Developing CEFR Aligned Speaking Materials with the ADDIE Framework Evidence from Indonesian EFL Learners' Speaking Proficiency

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Article History	Abstract
	Aim: This study aimed to design and implement CEFR-based English speaking materials for first-semester students of English Education and to measure their effectiveness in improving students' speaking performance. *Method:* The Research and Development (R&D) design was used in this study, which followed the ADDIE paradigm. Participants were 30 first semester students, three Lecturers, and five alumni. Data were gathered via surveys, interviews, classroom observations, diagnostic exams, and pre-post speaking assessments. Quantitative data were evaluated using descriptive statistics and paired-sample t-tests in SPSS, whereas qualitative data were thematically examined. *Results:* The mean pre-test score was 64.0 (SD = 5.12), while the post-test mean climbed to 82.5 (SD = 1.61). The paired-sample t-test indicated a substantial improvement (t = 11.33, p <.001). The qualitative results demonstrated gains in fluency, vocabulary usage, pronunciation, and self-confidence. The eight-chapter module, which was aligned with CEFR A1-A2 descriptors, allowed students to achieve B1 level competency. *Conclusion:* The CEFR-based speaking materials developed using the ADDIE paradigm efficiently met students' communicative needs and significantly improved their oral performance. The study emphasizes the importance of integrating international standards into local school environments. *Keywords*: CEFR, speaking materials, ADDIE model, needs analysis, English proficiency.

INTRODUCTION

Speaking is usually regarded as the most important skill in English language study since it immediately shows students' communicative abilities. Unlike reading and writing, which are frequently graded using discrete and structured tasks, speaking necessitates the simultaneous integration of vocabulary, grammar, pronunciation, and pragmatic awareness. Oral proficiency is not only an academic necessity for university students, particularly those enrolled in English Education degrees, but it also serves as the foundation for their future employment as teachers, educators, and professionals in foreign settings. In other words, good English communication has both immediate academic and long-term professional ramifications.

In the Indonesian setting, speech difficulties are most noticeable at the tertiary education admission level. Many first-semester university students have only had little exposure to English communication in secondary school. Despite having mastered grammar rules and absorbed vocabulary, individuals frequently lack the fluency and confidence to speak English spontaneously. Observations at Universitas Muhammadiyah Sidenreng Rappang found that beginner-level students regularly halt during conversations, struggle to find proper phrases, mispronounce crucial terminology, and occasionally skip speaking chores entirely. These flaws not only limit their participation in classroom activities, but also sap their enthusiasm to study. Lecturers routinely report a significant disparity between students' current ability and the program's requirements, necessitating targeted instructional solutions.

The urgency of addressing speaking issues is consistent with the growing importance of international standards in language instruction. The Common European Framework of Reference for Languages (CEFR) establishes a globally accepted framework for defining language proficiency in terms of "can-do" statements. Its levels, which range from A1 (basic user) to C2 (proficient user), serve as standards for learners, teachers, and institutions to establish specific and measurable objectives. The Common European Framework of Reference for Languages (CEFR) is widely used as a reference for curriculum design, assessment, and material production in Europe and Asia. However, while knowledge of the CEFR has increased in recent years in Indonesia, the practical use of CEFR descriptors into instructional materials remains restricted. Most textbooks used in higher education continue to focus on broad English, without adherence to CEFR criteria and often fail to address the communicative needs of English Education students who must prepare for academic discourse and classroom teaching.

The needs analysis undertaken for this study validated these issues. Students stated a desire to increase their abilities to introduce themselves, describe personal experiences, express ideas, and participate in group discussions all of which are closely related to CEFR A1-A2 descriptions. Lecturers underlined that poor confidence and a lack of fluency were ongoing challenges. Alumni reported that insufficient speaking practice in the early semesters had long-term consequences, making it difficult to perform well in teaching practicums and employment interviews. These findings highlight the critical need for structured, CEFR-based tools that gradually move students from basic to intermediate levels of speaking skill.

