

APPENDIX

Appendix 01. Table research Schedule

NO	Activity	Week					
		1	2	3	4	1	2
1	Class observation						
2	Schedule an interview with the participant						
3	Interview						
4	Analysis of the data using thematic analysis						
5	Make a report and conclusion						
6	Thesis Finalization						

Appendix 02. Surat Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 5395/UN48.7.1/DT/2025

23 Mei 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah Singaraja Montessori School
di Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Dewa Sri Agung Oktaviyanti Puspita Dewi
NIM	: 2112021088
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: The Practice of Translanguaging and Teachers' Perception on Its Use for Teaching Young Learners at Singaraja Montessori School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 03. Surat Telah Melaksanakan Penelitian



SINGARAJA MONTESSORI SINGARAJA
Banjar Dinas Lebahsiung, Desa Panji Anom, Kec. Sukasada
Kabupaten Buleleng-Bali, Kode Pos 81161
Telp. 081239116457, email: info@montessori.one



SURAT KETERANGAN

Nomor : 059.09/SD-SMS/VI/2025

Yang bertanda tangan di bawah ini Kepala SD Montessori Singaraja, Kabupaten Buleleng, Provinsi Bali, menerangkan bahwa:

Nama : I Dewa Sri Agung Oktaviyanti Puspita Dewi
NIM : 2112021088
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Pendidikan Ganesha
Jenjang : S1
Tahun Akademik : 2024/2025

Memang benar atas nama diatas telah melakukan penelitian dan pengambilan data untuk keperluan Skripsi di SD Montessori Singaraja pada 4 Juni s.d 11 Juni 2025 dengan judul **“The Practice of Translanguaging and Teachers' Perception on Its Use for Teaching Young Learners at Singaraja Montessori School”**.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagai mana nantinya.

Panji Anom, 13 Juni 2025

Mengetahui,

Kepala Sekolah



Yonatan Efraim Ginting, S.H.

Appendix 04. Instrument Validity: Observation Sheet

Exploring types of translanguaging

The observation sheet was designed to explore translanguaging practice that focuses on the type of translanguaging used during the learning process. The dimensions were adapted from the theory by Scrivener (2005), which outlines the stages of the activity route map in the classroom learning activities.

Table 1. blueprint observation

Theory: (Lewis et al., 2012) Type of Translanguaging			
no	Theory	Dimension	Description
1	(Scrivener, 2005) Activity Route Map	Lead-in: greeting, pre-activity, warming up	1,2, & 3
		Set up the activity	4
		Run the activity	5, 6, & 7
		Close the activity and invite feedback from the students	8 & 9
		Post-activity	10

Observation Sheet

Field Work Stage/Type

Main data collection

Data Identify

- Date
- Course
- Teacher name

Goals of Observation Sheet

This observation sheet is used for answering RQ1 (What types of translanguaging practices are implemented at Singaraja Montessori School?). It is used to observe the types of translanguaging, whether it is teacher-directed or pupil-directed translanguaging in the classroom learning activities.

Type of Observation Sheet

This is a structured observation sheet with 15 indicators that were adapted from Scrivener., (2005) Activity Route Map theory. Each indicator is used to systematically record how language is used in each activity.

Language Used

English

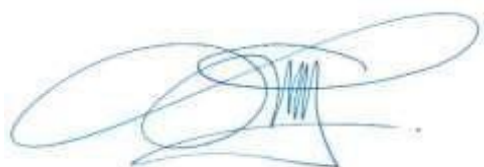
Nature of Observation Sheet

- Descriptive: This observation sheet records in detail and clearly what happens during the observation process. It notes narratively the dialogues that indicate the use of translanguaging types.
- Evaluative: This observation sheet includes columns for “using one language” and “using translanguaging”, which function to record whether a classroom activity involves the use of translanguaging or not.

Table 2. Observation Sheet

Date: Course: Teacher:					
No	Indicators	Using one Language	Using Translanguaging		Notes
			Teacher-directed	Pupil-directed	
1	Greetings				
2	Activate prior knowledge				
3	Gives instruction				
4	Explain the material				
5	Expressing ideas/presenting				
6	Discussion				
7	Checking students understanding				
8	summarizing				
9	Closing				
10	Giving homework/follow-up instructions				

General Comments/Recommendations

Singaraja, 2025
Experts/Validator


(Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.)

Singaraja, 2025
Experts/Validator


(Luh Gd Rahayu Budiarta, S.Pd., M.Pd.)

