

APPENDICES

Appendix 1

Interview Guidelines for the student

No	Question	Corresponding Original AMTB Survey Item(s) & Target
1	Which language do you usually use at home, at school, and with friends?	Underlying indicator for sociolinguistic background and baseline environment.
2	How important do you think English is for your future? How about Bahasa Indonesia?	Item 15: 'Studying English is important because I will need it for my career.' Item 59: Useful in getting a good job.
3	How do you feel when learning Indonesian at school?	Item 6: 'Learning English is really great' Item 26: Enjoying language learning.
4	Which language do you feel more comfortable using in class: English or Bahasa Indonesia? Why?	Item 19: 'I feel very much at ease when I have to speak English.'
5	Do you think it is important to master both languages equally? Why or why not?	Item 51: "I want to learn English so well that it will become natural to me"
6	Do you find learning Bahasa Indonesia easy or difficult? Can you give an example?	Item 87: Investigates dealing with the complex aspects of a language.
7	What is your experience when reading Indonesian texts in class? Do you feel comfortable, or do you struggle?	Item 96: Direct task attention and text engagement indicators.
8	How do you feel when you have to speak Indonesian in front of the class? Confident, nervous, or just normal?	Item 16: "I never feel quite sure of myself when I am speaking..."• Item 80: Getting nervous when speaking in class
9	What kinds of language learning activities do you enjoy the most (for example: reading stories, role-playing, conversations, or writing)?	Item 41: "I enjoy the activities of our English class much more..."
10	Do you want to become more fluent in Bahasa Indonesia or English? Why?	Item 92: "I wish I were fluent in English." Item 73: Wanting to learn as much as possible.
11	How do you feel when you can speak Indonesian well at school?	Item 79: Focuses on respect gained from language mastery.
12	Do you feel more confident when speaking English compared to Indonesian? Why?	Item 24: "I feel confident when asked to speak in my English class"

13	If you could master both languages well, what would change in your school learning experience?	Item 35: "Studying English is important because it will make me more educated"
14	Do your parents support you in learning both English and Indonesian? Can you explain how?	Item 2: "My parents try to help me to learn..." Item 22: Parents feel it is very important
15	Do your friends usually talk to you in English or Indonesian? How does that influence you?	Item 28: Utility of language to meet and converse with varied people.
16	How do your teachers help you improve your reading and speaking skills in both languages?	Item 5: "I look forward to going to class because my teacher is so good." Item 46: Dynamic and interesting teaching style.
17	Does your school environment encourage you to use Indonesian more, or English more?	Item 47: "English is a very important part of the school programme"
18	When reading English texts, what part is usually the most difficult for you to understand?	Item 67: Behavioral tendency to give up when missing explanations
19	How do you feel when you are asked to read Indonesian texts aloud in front of the class?	Item 36: "It embarrasses me to volunteer answers in our class."• Item 98: Anxiety that other students will laugh.
20	In what situations do you find it easier to speak in English than in Indonesian (or the other way around)?	Item 11: "I would get nervous if I had to speak to a tourist." Item 54: Speaking on the telephone discomfort.
21	Can you share an experience when you felt successful in using English or Indonesian at school?	Item 101: Feeling calm, capable, and sure of oneself in situational use.

Interview Instrument Adapted from AMTB by Gardner (1985)

Student's Interview

Name : Rafael Noah Bentley Rorong

Date : On 27th August of 2025

R : Researcher

N : The student

R : Selamat siang, Bagaimana kabarnya noah?

N: Siang, ms. Baik.

R: Hari ini ms. akan mewawancarai noah terkait belajar Bahasa Inggris dan Bahasa Indonesia di sekolah Widiatmika.

N: Baik, miss.

R: Which language do you usually use at home, at school, and with friends?

N: Di rumah I usually use English. Di sekolah mostly Bahasa Indonesia, because it's the school language. With friends, usually Bahasa Indonesia, sometimes English.

R: How important do you think English is for your future?

N: I think English is very important for my future, because it's an international language.

R: How about Bahasa Indonesia?

N: Bahasa Indonesia is also important for school and daily life.

R: How do you feel when learning Indonesian at school?

N: Sometimes I feel okay, but sometimes nervous, especially when I have to speak in front of the class.

R: Which language do you feel more comfortable using in class: English or Bahasa Indonesia, and why?

N: I feel more comfortable using English because I use it more at home, and I am more used to it.

R: Do you think it is important to master both languages equally? Why or why not?

N: Yes, I think it's important to master both languages, because English is for the future and Bahasa Indonesia is for school.

R: Do you find learning Bahasa Indonesia easy or difficult?

N: Sometimes it's difficult

R: Can you give an example?

N: When using formal words or speaking in class.

