

IMPLEMENTING FRAMEWORK OF CEFR FOR TEACHING ENGLISH LANGUAGE IN NON-ENGLISH STUDY PROGRAM

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ABSTRACT

The perception that English lessons are difficult makes some students feel reluctant to improve their English skills. Consequently, the author felt the need to conduct a study on how effective the CEFR with an action-oriented approach is used in teaching English. This research was conducted by determining the students' actual level of English proficiency, setting achievable learning goals, and assisting students in more purposeful learning. This study is quantitative research. To measure the effectiveness of the study, pre and post-test assessments were used. The value of the pre and post-test assessment is the research data. The instrument used to collect data was the assessment of the English for Communication course. The respondents of this study were 63 students of Informatics Engineering and Information Systems 1st semester, Institut Bisnis dan Informatika 1957. The average score of students before and after the provision of CEFR material is different or there is an effect of increasing student scores from 55 to 72. The findings of this study imply the following, namely recognizing the proficiency level of the learners: This study can reveal the proficiency level of English learners which can help align the curriculum with the CEFR levels. Determining areas of strength and weakness. Furthermore, this information can help design courses and select materials and activities that suit the needs of students and their proficiency levels. Lecturers can create instruments for assessment and evaluation using the CEFR framework.

Keywords: assessment, CEFR, evaluation, English learning, framework

INTRODUCTION

English is viewed as the worldwide language of business, and capability in English can improve work prospects and open up potential open doors for global exchange and joint effort. Indonesia wants to make its workforce more competitive in the global job market by teaching students this global language. English is the language of the web as well, and capability in English empowers Indonesians to actually get to and explore online assets. It makes it easier to learn technical skills and keeps people up to date on the most recent technological developments, which are often discussed in English. However, English language learning presents numerous challenges due to its status as a foreign language. In the process of learning English as a foreign language in Indonesia until now still

remains a scourge for some students in Indonesia. Most of them think English is difficult. The assumption that English lessons are difficult making some students feel reluctant to improve their English skills. These learning difficulties will also have an impact on decrease in the academic achievement of students who are carrying out this education. Therefore, most educators feel responsible to continue to conduct research on this matter. We should identify the emerging needs of each learner to provide appropriate instruction. It is also agreed that the teaching process can be demanding as certain issues may arise. A competent teacher must monitor each challenge to ensure that it does not disrupt the learning process. For this reason, the author feels the need to conduct the study how effectively the CEFR with an action-oriented approach is used in English language instruction. The study is conducted by determining the actual level of English proficiency of students, establishing attainable learning goals, and helping students in more focused learning. CEFR is a frame of reference used to measure a person's language skills, including English. The study was applied to the English for Communication course at Institut Bisnis dan Informatika Kosgoro 1957.

The action-oriented approach emphasizes the importance of teaching English in a way that allows students to perform real actions using the language. This approach is one that strengthens and expands on the weaknesses of the communicative approach. Language instruction takes on a new factional dimension when the activities that are essential to the development of receptive skills in a language are included in language teaching and learning (Profile & Profile, 2018). The descriptive section of the CEFR is based on an action-oriented approach to language learning and use. It presents an analytic breakdown of what proficient language users have to do in order to achieve effective communication, together with the various kinds of knowledge and skills they have to call upon in order to do so.

The CEFR gives a typical premise to the elaboration of language prospectuses, educational program rules, assessments, and course books. The Common European Framework of Reference for Languages (CEFR) serves as a

common foundation for the creation of textbooks, educational program guidelines, language lesson plans, and assessments. The CEFR is the standard by which a person's English language proficiency is evaluated. Language learning program developers can create textbooks that meet the expected language proficiency standards and design learning programs that are appropriate to students' language proficiency levels by using the CEFR as a foundation. As a result, the CEFR aids in the development of purposeful and effective language learning programs.