Appendix 05. Instruments Validity: Interview Guide

In this study, the researcher developed the interview guide based on the framework adapted from Khojan (2022), which focuses on exploring teachers' perceptions of translanguaging and its relation to classroom practices. This framework was used as the bases to identify and organize the dimensions of the interview, which include teachers' understanding, attitudes, perceived functions, and implementation of translanguaging in their teaching practices.

Table 3. Blueprint interview guide

Components	Details
Research objective	To gather qualitative data on teachers' perceptions of translanguaging used in classroom learning activities
Interview target	Upper primary class teachers at Singaraja Montessori School (two teachers)
Type of interview	Semi-structured interviews
Focus areas	<ul style="list-style-type: none"> • Teachers' perception of translanguaging • Teachers' attitudes toward the practice of translanguaging • Impact of translanguaging from teachers' view • Teachers' action towards translanguaging practices • Teacher suggestions for the implementation of translanguaging to other educators
Data collection tools	Audio recording, Field notes, and interview guide sheet

Table 4. Blueprint of question for teachers' interview

No	Theory	Dimension	Question
1	(Khojan, 2022) perception is a set of emotions, beliefs, and actions toward a person, thing	Explores teachers' beliefs about first language use	1
		Investigate teachers' attitudes toward translanguaging practice	2
		Teachers' beliefs about the impact of using translanguaging	3
		Focuses on teachers' actions of translanguaging practices	4
		Teachers' suggestions for the application of translanguaging	5



Interview Guide

Field Work Stage/Type

Main data collection

Data Identity

- Date:
- Teacher Name:

Goals of Interview

To gather qualitative insights into teachers' perceptions of the use of translanguaging and students' first language usage during the classroom learning activities.

Type of Interview

Semi-structured interview that allows the researcher to gather in-depth information about teachers' perceptions without out of focus.

Language Used

Bahasa Indonesia

Nature of Interview

This semi-structured interview allowing flexibility for participants to share their thoughts freely. It is reflective, aiming to uncover the teachers' perception of translanguaging as well as their attitude toward its actual practice in the classroom.

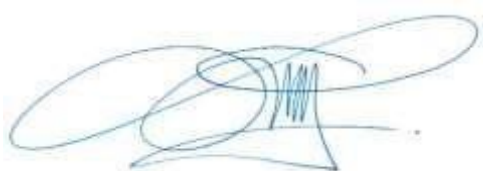
Table 5. Interview Guide Questions

No	Questions	
1	What is your view on the use of students' first language during the learning process?	Bagaimana pandangan bapak/ibu tentang penggunaan Bahasa pertama siswa dalam proses pembelajaran?
2	Do you see translanguaging as a positive or negative practice? Why?	Apakah bapak/ibu melihat translanguaging sebagai hal yang positive atau negative? Mengapa?
3	In your opinion, does translanguaging help or hinder students' understanding?	Menurut bapak/ibu apakah translanguaging membantu atau justru menghambat pemahaman siswa?
4	How do you respond when students mixing language during lessons?	Bagaimana tanggapan bapak/ibu jika siswa menggunakan lebih dari satu Bahasa saat pembelajaran?
5	What advice would you give other teachers regarding the use of students' first language in learning?	Apakah ada saran untuk guru lain terkait penggunaan Bahasa pertama siswa di kelas?

General Comments/Recommendations

Singaraja, 2025

Experts/Validator



(Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.)

Singaraja, 2025

Experts/Validator



(Luh Gd Rahayu Budiarta, S.Pd., M.Pd.)

Appendix 06. The Result of Observation 1

Date: 04 June 2025 Course: Biology Teacher: Mr. Arco					
No	Indicators	Using one Language	Using Translanguaging		Notes
			Teacher-directed	Pupil-directed	
1	Greetings				There was no formal greetings
2	Activate prior knowledge				<p>The teacher ask about ecosystem and microorganism using translanguaging</p> <p>T: Who still remember what is ecosystem. Ekosistem itu apa, what is ecosystem</p> <p>Teacher: so ecosystem is a group of living organism, jadi ekosistem itu adalah tempat dari makhluk hidup itu tinggal ya, ada pohon, ada air, danau, ada hewannya</p> <p>Teacher: Remember what is microorganism, what is micro, ap aitu micro, Micro is small ya, micro itu kecil remember, don't hesitate, jangan ragu-ragu, kalau macro, besar dia, so macro is big.</p>
3	Gives instruction		✓		Teacher give instruction for the tasks or brainstorming suing translanguaging to mak sure all the

