

IMPLEMENTING INQUIRY BASED LEARNING THROUGH BIPA PROJECT AT PRIMARY LEVELS AT FRENCH SCHOOL JAKARTA USING THE CEFR AS BENCHMARK

ABS-ICOLLITE-25112

Theresia Dyah Sulistyorini, M.Pd
French School Jakarta

INTRODUCTION

This literature review discusses theoretical and empirical studies related to the implementation of Inquiry-Based Learning (IBL) in teaching Bahasa Indonesia for Foreign Speakers (BIPA) at the primary school level at French School Jakarta. Furthermore, this is also to explore how the Common European Framework of Reference (CEFR) has a function as benchmark for developing and assessing the language proficiency. Therefore, this review is focusing on how the framework supporting the primary students in learning Indonesian language through the activity of language acquiring in a daily activities which closed to them in a shopping and cooking project. This activity can be given the stimuli for students to use Indonesian language actively in a format of meaningful learning activity and student-centered in a context of international school.

LITERATURE REVIEW

- CEFR is internationally standardized for describing language proficiency through curriculum design and syllabus development. It describes common basis for developing language ability in both skills; receptive and productive through the six stages or common reference levels A1 to C2 which can be regrouped into three broad levels: Basic User, Independent User, Proficient User. For young learners at the A1–A2 levels, CEFR emphasizes simple interactions, basic vocabulary, and familiar contexts (Council of Europe, 2001).
- The CEFR and IBL can be integrated to create a dynamic and engaging language learning experience. CEFR provides a framework for language proficiency. IBL promotes active learning and critical thinking. By aligning IBL activities with CEFR levels and "Can Do" statements, teachers can guide students towards specific language goals while fostering their ability to learn independently and apply their knowledge in real-world contexts.
- As conclusion this synthesis supports a dynamic learning environment where young learners are empowered to explore, communicate, and build meaningful connections with the Indonesian language and culture directly to the native.

LITERATURE REVIEW

Inquiry Based Learning

- Curiosity Driven
- Exploration & Questioning
- Student-Centered
- Real-World, Meaningful Context
- Collaboration & Reflection

IBL

Output

Aligns With CEFR Descriptors

- Can ask & answer simple question
- Can understand & use familiar expression
- Can participate in basic interactions

CEFR

Language Skills Development

- Listening & Reading for Information
- Speaking & Writing to express findings
- Vocabulary expansion through context

- This research has a purpose to provide additional insights for BIPA practitioners and/or teachers in creating effective, engaging, and meaningful learning through a simple project that are contextual and closely related to their environment; shopping and cooking Indonesian food.
- In its implementation, inquiry-based learning is an appropriate approach because it engages students in exploring various related Indonesian vocabulary and exploring their curiosity about various matters related to the project.
- The author used a descriptive qualitative research method because it focuses on an in-depth understanding of a phenomenon by collecting descriptive data (such as words, images, or observations) and analyzing it in depth without have to do manipulative or intervene to the variable object being researched.
- The steps of collecting the data: (1) participative observation through observing students during the process, eg., making anecdotal notes of words, vocabularies, or sentences that they used; (2) document all the learning activities beginning-middle-end, e.g., pictures, videos, students transcript of list of questions that they did during the activity of shopping; (3) student's reflection.

1. Language Use and Vocabulary Development

During the implementation of the project, students explore lots of vocabularies relate, such as: name of the menu, the ingredients vocabulary, the terms used for cooking steps, the values of a money, and the sentence of a conversation that used to do shopping as well. They are able to demonstrate naturally and spontaneously using those contextual vocabulary. These are the common words or phrases:

- Noun : nasi goreng, mie goreng, bakwan, tempe, tahu, garam, lada, etc
- Verbs : memasak, mengaduk, mengocok, menuang, membeli, membayar, etc
- The expressions: Berapa harganya, Pak? Berapa harga 1kg gula? Boleh ditawar, Pak? Mahal sekali Pak!

These were documented through classroom observation, video activities, the worksheet of recipee and shopping list.