R: How is your experience when reading Indonesian texts in class? Do you feel comfortable, or do you struggle?

N: I can read, but sometimes I struggle with difficult words and long sentences.

R: How do you feel when you have to speak Indonesian in front of the class? Confident, nervous, or just normal?

N: I feel nervous and shy.

R: What kinds of language learning activities do you enjoy the most?

N: I like reading stories and writing, because I can think first before answering.

R: Do you want to become more fluent in Bahasa Indonesia or English? Why?

N: I want to be fluent in both, but especially Bahasa Indonesia so I can be more confident at school.

R: How do you feel when you can speak Indonesian well at school?

N: I feel happy and proud, but also still a bit shy.

R: Do you feel more confident when speaking English compared to Indonesian? Why?

N: I feel more confident in English, because I speak English every day at home.

R: If you could master both languages well, what would change in your school learning experience?

N: I think I would be more confident, more active in class, and not afraid to answer questions.

R: Do your parents support you in learning both English and Indonesian? Can you explain how?

N: Yes, my parents support me. They encourage me to practice Indonesian, even though we mostly speak English at home.

R: Do your friends usually talk to you in English or Indonesian? How does that influence you?

N: My friends usually talk in Bahasa Indonesia, so it helps me practice, but sometimes I feel shy to respond.

R: How do your teachers help you improve your reading and speaking skills in both languages?

N: Teachers give reading tasks, ask questions, and correct my mistakes when I speak.

R: Does your school environment encourage you to use Indonesian or English?

N: The school environment encourages us to use Bahasa Indonesia.

R: When reading Bahasa Indonesia texts, what part is usually the most difficult for you to understand?

N: Sometimes new vocabulary.

R: How do you feel when you are asked to read Indonesian texts aloud in front of the class?

N: I feel nervous and shy, but I still try.

R: In what situations do you find it easier to speak in English than in Indonesian (or the other way around)?

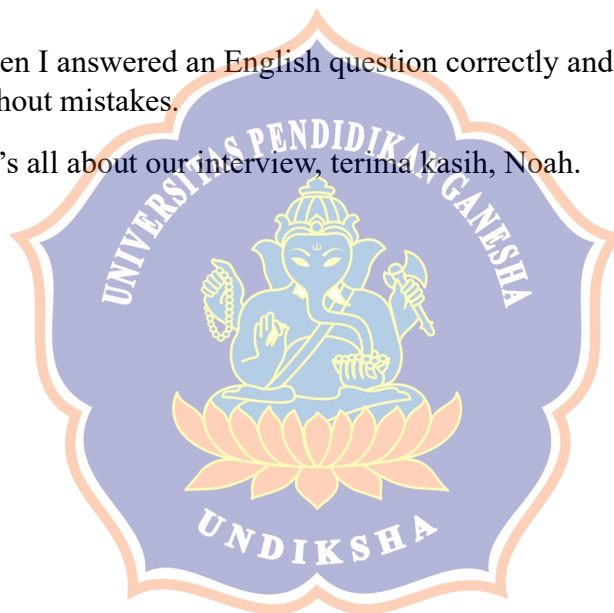
N: It's easier to speak English when explaining my ideas, but Indonesian is easier for short answers.

R: Can you share an experience when you felt successful in using English or Indonesian at school?

N: I felt successful when I answered an English question correctly and when I could read Indonesian text without mistakes.

R: Alright, I think that's all about our interview, terima kasih, Noah.

N: Baik miss.



Appendix 2

Interview Guidelines for English Teacher

No	Question	Corresponding Original AMTB Survey Item(s) & Target
1	How does he usually react when you ask him to read English texts in class?	Item 16: "I never feel quite sure of myself when I am speaking in our English class." Item 24: "I feel confident when asked to speak in my English class." Item 45: "I am calm whenever I have to speak in my English class."
2	Does he show confidence or hesitation when speaking English in classroom activities?	Item 24: "I feel confident when asked to speak in my English class." Item 80: "I get nervous when I am speaking in my English class." Item 94: "I feel anxious if someone asks me something in English."
3	In your observation, does he enjoy reading and speaking English activities, or does he see them as difficult tasks? Why?	Item 26: "I really enjoy learning English." Item 64: "I like my English class so much, I look forward to studying more English in the future." Item 90: "I love learning English."
4	What strengths do you observe when he reads English texts (fluency, pronunciation, comprehension)?	Researcher-developed question.
5	What are the most common difficulties he faced while reading English texts (vocabulary, grammar, understanding main ideas)?	Researcher-developed question.
6	How does he usually perform in reading comprehension tasks, such as answering questions, summarizing, or retelling?	Researcher-developed question.
7	Do you notice differences in performance between the stronger and weaker student when reading English texts?	Researcher-developed question
8	How does he participate in speaking activities, such as role-plays, oral presentations, or classroom discussions in English?	Item 24: "I feel confident when asked to speak in my English class." Item 45: "I am calm whenever I have to speak in my English class."
9	What challenges does he face most often in speaking (limited vocabulary, pronunciation, grammar, confidence)?	Item 31: "Speaking English anywhere makes me feel worried."