					<p>students understand what they have to do.</p> <p><i>Teacher: jadi kalian Cuma punya 10 detik untuk berpikir, so there are 4 places, forest, grassland, dessert, mountain, jadi ada 4 tempat yaitu, hutan, grassland, gurun, dan pegunungan, please prepare for brainstorm ya, you just have ten second to think ya,</i></p>
4	Explain the material				<p>The teacher explains material using translanguaging. The teacher also use PowerPoint in both languages to help the students taking notes and understand the material.</p> <p><i>T: so ecosystem is a group of living organism, jadi ekosistem itu adalah tempat dari makhluk hidup itu tinggal ya, ada pohon, ada air, danau, ada hewannya</i></p> <p><i>T: Remember what is microorganism, what is micro, apaitu micro, Micro is small ya, micro itu kecil remember, don't hesitate, jangan ragu-ragu, kalau macro, besar dia, so macro is big.</i></p>
5	Expressing ideas/presenting			✓	<p>Students express their ideas in the language they are most comfortable with. The teacher did not force the students to stick to one language, as long as they participated.</p> <p><i>T: Okay adi coba sebutkan</i></p>

					<i>S: Monkey, dog, bear, lion, tiger, zebra</i>
6	Discussion			✓	During the class discussions the teacher and student not stick to one language but they freely expressed their idea with the languages they are comfortable with
7	Checking students understanding		✓		Teacher checking students understanding using Indonesian and English by asking question to make sure the students understand what they had learn. students also responded using language that accessible and did not stick to teacher language
8	summarizing				Teacher did not give summarize about the material because lack of the time
9	Closing	✓			Teacher close the class using english
10	Giving homework/follow-up instructions	✓			Teacher did not give homework and ask the students to prepare for lunch

Appendix 07. The Result of Observation 2

Date: 05 June 2025					
Course: PPKN					
Teacher: Mr. Arco					
No	Indicators	Using one Language	Using Translanguaging		Notes
			Teacher-directed	Pupil-directed	
1	Greetings	✓			There was no formal greetings, teacher just told the students about what they are going to learn
2	Activate prior knowledge	✓			The teacher connected democracy with the example in the real life
3	Gives instruction				There was no specific instruction given by the teacher
4	Explain the material		✓		<p>The teacher explains material using translanguaging. The teacher also used PowerPoint in both languages to help the students' take notes and understand the material.</p> <p><i>T: So democracy is a system of government where people have the power to make decision ya, Dari rakyat oleh rakyat untuk rakyat from the people for the people ya. Jadi rakyat itu voting, We have freedom to vote for the presidents and also we have the freedom to speech jadi kita bebas berpendapat</i></p> <p><i>T: You can critizized the government but there is the 3, Jadi kita itu boleh mengkritik presiden tapi ada</i></p>

					<p><i>batasannya ya. Misalnya gaboleh ngatain, pakai kata kata kotor ya with hars word with curse ya</i></p> <p><i>T: Remember demokrasi di Indonesia adalah dari rakyat oleh rakyat untuk rakyat, from people to people</i></p> <p><i>T: For example you vote the president ya to be leader jadi rakyat you vote the president during the election jadi Ketika ada proses pemungutan suara ya, For example there are two candidate, first candidate is mister arco, candidate two is miss arista. First one who wants to vote for sir arco, five people vote for sir arco. Who wants to vote miss arista, siapa yang mau pilih miss arista, ya missal miss arista dapat empat vote. four vs five whos gonna win,</i></p>
5	Expressing ideas/presenting			✓	<p>Students express their ideas in the language they are most comfortable with. The teacher did not force the students to stick to one language, as long as they participated.</p>
6	Discussion			✓	<p>During the class discussions the teacher and student not stick to one language but they freely expressed their idea with the languages they are comfortable with</p>

7	Checking students understanding		✓		Teacher checking students understanding using Indonesian and English by asking question to make sure the students understand what they had learn. students also responded using language that accessible and did not stick to teacher language
8	summarizing				Teacher did not give summarize about the material because lack of the time
9	Closing	✓			Teacher close the class using english
10	Giving homework/follow-up instructions	✓			Teacher did not give homework and tell the students to prepare for luch

