



The Issues of the Implementation of CEFR in Indonesia

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ABSTRACT (10 pt)

Teaching English in Indonesia is still based on the 2013 curriculum. The government as the curriculum designers have not seen the potential use of CEFR as an English language learning curriculum. However, the CEFR has been used in several educational institutions even though it is not an official curriculum. This paper aimed to reveal the issues of the implementation of CEFR in Indonesia through literary studies. Several journal were involved as the sources of the data. The findings indicated that there were several issues in Indonesia that made CEFR could not be implemented in Indonesia. It required an adjustment to local needs that exist in Indonesia, and the material taught must also be able to adapt to Indonesian culture.

1. Introduction

English has become an international language, and has even become a formal language and a second language in several countries. On the other hand, English is still a foreign language in Indonesia, but the subject of English has become one of the subjects compulsory for national examinations in recent years. It indicates that English is considered an important subject that must be mastered by students.

The importance of English subjects in schools is proof that there is a concern for English. Although it does not have a strong status in Indonesia and its existence is still far from the domination of Indonesian and local languages, English remains a subject that students must take. Therefore, the government, as the policy maker, designs a curriculum that can be adapted to the conditions in Indonesia and adapted to the needs of the Indonesian people.

Students often experience problems in the process of learning English. This is because English is only used in the school environment, even only in class. This made English even more out of place in Indonesia. Basically, the language learning process requires a supportive environment so that the language can be used intensively. However, this has not yet been realized in Indonesia.

The use of the 2013 curriculum, or even the previous curriculum, certainly has certain goals that one wants to achieve when the curriculum is implemented. It includes teaching English using the 2013 curriculum. However, there are several schools or colleges, especially private ones that do not use the 2013 curriculum. These educational institutions use another curriculum, namely the CEFR. The curriculum has also been used in various countries in Asia. Some countries even created an English curriculum by modifying the CEFR method to suit the circumstances in each country and for different purposes.

According to Foley (2019), CEFR has become the most widely used language proficiency framework worldwide. Japan made a special curriculum for English by modifying the CEFR to adapt to a standard from Japan called CERF-J. Meanwhile in Vietnam there is also a special English curriculum adopted from the CEFR, namely MOET. This curriculum also has the same student standards as CEFR, namely A1, A2, and B1. Moreover, there will be a CEFR-V or CEFR-

J model curriculum that will be implemented by the local government as a program that is in line with the target of foreign language learning in Vietnam. On the other hand, Malaysia also has a similar program to support foreign language learning capabilities, namely the ELQC / English Language standard and Quality Council which was founded in 2013. This is the beginning of the implementation of the CEFR program. However, Malaysia also has the Malaysia Education Blueprint (MEB) program. It is a foreign language skills improvement program especially for elementary schools. Furthermore, in 2018 the Malaysian government officially introduced the CEFR as one of the programs used in schools.

In Indonesia, the rules for learning English are based on the 2013 curriculum system. Teachers are required to be creative when implementing this curriculum. Student assessments are based on noble values and character, not just scores obtained from lessons. Purnomosasi and Tyas (2014) stated that students feel happy with learning that applies the 2013 Curriculum, especially in English subjects and they are already familiar with the assessments in terms of attitudes and other things. However, the implementation of the 2013 Curriculum is influenced by the situation and conditions in the school. As a result, there are schools that have facilities that allow teachers to maximize learning activities, but for schools that do not have facilities, the teacher cannot provide more exposure

2. Literary Review

CEFR stands for Common European Framework of Reference. It serves as an outline used to describe the achievements of foreign language learners throughout Europe. The CEFR was compiled by the Council of Europe as a major part of the "Language Learning for European Citizens" project, between 1989 and 1996. Its main objective is to provide a nationally applicable teaching and assessment methodology used in Europe. Then, in November 2001, the European Council Resolution used the CEFR to establish a language proficiency validation system (Fauziah: 2012).

Sudaryanto and Widodo (2020) define that the Common European Framework of Reference for Languages (CEFR) is a general European frame of reference for languages which includes learning, teaching and language assessment problems. It is important that the CEFR concept be known and studied by foreign language learners / students and learners / teachers.

According to Fauziah (2012), the advantages of CEFR include that it can be used as a tool to measure the proficiency level of foreign language learners. In addition, it can also be used to create a foreign language learning system at an international level. Moreover, the CEFR can be used for foreign language learning in multilingual societies. Therefore, this program can be implemented in Indonesia and several other Asian countries which have multilingual societies.

In this context the CEFR, Arslan and Özenici (2017) stated that it has been thought of a novelty within the planning, observe and analysis method of foreign acquisition and teaching, provides a general framework for determinative the objectives of foreign language curricula, planning content and kinds of teaching and learning activities, choosing teaching and learning techniques and methods , and verify the methods of testing and assessment at the tertiary level.

In addition, CEFR has its own characteristics that are different from other English learning models. The language use model presented by CEFR is based on an action-oriented approach as well as a sociocognitive approach, highlighting cognitive processes in language learning and use and the role of social context in how language is learned and used (Weir, 2005 cited in Béréšová, 2017).

3. Methodology

The use of CERF in Indonesia is not officially stipulated by the government. However, there are schools or colleges that use this program as a standard for foreign language learning.

This paper aimed to reveal the issues that exist in implementing the CEFR in Indonesia. The application of the CEFR as an English language learning model has not been used officially in Indonesia. There are only certain educational institutions use the curriculum. A descriptive qualitative approach was used in this study. Through literary studies, this paper exhibited the issues found in the related resources in implementing CEFR model in Indonesia. There are several journals used as the source of this research. The journals were published by national and international publishers.