The Common European Framework of Reference (CEFR) serves as a common foundation for the creation of various language syllabuses, curriculum guidelines, examinations, and textbooks. all over Europe. It provides a comprehensive description of the knowledge and abilities that language learners need to acquire in order to effectively act and communicate in that language. Additionally covered in the description is the cultural setting in which language is used. The System additionally characterizes levels of capability that permit students' progress to be estimated at each phase of learning and on a deep-rooted premise (Bahmanpour et al., 2010). In addition, the CEFR establishes proficiency levels that enable evaluation of students' abilities throughout the learning process and into the future. The Common European Framework of Reference for Languages, or CEFR, is a measure of a person's ability to speak English and other languages. From beginner to expert, the CEFR system divides language skills into several levels. Speaking, listening, writing, and reading skills are just some of the expected language skills at each level. As a result, the CEFR system provides developers of language learning programs with assistance in determining the level of students' language skills and measuring their long-term skill development.

The Council of Europe published the CEFR framework in 2001. It describes the speaking, reading, listening, and writing abilities of language learners at six reference levels. It was hoped that CEFR would help learners, teachers, course designers, examining bodies, and educational administrators situate their own efforts within a broader context and provide a solid foundation

for the mutual recognition of language qualifications. (Practice, 2011). In ESL classrooms, CEFR has an impact on curriculum, instruction, and assessment, assisting teachers in monitoring students' development. Students will be taught to meet a universal international language standard if the CEFR is used in classroom assessment. In order for students to gain meaningful learning, ongoing learning and assessment will be integrated into the classroom. The classroom assessment has the effect of giving students a little more motivation and making them more responsible for their education. (Zaki & Darmi, 2021). Speaking, listening, reading, and writing are the four essential abilities for English proficiency. English's four aspects—or skills—work together. In order to equally master each of the four, they must be learned together (Rifiyanti, 2020). Students' reading and critical thinking skills were found to significantly improve when CEFR-based literature activities based on Reader-Response theory were completed. The EFL students were enthusiastic about using literacy activities to improve their reading and critical thinking skills, despite having average critical thinking skills (Kaowiwattanakul, 2021).

A study on the same issue was conducted in Korea, the implementation and application of the Common European Framework of Reference for Languages (CEFR) to aspects of the Korean elementary school curriculum is included in the 2022 curriculum revision. The revision aims to clarify learner competencies and improve standard attainment in terms of vocabulary, language format, and achievement standards. By implementing the CEFR in the revised Korean elementary school curriculum, the authorities hope to provide clearer clarification of learners' language skills and improve achievement standards. This includes enriching the vocabulary taught, setting more appropriate language formats, and improving achievement according to the standards set in the CEFR (Jeon, 2022). There was a study conducted on the views of English teachers at Rajabhat University in Bangkok. The study involved 67 teachers in Thailand, and most of them agreed with the launch of the CEFR (Common European Framework of Reference for Languages) policy. The teachers also stated that they were able to apply the CEFR as a guide in teaching and learning

management (Charttrakul & Damnet, 2021). The implementation of CEFR (Common European Framework of Reference for Languages) in Indonesia relies on CEFR as a framework for curriculum, teaching, documentation, and materials. Several studies in Indonesia have shown that the CEFR is effective in the country's educational context. According to these studies, the CEFR provides a clear and structured framework for developing curriculum that meets the needs of students. As a result, language quality and quantity improve and objective language learning is maintained. In addition, the CEFR also helps in the development of learning materials that are relevant to the expected language proficiency level. However, there are other studies that show that CEFR implementation in Indonesia involves various challenges. The characteristics of the language and business community in Indonesia are comparable to other countries that implement the CEFR. Therefore, there is a framework available for implementing the CEFR in Indonesia, particularly in the context of higher education. In the context of vocational education, a more comprehensive discussion needs to be conducted to assess the suitability of the CEFR to the needs of students and the specifications of vocational study programs. As a result, more relevant guidelines and frameworks for language speakers participating in vocational discussions in Indonesia will be strengthened (Miqawati et al., 2023).

