

Tailoring CEFR to BISOL (*Bahasa Indonesia* for Speakers of Other Languages) : A Model for Integrative Language Teaching Materials

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Abstract

This study aims to adapt CEFR in developing an integrative approach-based teaching material model for a pre-basic BISOL class. The method used in this research is the development research design by Borg and Gall. This study was development research. The stages are identification of the problem, formulation of a hypothetical draft model; feasibility testing by experts; product revision; and test product effectiveness. The data were collected through survey techniques, interviews, and documentation. The needs identification results revealed data encompassing 10 themes, 5 tasks per theme, and diverse evaluations comprising theory, in-class practice, and real-world field assignments, both on an individual and group basis. These identified needs require alignment with CEFR A1 for the development of BISOL learning. These findings were subsequently incorporated into the design of the teaching material model, and the results indicated that tailoring CEFR to BISOL as an integrative language teaching material model was feasible for application in the classroom, as assessed by experts. The implications suggest that integrating CEFR into BISOL is highly feasible for the development of teaching materials, and teachers can leverage this instructional model to enhance students' proficiency in the Indonesian language.

Keywords: Integrative approach; teaching material; BISOL; CEFR; Indonesian language

Introduction

Indonesian language, hereafter Bahasa Indonesia, is more than a state language of the Republic of Indonesia spoken by more than 240 million Indonesian residents. It is also used in other Malay-speaking countries like Malaysia, Singapore, Brunei Darussalam, as well as in other countries. It is estimated that 45 countries have been teaching the Indonesian language to students and university students (Muliastuti et al., 2023). This data is certainly changing along the time. There are 219 universities in 78 countries, using Bahasa Indonesia for speakers of other languages (Solikhah & Budiharso, 2020). The data showed a promisingly interesting development as many students from various countries are interested in learning Bahasa Indonesia. This is in line with the government's policy to make gradual, systematic, and sustainable efforts to promote the function of the Indonesian language into an international language (Act No.24/2009). This also implies that the learning and teaching program for Bahasa Indonesia for speakers of other languages (BISOL) must be seriously prepared.

As far as teaching material is concerned, BISOL can either use Bahasa Indonesia or students' mother tongue (L1) as the medium language of instruction. Using L1 can motivate students in learning and supports positively target language development (Brevik & Rindal, 2020). However, non-native teachers use potentially inappropriate passing of concepts. In contrast, materials written in L1 can help students to study Bahasa Indonesia through translation, especially if the teachers are native but may passively get the meaning in a dictionary (Muliastuti, 2002). From the researcher's observation in BISOL classes, students found difficulty using L1 and the target language (TL) due to the lack of socio-cultural knowledge of the target language which influences apprehension of communication skills (Malik et al., 2021). Hence the effective of teaching approaches and selection teaching materials are basically needed to generate students' interest and to nurture students' involvement with the subjects they studied.

An alternative strategy to develop teaching materials for BISOL is by applying an integrative approach. As it attempts to blend some main subjects, it allows students both as individuals and in groups actively searching, exploring, and discovering a holistic and authentic concept and principle. This approach is suitable to answer challenges as the domains of education and profession are virtually unlikely to be answered in a binary, yes-or-no, method. As (Johnson & Kuntz, 1992) stated, the world system operates in a "complex interrelationships among the parts of any system". Thus, integrative learning can be applied by choosing up the theme as the bridge to connect between language skills that would be taught. The chosen themes will make BISOL learning more holistic, meaningful, authentic, and active since the themes were selected in accordance with BISOL students' needs.

Furthermore, as an effort to become an international language, BISOL materials should be based on an international reference. One of the most widely used is the Common European Framework of Reference (CEFR), a worldwide international reference for languages. CEFR has been accepted by Southeast Asian Ministers of Education Organization for Quality Improvement of Teachers and Education Personnel (SEAMEO QITEP) in Language and Board of National Language Development (Badan Bahasa) as a foreign language standard in the South-East Asia region (SEAMEO Regional Centre for QITEP in Language, 2010). CEFR is described as a set of theoretical and practical foundation protocols to allow designing, conducting, and assessing language learning context and is extensively utilized across nations (Arikan, 2015; Holzknecht et al., 2018; yaLatay & Gürocak, 2016). Therefore, CEFR can be adopted and implemented in South-East Asia region schools and universities based on the following aspects: (1) establishing systems of validation of language ability and standards for grading an individual's language proficiency,

(2) providing a handy tool to set an obvious standard that student can achieve based on the order of language learning stages and evaluating learning language outcomes that can be compared in the international standard, and (3) basis supply for mutually beneficial language qualification recognition (Supeni & Fauziah, 2020). Hence, to standardize BISOL teaching materials, an integrative approach-based model needs to develop using CEFR.

