduates satisfied to the service and competency control. This statement influenced the relevance job of graduates. It is proved through the research which described the relevance job were also relevant with their Study Program.

The fourth, graduates job history. This research assumed the history of graduates job was such as, graduates first job, graduates conformity, the source of graduates get the first job, require levels of English and technology and requirement of GPA for the job requirements be based on the questionnaire. This research described most of graduates worked as a teacher on their first job were conform to knowledge and skill which gained for their job, graduates were got more information about the

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[4] Kotler, Philip. 1997. *Manajemen Pemasaran, Perenanaan, Implementasi, dan Pengendalian*. (Jakarta) Salemba Empat

[5] Abouzar S, dkk. 2015. Higher Education Job Satisfaction and Relevance to Workforce. AASCIT Journal of Education. (http://www.aascit.org/journal/education), pg.26

job from the contact and easy to get first job which very required English and technology. The job history of graduates described the development of graduates. The conclusion of graduates job history graduates that is graduates job were relevance and categorized as successful graduates and the data were proved through this research.

The fifth, usefulness of the knowledge which graduates got from Study Program. According Davis in Yusliza, usefulness is the degree to which a person believes that using a particular system would enhance his or her job performance.[6] That means the usefulness of the knowledge are the important thing through tracer study research. In this research, there are several aspects on the questionnaire which rated of graduates for usefulness aspect from the Study Program when the graduates get on IAIN Bukittinggi. The aspects of the knowledge were technique skill and practice, the knowledge theoretically, high pride, self confidence, big income, fast career progress, high mobility cross-employment capability and suitable of Study Program toward IPTEKS. Overall the graduates answers, they opined the usefulness of the knowledge which graduates got from Study Program were useful.

The sixth, relationship between the graduates and Study Program. Mupa Paul argued that that graduates associations and clubs develop programmes and services that can both advance the university's goals and

[6] Mohd. Yusoff, Yusliza. 2009. *Individual Differences, Perceived Ease of Use, and Perceived Usefulness in the E-Library Usage,* Computer and Information Science. Vol.2, No.1, p.78

objectives and encourage graduates support.[7] Graduates associations or graduates organization which described before can be find if the relationship between the graduates and Study Program still in touch. Its means, graduates organization was the way of Study Program to have relationship with graduates. In this research, finding of the relationship toward Study Program and graduates were described still connected. From the questionnaire, the fact described almost of the graduates had the connection through Study Program.

Finally, based on the explanation of the research findings above, it was indicated of graduates data. The main factors that causes of graduates tracer studies are how long the graduates wait for the first job after graduation, graduates satisfaction, relevance job of graduate, job history of graduates, the usefulness of the knowledge that graduate get from study program and the relationship of between the graduate and study program. The result of this research give valuable research based information for the Study Program and this research about graduates data.

[7] Paul, Mupa. 2014. *Through the Lenses of the Graduates: Enhancing Quality in the Zimbabwe Open University.* Mediterranean Journal of Social Sciences. (MCSER Publishing, Rome-Italy) Vol.5 No.11. p.168

‘CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

From the above findings, a number of conclusions can be drawn about a tracer study of 50 English Education Department graduates students of IAIN Bukittinggi which is graduated period 2012/2013 until 2017/2018. The following are the major conclusions which respond to the research questions that were set out for this research.

1. Most of graduates length study period on this research were 4 years and for the length of graduates waiting time to get the first job were less than or equal to 1 month.
2. Graduates Satisfactory is separated into 2 parts that is graduate satisfaction toward Study Program service during college which chose Satisfied and satisfaction toward competency control when graduating from the Study Program which chose Satisfied.
3. Graduates worked in relevance job which dominated as teacher and tutor.
4. Graduates job history data described several information about graduates job. First, graduates felt very conform to knowledge and skill which gained from Study Program on the first job and for the latest job, graduates were conformed. Second the most of graduates first job source

information were from the contact. Third, the graduates are easy to find the first job. Fourth, the graduates are very required English and technology information. Fifth, half of the institution of graduates workplace were needed IPK for the term of requirement enter the job.

5. Graduates experience of graduates got in English Education Department were useful to enhance their job performance.
6. Graduates still in contact and have communication with the study program through visit the campus or through social media.

