



How CEFR is Varied as a Material for Javanese Language Learning Modules for Non-Native Speakers?

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Abstract. The need for learning Javanese today has shifted, namely from learning the language as a mother tongue or local language, to learning a language with a multicultural background. This phenomenon results in the curriculum being given is a language curriculum for communication, no longer a language knowledge curriculum or memorization. The purpose of this study is to create a Javanese language learning model that is suitable for foreign speakers. The method used is the adaptation method of CEFR levels A1 which is applied to the level of *gampil* “easy” in Javanese language. The findings division of learning at this level is speech level, familiar everyday expressions and basic phrases, introducing him/herself, asking and answering questions about personal details, interacting in a simple way, and basic metalinguistics.

Keywords: CEFR, Javanese language

1 Introduction

At present, mobility is not limited by space and time, thus enabling all programs to be implemented between regions and even between continents. Referring to BIPA (Indonesian Language Learning for Foreigners), which has spread and is in demand by many countries, Javanese language education study programs will follow in their footsteps to introduce the Javanese language and culture to foreign speakers.

The Javanese language has spread internationally and is known. It has even become an enclave [5] in the countries of Suriname, the Netherlands, Arabic, Australia, New Caledonia [24], Malaysia, and Brunei Darussalam. As an enclave, the Javanese language and speakers of the diaspora are quite large because the population is of Javanese descent.

Scientifically Javanese language in foreign countries has also been studied. Like in Holland, Javanese is officially taught at universities, as well as at ANU [27] Australia (<https://programsandcourses.anu.edu.au>), US [17] In the present era, opportunity is taught in power. There are now many signals that people in certain countries need. For example China (Beijing Foreign Studies University and Hebei Foreign Studies University), Malaysia (<https://www.superprof.com.my>), Amerika (<https://www.voaindonesia.com>). With so many enthusiasts, it is necessary to provide services for providing Javanese language learning programs.

Apart from native speakers, it turns out that the Javanese language is starting to be popular to learn, even though the echo is not as popular as Indonesian. Javanese language is starting to be in great demand as a choice of language learning by foreign speakers. One of them, Dr. Thomas Connors, an American who has studied Javanese.

He directs Near Eastern, Central Asian and South Asian language and cultural studies at the US Department of State. Linguist with a Ph.D. from Yale University with a dissertation on the Javanese language, especially Javanese Tenggerese, this has lived in East Java and Jakarta for about 10 years (<https://www.voaindonesia.com>). Likewise, China has opened Javanese language classes at universities as elective courses and is enthusiastically conducting Javanese language courses (<https://www.cnnindonesia.com>; <https://www.antaranews.com>). This phenomenon indicates that the institution that administers the Javanese language needs to improve in setting up an official reference regarding Javanese language learning which so far does not exist.

1.1 Language Competence

Mastering a standard language is a must in the development of the structure and function of the language [28][6][3][20][23]. As a result, mapping language skills necessitates three fundamental components: (a) linguistics, or knowledge of linguistic codes; (b) sociocultural-psychological practices, or culturally coded practices in language use; and (c) cognitive [10], communicative competence [23], or the processes involved in the creation of knowledge, such as making predictions or drawing conclusions. These three components, in turn, contain a variety of features. Phonology, lexicon, grammar, sociolinguistics, and discourse are the five linguistic components. Values, beliefs, and behavioural conventions are all part of the sociocultural-psychological component. Conceptual understanding, higher-order thinking, and metalinguistic awareness are all required by the cognitive component (Ardhaseheva, 2010).

Psychologists and educators have been debating a variety of factors influencing language performance since the beginning of the century. Even as late as the 1970s, the factor analytic method led to the development of multiple language dimensions. In the early twentieth century, Spearman (1904; 1927) believed that one component, *g*, was promising in understanding all intellectual behaviour. Thurstone's (1938) model identifies seven primary mental talents, at least two of which are specifically verbal: "verbal comprehension" and "verbal fluency." Researchers then presented various factors related to linguistic behaviour (e.g., Davis 1944; Thurstone, 1946; Davis, 1972; Spearitt, 1972; Thorndike 1973). Meanwhile, the division of *g* into subfactors in models of human intelligence generally continued, almost always including a number of 'verbal' factors (Cattell, 1971; Vernon, 1971), and resulting in very complex models such as the Structure of the Intellectual model (Guilford, 1967; Guilford & Hoepfner, 1971; Guilford, 1982), with a total of 150 factors, many of which are related to language behaviour.

