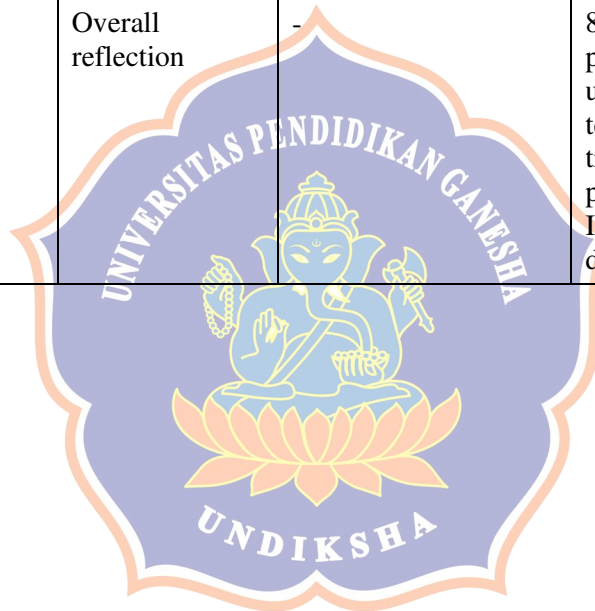


APPENDIX 1

TABEL OF INTERVIEW GUIDE'S QUESTIONS

Dimension	Focus	Pre-Implementation Questions	Post-Implementation Questions
Teacher Language Beliefs	Teacher's views on using two languages	1. Sebelum menerapkan translanguaging, bagaimana cara Bapak/Ibu menggunakan bahasa Indonesia dan bahasa Inggris dalam pembelajaran di kelas? 2. Bagaimana pandangan Bapak/Ibu terhadap penggunaan bahasa pertama siswa dalam pembelajaran bahasa Inggris?	1. Setelah menerapkan translanguaging, apakah pandangan Bapak/Ibu mengenai penggunaan bahasa Indonesia dalam pembelajaran bahasa Inggris mengalami perubahan? Jelaskan alasannya.
Pedagogical Translanguaging	Language use in teaching activities	3. Sebelum implementasi, dalam situasi apa saja Bapak/Ibu menggunakan bahasa Indonesia atau bahasa Inggris selama proses pembelajaran?	2. Setelah implementasi, dalam situasi apa Bapak/Ibu menggunakan bahasa Indonesia dan bahasa Inggris secara bersamaan dalam pembelajaran?
Classroom Interaction	Teacher-Student interaction	4. Bagaimana respons siswa ketika Bapak/Ibu menggunakan bahasa Inggris sebelum penerapan translanguaging?	3. Bagaimana perubahan interaksi antara guru dan siswa setelah penerapan translanguaging?
Student Engagement	Participation and confidence	5. Sebelum penerapan translanguaging, seberapa aktif siswa dalam berbicara atau merespons selama pembelajaran di kelas?	4. Setelah penerapan translanguaging, apakah siswa menjadi lebih aktif berpartisipasi? Dapatkah Bapak/Ibu memberikan contoh?
Learning Support	Understanding and comprehension	6. Sebelum implementasi, apakah siswa sering mengalami kesulitan dalam memahami pelajaran bahasa	5. Setelah implementasi, apakah pemahaman siswa terhadap materi pembelajaran meningkat ketika

		Inggris?	translanguaging digunakan?
Obstructive Factors	Difficulties and limitations	7. Kesulitan apa saja yang Bapak/Ibu alami dalam mengajar bahasa Inggris sebelum menggunakan translanguaging?	6. Kendala apa yang Bapak/Ibu hadapi selama penerapan translanguaging di kelas?
Institutional Constraints	School and Curriculum support	8. Sebelum implementasi, apakah terdapat aturan atau kebijakan sekolah terkait penggunaan bahasa dalam pembelajaran?	7. Apakah terdapat kebijakan sekolah atau kurikulum yang memengaruhi penerapan translanguaging?
Teacher Reflection	Overall reflection	-	8. Bagaimana pandangan dan refleksi umum Bapak/Ibu terhadap penggunaan translanguaging dalam pembelajaran bahasa Inggris di sekolah dasar?



APPENDIX 2

QUESTIONNAIRE

Terimakasih telah meluangkan waktu untuk mengisi survey ini. Survey ini bertujuan untuk mengetahui tingkat kenyamanan dan perubahan dalam segi interaksi menggunakan translanguaging pada siswa kelas 5 SD di SD N 5 Kampung Baru. Untuk diketahui Translanguaging merupakan kemampuan dalam menggunakan dua Bahasa dan beralih dari bahasa ibu ke bahasa asing dengan tujuan tertentu. Terdapat 25 pertanyaan untuk mengukur perubahan dan kenyamanan siswa dalam survey ini. Saya sangat mengharapkan partisipasi anda untuk mengisi setiap butir pertanyaan yang ada.

