CONSTRUCTING A MODEL OF LANGUAGE PROFICIENCY ASSESSMENT FRAMEWORK FOR PRIMARY ENGLISH LANGUAGE TEACHERS IN INDONESIAN CONTEXT

A Thesis

Submitted in Partial Fulfilment of the Requirements for the Master's Degree in English Language Education

by

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(2105247)

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND LITERATURE EDUCATION

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Constructing a Model of Language Proficiency Assessment Framework for Primary English Language Teachers in Indonesian Context

Oleh
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S.Pd Universitas Pendidikan Indonesia, 2013

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Sastra

PAGE OF APPROVAL

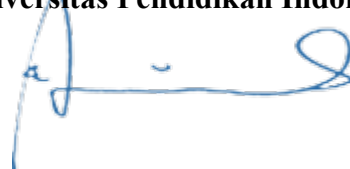## DIMAS PUJIANTO

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CONSTRUCTING A MODEL OF LANGUAGE PROFICIENCY ASSESSMENT FRAMEWORK FOR PRIMARY ENGLISH LANGUAGE TEACHERS IN INDONESIAN CONTEXT

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STATEMENT OF AUTHORIZATION

I hereby declare that this paper entitled *Constructing a Model of Language Proficiency Assessment Framework for Primary English Teachers in Indonesian Context* is fully my own work, except where due references and ideas that I have properly acknowledged in the paper. I also affirm that this paper contains no material that has been accepted for the awards or any other degree or diploma in any institution.

Bandung, August 2023

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PREFACE

First and foremost, gratitude and praises are bestowed upon Allah SWT, the Almighty, for His grace and unstoppable reminder and love that have carried me through joy, hardships, tears, laughs, and determination. May the blessings of Allah SWT be bestowed upon His Messenger, the final Prophet Muhammad SAW, his familial relations, his companions, and those who adhered to his teachings.

This study intends to enrich the literature in the field of language proficiency assessment framework that is suitable for Indonesian primary English teachers. In addition, this study aims to fulfill one of the requirements for the master's degree in English Education at Universitas Pendidikan Indonesia. This study specifically identifies the aspects of the Common European Framework of Reference (CEFR) and *Kurikulum Merdeka* in constructing a language proficiency test framework dedicated to primary English language teachers. This study is expected to become a blueprint for developing a standardized language proficiency test for primary English language teachers and categorize it into English for Specific Purposes (ESP) language testing.

This study is the beginning of a new chapter in supporting the development of a language proficiency test for Indonesian English teachers. Any constructive feedback and suggestions are welcome and expected for the improvement of this research and subsequent related studies. Hopefully, this study can benefit and contribute to future researchers in the same field. Thank you.

Bandung 31 August 2023,

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I express my gratitude to the Divine Creator, Allah SWT, for the bestowed wisdom, guidance, and fortitude that have accompanied me during this endeavor. In each adversity and accomplishment, I express gratitude for the divine benevolence of Allah SWT that guides and enlightens my journey.

I dedicate this to my late parents, *Ibu* and *Papi*, whose love and guidance from above will remain and never fade away. *Bu*, *Pi*, I did it. May you rest in love and peace. To my aunts, Amik and *Tante*, for their unending support and words of wisdom and strengths that keep me grounded and believe in myself. To my entire family members, what else can I say? You are my home. Home is where I return, and the love resides.

I extend my heartfelt gratitude to *Ibu* Ika Lestari Damayanti as my research supervisor and one of my academic "mothers." Thank you very much, *Bu* Ika for believing in me when nobody would. Your energy soothes me all the time. To *Ibu* Nenden Sri Lengkanawati, my academic supervisor, thank you for the blessing. To *Ibu* Emi Emilia, *Ibu* Iyen Nurlaelawati, and all the lecturers at the English Education Study Program, thank you very much for your support. To *Bapak* Dadang Sudana and *Ibu* Gin Gin Gustine who gave insightful feedback for my paper, I am indebted to your fruitful suggestions. I am also thankful to *Ibu* Yusnita Febrianti whose invisible support guided me through this. To all friends and lecturers in PELTIN, thank you! I grow together and grow better with you.

To all my remarkable friends in the Graduate Study of Classes A to C of English Education, thank you! Your undying support never fails me. Thanks to MC, too, of course!

Finally, thank you to everyone who has ever helped me out in any shape or form, encouragement, and friendship. You know who you are. With love, DP.

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ABSTRACT

This study aims to identify similarities between CEFR and *Kurilulum Merdeka* that help to construct a language proficiency test framework for primary English language teachers in two areas: communicative language activities and strategies for receptive and productive skills. The study employed a qualitative approach embracing the Educational Design Research method. The study revealed that both frameworks help to construct the development of a language proficiency test framework for primary English teachers. CEFR helped to construct communicative tasks and strategies that are relevant to primary classroom activities and languages such as understanding monologues and dialogues, responding to a wide range of text types, identifying implicit and expressed meanings, sustaining monologues, and producing written texts that require teachers to use specific linguistic features in different text types. *Kurikulum Merdeka* helped to construct the linguistics competence that is important for teachers to use in the classroom. Both frameworks also helped to construct the test framework with multimodal literacy. It is recommended to incorporate holistic communicative language activities and strategies in CEFR for subsequent research and to incorporate the entire phases in *Kurikulum Merdeka*.

Keywords: Language proficiency, primary English teachers, CEFR, *Kurikulum Merdeka*, Communicative language activities, Communicative language strategies

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi kesamaan antara CEFR dan Kurikulum Merdeka yang dapat membantu membuat kerangka uji kemahiran berbahasa Inggris untuk guru Bahasa Inggris tingkat sekolah dasar yang dilihat dalam dua area: kegiatan dan strategi berbahasa yang komunikatif untuk keterampilan reseptif dan produktif. Penelitian ini menggunakan pendekatan kualitatif dengan metode *Educational Design Research*. Penelitian ini menemukan bahwa CEFR dan Kurikulum Merdeka dapat membantu membuat kerangka uji kemahiran berbahasa Inggris untuk guru Bahasa Inggris tingkat sekolah dasar. CEFR membantu dalam mengembangkan kegiatan dan strategi komunikatif yang relevan dengan kegiatan kelas di sekolah dasar seperti memahami monolog dan dialog, merespon berbagai macam jenis teks, mengidentifikasi makna tersirat dan tersurat, mempertahankan monolog, dan memproduksi teks tertulis yang mengharuskan guru untuk menggunakan aspek kebahasaan khusus di berbagai jenis teks. Kurikulum Merdeka membantu dalam mengembangkan kompetensi berbahasa yang penting bagi guru yang dapat digunakan di dalam kelas. Kedua kerangka tersebut juga membantu dalam mengembangkan kerangka uji dengan melibatkan literasi multimodal. Penelitian ini merekomendasikan untuk menggunakan kegiatan dan strategi kebahasaan komunikatif yang menyeluruh dari CEFR untuk penelitian yang akan dating dan juga menggunakan keseluruhan fase di Kurikulum Merdeka.

Kata kunci: Kemahiran berbahasa, guru Bahasa Inggris sekolah dasar, CEFR, Kurikulum Merdeka, Kegiatan berbahasa komunikatif, Strategi berbahasa komunikatif

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