Literature review

Common European Framework of Reference (CEFR)

The Council of Europe developed CEFR as the main part of the “Language Learning for European Citizenship” project between 1989 and 1996 for learning European language guidelines, thus constructed under a particular political and educational condition consistent with European countries back then (Casas-Tost & Rovira-Esteva, 2014; (St. John & Murphy, 2019). What is interesting begs the question is a foundational motive behind the worldwide acceptance of CEFR. (y latay & G rocak, 2016) the further claim that the framework has been translated to and utilized in more than thirty languages and countries. One of the main concerns could be that CEFR makes use of European educational and socio-political climate as its foundation, thus, full contextualization to different – non-European – nations shall be debatable. Furthermore, the implementation of CEFR is claimed to indirectly promote a homogenous view of different languages, which then the world language diversity might cease to prevail (Casas-Tost & Rovira-Esteva, 2014). On another end, however, (y latay & G rocak, 2016) note that CEFR governs curricula that cater to the demands, aims, and subject matter of the educational institution, in which it implies that its adaptive value, when applied to different countries, is worth acknowledging. The researchers then highlight the need for careful and high-level of scrutiny in the needs assessment and the description of learning objectives and goals, should CEFR be applied. Therefore, although CEFR devises European context as its foundational backing, its nature, and added values are worth considering for language learning curriculum construction.

CEFR possesses several noteworthy features. Recent studies in the writing assessment domain have concluded that although assessment bias of CEFR-literate raters would result in varying differences in marking writing tasks, it was evident that CEFR generally helps with maintaining objective writing task evaluation, which resulted in promoting inter-rater reliability (Holzknecht et al., 2018). CEFR can be used as a measuring instrument to grade foreign language students’ language proficiency as well as to develop learning foreign language system into a more transparent within the international standard. In regards to the classroom practicality of CEFR, in a document analysis study, (Arikan, 2015) highlights that since CEFR aims for education and elevation of language learners’ communicative, plurilingual, and pluricultural aspects, teaching materials with CEFR basis should conform to such ideals. This finding is interesting because CEFR is used worldwide and utilized not only to teach European languages to L1 or L2 speakers of respective languages but also to foreign expatriates that take foreign language classes, hence plurilingual – pluricultural students. This means that CEFR can be used in foreign language learning in multilingual societies such as in South-East Asian countries. This also implies that BISOL classes and their curricula will benefit from having CEFR as the reference.

As far as the CEFR framework is concerned, students are divided into six levels of language proficiency as the following.

| | |
|---------|------------------|
| Level A | Basic Speaker |
| | A-1 Breakthrough |

| | | |
|---------|-----|-----------------------------------|
| | A-2 | Waystage |
| Level B | | Independent Speaker |
| | B-1 | Threshold |
| | B2 | Vantage |
| Level C | | Proficient Speaker |
| | C1 | Effective Operational Proficiency |
| | C2 | Mastery |

Each level of students' language proficiency will require sufficient materials based on the students' needs. Hence, it is essential for BISOL teachers to provide their students with learning materials so that they can learn independently with or without having the teachers.

Based on the CEFR guideline, foreign language teaching in a multilingual community must be adjusted with plurilingualism and multilingualism concepts. Plurilingualism is an individual's language experience in a cultural context that continuously expands throughout one's life. (Ambrósio et al., 2014) further agree and extend the argument that plurilingualism is an extensive and unstable condition; the pre-existing plurilingual elements of selves can either transform or complete in light of exposures, then adjustments to professional, familial or geographical alteration. This interestingly correlates with the decision of foreign language speakers to visit Indonesia for cultural exchanges and education purposes, thus, the need to be able to speak Bahasa Indonesia is evident.

