TEACHING ENGLISH AT A1 MOVERS CLASS AND A2 FLYERS WITH COMMON EUROPEAN FRAMEWORK REFERENCE (CEFR) AT JUNIOR HIGH SCHOOL JAMBI CITY

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Abstract

This article describes the activities of implementing the CEFR-based communicative language approach at the junior high school level. There are 16 students involved and are at the level of Movers A1 and Flyers A2 based on the CEFR concept. The main purpose of this activity is to provide an English learning experience that is different from what is applied in schools. This activity avoids the use of grammatical theory based and prioritizes oral communication activities that connect students with the real environment. Activities using media that are already available in the learning environment of students and learning topics are designed according to the needs of students. The activity is very structured and involves five aspects of assessment, namely Range of Vocabulary, Accuracy, Fluency, Interaction, and Coherence.

Keywords: CEFR, Flyers, Mover, Teaching English

INTRODUCTION

In addition to the latest curriculum design, namely the "Kurikulum Merdeka" which has not been implemented evenly, one of the curricula that is still being implemented in public schools today is the 2013 Curriculum (K-13) which has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitude and behavior (Firdaus et al., 2022). Speaking of the skill aspect, the learning objectives are focused on honing students' skilled abilities in various life activities, including honing speaking skills in a foreign language. In the context of learning English, there is a big gap between theoretical and practical teaching where theoretical conflict is related to the need for grammatical knowledge in developing students' communicative skills so that teachers still have to teach basic grammar which is often rigid and causes failure to lead to pair and group activities within class to actively use the English language (Sato & Oyanedel, 2019). So, this service offers a concept of teaching English, namely CEFR which provides experiences for students to learn with a balance between theory and practice.

CEFR (Common European Framework of Reference for Language) is an international scale language assessment standard used to determine English language proficiency with a

range of abilities categorized A1 to C2 or from basic to expert taking into account learning objectives, content of material, assignments given and framework structured assessment (Glover, 2011). This CEFR concept has been tested and recognized as very useful and useful in developing students' communicative competence by carrying out special stages and materials developed by integrating linguistic aspects simultaneously increasing students' motivation and confidence in interaction and communication using the target language (Ormzyar & Mohammadzadeh, 2022). In the six levels of CEFR implementation (A1, A2, B1, B2, C1 and C2), A1 is not only aimed at students in the junior secondary scope, but a study found that first year students may have level A1 which is interpreted as having English language skills basis (Waluyo, 2019). The application of the CEFR concept can be applied with a communicative language teaching approach.

The communicative approach is an approach that aims to improve students' skills in communicating, emphasizing coaching and developing students' soft skills. This approach does not focus on delivering theoretical material such as the Grammar-Translation Method and the Direct Method, but this approach tends to be used as a language teaching technique that is student-centered and oriented to real situations and can be practiced (Sasstos, 2020). This activity is carried out using the structured stages of the Communicative approach with the core activity of providing experience to students of the CEFR English teaching concept which involves various aspects of language and is evaluated based on the theoretical description of the CEFR assessment concept.

IMPLEMENTATION METHOD

The implementation of Community Service uses the Communicative Language Teaching (CLT) approach. CLT is a teaching method that focuses on students' language skills by applying three main principles, namely: 1) carrying out the principles of communication where the activities focus on topics that lead to the establishment of real communication in accordance with the student's environment, 2) carrying out the principles of assignments which focus on giving assignments by practicing meaningful language for students, 3) carry out the principle of meaningfulness in which the language used must be meaningful for learners and provide experiences that can be used in everyday life (Richards & Rodgers, 2014).

