Students' Perception in Using Commom European Framework of Reference (CEFR) Application as an English Laguage Learning Assessment

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Abstract

This research focused on the Student Perception in Using Common European Framework of References (CEFR) Application as an English Learning Assessment and the benefit of it for the students in English language teaching at SMA Prisma Pioneer Manado. This research used a descriptive qualitative method, because it was intedeed to obtain information related to the Student Perception in Using Common European Framework of References (CEFR) application as an English Learning assessment. The subject of this research was all class students with the total number of partcipants 54 students in 2021/2022 academic year. The data of students'perception about using CEFR application obtained from the result of the questionnaire. The data were obtained through the questionnaire were analysed and tabulated based on the classification of perception using Likert scalet. The results of data analysis showed that (1) students' perception was positive in using CEFR application as an English Language learning by mean score 84 (2) based on the students' classification that (30%) students classified as Strongly Agree (positive), (55%) students classified as agree (positive),(12%) students classified as Disagree (negative),(3%) students classified as strongly disagree (strongly negative). This was indicated that most studentsof Manado Prisma school like using CEFR as an English language learning assesment.

INTRODUCTION
The Common European Framework of Reference for Languages

Now a days English is the International language which is used as an official language almost all over the world. In Indonesia, English is a foreign language that has a significant position. It has been taught at various levels of education from the lowest level up to the highest. This is one of the required subjects from elementary school to university level. English teaching and learning process is objective to enable students to comprehend and produce English. Therefore, students are required to be able to master the all fundamentals English skills such are reading, writing, listening and speaking (Sadiku, 2015). By master these four skills give students opportunities to create contexts in which language

is used to express the information or knowledgeThe ability to speak English is one of the abilities that is very important for students because English has become a universal language used in the world of technology, politics, commerce, and the most important thing in the field of education. Nishanti (2018) stated that English is one of the most used and dominating languages in the world and this is having its impact on every field of work. In accordance with the Indonesian curriculum, English is one of the most important subjects so we hope that students already have good skills in this regard. But in fact, students' English proficiency is still low average and not as expected because they think English lessons are difficult to learn. According to John & Ehow (2011), stated that the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. To overcome these cases students can take the initiative to study or online course through E-learning media (Sakkir, 2020).

The Council of Europe (Council of Europe, 2001) describes the aim of the *Common European Framework of Reference for Languages (CEFR or CEF)* as promoting transparency and coherencein the learning and teaching of modern languages in Europe. Although the word *European* refers to European languages, the CEFR has been translated into more than 30 languages, some of which are not European languages, and this has made the CEF accessible to almost everybody in the world. The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks**,** etc. across Europe (Council of Europe, 2001). In this reference tool, language learners' levels are described at six levels: A1 and A2 (Basic Users), B1 and B2 (Independent Users), C1 and C2 (Proficient Users). In the CEF document, each level is described in detail. The description of each level includes competencies needed for effective communication, skills and knowledge related to language learning and competencies, and situations and contexts in which communication takes place (Council of Europe, 2001). Plurilingualism, which supports that many people show some degree of competence in anotherlanguage, is the focus of the CEFR. According to the view of plurilingualism, the aim of the language teaching is to make people aware of this competence, and to feed and promote this competence (Morrow, 2004). Thus, the CEFR gives importance learner autonomy and self- assessment.

 Role of CEFR in English language Assessment
The CEFR has been important for foreign language teaching because of many reasons. The Council of Europe (2001) describes benefits of the CEFR as eliminating the different educational systems in Europe, providing the means for educational administrators, teachers, teacher trainers, assesment designers etc., providing a comprehensive description of what skills and knowledgelanguage learners have to develop in order to communicate effectively, and enhancing the transparency of syllabuses and courses by providing a common basis for the explicit description of objectives, methods and contents. Heyworth (2004, p.12) also declares the importance of the CEFR in his following sentence: "…the CEFR provides a comprehensive account of an approach to language education which language teachers, teacher trainers, and academic managers need at least to

consider, together with a set of resources which can have practical applications in the planning and delivery of language courses."

The CEFR application in Education System

The European Language Portfolio (ELP), which is a part of the CEFR, was introduced to the world wide education. In order to see the effectiveness of the CEFR in SMA Prisma Pioneer a pilot study on the use of the CEFR application in English language learning assessement a foreign language was carried by Güneyli and Demirel (2006). The results of the study have shown that the CEF has positive results in terms of students' autonomy and self-assessment, their willingness to learn the language, their self-confidence and motivation, participating actively in the learning process, and learning the target culture.

Based on the language learning assessment features available through the CEFR applicationas well as the various conveniences offered, are they comparable to the satisfaction of students who have subscribed to the CEFR application? Therefore, the researcher is inspired to conduct a research about students' perception on the use of CEFR application in their English learning.