B. Suggestions

Based on the result of the study, the researcher would like to offer some suggestion such as:

1. For Study Program, tracer study must be continued in every year in order the relationship between graduates and Study Program will be keep in touch.
2. For Study Program, related to responsibility of Study Program as a staff, Study Program was expected to take a role through graduates such as give the information about job vacancy, make the administrative for the graduates easier even though the graduates are not a college student In IAIN Bukittinggi anymore.

3. For the graduates, the relationship between Study Program and graduates is expected keep in touch not just for administrative only, but can be closer through the events or activities which support the closeness both such as graduates meeting.

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Appendix I: Reasearch Guideline (English Version)

Variable	Subvariable	Indicators	Descriptors	Data Collection	Amount of Item	Item Number
Tracer study	The duration of graduates to get the first job			Questionnaire	1	Point B
	Graduates Satisfaction	Toward study program service	a. How is your satisfaction toward any services that was given by Study Program when you were in the university?		1	1.c
		Toward competence mastery	b. How is your satisfaction toward competence mastery when you graduated from Study Program?		1	2.c
	Graduates job	Graduates job	a. Have you get a job		1	1.d

	The job history of graduates	Graduates job description	a. Describe your first job after you graduated from IAIN Bukittinggi b. How is your conformity knowledge and skill percentage that is gained from study program with your job requirement? c. Where did you get the first job information? d. Is it hard for you get the first job? e. Have you ever out of your job? f. Describe your job now g. How is your conformity knowledge and skill percentage that is gained from study program with your now requirement?		1 1 1 1 1 1 1	1.e 2.e 3.e 4.e 5.e 6.e 7.e

			h. How far your job requires English skill? i. How far your job requires information technology? j. Does the institution you work in requires grade point average?		1 1 1	8.e 9.e 10.e
	usefulness	Score toward usefulness	a. Give score to the usefulness level you got from study program b. Do the knowledge and skill you've gotten in study program follow science and technology development in education?		1 1	1.f 2.f
	The relationship between graduates and Study Program	Explain the relationship between alumni and Study Program	a. After graduate, do you still keep in touch with Study Program? b. How does your relationship with		1 1	1.g 2.g

			Study Program keep going? c. On what occasion do you communicate with Study Program keep going?		1	3.g

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-620/In.26.1/PP.02.3/4/2018

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Hasnah Syaidatun nisa, NIM .2314140 tanggal 16 April 2018 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"A Tracer Study Gradof English Education Department Graduates of IAIN Bukittinggi Graduated 2013/2014 until 2017/2018".**

KEDUA : Menunjuk Saudara :

1. Nama : Dr. Veni Roza, S.S, M.Pd
   NIP : 19840105 200912 2 003
   Pangkat/Gol.Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Absharini Kardena, M.Pd
   NIDN : 2019038802
   Pangkat/Gol.Ruang : DTNP
   Bidang Keahlian Pokok : TEFL
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 17 April 2018
Dekan,

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP.197305102000121002

PEMERINTAH KOTA BUKITTINGGI

KANTOR KESATUAN BANGSA DAN POLITIK

Jl. Jend. Sudirman No. 27 – 29 Telp. (0752) 23976 – Bukittinggi

REKOMENDASI PENELITIAN

Nomor : 070/126 / KB-KKP/2018

Dasar : 1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian,Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Republik Indonesia Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di lingkungan Kementrian Dalam Negeri Dan Pemerintahan Daerah;
4. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

Menimbang : a. Bahwa Sesuai Surat Dari Fakultas Tarbiyah Dan Ilmu Keguruan (IAIN) Bukittinggi Nomor B-1413/In.26.1/PP.07//2018 Tanggal 06 Juni 2018 Perihal Izin Penelitian.
b. Bahwa untuk tertib administrasi dan pengendalian pelaksanaan penelitian serta pengembangan perlu diterbitkan Rekomendasi Penelitian.
c. Bahwa sesuai konsideran huruf a dan b serta hasil Verifikasi Kantor Kesatuan Bangsa dan Politik Kota Bukittinggi, berkas persyaratan administrasi Surat Rekomendasi Penelitian telah memenuhi syarat.