On the other end, multilingualism is an individual's knowledge of some languages or the presence of several different languages in a community in a particular geographical location. Some researchers further argue that multilingualism can also assist with bi/multilingual challenges take place in a non-geographical context, i.e. the internet, through an assortment of code practices (Nzomo et al., 2021). The two constructs, however, intertwine in some aspects, one of which is the role of geographical alteration. Some studies addressed the meaningful impact of multinational exchanges in travel and trading, which allows intercultural exchanges and familial forming, thus emulating a community with more than one language repertoire (Pietikäinen, 2018; Shee, 2018). What is intriguing here is the formal and informal linguistic and cultural exchanges that most likely take place in or out of BISOL classes, either formally or informally, in that Indonesians involved in BISOL practices can be exposed to different languages and cultures. Therefore, based on the plurilingualism concept coined to multilingual principles, individuals who live in a multilingual community will interact with others in diverse situations. As a result, they are likely to use a specific language, especially a foreign language, in many different contexts and situations that may be experienced in their daily lives. Based on this description, CEFR teaching material development is in line with the multilingualism character of the Indonesian language and culture. Therefore, BISOL learning is expected to be implemented for plurilingualism international residents.

Integrative approach

Besides CEFR, an integrative approach is a way to consider in developing BISOL teaching materials. Through this approach, learning can be wrapped with specific themes or topics. The theme or topics will be the bridge to connect existed teaching subjects. In BISOL learning, for example, the Introduction theme will be the bridge to connect the four language skills. All four language skills that were practiced in that particular theme will be about the introduction. According to integration pattern, Fogarty (1991) suggested ten integrative learning models: (1) the fragmented model, (2) the connected model, (3) the nested model, (4) the sequenced model, (5)

the shared model, (6) the webbed model, (7) the threaded model, (8) the integrated model, (9) the immersed model, (10) the networked model.

Integrative learning as a process that has some holistic features, meaningful, authentic, and active (Bowen & Drysdale, 2017). By adopting an integrative learning approach, students can understand a phenomenon holistically and enable them to solve the problems in life (meaningful) as the classroom learning provides them with real cases (authentic) and make them actively involved in the problem-solving process either physically, mentally, intellectually, or emotionally. Designing of integrative learning, there are at least four things that need to be observed: (1) determining the purpose, (2) determining teaching materials or media, (3) arranging the learning plot, and (4) determining an evaluation (Bowen & Drysdale, 2017).

Based on the theories and related research findings on CEFR and the integrative approach previously discussed, it concludes that BISOL learning materials can be best developed by adapting an integrative approach in language learning and by using CEFR as a reference. A proportional blend of CEFR-integrative learning will help teachers-students interaction more meaningful and the students can optimize their learning to enhance their language proficiency

Research method

The study applied development research. Research & Development methods as proposed by (Gall & Borg, 1989). This research is divided into four phases: (1) preparation for model development, (2) model implementation phase, (3) model evaluation phase, and (4) production phase. In the model development phase, the following activities are conducted: (a) needs analysis, (b) identification of needs based on existing material conditions and documentation studies on the CEFR, and (c) compilation of BISOL teaching materials as initial products by adapting the CEFR-based needs. At the implementation stage, it is carried out through a Likert scale by experts related to the material that has been developed. The next stage is an evaluation carried out to determine the effectiveness of learning based on the material developed so that it can produce final products.

These data were analyzed using two approaches, namely qualitative and quantitative approaches. The analysis of qualitative data is about the effectiveness of the developed teaching material model. On the other hand, the quantitative approach is used to compare the effectiveness of CEFR and integrative approach-based BISOL teaching material in the experimental and control groups. The learning outcomes data were analyzed using the t-test.

Results

Preparation for model development

Based on the survey results regarding students' perceptions of needs in material dimensions, tasks, and evaluation, it was found that concerning the language skills dimension, students expressed a high need for speaking and writing materials. Regarding language content, they demonstrated a strong requirement for morphology and semantics. Concerning literature materials, none fell into the category of 'highly needed,' but students indicated a need for prose and poetry. In terms of cultural materials, all cultural content indicators were highly demanded by students. The highest value was attributed to non-physical culture, specifically the values inherent in Indonesian societal manners.

In the practice dimension, they feel a strong need for language skills and language-related exercises. They also hope for varied assignments, including both individual and group tasks.

For the evaluation dimension, they urgently need evaluation for language skills and For the evaluation dimension, they express a strong need for assessment of language proficiency and

linguistic competence. The types of evaluation highly sought after are varied assessments encompassing theory, in-class practice, and real-world field assignments. Interestingly, they feel a greater need for individual evaluations compared to group evaluations. Timing-wise, assessments are greatly needed upon completion of each unit.

Meanwhile, the survey results from teachers' perceptions indicate that within the language skills and linguistic content dimensions, reading skills, phoneme pronunciation, and sentence pattern learning are highly needed. In literature, no specific material stands out as highly required; in fact, students seem to consider poetry and drama less necessary. Concerning cultural content, teachers state that the values and activities of Indonesian society are highly sought after.