		Item 36: "It embarrasses me to volunteer answers in our English class." Item 98: "I am sometimes anxious that the other students in class will laugh at me when I speak English."
10	How does he interact with peers in English class? Does he try to use English consistently, or do they switch to Indonesian sometimes?	Item 28: "Studying English is important because it will allow me to meet and converse with more and varied people." Item 72: "Studying English is important because I will be able to interact more easily with speakers of English."
11	Do you observe differences in fluency and accuracy of the student during speaking activities?	Researcher-developed question.
12	What motivates the student most to participate actively in English reading and speaking activities?	Item 8: "Studying English is important because it will allow me to be more at ease with people who speak English." Item 59: "Studying English is important because it will be useful in getting a good job." Item 70: "I plan to learn as much English as possible."
13	How do you, as a teacher, encourage student to stay in English during classroom tasks?	Item 46: "My English teacher has a dynamic and interesting teaching style." Item 69: "My English teacher is a great source of inspiration to me." Item 89: "I really like my English teacher."
14	Are there specific classroom activities that help the student become more confident in speaking English?	Item 46: "My English teacher has a dynamic and interesting teaching style." Item 69: "My English teacher is a great source of inspiration to me."
15	Do peer interactions (friends, group work) influence how much the student use English in class?	Item 40: "I wish I could have many native English speaking friends." Item 71: "I would like to know more native English speakers."
16	What criteria do you usually use to evaluate student's reading in English class?	Researcher-developed question.
17	What criteria do you use to evaluate their speaking performance?	Researcher-developed question.

Instrument Adapted from AMTB by Gardner (1985)

English Teacher's Interview

Name : Desita Ahadia Winarti, S.Pd

Date : On 29th of August 2025

R : Researcher

DA : English Teacher

R: Good afternoon, Ms., how are you?

D: Good afternoon, I am good, thank you.

R: First of all, I would like to thank you for your time, Ms., so that I can do the interview related to Noah's language use and language performance during the English Class.

D: Sure, Ms.

R: How does he usually react when you ask him to read English texts in class?

D: He usually reads willingly when asked, although he rarely volunteers. His reaction is calm, but he tends to wait for direct instruction.

R: Does he show confidence or hesitation when speaking English in classroom activities?

D: He shows some hesitation, especially in spontaneous speaking. His confidence improves when the question is direct and structured.

R: In your observation, does he enjoy reading and speaking English activities, or does he see them as difficult tasks? Why?

D: He seems to enjoy reading activities, but speaking is more challenging for him because of low confidence, not because of language ability.

R: What strengths do you observe when he reads English texts for example fluency, pronunciation, comprehension?

D: His main strengths are pronunciation and comprehension. He reads clearly and understands the text well.

R: What are the most common difficulties he faced while reading English texts?

D: Occasionally, he struggles with new or less common vocabulary, but it does not significantly affect comprehension.

R: How does he usually perform in reading comprehension tasks, such as answering questions, summarizing, or retelling?

D: He performs well in answering comprehension questions. Summarizing and retelling are accurate but usually short.

R: Do you notice differences in performance between stronger and weaker student when reading English texts?

D: Yes, compared to weaker student, he shows better fluency and understanding, but he is less expressive.

R: How does he participate in speaking activities, such as role-plays, oral presentations, or classroom discussions in English?

D: He participates only when required. In role-plays, he speaks quietly and keeps responses brief.

R: What challenges does he face most often in speaking?

D: The main challenge is his confidence.

R: How does he interact with peers in English class? Does he try to use English consistently, or do they sometimes switch to Indonesian?

D: He tries to use English during tasks, but sometimes switches to Indonesian during peer discussions.

R: Do you observe differences in fluency and accuracy of the student during speaking activities?

D: Yes, his accuracy is high, but fluency is limited due to hesitation.

R: What motivates the student most to participate actively in English reading and speaking activities?

D: He is motivated by clear guidance, positive feedback, and structured tasks.

R: How do you, as a teacher, encourage the student to stay in English during classroom tasks?

D: I encourage them by modeling English, giving prompts, and praising effort, not only accuracy.

R: Are there specific classroom activities that help the student become more confident in speaking English?

D: Yes, pair work, guided role-plays, and reading aloud in small groups help build confidence.

R: Do peer interactions influence how much the student uses English in class?

D: Yes, peer interaction has a strong influence. The student is more confident in supportive groups.