Carroll (1961) identified eleven factors of linguistic competence that should be addressed when building requirements for a foreign language competency model. The first two reflect different types of language knowledge: (1) structure knowledge and (2) lexical knowledge. The second set of aspects can be interpreted as channel control aspects in relation to each of the four categories of language use: (3) auditory discrimination of speech sounds, (4) oral creation of speech sounds, (5) technical reading (converting symbols into sounds), and (6) technical writing. The remaining group reflects unified performance across all four forms of language usage. Carroll

suggests that the amount of competence should be measured in terms of speed, regardless of the 'linguistic facts' component of mastery. Carroll defines these skills as a combination of linguistic knowledge on the one hand and the management of channels implied by language modes on the other: (7) level along with the accuracy of listening comprehension, (8) the quality and level of talking, (9) rapidity and precision of comprehending text, and (10) speed and accuracy of writing composition. Carroll distinguishes two basic components within any integrated skill: language knowledge and channel management.

Armed with aspects of linguistic knowledge and channel control, or aspects of coherence, they are used to develop a learning model to evaluate Javanese language competence, which in this case is adapted to the characteristics of the Javanese language itself, including the use of *unggah-ungguh basa* 'speech level' (Antunshono, 1956; Poedjosoedarma, 1968, Sudaryanto, 1991, Wedhawati, 2006, Suharno, 1982) and the appearance of cultural aspects.

1.2 Language Competencies Framework

Measurement of language proficiency develops over time. We can see that at first, measuring language development was only a stage of language knowledge. The more you get here, the more complex the skills measured are, by incorporating pragmatic and social elements into the communication function. Below is a comparison of simple and developed language proficiency models.

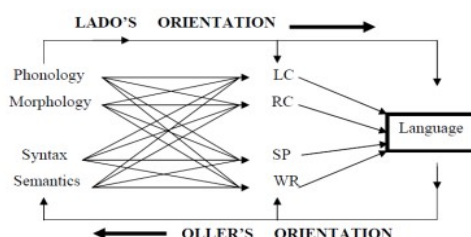


Fig. 1. Model of language proficiency based on Lado (1961) and Oller (1979).

Oller (1979) used component analysis to test Spearman's hypothesis on the linguistic component of the UCLA English as a Second Language Placement Assessment. He discovered that all of the test's subparts were strongly associated with a single component, which he labeled the general language ability variable.

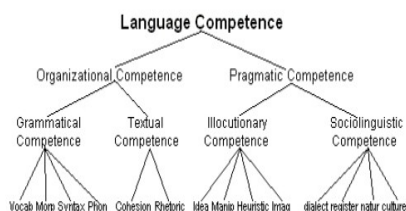
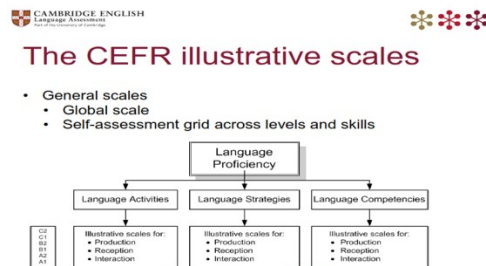


Fig. 2. Component of Language Competence based on Bachman (1990).

Meanwhile, Bachman (1990) has combined grammatical, textual (ability to organize language) and illocutionary, sociolinguistic (pragmatic ability) Meanwhile, Bachman has combined grammatical, textual (ability to organize language) and illocutionary, sociolinguistic (pragmatic ability) as a more complete whole language learning model.

To measure Javanese competence, the researchers combined UKBI models, both BIPA and BIMA (Maryanto, 2010; Nafriyanti, Rahmawati, 2014, Suprihatin, Widyastuti, 2006), IELTS (Elder, Catherine; O'Loughlin, Kieran, 2003; Hill, Kathryn; Storch, Neomy; Lynch, Brian, 1999), and CEFR (Council of Eroupe, 2001; Trim, 2011). In terms of language level, Javanese has similarities with Japanese which distinguishes the language into a casual variety and a formal variety based on age (JLP, 2010; Yoko, 2020). To represent the level of language ability, Japanese language learning also uses CEFR in its development model in informal discussion activities with friends and formal discussions at meetings (Marugoto – The Japan Foundation; JLP).