Kepala Kantor Kesatuan Bangsa Dan Politik Kota Bukittinggi, Memberikan Rekomendasi Penelitian Kepada :

Nama	: **HASNAH SYAIDATUN NISA**
Tempat/Tanggal Lahir	: Bukittinggi, 25 April 1997
Pekerjaan	: Mahasiswa
Alamat	: Jorong Tabu Baraie, Kec. X Koto
Nomor Identitas	: 1304016504970007
Judul Penelitian	: A Tracer Study Of English Graduates Students Of IAIN Bukittinggi Graduated On 2012-2017
Lokasi Penelitian	: 1. IAIN Bukittinggi
Waktu Penelitian	: **30 Juli 2018 s / d 04 Agustus 2018**
Anggota Penelitian	: -
Digunakan Untuk	: Penelitian

Dengan ketentuan sebagai berikut :

1. Wajib menghormati dan menaati tata tertib di lokasi tempat penelitian sesuai dengan peraturan perundang-undangan yang berlaku.
2. Pelaksanaan penelitian jangan disalahgunakan untuk keperluan yang dapat mengganggu ketertiban dan ketentraman umum.
3. Melaporkan hasil penelitian kepada Walikota Bukittinggi melalui Kantor Kesatuan Bangsa dan Politik Kota Bukittinggi.
4. Rekomendasi penelitian ini berlaku mulai tanggal diterbitkan.
5. Apabila terjadi penyimpangan, maka Surat Rekomendasi Penelitian ini dinyatakan tidak berlaku.

Demikian Surat Rekomendasi penelitian ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana perlunya.

Bukittinggi, Juli 2018

An. KEPALA KANTOR KESATUAN BANGSA DAN POLITIK
KOTA BUKITTINGGI
Kasubag Tata Usaha

NURSYATRIADI, SH
NIP.19720610 198703 1 003

Tembusan disampaikan kepada Yth:
1. Walikota Bukittinggi (Sebagai Laporan)
2. Rektor Institut Agama Islam Negeri (IAIN) Bukittinggi
3 Dekan Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Bukittinggi
4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax (0752) 2297
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

KARTU BUKTI KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

NAMA : Hasnah Syaidatun Hira
NIM : 2314.140
JURUSAN : Pendidikan Bahasa Inggris
DOSEN PEMBIMBING : 1. Dr. Veni Roza, SS, M.Pd
2. Absharini Kardena, M.Pd

NO	Hari/ Tanggal	Hal yang dikonsultasikan		Hari/ Tanggal	Hal yang dikonsultasikan	
		Pembimbing 1	Tanda Tangan		Pembimbing 2	Tanda Tangan
1	Rabu/ 25-Apr-18	Problems & theory		Rabu/ 07-Maret-18	Problems & idea of chp II	
2	Kamis/ 26-Apr-18	Problems & theory		Jum'at/ 24-Maret-18	Problems & theory	
3	Jumat/ 27-Apr-18	Problems & theory		Jum'at/ 04-April-18	theory & sample	
4	Kamis/ 03-Mei-18	Acc to sempro		Jum'at/ 13-April-18	Instruments	
5	Jumat 27-juli-18	Revisi 1-5		Selasa 25-juni-18	Revisi 1-3	
6	Senin 30-juli-18	Abstrack		Kamis 28-juni-18	Chapter 4	
7	Selasa 31-juli-18	Chapter 4		Rabu 4-juli-18	Chapter 5	
8	Selasa 31-juli-18	Chapter 5		Rabu 18-juli-18	Appendices	
9	Rabu 01-08-18	Appendices		Kamis 19-juli-18	Abstrack	
10	Kamis 02-08-18	Acc to munaqasah		Rabu 25-juli-18	Acc to adv 1	

Bukittinggi, 7 mei 2018
Dekan FTIK

Dr. H. Nunu Burhanuddin, Lc., M.Ag

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22870
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

Nomor :B-1413/In.26.1/PP.07//2018 06 Juni 2018
Lamp. : 1 (Satu) rangkap
Hal : **Mohon Izin Penelitian**

Yth : Bapak/Ibu Walikota Bukittinggi
CQ. Ka.Kan Kesbangpol
Di Bukittinggi

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**Hasnah Syaidatun Nisa**
NIM	:	2314140
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	A Tracer Study of English Graduates Students of IAIN Bukittinggi Graduated on 2012-2017
Lokasi Penelitian	:	IAIN Bukittinggi
Waktu	:	Mei s/d Agustus 2018

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalam,
DEKAN

Dr. H. Nahu Burhanuddin, Lc, M.Ag
NIP. 197305102000121002

KEMENTERIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI BUKITTINGGI

SK Pendirian : Perpres Nomor 181 Tahun 2014 Tanggal 18 Desember 2014



TRANSKRIP NILAI

PROGRAM SARJANA (S.1)

NAMA : HASNAH SYAIDATUN NISA

TEMPAT / TANGGAL LAHIR : BUKITTINGGI, 1997-04-25

NIM : 2314140

FAKULTAS : TARBIYAH DAN ILMU KEGURUAN

JURUSAN : PENDIDIKAN BAHASA INGGRIS

NO. TRANSKRIP NILAI : .....