Hormat saya, Rika Fitri Darmawan



Petunjuk Umum

Pada pertanyaan nomor 1-25, pilihlah salah satu jawaban yang anda rasa paling tepat

Keterangan:

- 1 : Sangat Tidak Setuju
- 2 : Tidak Setuju
- 3 : Setuju
- 4 : Sangat Setuju

Data demografi :

- 1. Jenis kelamin : Laki-laki / Perempuan
- 2. Asal sekolah : Swasta / Negeri
- 3. Jenis sekolah : Sekolah Dasar
- 4. Lokasi sekolah :



No.	KOMPONEN	JAWABAN			
		1	2	3	4
1.	Saya merasa nyaman mengajukan pertanyaan kepada guru ketika translanguaging digunakan.				
2.	Penggunaan translanguaging oleh guru memudahkan saya mengungkapkan keraguan atau pendapat.				
3.	Translanguaging membantu saya merasa lebih percaya diri saat berinteraksi dengan guru.				

4.	Saya lebih termotivasi untuk terlibat dalam kegiatan kelas setelah translanguaging diterapkan.				
5.	Saya dapat beralih antarbahasa dengan lancar tanpa merasa bingung atau frustrasi selama kegiatan kelas.				
6.	Penggunaan translanguaging membantu proses pembelajaran berjalan lebih lancar.				
7.	Penggunaan translanguaging mendukung suasana pembelajaran yang kondusif.				
8.	Penggunaan translanguaging membantu saya tetap fokus pada materi pelajaran.				
9.	Guru lebih mendengarkan dan memahami ide saya ketika saya menggunakan translanguaging.				
10.	Guru mendorong saya untuk mengklarifikasi keraguan menggunakan translanguaging.				
11.	Saya lebih percaya diri berkolaborasi dengan teman sekelas saat menggunakan translanguaging.				
12.	Penggunaan translanguaging oleh guru membantu meningkatkan pemahaman saya terhadap pelajaran.				

13.	Guru menindaklanjuti perilaku menyimpang dengan jelas saat menerapkan translanguaging.				
14.	Guru sering menugaskan saya bekerja dengan teman sebaya dalam kegiatan translanguaging.				
15.	Guru menjelaskan peraturan kelas dengan jelas saat menggunakan translanguaging.				
16.	Guru sering memberikan tugas kelompok menggunakan strategi translanguaging.				
17.	Saya menerima umpan balik yang mengakui upaya saya dalam menggunakan kedua bahasa.				
18.	Umpan balik yang saya terima saat translanguaging digunakan bersifat jelas dan bermakna.				
19.	Saya nyaman mengungkapkan umpan balik atau apresiasi menggunakan translanguaging.				
20.	Translanguaging meningkatkan motivasi saya untuk berkembang berdasarkan masukan guru.				

21.	Kelompok saya sering menggunakan translanguaging saat berdiskusi.				
22.	Penggunaan translanguaging dalam diskusi kelompok meningkatkan pemahaman saya terhadap materi.				
23.	Penggunaan translanguaging dalam tugas membantu proses berpikir saya.				
24.	Saya dapat menggunakan translanguaging dengan baik saat mengerjakan tugas tanpa merasa bingung.				
25.	Penggunaan translanguaging membantu membangun hubungan yang lebih baik antara guru dan siswa.				

APPENDIX 3

TEACHER DIARY

Dimension	Question
Lesson Objective	1. Did the students understand what you did in the lesson? 2. Was what we did too easy or too
	difficult? 3. What problems did the students have (if any)? 4. Was there a clear outcome for the students? 5. What did they learn or practise in the lesson? 6. Was it useful for them?
Activities and Materials	7. What different materials and activities did you use? 8. Did the materials and activities keep the students interested? 9. Could you have done any parts of the lesson differently?
Students	10. Were all the students on task (i.e. doing what they were supposed to be doing)? 11. If not, when was that and why did it happen? 12. Which parts of the lesson did the students seem to enjoy most? And least? 13. How much English did the students use?

Classroom Management	14. Did activities last the right length of time? 15. Was the pace of the lesson right? Did you use whole class work, groupwork, pairwork or individual work? 16. Did the students understand what to do in the lesson?
	17. Did I provide opportunities for all the students to participate? Was I aware of how all of the students were progressing?