As for the frame of reference, partial patterns and standards use CEFR. CEFR is used because it is considered representative in detail and proportional in determining proficiency at each level. CEFR has a complete toolkit in determining proficiency both from receptive and production (Trim, 2011; Liliana, 2014). CEFR is also used to measure language skills in various languages, one of which is Japanese (<https://jfstandard.jp/summary/ja/render.do>).



Figg. 3. CEFR Scale illustration.

CEFR determines the language proficiency scale into 6 levels which include A1, A2, B1, B2, C1, and C2. The level of language proficiency that has been determined includes three aspects, namely language activities, language strategies, and language skills, all of which are described in various forms of production, reception, and interaction. These three aspects lead to the use of the Javanese language for communication, both orally and in writing, formally or informally, and at various levels of speech level (*ungguh-ungguh basa*).

CEFR takes three linguistic fields, namely linguistic competences, pragmatic competences, and Sociolinguistic competences. **Linguistic competencies** include lexical, phonological, and syntactical knowledge and skills and other dimensions of language as a system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations. **Pragmatic competencies** are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also

concerns the mastery of discourse, cohesion and coherence, identifying text types and forms, irony, and parody. **Sociolinguistic competencies** are concerned with the sociocultural contexts in which people use language. Through its susceptibility to social conventions (rules of politeness, norms governing relations between generations, sexes, classes, and communities, as well as the linguistic codifying of certain essential practices in the operation of a community), the sociolinguistic element strictly impacts all language communication between representatives of different cultures, even though participants are frequently unaware of its influence. (www.coe.int/lang-CEFR).

This breadth of pragmatic and sociolinguistic concept mapping makes CEFR more suitable for learning Javanese because the characteristics of the Javanese language prioritize social and pragmatic aspects in daily communication. An addition to the Javanese language learning model that is different from the CEFR is that Javanese language learning will use two speech act models at once, because of the importance of the Javanese language characteristics that directly use speech acts according to who is addressed. CEFR in Javanese language learning is used to measure ability at each level.

2 Research Methods

This research is aimed at implementing the mapping of basic user-level abilities in the Javanese language curriculum for foreign speakers. The development model (Sugiyono, 2012) used in this development is the ADDIE model which is one of the systematic learning design models. In instructional development, the main essence is the ADDIE process (Gustafson and Branch, 2002: 15). The sequence of systematic flow or stages of the process developed by Dick and Carry includes: analysis (needs analysis), design (design), development (development), implementation (application /testing), and evaluation (evaluation and revision).

The stages of the selected model, followed by the analysis stage, are to analyze the needs and problems in the form of an appropriate curriculum, relevant material, textbooks, and learning conditions. Furthermore, at the design stage, several activities were carried out, including formulating learning objectives and curriculum. The development stage is carried out by determining the material or subject matter to be studied. Followed by the implementation stage, namely the use of development products in the form of teaching materials in learning activities, and the evaluation stage, which is carried out in a formative manner at the product development stage under the model used by students in JNU India and China class which is then revised. All stages of the research will be carried out within a span of 6 months.

The instruments used to collect data in this study were expert validation sheets, observation sheets, and questionnaires. The questionnaire sheet is used to measure/evaluate the quality of the product developed from the aspect of the ease of operation of the product, the aspect of the ease with which the product can be studied and its contents, and aspects of the attractiveness of the display by students. The type of instrument used was a questionnaire to determine the aspects of learning, content, appearance, programs filled by material experts, media experts, teachers, and students. In addition, interviews with students and lecturers.

The value obtained at each of these steps can be obtained by using a data questionnaire to analyze the validity of experts (expert lecturers on curriculum, learning and teaching materials, as well as experts) and a questionnaire on the response analysis of educators and students to the curriculum and teaching materials used. The second data analysis technique, namely qualitative descriptive data analysis, is used to process the results of interviews, data from critical questionnaires and suggestions by curriculum experts. Data analysis techniques are used to classify information from qualitative data in the form of responses, criticisms, and suggestions for improvement and product development revisions by Javanese language students and teachers of Beijing Foreign Studies University, Hebei Foreign Studies University, and Jawaharlal Nehru University.