The main purpose of this service activity is to provide experience to first-year students learning English with the CEFR concept and applied to the Communicative Language Teaching (CLT) approach which focuses on teaching activities that are topics according to real life and are assessed structurally based on the following categories:
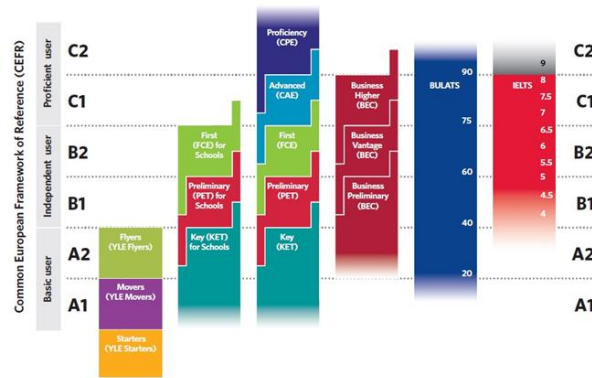
Diagram 1: Categories Assessment of the CEFR concept

The implementation of this service was carried out at SMP Negeri 8 Kota and involved eight teaching or training teams, namely Lecturers in the Department of English Tadris, Tarbiyah and Teacher Training Faculty, UIN Sultan Thaha Saifuddin Jambi, as licensing administrators, namely LPPM UIN Sulthan Thaha Saifuddin Jambi, as well as English teachers from the school. The target participants in this training were students in the first year, totaling 16 students.

The stages for realizing this community service goal are as follows:

- Take care of school licensing documents to do community service;
- Collect references to implement the CEFR concept in a communicative approach in learning English;
- Conduct a review of scientific articles that discuss the application of CEFR in teaching oral communication;
- Make and prepare dedication documents including books, materials, slides, and assessment forms related to the activities of implementing the CEFR concept.

The topics and materials chosen to carry out community service activities are as follows:

Table 1. Topic and Material

Topik	Materi
Meeting people for the first time	• Greetings/ partings • Responding to Bio-data type questions • Alphabets/Spelling • Numbers 1-20
Talk about interest	Food and drink • Sport and Leisure • Do not • Food and drink • Sport and Leisure • Adverb of Frequency • Present tense- do/does not
Talk about Family and friends	• Vocabulary list (family, work) • Modals (can/cannot)

Places and directions	- Adjectives - Vocabulary list (family, work) - Modals (must/must not/ have to) - Adjectives - Vocabulary list (School) - Using this-that-these-those - Determiners a, an - Preposition of place - Vocabulary list (public places) - Talk about possession (have/have) - Preposition of place - Giving directions

In its activities, there are 4 meetings that discuss the four topics above and involve four skills in English (listening, reading, writing and speaking) in each meeting and 1 meeting to conduct an evaluation. Previously, to develop the practice of speaking English that was linked to the basic language skills of the students, the team conducted field observations before starting the service process. The team checked the devices used in class, class conditions, student conditions, and arranged classes that were conditional for perpetuation.

The work steps for the Communicative Language Teaching (CLT) Approach carried out with the CEFR concept are described as follows:

Table 2. Work Steps

Urutan Kerja	Aktifitas Pengajar	Aktifitas Peserta Didik
Pertanyaan Dasar	Memperkenalkan topik yang akan diajarkan kepada peserta didik dengan level A1 Movers dan A2 Flayers.	Memahami tahap kegiatan yang akan diikuti selama lima pertemuan
Mendesain Perencanaan Kegiatan	Menjelaskan mengenai konsep CFR dengan topik sebagai berikut: "Talk about Interest, Talk abou Family and Friends, Places and directions"	Bisa memahami dan dapat mempraktekkan komponen berdasarkan setiap materi contoh mengungkapkan waktu dalam bahasa inggris, mengucapkan dengan benar vocabulary mengenai drinking, foods, sport, leisure dan juga dapat membuat kalimat dengan menggunakan Do/Don't, Does, Doesn't.
Menyusun batasan waktu Kegiatan	Mengatur tahapan kegiatan dengan kesesuaian waktu pada setiap komponen skill di setiap materi	Mampu mengikuti setiap komponen skill yang terdapat di setiap materi sesuai dengan ketersediaan waktu yang telah disepakati bersama.