APPENDIX 4 OBSERVATION SHEET

OBSERVATION SHEET

Research Topic : Translanguaging Strategy to Improve Student-Teacher Interaction

Grade: 5th Grade

School: SD N 5 Kampung Baru

Observer: Rika Fitri Darmawan

Date:

Time: Start 13.00 End 15.00

Lesson Topic: Daily activities

A. BASIC INFORMATION

1. Number of students present: 23

2. Classroom setting arrangement:

☐ Traditional rows

☐ Groups

☐ U-shape

☐ Other: _____

3. Teaching aids used: _____

B. TRANSLANGUAGING PRACTICES OBSERVATION

No.	Indicator	Observed (✓)	Notes/Examples
1.	Teacher uses both Indonesian and English purposefully		Teacher uses both Indonesian and English purposefully but sometimes uses too much indonesian
2.	Students respond using mixed language (Indonesian/English/local language)		Students respond using mixed language but not really confident to be more active
3.	Teacher encourages translanguaging for comprehension		

4.	Visual aids incorporate multilingual labels		
5.	Instructions given in multiple languages		
6.	Students help translate for peers		

C. INTERACTION QUALITY ASSESSMENT (Scale 1-5)

No.	Category	Scale				
		1	2	3	4	5
1.	Student response frequency					
2.	Comfort level in interactions					
3.	Clarity of communication					
4.	Engagement level					

D. SPECIFIC INTERACTION EXAMPLES

1. Notable student-teacher exchanges:

.....

2. Effective translanguaging moments:

.....

3. Challenges observed:

.....

E. POST-OBSERVATION NOTES

1.

2.

APPENDIX 5

LESSON PLAN

KURIKULUM MERDEKA TEACHING MODULE

ENGLISH ELEMENTARY GRADE 5

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name : Rika Fitri Darmawan Institutions : SD Negeri 5 Kampung Baru Academic Year : 2025 School Level : Elementary school Subjects : Bahasa Inggris Phase/Class : C/ 5 Topic : Daily Activities Learning Outcomes : Menyimak –Berbicara Students are able to remember vocabulary, understand simple instructions, apply basic English expressions, analyze simple ideas, and create short oral responses related to daily activities.	
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Students are able to understand and use simple vocabulary and expressions in English to interact appropriately in everyday life contexts. 2. Understand and increase vocabulary related to daily activities (wake up, go to school, eat, play, and sleep).	
C. PANCASILA STUDENT PROFILE	
1. Critical thinking 2. Creative 3. Collaboration 4. Respect for Diversity.	
D. MEDIA AND TOOLS	
1. Media : Speakers, projectors. 2. Tools : Whiteboard, marker, worksheet (LKPD)	
E. TARGET STUDENTS	
Regular learners with background differentiation	

F. NUMBER OF STUDENTS
▪ 23 Students
G. LEARNING MODEL
Model : Communicative Language Teaching Strategy : Translanguaging
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : Students are able to remember vocabulary, understand simple instructions, apply basic English expressions, analyze simple ideas, and create short oral responses related to daily activities ❖ Learning Objectives Flow : • Understand simple instruction • Remember and apply basic English expressions to explain their daily activities
B. MEANINGFUL UNDERSTANDING
Students understand that English can be used to describe daily activities in a simple way. Using two languages helps students understand the lesson and be confident in interacting. Students realize that learning English is not just about memorizing vocabulary, but also about communicating and collaborating with teachers and friends.
C. LEADING QUESTIONS
▪ What activities do you do every day? ▪ What do you do in the morning before school? ▪ Can you say your daily activities in English?
D. LEARNING ACTIVITIES

Meeting 1

D. Opening Activity (5 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students!"
Activation of Prior Language	The teacher greets students and leads a short prayer. Teacher asks: " <i>What time do you wake up this morning?</i> " / " <i>Jam berapa kamu bangun pagi ini?</i> " Students respond using Indonesian or English.

E. Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Problem Orientation (Activation of Prior Language)	The teacher asks questions about daily routines. Students answer verbally using Indonesian or mixed language.	5 minutes
Bilingual Input & Organization	The teacher divides students into small groups (3–4 students). Each group receives a bilingual LKPD. Teacher states: " <i>You may use Indonesian first, then try to say it in English.</i> "	5 minutes
Guided Translanguaging	Students work on LKPD activities: • Vocabulary matching (<i>Bangun tidur</i> → <i>Wake up</i>) • Sentence modeling (<i>Saya bangun di pagi hari</i> → <i>I wake up in the morning</i>) The teacher circulates, scaffolding and reformulating student responses bilingually.	15 minutes
Meaning Construction & English Output	Students share answers with partners. Group representatives present one sentence and explain using Indonesian and English. The teacher reformulates sentences into correct English forms.	20 minutes
Evaluation & Reinforcement	The teacher gives a short quiz (5 questions). Students choose the correct clock image (A, B, or C). The teacher reinforces concepts using guiding questions: " <i>What activity is it?</i> "	5 minutes

F. Post-activities

Stages	Teacher and students activities	Time
Closing Statement	Teacher say: "Pelajaran hari ini sudah selesai. Kalian sudah hebat bisa menyelesaikan tugas dengan baik dan beberapa siswa sudah aktif! Terimakasih!"	10 minutes
Pray	Students pray together and say goodbye.	