R: What criteria do you usually use to evaluate student's reading in English class?

D: I evaluate comprehension, vocabulary recognition, reading fluency, and response to tasks.

R: What criteria do you use to evaluate their speaking performance?

D: I focus on fluency, pronunciation, accuracy, and confidence.

R: Alright, that's all about the interview. Thank you for your time, Miss.

D: You're welcome, Miss.

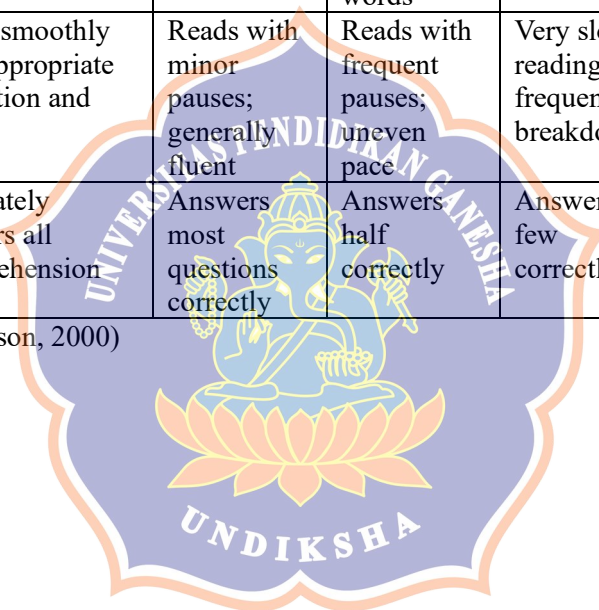


Appendix 3

Reading Performance Rubric (English Lesson)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Limited (2)	Very Limited (1)
Comprehension	Fully understands explicit & implicit meaning; can infer and evaluate	Understands main ideas and most details	Understands main ideas but misses some details	Understands only simple ideas with difficulty	Cannot grasp the main ideas or details
Vocabulary Recognition	Wide range; understands complex/academic words	Adequate range; understands most words	Limited range; struggles with less common words	Very limited; frequent reliance on translation	Extremely limited; cannot proceed without help
Reading Fluency	Reads smoothly with appropriate intonation and pace	Reads with minor pauses; generally fluent	Reads with frequent pauses; uneven pace	Very slow reading; frequent breakdowns	Cannot read text aloud with understanding
Response to Tasks	Accurately answers all comprehension tasks	Answers most questions correctly	Answers half correctly	Answers a few correctly	Cannot answer tasks

Adapted by CEFR (Alderson, 2000)



Appendix 4

Speaking Performance Rubric (English Lesson)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Limited (2)	Very Limited (1)
Fluency	Speaks smoothly, natural pace, minimal hesitation	Speaks with some hesitation but is mostly fluent	Noticeable pauses; struggles to maintain flow	Frequent hesitation; very slow speech	Cannot maintain speech beyond short phrases
Accuracy (Grammar)	Consistently accurate; minor errors don't affect meaning	Generally accurate with occasional errors	Frequent errors sometimes affect meaning	Many errors often hinder communication	Constant errors; cannot form correct sentences
Vocabulary	Wide range; uses varied and precise words	Adequate range; some repetition	Limited range; uses simple words repeatedly	Very limited; struggles to find words	Extremely limited; relies on single words
Pronunciation	Clear, natural, easy to understand	Mostly clear; occasional mispronunciations	Understandable with effort; some mispronunciations	Hard to understand due to frequent errors	Unintelligible most of the time
Coherence & Interaction	Ideas are well-organized; engages actively in interaction	Mostly organized; engages with some support	Some organization, minimal interaction	Disorganized; limited interaction	No organization cannot interact

Adapted by CEFR (Luoma, 2004)

Appendix 5

Rubrik Penilaian Membaca (Bahasa Indonesia)