No.	Kode	MATAKULIAH	SKS	Nilai	Angka Kredit
Mata Kuliah Pengembangan Kepribadian (MPP)					
1	23.1.01.1.13.A	PENDIDIKAN AGAMA ISLAM I	2	A-	7,00
2	23.1.03.1.13.A	PENDIDIKAN KEWARGANEGARAAN	2	A	7,50
3	23.1.05.1.13.A	BAHASA INDONESIA	2	A	7,50
4	23.1.06.1.13.A	FILSAFAT UMUM	2	A	7,50
5	23.1.07.1.13.A	ISBD	2	A	7,50
6	23.1.10.1.13.A	MATRIKULASI BAHASA ARAB I	0	B	0,00
7	23.2.02.1.13.A	PENDIDIKAN AGAMA ISLAM II	2	B	6,00
8	23.2.11.1.13.A	MATRIKULASI BHS. ARAB II	0	A+	0,00
9	23.3.04.1.13.A	BAHASA ARAB	2	A+	8,00
10	23.3.12.1.13.A	BIMBINGAN & PRAKT. IBADAH	0	A	0,00
11	23.4.13.1.13.A	BIMBINGAN QIRAAH	0	A-	0,00
Mata Kuliah Keilmuan dan Ketrampilan (MKK)					
1	23.1.01.2.13.A	DASAR-DASAR PENDIDIKAN	2	B	6,00
2	23.1.12.2.13.A	GRAMMAR I	2	B	6,00
3	23.1.16.2.13.A	VOCABULARY AND IDIOM I	2	A	7,50
4	23.1.18.2.13.A	LISTENING COMPRE. I	2	B	6,00
5	23.1.27.2.13.A	READING I	2	B	6,00
6	23.1.35.2.13.A	PRONUNCIATION	2	B+	6,50
7	23.2.02.2.13.A	ILMU PENDIDIKAN ISLAM	2	A-	7,00
8	23.2.03.2.13.A	ADMINISTRASI PENDIDIKAN	2	A-	7,00
9	23.2.08.2.13.A	FILSAFAT PENDIDIKAN	2	A	7,50
10	23.2.09.2.13.A	PSIKOLOGI PENDIDIKAN	2	A	7,50
11	23.2.13.2.13.A	GRAMMAR II	2	A	7,50
12	23.2.17.2.13.A	VOCABULARY AND IDIOM II	2	A-	7,00
13	23.2.19.2.13.A	LISTENING COMPRE II	2	A	7,50
14	23.2.22.2.13.A	SPEAKING I	2	A-	7,00
15	23.2.28.2.13.A	READING II	2	A-	7,00
16	23.3.05.2.13.A	PENGELOLAAN KELAS	2	A+	8,00
17	23.3.14.2.13.A	GRAMMAR III	2	B+	6,50
18	23.3.20.2.13.A	LISTENING COMPRE. III	2	A-	7,00
19	23.3.23.2.13.A	SPEAKING II	2	A+	8,00
20	23.3.29.2.13.A	ADVANCE READING I	2	B+	6,50
21	23.3.31.2.13.A	WRITING I	2	A-	7,00
22	23.4.05.2.13.A	PSYCHOLINGUISTICS	2	A-	7,00
23	23.4.07.2.13.A	EVALUASI PEMBELAJARAN	3	A	11,25
24	23.4.11.2.13.A	MEDIA PEMBELAJARAN	3	A-	10,50
25	23.4.15.2.13.A	GRAMMAR IV	2	B-	5,50
26	23.4.21.2.13.A	LISTENING COMPRE IV	2	B+	6,50
27	23.4.24.2.13.A	SPEAKING III	2	A-	7,00
28	23.4.30.2.13.A	ADVANCE READING II	2	A	7,50
29	23.4.32.2.13.A	WRITING II	2	B+	6,50
30	23.4.38.2.13.A	ENGLISH LANGUAGE LEARNING STRATEGY	3	A	11,25
31	23.4.40.2.13.A	LANGUAGE TESTING	3	A+	12,00
32	23.5.06.2.13.A	INSTRUCTIONAL DESIGN	3	B+	9,75
33	23.5.26.2.13.A	SPEECH	2	A+	8,00
34	23.5.33.2.13.A	WRITING III	2	A-	7,00
35	23.5.36.213A	TEFL I	2	B	6,00
36	23.6.37.2.13.A	TEFL II	2	B	6,00
37	23.6.39.2.13.A	COMP. ASSIST LANG LEARNING (CALL)	2	A	7,50
38	23.6.41.2.13.A	MICRO TEACHING (PPL)*	4	A	15,00
Mata Kuliah Keahlian dan Berkarya (MKB)					
1	23.3.04.3.13.A	INTRODUCTION TO LINGUISTICS	3	B-	8,25
2	23.3.05.3.13.A	INTRODUCTION TO LITERATURE	3	A-	10,50
3	23.5.02.313A	TRANSLATION I	2	A	7,50
4	23.5.06.3.13.A	RESEARCH METHOD I	2	A	7,50
5	23.5.09.3.13.A	COMPUTER PREPAR. FOR CALL	2	B	6,00
6	23.5.12.3.13.B	INTER-PERSONAL SKILL **	2	B+	6,50
7	23.5.13.3.13.A	TOEFL PREPARATION	2	B+	6,50
8	23.5.25.3.13.A	STATISTIK PENDIDIKAN	3	A+	12,00
9	23.6.03.3.13.A	TRANSLATION II	2	B	6,00
10	23.6.07.3.13.A	RESEARCH METHOD II	2	A	7,50
11	23.6.08.3.13.A	TEACH ENG.TO YOUNG LEARNER	2	A+	8,00
12	23.6.34.3.13.A	ACADEMIC WRITING	2	A-	7,00
13	23.7.01.313A	TEACHING PRACTICE (PPL II) *	4	A	15,00
Mata Kuliah Perilaku dan Berkarya (MPB)					
1	23.2.06.4.13.A	PENGEMBANGAN KURIKULUM	2	A+	8,00
2	23.3.02.4.13.A	SOCIOLINGUISTICS	2	A-	7,00
3	23.6.01.4.13.A	AMERICAN-BRITISH CULTURE & SOCIETY	2	A	7,50
4	23.6.03.4.13.A	CROSS CULTURAL UNDERSTANDING	2	A+	8,00
5	23.6.06.413A	KEWIRAUSAHAAN**	2	A-	7,00
6	23.6.07.4.13.B	TOEFL ADVANCED**	2	A-	7,00
Mata Kuliah Berkehidupan Bermasyarakat (MBB)					
1	23.8.01.513A	KUKERTA *	4	A	15,00
		JUMLAH	144		509,00