Memonitor keaktifan dan Pengembangan peserta didik	Memantau setiap perkembangan serta mengkalirifikasi kesesuai respon oleh setiap peserta didik berdasarkan kesesuain setiap komponen skill yang terdapat pada materi-materi	Mampu memberikan feedback setiap komponen seperti speaking skill mampu Pronunce the wods correctly, enable to use part of speec such as some modals may/must, will/would, may/might in asking and answering activity.
Menguji Hasil	Malakukan pengujian untuk melihat keberhasilan terhadap kegiatan pengabdian dengan menggunakan pendekatan komunikatif language teaching.	Melaksanakan test terhadap kemampuan soft skill seperti berbicara, dan berinteraksi dengan menggunkan struktur kalimat sederhana
Evaluasi Pengalaman Pembelajaran	Melakukan wawancara kepada peserta didik berkenaan dengan pengalaman mereka dalam menjalankan kegiatan ini.	Mengikuti kegiatan wawancara dengan menceritakan pengalaman mereka berkenaan dengan kegiatan pengabdian ini.

RESULTS AND DISCUSSION

The community service activity begins with giving an explanation regarding learning topics that will be distributed with the concept of teaching communicative language through CEFR. Although there has been no detailed research on the implementation strategy using the CEFR concept, it is able to provide learning experiences that can be applied practically.
Meeting activities-1

Starting the learning activity, the teacher provides a warm-up in the greeting activity. Each participant is given a card containing the words "name & city" then filled in according to their respective names and hometowns, then proceed by mentioning each name and city of origin in turn. Besides aiming to get to know each other, this activity can also provide access to see the level of language, especially English language skills. To provide activity varied learning then the participants were directed to stand in a circle then throw a small ball to one another and whoever received the ball introduced the name and city of origin to the friend next to him this activity continued until they could pronounce it correctly using English (she/ he is/she/he is from). This kind of greeting and parting activity besides being able to remember classmates, especially in the first meeting class, can also practice directly how to greet and mention classmates in English besides being able to increase confidence in using English with simple patterns. The next activity, if the participants seem to have enough confidence and seem a bit tired, the teacher invites the students to sit back and it's time for the teacher to write several names and hometowns on the blackboard, then the teacher spells them out in English and all participants follow along together. (picture below before the process of learning activities begins).

Picture 1. Pre-activity

Meeting activities-2

The activity begins by placing participants into groups, each group consisting of 5 people, then they are directed to stand if possible. Each participant was given 1-2 sentences taken from English texts containing various food and drink names. The sentences are not in the correct order and then each participant is given the opportunity to mention the sentences they have. The teacher still listens and corrects if there are inaccuracies in English pronunciation and fixes them immediately. For participants who can arrange sentences with the correct order and are welcome to leave the group and return to their seats. The teacher still gives time for the other participants until they can read in the correct sentence structure. If possible, participants are advised to say the sentence without looking at the text.

To give the impression that learning is more communicative, the teacher continues to empower participants to participate actively. In the next activity, the teacher asks what can you put in a fridge? While showing pictures of food and drinks contained in the refrigerator. participants quickly respond to what is in the picture. The activity continues with various other activities with material concepts that are not far from the scope of everyday life. Other activities the teacher makes a word-web in several categories (Fruits, Vegetables, Drink, Meat and Fish) participants are instructed to pronounce correctly then paste the vocabulary that has been given in small pieces of paper into the word web that fits the category such as (prawns, lamb, beef, noodles, cereal, pasta, rice, bread, ice cream, sugar, yogurt, biscuits, cake, oil, tomatoes, a lemon, an orange, grapes, corn on the cob, an aubergine, spinach, a lettuce, peas a cabbage, benas, an onion)

Figure 2. Participants who have (sitting) and not (standing) can say in the correct sentence structure

Meeting activities-3

Class activities in this third meeting the teacher starts by getting to know basic family vocabularies such as (Father, mother, wife, husband, parents, grandfather, grandmother, son, daughter, daughter, brother, sister, uncle, aunt, cousin, nephew, nephew) then continues to write lists about various types of work around the house on the blackboard such as (make breakfast, clean the house, cook dinner, go to the supermarket, tidy the room) then ask who does these things in your family? The teacher keeps eliciting various responses from the participants. Next, the teacher directs the participants around to ask and answer each other based on the questions and answers on the sample blackboard (student A: who makes breakfast B: my Mother.

The next activity, the teacher also makes a picture of the family tree. It also aims to build students indirectly tell the relationship between one person and other people in the family tree. The teacher only demonstrates questions such as (Do you know who is Frank, or who is Maggie?) participants will respond to questions from what they see in the family tree (they are mark and Jake's grandfather and grandmother or they are Ann and Roberts parents. Questions This can be drilled to build participants to not hesitate to respond to questions because they will get definite answers. There are no alternative answers. The family tree is one of the media that can build communicative language learning in the classroom.