3 The Basic Javanese Language Competency Map

The development of the Javanese language curriculum for foreign speakers is divided into three levels of proficiency: basic, intermediate, and advanced. All of these levels consist of two types: *Gampil 1*, *Gampil 2* (basic level), *Madya 1*, *Madya 2* (intermediate level), and *Wasis 1*, *Wasis 2* (advanced level). The details of basic competency achievement in Javanese language proficiency can be seen in the chart below.

Table 1. CEFR Level A1 Application in Java Language.

CEFR	BASIC USER
A1	Understands and uses common everyday idioms and very simple words geared at meeting actual requirements. Can identify himself/herself and others, and could ask and answer questions regarding personal data such as where he/she lives, who he/she knows, and what he/she owns. Can engage in a straightforward way if the other person speaks slowly and clearly and is willing to help.
Javanese language competency level	BASIC USER
GAMPIL 1	At this level, students focus on knowledge about themselves, starting from knowing their position in Javanese speech level , knowing the vocabulary around themselves, introducing themselves, could ask and answer questions regarding personal data such as where he/she lives, people he/she knows and things he/she has. The emphasis of learning Javanese at the beginning of learning is on awareness of placing him/herself in choosing the variety of language to be used . This is important because the Java language contains speech levels.

At this basic level, student skills that can be seen are:

3.1 Speech Level

The basic thing distinguishing Javanese from other languages is the level of speech based on age, social strata, occupation, and kinship. This speech level is notified at the beginning so that the learner is aware of his position when speaking, can place his status so that he can choose the right vocabulary. At this basic level, student learn the position of the speaker and interlocutor to say according to the level of language in pronoun : *aku* – *kula*, *kowe* – *panjenengan/sampeyan*, *dheweke* – *piyambakipun/panjenenganipun* and basic everyday vocabulary, for example *mangan* – *dhahar* “eat” in low and high level. At the initial meeting, it was also explained about the characteristics of the Javanese sentence structure so that students can immediately remember the form of sentences that will be produced according to the sequence.

3. PACELATHON
Wacanen pacelathon iki!
Bacalah percakapan ini!

Pacelathon A
Dosen : “Sugeng enjing para mahasiswa.”
Mahasiswa : “Sugeng enjing Bu.”
Dosen : “Kados pundi kabaripun?”
Mahasiswa : “Sae.”
Dosen : “Dinten menika kula panjenengan sami badhe sinau basa Jawi.”
Mahasiswa : “Inggih Bu.”

Pacelathon B
Ayu : “Sugeng siyang Mas Joko.”
Joko : “Sugeng siyang. Piye kabare?”
Ayu : “Apik banget. Njenengan piye?”
Joko : “Aku ya apik.”
Ayu : “Njenengan arep tindak ngendi?”
Eko : “Aku arep menyang perpustakaan.”

Pacelathon C
Joko : “Bagus!”
Bagus : “Eh, Joko piye kabarmu?”
Joko : “Apik. Kowe piye?”
Bagus : “Aku ya apik. Njaluk ngapura ya aku kudu lunga.”
Joko : “Ya wis ati-ati.”
Bagus : “Iya. Matur nuwun.”





Fig. 5. Conversation in Any Speech Levels.

Figure 5 is a Javanese conversation that uses various speech variations based on the relationship between speakers and settings. Conversation A is between a lecturer and a student with a location in the classroom. Both of them show a variety of respect by using Javanese manners *krama*. Conversation B is a conversation between the same gender, but their relationship is not very close. This is indicated by the emergence of the Javanese variety of *krama* (high) and *ngoko* (low) alternately, both in the code-switching and code-mixing categories. Conversation C shows a conversation between two people who are of the same strata, and are familiar. Both use a variety of *ngoko* from the beginning to the end of the conversation.

This direct distribution of speech acts will distinguish the Javanese language learning model from other language learning models. From the beginning, the learner must really master the position of himself and his interlocutor when speaking.

Jeneng/ Nama/ Asma name		
Jawa	Indonesia	English
ngoko: Jenengmu sapa?	Siapa namamu?	what's your name?
krama: Asma panjenengan sinten?	siapa namamu?	what's your name?
Bapak asmanipun sinten?	Bapak namanya siapa?	what's your name, Sir?
Ibu asmanipun sinten?	Ibu namanya siapa?	what's your name, Madam?
Jawa	Indonesia	English
ngoko: Jenengku Joko.	Namaku Joko.	My name is Joko.
krama: Nama kula Joko.	Namaku Joko.	My name is Joko.