Meeting 2

A. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	“Good morning, students!” Teacher do a quick review by asking the students to answer quick questions. The teacher shows pictures of daily activities (wake up, eat breakfast, go to school, play, sleep). The teacher asks: <i>“What activities can you see?”</i> <i>“Which one do you do every day?”</i> Students may answer using Indonesian or English.

B. Main-activities

Activities	Teacher & Students Activities	Time Allocation
Task Orientation (Activation of Prior Language)	The teacher explains that students will create a Daily Activity Mini Poster. Teacher explains the goal: <i>“You will describe your daily activities using pictures and simple English sentences.”</i> The teacher adds: <i>“Kalian boleh memikirkan dulu aktivitasnya dalam Bahasa Indonesia.”</i>	10 minutes
Bilingual Input & Organization	Students work individually (different from Meeting 1 group work). Each student receives a creative LKPD containing: • Picture templates • Bilingual vocabulary bank (Indonesian–English) • Sentence frames The teacher says: <i>“Gunakan daftar kosakata ini untuk membantu kalian.”</i>	10 minutes
Guided Translanguaging	Students choose 4–5 daily activities. Students write keywords in Indonesian, then transform them into simple English sentences. The teacher provides scaffolding and models pronunciation, e.g., <i>“Bangun pagi → I wake up in the morning.”</i>	25 minutes
Meaning Construction & English Output	Selected students present their mini posters in front of the class. Teacher instruction: <i>“You may explain using Indonesian first, then English.”</i> Peers give simple feedback (clapping or thumbs up).	15 minutes
Reflection & Reinforcement	The teacher asks reflective questions: <i>“Which sentence was easy?”</i> <i>“Which sentence was difficult?”</i> The teacher reinforces sentence patterns: <i>“I wake up at...”, “I usually... in the morning.”</i>	10 minutes

C. Post Activity

Activities	Teacher & Students Activities
Closing	“You did an amazing job creating your daily activity posters. Keep practicing your English!”

E. ASSESMEN**1. Performance-Based Assessment (Mini Project) :**

Student number	Completes Poster	Uses Daily Activity Vocabulary	Attempts English Sentences	Notes
1.	✓	✓	✓	Very Confident
2.	✓	✓	x	Needs sentence support
3.	✓	✓	x	Mixes Indonesian and English

**F. APPENDIX**

1. LKPD

NAME: _____

DATE: _____

DAILY ACTIVITIES

Berilah penjelasan secara ringkas mengenai kegiatan sehari-hari di bawah ini!



WAKE UP

.....



TAKE A BATH

.....



GO TO SCHOOL

.....



PLAY

.....



EAT

.....



SLEEP

.....



SLEEP

.....

DAILY ACTIVITIES

 GET UP (BANGUN TIDUR)	 HAVE BREAKFAST (SARAPAN)	 BRUSH MY TEETH (SIKAT GIGI)
 GET DRESSED (BERPAKAIAN)	 PACK MY BAG (MENYAPKAN TAS)	 GO TO SCHOOL (PERGI KE SEKOLAH)
 HAVE LUNCH (MAKAN SIANG)	 DO MY HOMEWORK (MENERJAKAN PR)	 PLAY WITH FRIENDS (BERMAIN DENGAN TEMAN)
 RIDE A BIKE (MENGENDARI SEPEDA)	 HAVE A SHOWER (MANDI)	 GO TO BED (TIDUR)

G. REFLECTIONS OF TEACHER

A. Teacher Reflection:

1. How do students react to learning in this material?
2. How is the strategy affect the learning?
3. What are the important points that are noted in solving learning problems in this unit?
4. Is there any challenges in this lesson?

H. GLOSSARY

Language Focus :

No.	Vocabulary	Meaning (Simple English)	Indonesian
1.	Wake up	To stop sleeping and start the day	Bangun tidur
2.	Brush teeth	To clean the teeth	Gosok gigi
3.	Take a bath	To clean the body with water	Mandi
4.	Eat breakfast	To eat food in the morning	Sarapan
5.	Go to school	To go to the place for study	Pergi ke sekolah
6.	Study	To learn lesson	Belajar
7.	Play	To do fun activities	Bermain
8.	Do homework	To do school tasks at home	Mengerjakan PR
9.	Eat Dinner	To eat food in the evening	Makan malam
10.	Lunch	To eat food in the afternoon	Makan siang
11.	Sleep	To rest the body at night	Tidur

I. REFERENCES

- Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing.
- García, O., & Wei, L. (2014). Translanguaging: Language, bilingualism and education.