The literature also supports this viewpoint. Scholars such as Harmer (2015) say that speaking activities must strike a balance between fluency and correctness, allowing for both regulated practice and unfettered expression. Richards and Rodgers (2014) emphasize the importance of communicative language education in promoting genuine contact, but Tomlinson (2011) advocates for material development based on learners' needs and contextual reality. However, despite the availability of these pedagogical concepts, many Indonesian classrooms continue to use generic materials, resulting in a mismatch between theoretical suggestions and classroom practice. This work aims to close that gap by including CEFR descriptors in the ADDIE instructional design methodology.

The ADDIE methodology (Analysis, Design, Development, Implementation, and Evaluation) provides a systematic framework for developing effective teaching materials. Previous research in instructional design demonstrates that ADDIE is flexible, allowing learner needs to drive the production process, while assessment ensures that the final product is tested and polished before large-scale use. Applying ADDIE to CEFR-based speaking materials ensures that the module is both theoretically sound and experimentally validated.

The purpose of this study was to create, develop, and assess speaking materials for first-semester English Education students that were based on CEFR descriptors and constructed systematically using the ADDIE framework. It sought to improve learners' speaking proficiency in measurable ways, ensuring a more effective progression from basic (A1) to intermediate (B1) levels. The study also aimed to contribute to the expanding body of scholarship on CEFR integration in non-European contexts, with practical implications for educators and institutions in Indonesia and other EFL settings.

MATERIALS AND METHOD

This study followed the Research and Development (R&D) approach, which is governed by the ADDIE framework and continues through the stages of Analysis, Design, Development, Implementation, and Evaluation.

During the Analysis stage, data was collected from 30 first-semester students, three English lecturers, and five alumni. Needs assessments were conducted using questionnaires, structured interviews, diagnostic testing, and classroom observations. The results showed that students' speaking issues were mostly related to fluency, pronunciation, vocabulary, and concept structure. For example, most students halted frequently when speaking, utilized a limited vocabulary, and mispronounced crucial academic phrases, reducing comprehensibility. Lecturers observed that many students avoided speaking duties owing to a lack of confidence, while graduates emphasized that these problems persisted in later semesters and even in professional settings where strong oral communication is required. The data suggested that learners' proficiency fell between CEFR A1 and early A2 levels, insufficient to meet the program's expectation of reaching at least B1 by the second year.

The Design stage transformed these needs into organized objectives that were consistent with CEFR descriptions. For example, Unit 1 focused on the A1 description "can introduce themselves and others and ask and answer questions about personal details." By Unit 6, students were expected to complete tasks that matched A2 descriptions, such as "can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, educational background, and current or most recent job." The design also used scaffolding principles: each unit began with controlled input and moved
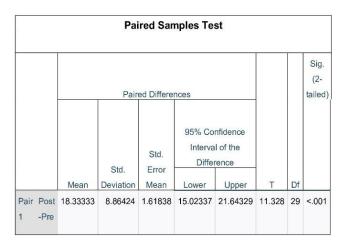
to more free-form communicative exercise, balancing accuracy and fluency.

The Development stage resulted in an eight-chapter module that blended task-based and skill-integrated techniques. Each chapter includes listening or reading material to provide context, vocabulary and grammar highlights for assistance, and speaking exercises ranging from role plays and guided dialogues to presentations and group debates. For example, the "Giving Directions" chapter introduced target vocabulary such as "turn left," "across from," and "beside," and then required students to navigate maps in pairs, culminating in unscripted role plays in which one student acted as a tourist seeking assistance and the other as a local resident. These exercises explicitly addressed learners' everyday communicative demands while also using CEFR descriptions.

During the Implementation stage, the materials were tested in two 90-minute weekly sessions with 30 students over the course of one semester. Classroom observations found that students were more engaged than when they used traditional textbooks. Students showed a willingness to participate in role plays and debates, with significant gains in interaction.

The evaluation step included expert validation (three lecturers assessed the module), student feedback questionnaires, and empirical testing via pre- and post-tests. Validation scores indicated that the information was extremely relevant (average score 4.6/5). According to student evaluations, 86% regarded the materials to be more interesting than earlier resources, and 92% agreed that the assignments increased their speaking confidence.