Appendix 08. The Result of Observation 3

Date: 09 June 2025					
Course: Bahasa Indonesia					
Teacher: Mr. Arco					
No	Indicators	Using one Language	Using Translanguaging		Notes
			Teacher-directed	Pupil-directed	
1	Greetings				Teacher greeting the students and told the material that they are going to learn
2	Activate prior knowledge	✓			Teacher connect the material by asking students favourite movie
3	Gives instruction		✓		Teacher give instruction to students using translanguaging to pick one story and analysis the character in the story
4	Explain the material		✓		<p>Teacher explained material using translanguaging</p> <p><i>T: iya jadi dalam sebuah cerita itu pasti ada tokoh yang jahat dan yang baik, in a story there have to be the good characters and the bad character</i></p> <p><i>T: jadi tokoh itu bisa dibagi menjadi dua ya, pertama itu ada protagonist untuk tokoh yang baik dan antagonis untuk tokoh yang jahat, so protagonist is the good</i></p>

					<i>characters and antagonist for the bad characters</i>
5	Expressing ideas/presenting			✓	Students present their ideas using the language freely with their language choice
6	Discussion			✓	<p>Students discuss the story with the language they felt comfortable and not stick to the other language choice during. Discussion happened between students and teacher and also in peer discussion</p> <p><i>S: Cinderella is a good girl</i> <i>S: dia kasihan banget ya</i> <i>S: his sister does not like her</i> <i>S: iya ibunya juga ga sayang sama dia</i> <i>S: so Cinderella is the protagonist character</i> <i>S: iya karena dia baik</i></p>
7	Checking students understanding				Teacher not asking further question for the students because from the presentation students showed understanding about the material
8	summarizing			✓	<p>Teacher did not give summary about the material but retelling about things that they had learn</p> <p><i>T: okay great guys, itu artinya kalian sudah paham konsep</i></p>

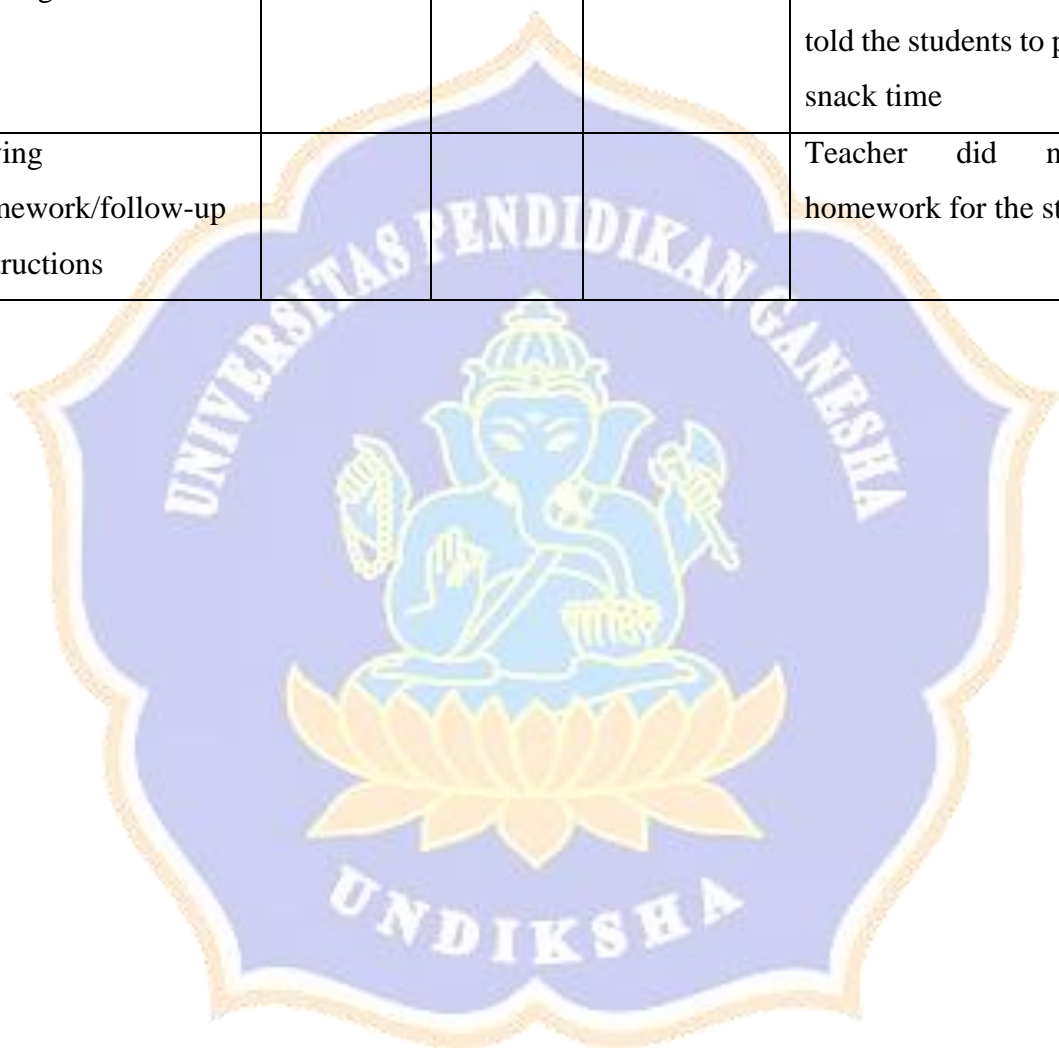
					<i>tokoh, you already understand about characters, protagonist and antagonist, the bad and good guy.</i>
9	Closing	✓			Teacher close the lesson and told the students to prepare for lunch
10	Giving homework/follow-up instructions		✓		Teacher did not give homework for the students