Perception

According to Robbins and Judge (2013), perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. According to Gibson (1979), perception is bottom-up (influenced by environment stimuli) and direct. Perception results from sensation initially derived from the optic array, which picks up consistent information from the environment and does so even when there is interaction with different aspects of the environment (Sakkir & Abrar 2018).

CEFR Application

CEFR is the internationally recognized framework for learning, teaching and assessment, this framework became the requirement in teaching and learning languages has been implemented and introduced in education system (Musoeva, 2020).For this purpose, several reforms done for adopting domestic multistage of the CEFR in the country. CEFR application can give a good challenge on its users and also very helpful to motivate in mastering English skills and improving learning English. Beside can be the measuring instrument for English competence, those tests also can be the media in teaching and learning activities. Additionally, the Standardized tests are completely important for people who want to continue their study abroad or for people who want to have a job abroad to get higher salary. However, it may influence the motivation, in this context students learning motivation since the student's motivation is very importantin the learning process.

Based on personal experience, learn and have a test by using CEFR application is an interesting and challenging way develop learning English. CEFR application is excellent learning assessment strategies because it has a very challenging assessment system.

RESEARCH METHOD

In order to achieve the research question, the research design which is accordance with this research was mix method. Mix method approach is selected as the research design by combining qualitative and quantitative data collection procedures with two main reasons. Firstly, Creswell (2009) states mixed method utilizes the strength of both qualitative and quantitative research. Secondly, Hamied (2017) states that the research will get better understanding when combining both qualitative and quantitative data.

In this research, the total samples are 30 students from second grade of Senior High School of Athirah Islamic School Makassar. In order to get sample, the researcher used simple random sampling technique. The researcher chooses simple random sampling technique because the population was homogeny based on the process of learning by using CEFR Application. According to Ary et al (2010) simple random sampling is a sampling technique in which all members of the population have an equal and independent chance to be selected as a sample.

In order to collect data, the researcher applied two instruments. They are questionnaire and interview. Both instruments were used to obtain the depth and rational data and answer the research questions in the problem statement.

FINDINGS AND DISCUSSION

Findings

The following The findings of the research show the result of the questionnaire to answer the research questions in the first chapter. The research question is "What is the students' perception on the use of CEFR Application in their English learning? " The researchers collected data through questionnaires and interviews.

There are fifty four (54) students of Senior High School of Prisma Pioneer School Manado taken as respondents in this research. Based on the data analysis from the questionnaire, it was found that students' perception in using CEFR application as an English language learning assessment is positive. It can be seen from the result of mean score in the questionnaire that was calculated as below:

$$\bar{X} = \frac{\Sigma\,4536}{N} \frac{}{54} = 84$$

The total score from questionnaire was 4536 with the total sampling was 54. It shows that the mean score of the students' perception in the using CEFR application as an English learning assessment is 84 which means it is included in the positive classification. The result of the mean score was supported by frequency and the percentage of the questionnaire which showed on the table of questionairre and the diagram.

Table 1. Students' Perception questionnaire

No	Students' Perception Components	Questions	Question Number	SA	A	DA	SDA
1	The reason of using CEFR Application	I like taking test using British Council English Score (CEFR) Application	1	28%	65%	4%	4%
		Using the CEFR British Council for test is saving time	3	16%	80%	4%	0%
		Using CEFR British Council is a fast and efficient	4	43%	57%	0%	0%
		I feel that I have more confidence to accomplish an English test through this application.	12	19%	74%	6%	2%
		By the CEFR British Council Application, I can take the test anytime and anywhere.	13	37%	59%	4%	0%
		This application is fit or suitable for me as an high school students	22	68%	30%	0%	2%
2	The Use of CEFR Application	It is easy to download and install the British Council English Score (CEFR) Application	2	54%	40%	4%	2%
		Instruction in doing the CEFR test is easy to understand	7	22%	78%	0%	0%
		By the CEFR British Council Application, I can cheat easily while in taking the test.	14	35%	50%	13%	2%
		I'm interested in using CEFR British Application for having the test because of the face up sensor.	15	14%	57%	22%	7%
		My face expression while taking the CEFR British Council test	16	20%	64%	9%	7%
		My face expression while taking the CEFR British Council test	17	13%	44%	37%	6%
		This CEFR British Council Application is complicated to operate	23	4%	29%	57%	10%
		I like to access this test individually in a quite place.	24	34%	59%	7%	0%
		I like to access this test together with my	25	22%	60%	16%	2%

		classmate in the same time.					
3	**Assessment Goals of CEFR in Langguage Learning**	This Application helps me to do an individual assessment test by myself	5	30%	66%	4%	0%
		It is easy to test the all skills of English proficiency	6	24%	62%	14%	0%
		I get new experience by using this application	21	28%	63%	7%	2%
		This application trained me to quick in thinking while taking a test.	18	38%	58%	0%	4%
4	**Students Motivation**	I am motivated to learn grammar after known my grammar score level from tis application	8	26%	70%	4%	0%
		I am motivated to memorize more English vocabularies after known score level from this application	9	31%	65%	4%	0%
		I am motivated to improve my English reading skill after known my level score from this application	10	92%	6%	2%	0%
		I am motivated to improve my English listening skill after known my level score from this application	11	33%	59%	6%	2%
		I fell this application useful to train me familiar with the English proficiency test in the future.	19	32%	68%	0%	0%
		I always feel enthusiastic while taking the English test use this application.	20	28%	63%	7%	2%
		This application force me to improve all of my English skills to reach my best achievement	26	0%	13%	72%	15%