Teaching English as an International Language (TEIL) and consider how this strategy might be used in Asian contexts (Foley, 2019). The CEFR has had a significant impact, focus on the following three main applications: for the translation of scores, the development of Japan's standards for foreign language proficiency, and the enhancement of foreign language education in Japan through the pedagogical application of the CEFR (Nagai & O'Dwyer, 2011). The correspondence technique (CS) utilization introduced in the Common European Framework of Reference for Languages (CEFR) can further develop EFL students' capability in open undertakings and the understudies altogether further developed their grades, the utilization of accomplishment techniques and their attention to system use (Nakatani, 2012). In short, the CEFR's characteristics,

function, implementation, and effects are extensively discussed in the current literature. Despite the fact that the aforementioned studies varied in terms of the extent to which the CEFR was accommodated, the languages it was used in, and the domains it was applied to, the countries in which it was implemented, their findings and implications shared a few significant similarities. The curriculum is updated, learning outcomes are emphasized, teaching materials are evaluated, and assessment is guided by CEFR, facilitating learning outcome achievement.

It was noted that the majority of participants held favorable opinions of the current CEFR guidelines and believed that the CEFR was currently the only universal tool that could be used to create activities and syllabi for the course outline. The Common European Framework of Reference (CEFR) is also regarded as a useful guide for determining the level of students transferring from other universities and for clearly indicating what each learner ought to be able to do at various levels. The CEFR was described as a generic competence-measuring tool that encouraged uniformity while also allowing for flexibility and adaptability (Athanasidou et al., 2016). The Common European Framework of Reference (CEFR) is also regarded as a useful guide for clearly indicating what each learner ought to be able to do at various levels and determining the level of students transferring from other universities. Based on previous research, the authors conducted an evaluation of the availability of learning materials that match the language proficiency levels set out in the CEFR for students in the faculty of computer science. A review of textbooks, digital learning materials, and other resources used in language teaching was conducted. This study can help identify gaps in the availability of adequate learning materials and provide recommendations for the development of more relevant and effective materials.

METHOD

The study is descriptive quantitative research. To measure the effectiveness of the study, pre- and post-test assessments are used. The scores on a pre-test before any intercession or treatment is directed, and afterward measuring their scores again on a post-test after the treatment has been carried out. By looking at

the pre-and post-test scores, the viability of the review can be evaluated. The scores of pre- and post-test assessments are the data of the study. The instrument used to collect data is assessment of English for Communication course. The respondents are 63 students from Informatics and Informatics system program studies semester 1, Institut Bisnis dan Informatika Kosgoro 1957 in Jakarta.

RESULTS AND DISCUSSIONS

The CEFR is an international standard used to assess one's foreign language proficiency. It helps teachers and students determine one's English proficiency level and devise appropriate learning plans. The following are some of the steps that this study has been implemented in English for Communication learning. The first step is to determine the students' English proficiency level. This is done by using a foreign language proficiency test that refers to the CEFR. CEFR results are obtained, then the learning materials are adjusted to the average level of ability of the students. Furthermore, learning is focused on language skills that match the students' ability level. At every opportunity, students are given the opportunity to apply the language skills they have learned in real situations. This is done by inviting students to have conversations with friends, lecturers, and visits to tourist attractions where there are foreigners using English, as well as listening to audio and video of English conversations. Evaluate students' progress regularly by using language proficiency tests that refer to the CEFR. to find out whether students are ready to go to a higher level or need more practice at the same level.

a. Determining the students' English proficiency level.

A standardized framework known as the Common European Framework of Reference (CEFR) categorizes language proficiency into six levels of proficiency: C1, C2, and A2, B1, B2, and A2. Using a self-assessment tool to determine students' current level of English proficiency, a placement test is taken to begin the English for Communication course. The author is able to set appropriate learning objectives and to determine their strengths and

weaknesses. The students' average language proficiency level was A2 and B1 as a result of this assessment.

b. Adjusting the learning materials

It can be difficult to modify English learning materials for mixed A2 and B1 levels; however, a few modifications have been made to make the materials more accessible: using resources that are suitable for students in both A2 and B1. Using a variety of materials, such as texts, videos, and audio recordings, to cater to various learning styles and preferences means finding materials that are slightly easier for B1 learners and slightly more challenging for A2 learners. making use of activities that let students work at their own speed. This includes assignments for individuals or groups, as well as online tasks that students can finish at their own pace. supporting and assisting students who require it. This includes tutoring one-on-one or in small groups to work on specific skills or trouble spots. encouraging students to collaborate and assist one another. Using authentic materials, such as news articles or videos, to engage students and provide them with real-world examples of the language they are learning can be a great way for students to support one another and learn from one another.