Tanggal Kelulusan :

Indeks Prestasi Kumulatif : 509.0/144= 3,53

Yudicium : Sangat Memuaskan.

Judul Skripsi :

DEKAN

Dr. H. Nunu Burhanuddin, Lc., M.Ag

197305102000121002

Bukittinggi, .03 Agustus 2018

KETUA JURUSAN

Dr. Veni Rozza, SS, M.Pd

198401052009122003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
BUKITTINGGI
Kampus I : Jalan Paninjauan Garegeh Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih
Kabupaten Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.iainbukittinggi.ac.id | email : info@iainbukittinggi.ac.id

SURAT KETERANGAN BEBAS TUNGGAKAN UANG KULIAH

Bendahara Penerimaan Institut Agama Islam Negeri (IAIN) Bukittinggi dengan ini menerangkan bahwa mahasiswa di bawah ini:

Nama	:	**HASNAH SYAIDATUN NISA**
NIM	:	**2314140**
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Pendidikan Bahasa Inggris

Telah memenuhi persyaratan untuk mendaftar Wisuda Semester Genap TA 2018/2019 dan dinyatakan **BEBAS** tunggakan uang kuliah.

Bukittinggi, 31 Juli 2018
Bendahara Penerimaan

Herlinda Nifia, SE, MM
NIP. 19811102201101200 7