<i>Aspek</i>	<i>Sangat Baik (5)</i>	<i>Baik (4)</i>	<i>Cukup (3)</i>	<i>Kurang (2)</i>	<i>Sangat Kurang (1)</i>
<i>Pemahaman Isi</i>	<i>Memahami isi bacaan secara menyeluruh, dapat menangkap ide pokok dan detail, serta menyimpulkan</i>	<i>Memahami isi bacaan dengan baik, ide pokok ditangkap dengan jelas meskipun ada detail terlewat</i>	<i>Memahami sebagian isi bacaan, ide pokok ditangkap tetapi detail kurang tepat</i>	<i>Hanya memahami sebagian kecil isi bacaan; ide pokok sulit ditangkap</i>	<i>Tidak mampu memahami isi bacaan</i>
<i>Kelancaran Membaca</i>	<i>Membaca dengan lancar; intonasi dan jeda sesuai tanda baca</i>	<i>Membaca cukup lancar; intonasi umumnya sesuai</i>	<i>Membaca dengan beberapa jeda atau intonasi kurang tepat</i>	<i>Membaca terputus-putus dengan banyak kesalahan intonasi</i>	<i>Tidak mampu membaca dengan lancar</i>
<i>Kosakata</i>	<i>Menguasai kosakata dengan baik, mampu memahami kata sulit dan sinonim</i>	<i>Menguasai kosakata umum dengan baik, hanya sedikit kesulitan dengan kata sulit</i>	<i>Menguasai kosakata dasar; sering kesulitan dengan kata sulit</i>	<i>Sangat terbatas dalam penguasaan kosakata</i>	<i>Hampir tidak menguasai kosakata</i>
<i>Menjawab Pertanyaan</i>	<i>Menjawab pertanyaan bacaan dengan benar; lengkap, dan tepat</i>	<i>Menjawab sebagian besar pertanyaan dengan benar</i>	<i>Menjawab sekitar separuh pertanyaan dengan benar</i>	<i>Hanya sedikit pertanyaan yang dijawab benar</i>	<i>Tidak mampu menjawab pertanyaan</i>

Instrument Adapted from CEFR (Alderson, 2000)

Appendix 6

Rubrik Penilaian (Berbicara (Bahasa Indonesia))

<i>Aspek</i>	<i>Sangat Baik (5)</i>	<i>Baik (4)</i>	<i>Cukup (3)</i>	<i>Kurang (2)</i>	<i>Sangat Kurang (1)</i>
<i>Kelancaran</i>	<i>Berbicara lancar; tidak ragu, dan tanpa banyak jeda</i>	<i>Berbicara cukup lancar; sedikit jeda</i>	<i>Berbicara dengan beberapa jeda, masih bisa dipahami</i>	<i>Sering terhenti, sulit menjaga kelancaran</i>	<i>Tidak mampu berbicara lancar</i>
<i>Ketepatan Bahasa</i>	<i>Struktur kalimat benar; tata bahasa sesuai kaidah</i>	<i>Ada sedikit kesalahan tata bahasa tetapi tidak mengganggu pemahaman</i>	<i>Cukup banyak kesalahan tata bahasa, sebagian mengganggu</i>	<i>Kesalahan tata bahasa sering terjadi dan menghambat komunikasi</i>	<i>Hampir seluruh kalimat salah, tidak dapat dipahami</i>
<i>Kosakata</i>	<i>Menggunakan kosakata yang beragam dan tepat</i>	<i>Menggunakan kosakata cukup beragam, ada sedikit pengulangan</i>	<i>Kosakata terbatas, banyak pengulangan</i>	<i>Kosakata sangat terbatas, sulit menemukan kata yang tepat</i>	<i>Tidak mampu menggunakan kosakata dengan benar</i>
<i>Pengucapan/artikulasi</i>	<i>Jelas, intonasi sesuai, mudah dipahami</i>	<i>Umumnya jelas, ada sedikit kesalahan artikulasi</i>	<i>Cukup jelas, kadang sulit dipahami</i>	<i>Kurang jelas, sering sulit dipahami</i>	<i>Tidak jelas, hampir tidak dapat dipahami</i>
<i>Koherensi / Keterpaduan Ide</i>	<i>Ide tersampaikan runtut, logis, dan mudah dipahami</i>	<i>Ide cukup runtut, hanya sedikit kurang logis</i>	<i>Ide kadang tidak runtut, masih bisa dipahami</i>	<i>Ide tidak runtut dan membingungkan</i>	<i>Tidak ada ide yang jelas tersampaikan</i>

Instrument Adapted from CEFR (Luoma, 2004)

Appendix 7

Score Documentation

Date	Lesson	Skills	Task description	Score	Performance Level	Note/comment
Monday, 04 th of August 2025	Indonesian	Reading	Identifying intrinsic elements and understanding a narrative text entitled <i>"Suatu Siang di Dalam Bus Primajasa"</i>	20/100	Very poor	Student had difficulty understanding both main ideas and details.
Monday, 11 th of August	Indonesian	Reading	Understanding the content of a narrative text entitled <i>"Niki"</i>	65/100	Fair	The student still has difficulty understanding detailed information and expressing answers accurately, resulting in some incomplete or incorrect responses.
Tuesday, 12 th of August 2025	Indonesian	Reading	Filling out a registration form	80/100	Good	Student completed the task accurately with minor errors
Tuesday, 19 th of August 2025	Indonesian	Reading	Understanding formal and informal letters	30/100	Poor	Student struggled to differentiate between formal and informal structures, which leads to inaccurate and inconsistent answers.
Tuesday, 26 th of August 2025	Indonesian	Reading	Conducting an interview with school staff	65/100	Fair	Student was able to perform the task with some hesitation.
Monday, 4 th of August 2025	English	Reading	Identifying the use of "was" and "were" in sentences	100/100	Excellent	Student demonstrated full understanding of the use of "was" and "were"

Monday, 11 th of August 2025	English	Reading	Identifying regular and irregular verbs in past tense	100/100	Excellent	Student accurately identified both regular and irregular verbs
Tuesday, 25 st of September 2025	English	Speaking	Telling a past experience text entitled “ <i>Visited Bali Safari Zoo</i> ”	95/100	Excellent	Student spoke fluently with clear pronunciation and strong confidence.