c. Focusing on language skills

Language skills applied in this mixed level A2 and B1 are Vocabulary: increase vocabulary and become more familiar with a variety of words and phrases. Grammar: improve accuracy and fluency by reviewing and practicing verb tenses, subject-verb agreement, and other grammatical structures. Reading comprehension: practice reading texts at or around their current level and answering questions or summarizing the main idea. Listening comprehension: Listen to or watch videos or audio recordings in the language and try to follow along or take notes. use websites to practice conversational skills, or practice speaking the language with proficient speakers. Write brief essays or paragraphs in the language, paying close attention to sentence structure, grammar, and organization.

d. Evaluating students’ progress

To find out the mean value of students before and after providing CEFR material to 63 students is 55 and 72, paired data tests can be used with the T-test, if the distribution of data before and after is normally distributed and if the data is not normally distributed, then it can use the non-parametric paired data test Wilcoxon test. The normality test is one of the requirements for conducting an average difference test using the paired sample t-test. Normality test is a test used to test a data from a group or variable distribution with the aim of knowing whether the data or variable is normally distributed. The following below are the results of the normality test for pre and post test data using the help of SPSS 20 software:

Table 1.
Normal Distribution Test Results of Data Before and After CEFR
Material Provision

One-Sample Kolmogorov-Smirnov Test		Nilai sebelum materi CEFR	Nilai setelah materi CEFR
N		63	63
Normal Parameters ^{a,b}	Mean	54.8730	71.7460
	Std. Deviation	15.83126	18.49757
Most Extreme Differences	Absolute	.119	.177
	Positive	.066	.114
	Negative	-.119	-.177
Kolmogorov-Smirnov Z		.945	1.402
Asymp. Sig. (2-tailed)		.334	.039

a. Test distribution is Normal.
b. Calculated from data.

Based on the processed results in Table 1 shows that for the test score data before giving CEFR material is normal distribution seen from the sig value. (2-tailed) value of 0.334 is greater than the alpha value of 0.05, so do not reject Ho or accept Ho. Meanwhile, the test score data after the provision of CEFR material is not normally distributed because the Sig. (2-tailed) of 0.039 is smaller than the

alpha value of 0.05. Given the different normality test results between the test score data before and after the provision of CEFR material, namely normally distributed data and non-normally distributed data, it is better to test the difference in the average student value using non-parametric paired data testing, namely the Wilcoxon test. The hypothesis for testing the difference in the average value of students before and after giving CFER material is as follows:

H₀ : The average value of students before and after giving CEFR material is the same.

H_a : The average value of students before and after the provision of CEFR material is different.

The results of the Wilcoxon test with the help of SPSS 20 software can be seen in Table 2 below:

Table 2.
Wilcoxon Test Results

Test Statistics^a

Nilai setelah materi CEFR - Nilai sebelum materi CEFR	
	-5.639 ^b
	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the Wilcoxon test results in Table 2, the sig. (2-tailed) of 0.000 is smaller than the alpha value of 0.05, so reject *H₀* and accept *H_a*, meaning that the mean value of students before and after providing CEFR material is different or there is an effect of increasing student scores from 55 to 72. This indicates that students' average performance significantly improved following the introduction of CEFR content. The students' mean value, or average score, increased from 55 to 72, indicating that the CEFR material improved their performance. The fact that the average score went up may indicate that the CEFR material helped students improve their abilities.

CONCLUSION

Students' performance improved as a result of using CEFR content, indicating that it was effective in assisting them in improving their abilities. By providing a clear and comprehensive set of learning outcomes and proficiency levels for language learners, the Common European Framework of Reference for Languages (CEFR) can be of assistance to educators in the classroom teaching English. The CEFR provides a detailed description of the language skills and knowledge required at each of the six proficiency levels (A1 to C2), making it simpler for educators to comprehend what their students ought to be able to do at each stage of their learning journey. In short, the CEFR supports efficient assessment and evaluation of student learning outcomes, provides a common language and framework for lesson planning, and aids teachers in better understanding their students' language proficiency levels.

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