4. Findings and Discussion

There were four main issues found by Won and Kang (2014) and Sudaryanto and Widodo (2020). The first issue is about the student's objective of learning English. The second issue discusses the views of curriculum designers on CEFR. Meanwhile, the third issue is about the need for professional teacher support. The fourth issue is the suitability of the material being taught with local needs and culture.

First, each country's foreign language teaching objectives is different from the CEFR perspective where the first and foremost goal of teaching English in different countries is to obtain a certificate of proficiency to develop students' foreign language proficiency. It has an impact on the quality of students after learning English. Their goal will focus on the certificate that will be obtained after completing learning English. Hence, their learning will be less comprehensive.

English proficiency certificates are quite influential when used for career paths or continuing the education to higher level in Indonesia. It is because English is still only a foreign language, so a certificate is needed as a proof of English proficiency. The certificate is to show the potential the English skills. It is not enough to say I can speak English, but it needs to be proven by a valid and internationally recognized certificate, Roca and Palacios (2013, cited in Hadijah et al., 2018). It would be unfortunate if the student's objective in learning English is just to get a certificate.

Therefore, teachers have an important role in implementing this curriculum. They must be able to create an interesting atmosphere during the activities in class. So, the students will be interested in studying English in depth and can use it in real situations. Second, many experts and government officials, as curriculum designers and promoting language policies, have not yet seen the importance of CEFR.

In Indonesia, learning English in middle and high schools still refers to the 2013 curriculum. Determining the use of the 2013 curriculum also goes through a series of long processes over the years until finally the curriculum is formed in accordance with the needs of the nation. Meanwhile, at the tertiary level, higher education curriculum development refers to the Indonesian National Qualifications Framework (KKNI) (Solikhah: 2016). It is a national reference for improving the quality and competitiveness of the Indonesian nation in the human resource sector through the achievement of human resource qualifications produced by the education system, job training system, and learning equality assessment system (Mendiknas, 2010: i). KKNI was ratified based on Presidential Decree No.8 of 2012. With the promulgation of the KKNI, it means that all curricula must be updated according to the KKNI.

It shows that the CEFR is not yet in demand by the Indonesian government, as a curriculum designer. The designed curriculum, for the middle and upper secondary and tertiary

levels, is determined by the quality of the teachers. Moreover, their teaching must be in accordance with the conditions in Indonesia. Sholikhah (2016) states that English students must not only master English as a language, but also master certain skills such as work management and personal development. It shows that curriculum designers want the students do not only to learn about particular subjects, but also how they learn to develop themselves through subjects in schools and colleges.

Thus, it is probably the reason why the government, as a curriculum designer, think that CERF is not suitable to be implemented in Indonesia since it is not in accordance with the objectives of the government. Moreover, according to Béréšová (2017), if policy makers have decided to use CEFR, then the goal is to focus on learning English rather than learning about English. It demonstrates that the aim of using CEFR is merely to master the language. In fact, this kind of problem is also experienced by Japan and Vietnam. they need a curriculum for foreign languages that suits their goals and culture. As a result, they redesigned the CEFR according to their needs so that its implementation was in line with the local needs of each country. Third, It is not easy to implement a new assessment system without assistance from professionals even though the new assessment methods and systems have been introduced for a long time. It indicates that the implementation of the CEFR must also be accompanied by professional and integrity human resources. Therefore, the implementation of the CEFR must be based on careful preparation and be prepared with a fairly long period of time.

Kusuma (2018) stated that most school teachers are probably not quite prepared. Furthermore, improving English proficiency and teaching skills of teachers have become an issue for a long time. Some studies focus on teachers' English proficiency, which have been recognized as an essential qualification for successful English teachers. The proficiency and skills of teachers in learning and teaching English are a concern for one of Indonesia's 2020 Vision in the education sector.

The finding confirmed that the number of qualified teachers in Indonesia is not sufficient for the needs of teachers in schools. It, of course, affects the quality of teaching or even the quality of applied curriculum that has been determined by the government. Fourth, the use of textbooks is also an important issue in learning English. CEFR is a curriculum designed by the European Council as a program for learning foreign languages. The standard used is the European standard. Likewise the use of books in the CEFR system. The used book must adapt to the existing program. According to Aziz et, al. (2018), the textbook to be used with it must also be CEFR-compatible. Thus, it allows for a native speaker culture to be included in learning materials that are not in accordance with Indonesian culture.

Therefore, the use of CEFR textbooks still has to adapt to the cultural conditions in Indonesia. Sudaryanto and Widodo (2020) state that it is necessary to adjust textbooks used with existing cultures in Indonesia if we want to use CEFR as a foreign language learning model. It is intended that the English that is learned is not only within the scope of the school. So, the students can also adjust the English they learn to real life situations.

5. Conclusion

The discussion in this article shows that there are several issues that may become obstacles or considerations in implementing the CEFR as a model of learning English in Indonesia. The first thing that becomes an issue is that English students only aim to get a certificate of English language proficiency. They don't really learn English as a means of communication. The second, the government as a curriculum designer is still unable to implement the CEFR as a learning model in Indonesia. It is because Indonesia already has a

model that suits Indonesia's local needs. The third, there is a need for professional human resources and integrity in implementing the CEFR. Finally, there needs to be an adjustment of the textbooks used in learning English with the CEFR model to suit the needs and culture of Indonesia.

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