Appendix 09. The Result of Observation 4

Date: 10 June 2025					
Course: Biology					
Teacher: Mr. Arco					
No	Indicators	Using one Language	Using Translanguaging		Notes
			Teacher-directed	Pupil-directed	
1	Greetings	✓			Teacher greeting the students and told the material that they are going to learn
2	Activate prior knowledge				Teacher direct to the explanation because this material related with the students environment
3	Gives instruction		✓		Teacher give instruction to students using translanguaging to pick one animal to discussed
4	Explain the material		✓		Teacher explain about foodchain using translanguaging and PowerPoint using Indonesian and English
5	Expressing ideas/presenting			✓	Student expressing their idea freely
6	Discussion			✓	Students discuss the story with the language they felt comfortable and not stick to the other language choice during. Discussion happened between students and teacher and also in peer discussion

7	Checking students understanding		✓		Teacher checking students understanding by asking question about the material before closing the class
8	summarizing				Teacher did not give summary about the material
9	Closing				Teacher closed the lesson and told the students to prepare for snack time
10	Giving homework/follow-up instructions				Teacher did not give homework for the students



Appendix 10. The Result of Observation 5

Date: 11 June 2025					
Course: Mathematic					
Teacher: Mr. Arco					
No	Indicators	Using one Language	Using Translanguaging		Notes
			Teacher-directed	Pupil-directed	
1	Greetings				There was no formal greeting
2	Activate prior knowledge		✓		The teacher reviewed the previous material before continue to make sure students still remember
3	Gives instruction				There was no specific instruction given by the teacher
4	Explain the material		✓		Teacher explained about the concept of carrying over in mathematics
5	Expressing ideas/presenting			✓	Student expressing their though when solving mathematic question
6	Discussion			✓	Students use language freely when discussing about mathematic question. Even though teacher asking in English, students often answered the question using Indonesian
7	Checking students understanding		✓		The teacher ask the students to solve mathematic question together

8	summarizing		✓		Teacher did not give summary about the material but retelling about things that they had learn
9	Closing		✓		Teacher closed the lesson and appreciate students participation T: You guys are amazing! Give yourselves a round of applause! Kalian semua hebat! Konsep menyimpan sama meminjam itu memang butuh latihan, tapi kalian udah nunjukkin kalau bisa! It needs practice, but you guys showed you can do it
10	Giving homework/follow-up instructions				Teacher give worksheet for the students to practice

Appendix 11. Documentation

No	Documentation
1	<p data-bbox="279 353 438 387">Observation</p> 
2	<p data-bbox="279 1619 406 1653">Interview</p> 

RIWAYAT HIDUP



Penulis, I Dewa Sri Agung Oktaviyanti Puspita Dewi adalah seorang Perempuan kelahiran Denpasar, 31 Oktober 2003. Penulis merupakan anak ketiga dari pasangan I Dewa Anom Suwarjaya dan I Dewa Ayu Anom Puspa. Saat ini, tinggal di Desa Batubulan, Kecamatan Sukawati, Kabupaten Gianyar, Provinsi Bali.

Riwayat Pendidikan penulis adalah sebagai berikut: menyelesaikan Pendidikan Dasarnya di Raj Yamuna School pada tahun 2015, kemudian melanjutkan ke SMP Negeri 3 Denpasar dan lulus pada tahun 2018. Selanjutnya, penulis menempuh Pendidikan di SMA Negeri 8 Denpasar dengan jurusan IPA dan lulus pada tahun 2021. Setelah itu, penulis melanjutkan pendidikannya di Universitas Pendidikan Ganesha (UNDIKSHA) dengan mengambil program study Pendidikan Bahasa Inggris.