In the practice dimension, teachers express that language skills exercises are highly needed. In the task dimension, instructors highlight the importance of theoretical tasks, in-class language skill exercises, real-world field tasks, and individual assignments, all of which are highly sought after. Individual tasks are particularly emphasized as highly necessary.

Regarding the evaluation dimension, teachers emphasize the need for assessing language skills and linguistic competence. They also underscore the significance of real-world field assignments and varied assessments for students. These evaluations are deemed crucial when administered in diverse formats, whether individual or group-oriented. Ideally, evaluations should be given at the end of each thematic unit.

The results of this analysis are then intended to be combined with the CEFR, as the global scale and descriptors in the CEFR are general, allowing instructors to elaborate on these descriptors in detail as needed. Furthermore, tailoring the CEFR to BISOL can serve as a reference and guidepost, making it easier for instructors to develop materials equivalent to each BISOL organizer Implementation phase.

The initial model of teaching material for BISOL

Based on the preliminary study, the following is the integrative learning model as the foundation for the initial teaching material model, which adopts the webbed integrative model. As it has been previously stated, the integrative approach can use the theme as a fastener. In the BISOL context, the theme would be a fastener for developing four language skills and cultural knowledge. According to the model, each theme can be developed into four language skills (listening, speaking, reading, and writing). Each skill will provide every grammar need and cultural knowledge based on a theme.

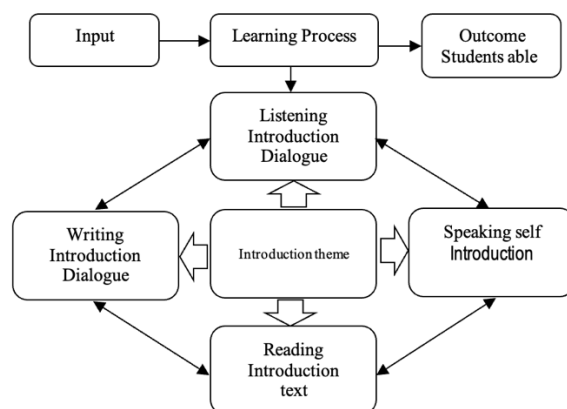


Figure 1. Integrative Approach-Based BISOL Learning Model

With the above learning model, classroom learning will be more focused because the themes are based on students' needs. Following is the developed teaching material model.

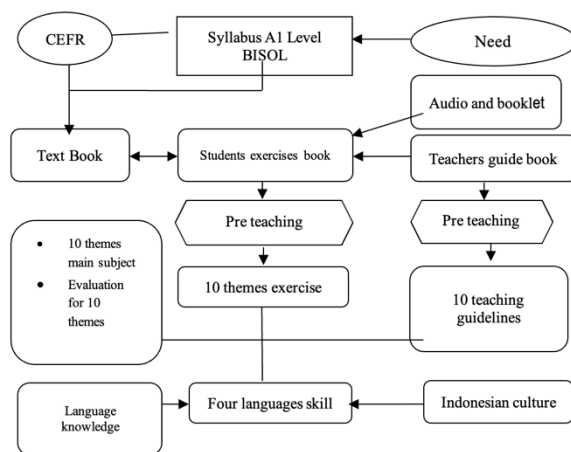


Figure 2. CEFR and Integrative Approach-Based BISOL Teaching Material Model

The book was based on the integrative approach-webbed model. Every unit in the textbook and students' exercise books were developed with one theme for four language skills. The themes were used to fasten each subject in language skills. Language and literature knowledge supported four language skills. The need analysis study identified A1 BISOL students need more Indonesian cultural information than Indonesian literature knowledge. Therefore, in terms of A1 BISOL students teaching material, every theme must give relevant cultural information and not to intense given the literature knowledge. Every subject's end needs to provide a formative test and personal evaluation forms. The developed teaching material structure is described as follows:

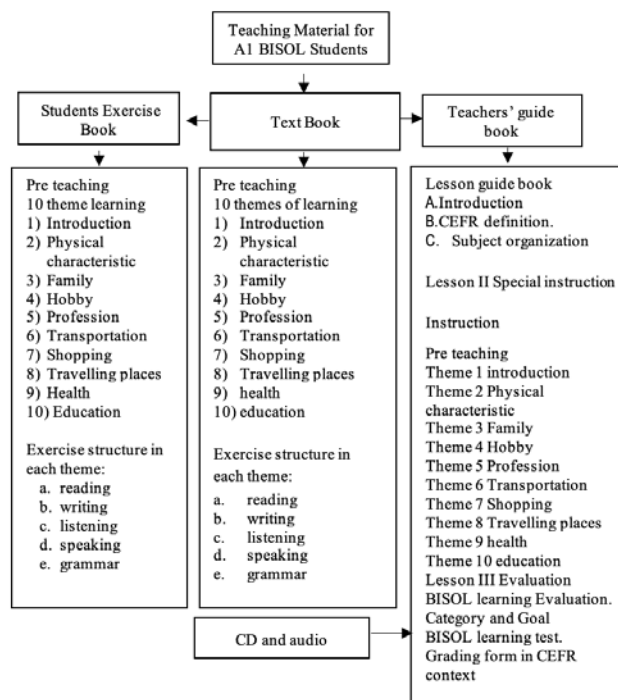


Figure 3. CEFR and integrative approach-based BISOL teaching material structure

The feasibility in the learning process from the experts and user perspectives

In an effort to have a feasible model of CEFR-integrative teaching material, a feasibility test was carried out in several ways, namely validation by peers and BISOL teachers, limited try-out, expert validation, large group try-out, and effectiveness test. The results of the evaluation by two peers who experienced teaching BISOL concluded the teaching material that has been developed was categorized as very decent teaching material. The revision was made on a few technical errors relating to the typo. Furthermore, the result of the small group try-out indicated that the class achieved 81 of the average scores. This result is higher compared to the students' achievement before using the developed teaching material. The result of expert validation conducted by filling out the feasibility of a model instrument shows that the developed model was proven to be a success. The average for all dimensions reaches 3,6 of the average score, so it is categorized as a very proper teaching material model. From the large-scale tryouts carried out at BISOL-UNJ, BISOL-UPI Bandung, Politeknik Negeri Jakarta, and STBA-LIA Jakarta, it was found that the developed teaching material achieved 90 of the average score. This score indicates the teaching material level of effectiveness is very high.

The Effectiveness of CEFR-integrative BISOL teaching material on students' language skills

From the experiment conducted to A1 level BISOL students in Universitas Ahmad Dahlan Yogyakarta, it was indicated that the average scores achieved by the experimental group (86) and control group (75.5) were significantly different, where the highest score of the experimental group was 95, and the lowest was 78. While in the control group, the highest score was 83, and the lowest was 65. This result showed the developed teaching material model could improve the language skills of the A1 level BISOL students. Furthermore, the readability tests have also been conducted involving BISOL teachers and experts. Data shows the text on the teaching material has been categorized as fit in accordance with students' competency with a score of 3,7. Therefore, the developed model was found effective to improve the ability of BISOL students' language skills. The research continues with two average contrast tests to examine the null hypotheses that there is no difference between the average of the experiment group and the control group. The test used was a t-test. The following table 1 describes the test results.

Table 1. Data of two average contrast tests with t-test

| Group | N | SR | Db | S _{comb} | t _{count} | t _{table} $\alpha 0,05$ |
|--------------------|----|------|----|-------------------|--------------------|-------------------------------------|
| Experimental group | 14 | 86 | 13 | 5,45 | 5,41 | 1,69 |
| Control group | 20 | 75,5 | 19 | | | |

The above table showed that the t-count is higher than the t-table. Therefore, it can be concluded that the t-test showed a significant difference in the score between the experiment and the control group. This means H_0 was rejected and H_1 accepted. Therefore, the CEFR and integrative approach-based BISOL teaching material model for the A1 level are more effective in improving the BISOL students' language skills.

Discussion

Students' success in BISOL learning, as laid out in the above findings, is generally in line with those of (Tymkiv et al., 2022), (Li & Clariana, 2019) with regard to responding to their

expectations. Their studies expect that through an integrative approach to language learning, students are able to answer future challenges that are more complex. Further, the results of the study showed that the CEFR and integrative approach-based BISOL teaching material model had been successfully well developed. The developed model has been theoretically and empirically tested by small group try-out, widely large group try-out, and experiments. Empirically, the model is effective in improving students' language skills of A1 level BISOL.