RESULTS

Paired Samples Test

| | | Paired Differences | | | | | | Sig. (2-tailed) |
| | | | | | 95% Confidence Interval of the Difference | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Post-Pre	18.33333	8.86424	1.61838	15.02337	21.64329	11.328	29	<.001

Quantitative Findings

The pre-test revealed that trainees' average speaking proficiency was 64.0 (SD = 5.12). Performance varied, with some children scoring below 60 and struggling to construct coherent statements, while others scored around 70 and handled basic introductions but lacked fluency. After one semester of implementing the CEFR-based program, the post-test average rose to 82.5 (SD = 1.61). The lower standard deviation indicated both growth and better uniformity within the group. The paired-sample t-test indicated a statistically significant increase in speaking proficiency (mean difference = 18.33, t(29) = 11.33, p <.001). These findings show that CEFR-based training materials had a significant and dependable impact on students' speaking proficiency, allowing them to perform better and more consistently.

Qualitative Findings

Observational data and interview replies corroborated the statistical findings. Students made longer speech turns and used less hesitation signs like "uh" and "umm." Pronunciation faults like /θ/ and /t/ were reduced by continuous practice in the module. Vocabulary use increased substantially; for example, in earlier sessions, pupils frequently used generic words like "good" or "bad," whereas later they used more exact descriptions such as "challenging," "comfortable," or "unpredictable." Confidence also surfaced as a major element. In interviews, students reported feeling more at ease initiating discussions in English. A student commented, "I used to be nervous to speak, but now I can explain directions or talk about my activities without stopping too much." Another remarked: *"The tasks helped me because I practiced real situations, not only memorizing dialogues."* Feedback surveys confirmed these impressions. A majority of students agreed that the speaking tasks were practical and connected to real-life needs, with 90% stating that the role plays and discussions were the most effective parts of the course.

DISCUSSION

The findings show that systematically planned CEFR-based speaking resources can significantly increase learners' oral performance. The statistical improvement from a mean of 64.0 to 82.5, as seen by a lower standard deviation, shows that students not only improved individually but also acquired a more uniform level of competence. This trend suggests that structured, needs-based training can narrow performance gaps among students.

Qualitative evidence complements these findings. Gains in vocabulary, pronunciation, and confidence demonstrate that the intervention targeted various aspects of speaking proficiency, not just test performance. Students progressed from CEFR A1 skills, such as making simple introductions, to A2 and B1 descriptions, such as engaging in brief conversations on familiar topics and relating personal experiences. This evolution demonstrates actual communicative growth, not rote memorization.

The intervention's success is based on three design ideas. First, alignment with the needs of the learner ensured

relevancy. Materials specifically addressed shortcomings discovered throughout the analysis stage, including reluctance and restricted vocabulary. Second, the use of communicative challenges connected classroom practice to genuine application. Role plays, group debates, and presentations mimicked real-life circumstances, encouraging students to speak more freely. Third, skill integration helped students enhance speaking skills by providing listening and reading input, allowing them to learn new terminology and structures before completing speech activities.

These findings are consistent with Tomlinson's (2011) claim that resources should give meaningful exposure and authentic use, as well as Richards and Rodgers' (2014) emphasis on communicative competence as the ultimate goal of language training. This study adds to the existing literature on applying international frameworks in local EFL situations by including CEFR descriptors.

Limitations persist. The study only included 30 students from one university, which limits generalization. Furthermore, the study focused just on speaking; other abilities were not covered. Future research might increase the sample size, incorporate multiple institutional contexts, and investigate how CEFR-based integration improves writing, listening, and reading skills.

Despite these limitations, the research presented indicates that CEFR-based materials, designed systematically using the ADDIE framework, can bridge the gap between students' initial basic proficiency and the program's goals of higher communicative competence. The study demonstrates how connecting local demands with global standards leads to demonstrable improvements in learner performance.

CONCLUSION

Using the ADDIE paradigm, the researchers successfully created and verified CEFR-based English speaking resources for university students at the novice level. Quantitative and qualitative results demonstrate that the resources greatly improved learners' oral performance, supporting progression from basic to intermediate levels in accordance with CEFR requirements.

The implications are threefold. Lecturers receive a structured resource for teaching speaking; institutions gain a model for integrating curriculum with international frameworks; and researchers are inspired to apply the technique to broader populations and new abilities. This study shows that incorporating the CEFR into local contexts through systematic material production can result in visible increases in learners' communicative ability.

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