Relating to the result of students' perception, it shows that there are several explanations that expressed a, positive, and negative view. It can be concluded as follow:
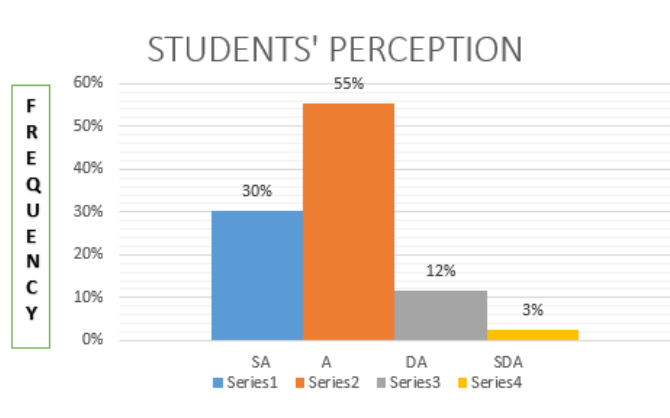
Picture 1. Positive Perception

There are (30%) students have strongly positive and (55%) students have positive perception.

can be concluded that (85%) students have positive perception In using CEFR application as an English language assessment.

1. **Negative**

There are (12%) students have negative by disagree decition and (3%) student have strongly negative perception by strongly disagree decicion. It can be concluded that (15%) students have negative perception in using CEFR application as an English language learning assessment.

DISCUSSION

Regarding to result of the data from findings which showed that the students had positive perception, it could not be separated from advantages of CEFR application itself. Based on the data from findings, some comments from the students said that CEFR application is a good online learning platform. The researcher can concluded that it was happened because CEFR have a best features, presents material in different forms, users will get animated videos and Infographic, and the user can learn flexibly, anywhere, and anytime. It was relevant with Tjokro (2009) CEFR has many advantages such as more easily to be absorbed, it means to use multimedia facilities in the form of images, text, animation, sound, and video. It's also related to the previous study in Shofie et al (2019) stated that the features in CEFR application had a positive satisfaction to the user of CEFR application.

In other side, how to the tutors teach was a another indicators that students having positive perception of CEFR application. Based on student responses, overall answers explained that tutor in CEFR was pleasant. The explanation from the tutor is easy to understand and this also makes students believe that learning at CEFR application can increase the score of their English subject. Besides that from the explanation of students, their score in English can increase because the material in CEFR application is in accordance with the Indonesian curriculum in the school. It was related from the theory of Chapter II about the advantages of CEFR application stated that the material provided by CEFR is in accordance with

curriculum standards in Indonesia. Thus, the material must have good quality. This quality learning material can be obtained equally and evenly by every user accessing online tutoring through the application, in contrast to conventional tutoring, where subject matter can be missed or poorly conveyed due to instructor factors and the location of the tutoring. As stated previously, the researcher concluded that there are several factors which influenced the students' perception, whether is positive or negative perception. It was related to the theory by Sobur (2003) stated that there are two factors that affecting perception, they are internal factors and external factors.

The advantages and disadvantages are one of the factors that influenced whether their perception was positive or negative. Thus, researcher indicated that there are still students had negative response or perception. CEFR as a English language Learning assessment does not always provide the best side because it was designed for students and tutors in teaching and learning process which certainly has advantages and disadvantages. It was related to the theory by Sujana (2005) stated that the advantages of e-learning is to provide flexibility, interactivity, speed, visualization through the various advantages of each media and L. Gavirlova (2006) stated that the disadvantages of CEFR application is requiring additional equipment such as smart phone and good connection of Internet.

Based on the consideration from discussion, the researcher concluded that there are several factors which make CEFR application in English learning have positive response. Firstly, the features that CEFR provides are interesting. In this application, the students would get animated videos and Infographic so learning can be more fun. Secondly, how the tutor teaches is fun. Thirdly, learning inCEFR application can increase their score of English in school because the material provided by CEFR is based on the Indonesian curriculum.

CONCLUSION

Based on the findings and discussion of the previous chapter, the researcher concludes that:

The students' perception on the use of CEFR application in their English learning is positive. It was proven by the result of the students' rating mean score which was 84. It was supported from percentage of the questionnaire which showed that (30%) students classified as strongly positive, (55%) students classified as positive, (12%) students classified as a negative and (3%) students classified strongly negative. It could be interpreted that the students' had positive perception about CEFR application in English learning.

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