The teacher then distributes a photo of someone who has 16 children directing all participants to work-in pairs with a friend next to them then asking each other questions and giving responses about the photo (student A: what do you think which parents/a son and daughter/a brother and sister/a husband/wife). Even though sometimes it still looks confused, the teacher still helps the course of cooperation so that questions and responses are created.

Meeting activities-4

In the last activity, participants were asked to read a text. The text is accompanied by several pictures to stimulate the participants' imaginations if they cannot fully understand each sentence in the text. Some of the images consist of (a post office, a supermarket, a school, a bank, a cinema, a library, and so on) but the place is very different located in an unusual location. Then after the text has been read, the teacher gives the opportunity for participants to provide feedback about places that are in unusual locations. (whay are they unusual? Where are

these places? Where is this? Where are those?). Next, to see participants' writing ability, complete the blank sentences with the words provided in the example box (an art gallery, a post office, a police station, a supermarket, a theater, a sport center, a pharmacy, a library, a museum, a cinema) examples of incomplete sentences (you can look at paintings at …..or you can send letters at…….or you can buy food at….).

For the next activity the teacher displays a map containing various forms of buildings, but some of these buildings are deliberately symbolized only by letters. post office, the a sport center is between supermarket and museum) this type of activity increases students' listening skills as well as the speed at which students respond to the name of the place in question.

Picture 3. Collaborative activities between instructors and participants

Evaluation of Final Activity

Table 3. Score

Student's name	CEFR Level	Detailed Analysis					Total	Final Score	Belong to Criteria
		Range	Accuracy	Fluency	Interaction	Coherence			
S1	Starter	0	0	0	0	0	0	0	Starter
	Mover	0	0	0	0	0	0		
S2	Starter	1	1	1	1	1	1	0,5	Starter
	Mover	0	0	0	0	0	0		
S3	Starter	2	2	2	2	2	2	5,5	Starter
	Mover	15	15	0	15	0	9		
S4	Starter	2	1	1	1	0	1	0,5	Starter
	Mover	0	0	0	0	0	0		
S5	Starter	4	4	4	5	4	4,2	12,6	Mover
	Mover	25	20	20	20	20	21		
S6	Starter	1	1	1	1	1	1	0,5	Starter
	Mover	0	0	0	0	0	0		
S7	Starter	2	2	1	1	2	1,6	0,8	Starter
	Mover	0	0	0	0	0	0		

S8	Starter	5	6	7	5	5	5,6	8,5	Starter
	Mover	11	12	11	11	12	11,4
S9	Starter	6	7	8	6	6	6,6	8,8	Starter
	Mover	11	11	11	11	11	11
S10	Starter	6	8	8	7	7	7,2	9,1	Starter
	Mover	11	11	11	11	11	11
S11	Starter	2	2	2	3	3	2,4	1,2	Starter
	Mover	0	0	0	0	0	0
S12	Starter	3	3	3	2	3	2,8	1,4	Starter
	Mover	0	0	0	0	0	0
S13	Starter	2	2	1	2	2	1,8	0,9	Starter
	Mover	0	0	0	0	0	0
S14	Starter	8	8	8	7	7	7,6	10	Starter
	Mover	12	11	12	13	14	12,4
S15	Starter	7	7	7	6	6	6,6	8,8	Starter
	Mover	11	11	11	11	11	11
S16	Starter	6	6	6	6	6	6	8,5	Starter
	Mover	11	11	11	11	11	11

CONCLUSION

The results of the service show that the communicative approach based on the Common European Framework Reference (CEFR) in teaching English at SMP Negeri 8 Jambi City has a positive impact on student learning outcomes. Through this approach, the students in the class experienced a significant increase in their English communication skills. They are more confident in speaking, writing, and understanding English. In addition, the creativity and motivation of students in the learning process also increases. With the adoption of a CEFR-based communicative approach, teaching English becomes more effective and enjoyable, creating a positive learning environment for students.

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