The result of expert validation of teaching material obtained an average of 3,6 with the category of 'very good'. The effectiveness measurement showed that the experimental group that utilized the developed teaching material model was more effective with an average score of 86 and 75 for the control group. It indicates an increase in student learning outcomes after using the teaching material. Based on the improved scores, the CEFR-integrative BISOL teaching effectively increased learning outcomes. The following are the advantages of the developed model:

- The teaching materials include descriptors contained in CEFR and appropriate with the students' needs. It facilitates both teachers and students in terms of the learning process. This finding partially expands In line with (Lavicza et al., 2021) in her that beyond assisting with inter-rater reliability in writing assessment, CEFR also assists with displaying the completeness of teaching materials so that the students fully comprehend the purpose of learning a particular BISOL theme/lesson.
- The Standard of competence and basic competence were compatible with the students' needs and aligned with the CEFR.
- Pre-learning included in the early part of the teaching material has helped students to get to know beforehand the profile of Indonesia and Indonesian language, so that students having the knowledge of Indonesia geography, language and culture. This knowledge is necessary so that students can anticipate the Indonesian language alphabetical pronunciation due to the difference between the Indonesian language and their first language. By having this basic knowledge, students can minimize their utterance and writing errors in learning BISOL. This finding is relevant to (Arikan, 2015) in that CEFR expectations, specifically in the plurilingual – pluricultural concept actually benefit students in grasping the overall target language profile, including its geographical and sociocultural elements.
- The themes contained in the subject have already in accordance with the A1 level BISOL students' needs and aligned with the CEFR.
- Subjects have been able to help students improve all of their four language skills proportionally, supported by language competence and cultural knowledge in accordance with the student's needs.
- The developed teaching material model has helped students with their portfolios to all their works provided with the workbook that is relevant to the textbook.
- Both students and teachers can do a learning process reflection through independent evaluation (can do statement), which is always available after one theme is finished.
- The developed model (learning guidebook) has been capable of directing teachers to use an integrative approach combining four language skills, grammar, and culture in one theme.
- The developed model has shown its effectiveness in the classroom when it is used with the direct method. Students are motivated to understand the vocabulary without any translation by teachers.

Aside from the above advantages, the developed teaching material also has the following pitfalls:

- The developed model is more appropriate to be used in teaching BISOL with the direct method (which has the Indonesian language as the medium language).
- The developed model is more for application in teaching BISOL that focuses on improving students' language skills. Grammar is positioned to support language skill competencies.
- The developed model is still specifically for basic level BISOL students (A1)

CEFR and integrative approach-based BISOL teaching material models were developed based on theoretical study and need analysis. Through CEFR-based, the standard of subjects' level used in teaching material has been in accordance with the A1 level which refers to the subjects for BISOL new students. Subjects arranged with themes related to students' personal life, family, and immediate environment. CEFR and integrative approach-based BISOL teaching material provide four language skills, Indonesian grammar, and Indonesia culture.

The teaching material model developed by noticing themes that gradually changing from something concrete into abstract. Hours prepared to completed the subjects were adapted from CEFR guideline, which is 200 lesson hours with 45 minutes long per hour. This CEFR and integrative approach-based BISOL teaching material are able to make students actively exploring themes, finding concepts, and think in a holistic and authentic way.

This study is not without some limitations. Firstly, the study conducted on BISOL-UNJ students and four other BISOL institutions in which students have various mother language (L1). Try-outs have not performed on BISOL-UNJ students with the characteristic of sharing the same L1. Secondly, the evaluation was conducted for the four language skills and grammar, the study on the Indonesian cultural knowledge impact toward students' competence has not yet been deeply explored. Thirdly, the results of the research are not necessarily generalized to the BISOL students who learned BISOL abroad since these try-outs were only done in Indonesia.

Conclusion

Bahasa Indonesia for speakers of other languages (BISOL) teaching materials has been developed based on the CEFR and integrative approach. Teaching materials are included effective to be used for the A1 level and successfully improve the students' language proficiency. Recommendations for further studies include. The thematic CEFR- integrative based model can be used in all BISOL levels starting from A1 to B2. CEFR can be used as a reference in developing the material models for BISOL teaching organizers. CEFR can be the right choice for the ASEAN region. CEFR should be adapted with the alignment of the language learned (*Bahasa Indonesia*) and its cultural knowledge. CEFR must be integrated with both language and cultural aspects of learning BISOL. Since Indonesia has rich and diverse cultures, BISOL teachers are expected to develop teaching materials with a charge of local cultures that will enrich the repertoire of BISOL teaching.

Declaration of conflicting interest

The author declares that there is no conflict of interest in this work.

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