Appendix 8

Indonesian Observation Field Note 1

Date : 4th to 5th of August 2025

Time : 13.35-15.00 Wita and 13.35-14.10 Wita

Lesson : Bahasa Indonesia

Subject : A Mixed Indo- Filipino student

Topic/Activity : Menentukan Tokoh, Watak, Latar, dan Amanat Cerita

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	The student appears interested/uninterested, focused or unfocused	The student participated in the lesson passively, rarely raised his hands, and appeared uninterested when the teacher explained the story's content.	He showed little interest in learning Bahasa Indonesia.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student often remain silent after instructions are given and only begin working on the task after being prompted again by the teacher.	Understanding of the instructions is suboptimal, or there is affective resistance toward the target language.
Confidence	Dare to answer/ask questions in the target language	The student rarely ask questions and only answer when directly called on by the teacher.	Low self-confidence in using Bahasa Indonesia

Willingness to use the language target	Frequency of English/Indonesian usage according to context	The student more often uses English when asked to explain the story's characters and plot.	A negative attitude toward Indonesian as an academic language.
Reaction to mistakes	Student's responses to language errors	The student appeared reluctant to repeat their answers after being corrected and smiled awkwardly.	Corrections were perceived as pressure, not as a learning opportunity.
Code-switching	When and why do the student switch languages	The student switched to English when he had difficulty explaining the story's message.	Code-switching reflected language preference and avoidance of Bahasa Indonesia.
Pronunciation	Clarity of pronunciation	Some words were pronounced less clearly and were influenced by English pronunciation.	English language interference affected oral performance.
Fluency	Fluency of speech without many pauses	The student spoke with frequent pauses and often stopped before finishing a sentence.	Low fluency resulted from language limitations and a negative attitude.
Accuracy	Accuracy of structure and vocabulary	The sentence structures used are simple and often grammatically incomplete.	Low accuracy indicates minimal linguistic effort.

Confidence	Confidence and volume of voice	Voice volume was low, and eye contact was limited while speaking.	This indicated discomfort using Indonesian.
Interaction	Responsiveness to questions and discussion	The student did not respond to classmates' opinions and remained mostly silent during class discussions.	Low academic and social participation.
Reading accuracy	Accuracy in reading texts	The student read the story text fairly fluently but with less-than-accurate intonation.	Technical reading skills were better than oral production.
Comprehension	Ability to comprehend reading material	Students can name the characters and setting, but have difficulty explaining the story's moral.	Literal comprehension dominated over inferential comprehension.
Vocabulary	Understanding difficult words	The student did not attempt to guess the meaning of difficult words and wait for the teacher's explanation.	Vocabulary is limited, and motivation to explore meanings is low.

Observation Description 1

The observation was conducted on Monday, 4th August 2025, from 13.35 to 15.00 WITA, during a Bahasa Indonesia lesson on the topic *Menentukan Tokoh, Watak, Latar, dan Amanat Cerita*. As the student's homeroom teacher, the researcher observed the student's language

attitude and language performance naturally during classroom learning, while recording behaviours related to the research indicators. The teacher entered the classroom and greeted the students by saying, "*Selamat siang, anak-anak.*" The students responded together, "*Selamat siang, Miss.*" The teacher then checked the students' attendance before explaining that the lesson would focus on identifying the characters, character traits, setting, and moral message of a narrative text.

After the introduction, the teacher asked the students to open page 4 of their Bahasa Indonesia textbook, which contained the story entitled "*Suatu Siang di Dalam Bus Primajasa.*" The teacher instructed the class, "*Silakan buka halaman 4. Hari ini kita akan membaca cerita ini, kemudian kalian akan menjawab beberapa pertanyaan berdasarkan isi bacaan.*" The teacher invited several students to read the story aloud, taking turns paragraph by paragraph. When it was the observed student's turn, he read the assigned paragraph fairly fluently. However, his intonation was relatively flat, and several Indonesian words were pronounced less clearly because of the influence of English pronunciation. Although his technical reading ability was adequate, his oral reading lacked natural expression.