Findings

2. Students Engagement and Autonomy

Students were actively engaged throughout the learning process by making a blended group; beginner and advanced. These are the initiatives they took:

- searching the ingredients they need based on the menu they have chosen
- estimating the price by finding some information through the internet by paying attention to the budget they provides from shcool
- creating the frequently question to used when they have to communicate with the seller

Findings

3. Inquiry and Critical Thinking

Findings:

Students demonstrated inquisitiveness and critical thinking through these learning steps:

- exploring some menus that they will cook by considering to the time allocated given and it is originally Indonesian menus, therefore they need to think critically
- comparing the price of the ingredients from the estimation price (which took from the internet sources) and the seller
- reporting the budget they have spent

4. IBL Approach Allignment with CEFR Competencies

IBL Elements	Corresponding CEFR Competencies (A1 - A2)	Learning Activities Related
Student generated questions	Ask and answer simple questions	Students having communication with the seller; asking the ingredients and its price
Exploration and Investigation	Can understand familiar names, words, and very simple sentences (A1); I can find specific, predictable information in simple everyday material... (A2)	Exploring the value of a money (Rupiah); identifying simple sentence of buying and selling; exploring the menu that has to be consider with the allocated time given; determining the price of ingredients based on the amount of a money they have
Reflection and Reasoning	Can use simple phrases and sentences to describe (A1); I can use a series of phrases and sentences to describe simple terms	Making a report budget after shopping to know the total spent; presenting their cooking steps
Collaboration and Communication	Can use simple phrases and sentences simple terms; Can communicate in a simple way provided... (A1); Can communicate in simple and routine tasks requiring a simple and direct exchange information... (A2)	Making a list of shopping based on the amount of money they have; buying and bargaining for cooking ingredients based on the menu chosen by the seller
Presentation of Findings	Can describe in simple terms aspects of my everyday life, such as people, places, or activities (A2); Can write simple notes relating to matters in areas of immediate need (A2)	Shopping to buy some ingredients they need; cooking the menus; and presenting their cook emphasizing to the explanation of a process

- This learning activity reflects that language acquisition more occurs and it is done in a meaningful context. As the Krashen's theory that language learning happens through distinct process: language acquisition and language learning.
- Acquisition is a subconscious process, similar to how children learn their first language, driven by meaningful interaction and comprehensible input. Learning, on the other hand, is a conscious process involving the study of grammar rules and explicit language instruction.
- Throughout this activity, students explore more the approach of the Inquiry Based Learning by doing the learning autonomy in preparing them to do the project. This has been put the students as explorers and meaning makers.
- The shift from teacher-led instruction to student-led inquiry fostered greater ownership of learning. According to Deci & Ryan's Self-Determination Theory, autonomy and intrinsic motivation significantly impact engagement. When students chose the Indonesian menus which easily for them to cook, determine the ingredients, estimate budget they will spent, planned steps, and worked collaboratively, they engaged more deeply with the language and learning process.

CONCLUSION

- The key for creating a meaningful learning Indonesian for foreign speakers (BIPA) is the creativity of the teachers to create all the activities which contextually related to the real life experience. When the learning is rooted in authentic context, such as shopping for ingredients or cooking Indonesian menus, students are acquiring language naturally through active participation and engagement.
- These real-world tasks align with CEFR descriptors at the A1–A2 levels, which emphasizes the ability to understand and use familiar everyday expressions, interact in simple transactions, and communicate needs in a basic way. By engaging in inquiry-driven projects, students develop competencies such as asking and answering questions, giving instructions, and negotiating. It means that core communicative skills outlined in CEFR.
- Therefore, teachers play a crucial role as facilitators who design student-centered activities that not only promote linguistic competence and intercultural awareness but also ensure alignment with international language proficiency standards. This reinforces the idea that meaningful language acquisition occurs when students are placed at the center of the process, encouraged to explore, express, and construct knowledge through purposeful interaction. It proves that Inquiry Based Learning is an effective approach to be implemented and aligned with the concept of CEFR.

REFERENCES

- Barefoot TEFL Teacher. (2023, March). What Is Inquiry Based Learning? <https://www.barefootteflteacher.com/p/what-is-inquiry-based-learning>
- Critical Thinking and Other Higher Order Thinking Skills. (2007). Design Teaching and Learning Techniques.
- Inquiry Based Learning. (2023, December). <https://www.education.gov.au/>
- Language Policy Strasbourg. 2001. The CEFR Levels-Common European Framework of Reference. <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- Pauzan. (2024). Jorunal on Education. Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses), 6(4), 20878-20879. <http://jonedu.org/index.php/joe>
- Stephen D.Krashen (1989). Principles and Practice in Second Language Acquisition. Books and Articles by Stephen Krashen, 2. https://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Richard M.Rayen & Edward L.Deci. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. The American Psychological Association, 55(1), 68-78. https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf

THANK YOU!