Fig. 6. Differentiating Vocabulary and Sentences

In mastering vocabulary and using it in sentences, it is directly introduced to distinguish between the use of the *ngoko* variety and the *krama* variety.

3.2 Familiar everyday expressions and basic phrases

The basic expression taught in level one is greeting: *sugeng enjing*, *sugeng siyang*, *sugeng dalu*; say thank you and sorry. The phrases taught at this level are very basic phrases, for example possessive pronoun: *bukuku*, *bukumu*, *bukune*; *buku kula*, *buku panjenengan*, *buku piyambakipun*; prepositional phrase: *ing kene*, *ing kono*; and adjective phrase: *rada cilik*. This learning of basic expressions and phrases is also adapted to the level of speech.

3.3 Can introduce him/herself

Students can introduce themselves and mention their name, age, address, hobbies, and origin, using both speech levels. At this stage students are also explained about vocabulary that explains opinions, choosing likes or dislikes. At this level, students can choose pronouns and verbs that match the level of Javanese speech level.

3.4 Can ask and answer questions about personal details

Students can ask and answer questions about themselves in a limited way. For example, they can ask for their name, age, address, hobbies, and origin using both speech levels. In this section, students have gained knowledge about time, experience, and the sequence of activities using simple verbs.

3.5 Can interact in a simple way

Students can interact only by introducing themselves, thanking, apologizing, and asking simple questions about name, age, address, hobbies, and origin using both speech levels. In this lesson, students learn more vocabulary about the objects around them, question marks, conjunctions, procedure text, and simple compound sentences.

3.6 Metalinguistics

Culture cannot be separated from language because it is used as a unified whole. In Javanese, if the words are not accompanied by appropriate actions, then the meaning of the sentence cannot be conveyed correctly and properly; even the meaning can be the opposite. At the sociolinguistic and pragmatic level, Javanese also considers metalinguistics an activity that is carried out in conjunction with speech. An example is in Figures 7 and 8.

NDHEREK LANGKUNG

Wong Jawa kuwi kudu ngerti tata krama, ora namung anggone guneman wae. Solah bawane uga kudu trep unggah-ungguhe. Tuladhane nalika liwat ing ngarepe wong sing lagi lungguh, unggah-ungguh kang kudu ditindakake yaiku mlaku kanthi mundhuk-mundhuk/mbungkuk, lan matur ndherek langkung.



www.komunitasmarila.com

Fig. 7. How to Walk and Say Hello in Front of a Seated Person.

In the pronunciation of the word *ndherek langkung* "excuse me" must be accompanied by a slightly bent body. The word is spoken when we walk and pass the person sitting in front of us. The gesture is interpreted as a polite gesture and an apology because we might disturb someone who is sitting.

Ngapurancang Inggil	Ngapurancang Andhap
Ngapurancang inggil yaiku tangan tengen nyepeng tangan kiwa ana ing ngisor puser. Patrape sikil tansah sareh lan rada mbenggang. Ngapurancang inggil kuwi nuduhake wibawa.	Ngapurancang andhap kuwi kosokbaline, tangan kiwa nyepeng tangan kiwa ana ing ngisor puser. Patrape sikil tansah sareh lan rada mbenggang. Ngapurancang andhap nuduhake patrap andhap asor lan bisa rumangsa.
 www.gramho.com www.kabarhandayani.com	 www.gamarsale.com

Fig. 8. How to Speak in Formal Situations While Standing.

Figure 8 shows the attitude of *ngapurancang* "standing politely". If we stand up and speak in formal situations or in front of people who are of a higher status than us, our posture is set to be polite. Talking in an unaccompanied manner is considered impolite.

4 Conclusion

The problem in developing the level of competence of the Javanese language is that in the Javanese language there are speech levels that are mixed in its use. This results in knowledge and selection of speech levels that must be known from the start, integrated in every speech. This situation makes curriculum developers create two kinds of models in each topic simultaneously. CEFR can be used as a framework to determine the level of Javanese language proficiency, but in its application it needs to be further developed according to the characteristics of the Javanese language that uses speech level. The development of this basic level of competence can be used for learning Javanese for beginners, low grades, or foreign speakers who prioritize the choice of communicative Javanese in speaking skills.

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