Throughout the reading activity, the participant remained quiet and participated passively. Unlike several classmates who volunteered to read enthusiastically, he only participated after being called by the teacher. He rarely initiated participation and appeared to show limited interest in the Bahasa Indonesia lesson. After all students had finished reading the text, the teacher instructed them to answer the comprehension questions provided in the textbook. The questions required the students to identify the characters, character traits, setting, and moral message of the story. Most students immediately began working on the task, whereas the observed student remained silent for a short time before beginning only after the teacher approached him and reminded him to start. He did not ask for clarification and appeared to wait until he fully understood the instructions before working independently.

The observation was conducted on Tuesday, 5th August 2025 at 13.35-14.10 Wita during the continuation of the Bahasa Indonesia lesson on the topic *Menentukan Tokoh, Watak, Latar, dan Amanat Cerita*. The observation focused on the classroom discussion of the students' answers and the participant's oral language performance.

After all students had completed the exercise, the teacher discussed the answers together with the class. The teacher asked, "*Siapa saja tokoh dalam cerita ini?*" Several students

immediately volunteered to answer, whereas the observed student remained silent until the teacher called his name. The teacher asked, "Can you tell us who the characters are in the story?" The student answered softly, "*Ayah... Bu Ice... dan saya.*" His response was correct, but it was delivered with a low voice and limited eye contact.

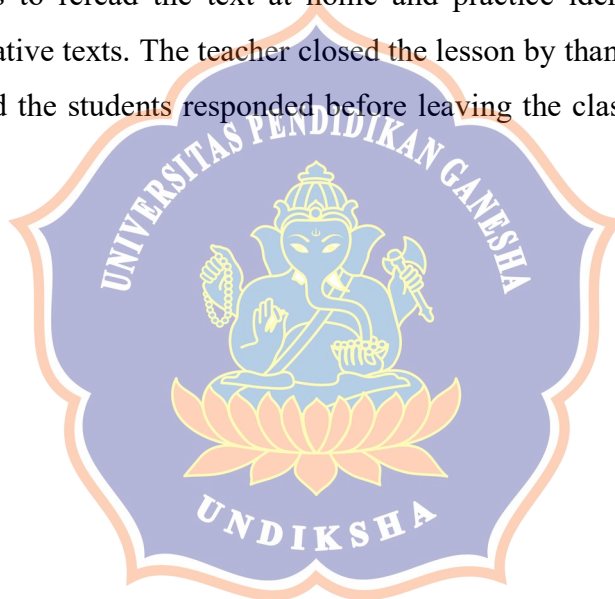
The teacher then continued by asking, "*Bagaimana perasaan Bu Ice dalam cerita?*" The student paused for several seconds before replying, "*She is... sedih... because tokonya tutup.*" Realising that the student had switched to English, the teacher encouraged him by saying, "*Coba jelaskan dalam Bahasa Indonesia.*" The student smiled awkwardly before answering quietly, "*Bu Ice sedih karena tokonya tutup.*" This interaction demonstrated that the participant frequently switched to English whenever he experienced difficulty explaining his ideas in Bahasa Indonesia. The discussion continued with another question, "*Di mana latar cerita ini?*" All the students answered correctly, "*Di dalam Bus Primajasa.*"

The teacher then asked, "*Apa amanat cerita ini?*" The observed student looked confused and remained silent for several moments without giving a response. Realizing that the student did not fully understand the question in Bahasa Indonesia, the teacher translated the question into English by asking, "What is the moral message of the story?" Even after the question was translated, the student was unable to answer and continued looking at his textbook without responding. A few moments later, his seatmate quietly whispered the answer to him. After listening to his classmate, the student hesitated and looked at his seatmate, who quietly prompted him with the Indonesian translation. The observed student then repeated his classmate's words, "*Kita harus membantu dan menghargai orang lain.*" Throughout the interaction, the student relied on his seatmate's assistance to answer the question, indicating that he was unable to formulate the response independently. His explanation contained frequent pauses, simple sentence structures, and several grammatical inaccuracies. His pronunciation was also influenced by English, making some Indonesian words less clear.

When the teacher noticed that several Indonesian words were pronounced unclearly, she corrected the student's pronunciation. While explaining his answer, the participant said, "*...menghargai usaha orang lain...*", but he pronounced "*menghargai*" unclearly, sounding more like "*menghar-gai*", with English-influenced stress. The teacher immediately responded, "*Coba ulangi kata 'menghargai'. Pengucapannya masih kurang tepat.*" The

student smiled awkwardly before repeating softly, "*Menghar... menghargai.*" The teacher encouraged him again by saying, "*Sekali lagi, pelan-pelan. Dengarkan Miss, meng-har-ga-i.*" The student listened carefully and repeated, "*Menghargai.*" The teacher smiled and said, "*Ya, itu lebih jelas. Bagus.*" The student simply nodded and replied quietly, "*Baik, Miss,*" but did not continue elaborating on his answer. Instead, he remained silent while the teacher invited other students to respond. Throughout the discussion, he rarely commented on his classmates' answers and preferred listening rather than participating actively. His voice remained soft, and he maintained limited eye contact whenever he spoke.

After all of the questions had been discussed, the teacher reviewed the correct answers and reinforced the intrinsic elements found in the story. Before ending the lesson, the teacher reminded the students to reread the text at home and practice identifying the intrinsic elements in other narrative texts. The teacher closed the lesson by thanking the students for their participation, and the students responded before leaving the classroom in an orderly manner.



Observation Field Note 2

Date : 11th of August 2025

Time : 13.35-15.00 Wita

Lesson : Bahasa Indonesia

Subject : A Mixed Indo- Filipino student

Topic/Activity : Menyimak dan menjawab teks bacaan

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	When the teacher read the text aloud, the students appeared unfocused, often looked down, and did not take notes on key points.	He showed little interest in Bahasa Indonesian activity.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student appeared confused when asked to answer oral questions and wait for the instructions to be repeated.	This indicates comprehension difficulties or a negative affective attitude toward the target language.
Confidence	Dare to answer/ask questions in the target language	The student did not ask clarifying questions and hesitate when answering.	This indicates low self-confidence in using Bahasa Indonesia.
Willingness to use the language target	Frequency of English/Indonesian usage according to context	The student attempts to answer in Indonesian but often switch to English.	A preference for English indicates a negative attitude toward the language.
Reaction to mistakes	Students' responses to language errors	After an answer is corrected, the student did not	Corrections are perceived as pressure rather

		attempt to verbally revise his response.	than a reflective process.
Code-switching	When and why do students switch languages	The student switched to English when they cannot find the appropriate vocabulary.	Code-switching serves as a form of avoidance of Bahasa Indonesia.
Pronunciation	Clarity of pronunciation	Some words are pronounced less clearly and sound influenced by English.	Phonological interference affects oral performance.
Fluency	Fluency of speech without many pauses	Responses are delivered with many pauses and are often interrupted.	Low fluency in speaking.
Accuracy	Accuracy of structure and vocabulary	Sentence structures are simple and often incomplete.	Low linguistic accuracy due to limited proficiency.
Confidence	Confidence and volume of voice	Low volume and minimal eye contact when answering.	Indicates discomfort with speaking.
Interaction	Responsiveness to questions and discussion	The student was passive and did not respond to classmates' answers.	Academic interaction is limited.
Reading accuracy	Accuracy in reading texts	When asked to reread a text, the student reads fairly fluently but with a flat intonation.	Technical reading skills are relatively adequate.
Comprehension	Ability to comprehend reading material	The student was only able to answer	Literal comprehension is more dominant than

		simple factual questions.	inferential comprehension.
Vocabulary	Understanding difficult words	The student did not attempt to infer the meaning of difficult words from context.	His Bahasa Indonesia vocabulary is limited.

Observation Description 2

The classroom observation was conducted on Tuesday, August 5th, 2025, from 13.35 to 14.10 WITA during a Bahasa Indonesia lesson. The lesson focused on listening to a reading passage entitled *Perjalanan Karier dan Prestasi NIKI Zefanya* and answering comprehension questions based on the information presented in the text. At the beginning of the lesson, the teacher greeted the students by saying, "*Selamat siang, anak-anak.*" The students responded together, "*Selamat siang, Miss.*" The teacher then checked the students' attendance before introducing the learning activity.

After checking the students' attendance, the teacher briefly reviewed the material from the previous lesson about the intrinsic elements of a story. The teacher asked the class, "*Masih ingat pembelajaran kemarin? Apa saja unsur intrinsik dalam sebuah cerita?*" Several students raised their hands and answered, "*Tokoh, watak, latar, dan amanat.*" The teacher continued by asking, "*Bagus. Siapa yang bisa menjelaskan apa itu tokoh?*" One student answered, "*Tokoh adalah orang yang ada di dalam cerita.*" The teacher then invited the observed student to answer another question by asking, "*Kalau watak itu apa, Noah?*" The observed student paused briefly before replying in a low voice, "*Sifat... tokoh.*" The teacher acknowledged his response by saying, "*Ya, benar. Watak adalah sifat yang dimiliki oleh tokoh dalam cerita.*" After reviewing the intrinsic elements, the teacher explained that the students would continue the lesson with a listening activity using a new reading passage. The teacher instructed the class, "*Sekarang kita akan menyimak sebuah bacaan. Dengarkan dengan baik karena setelah itu kalian akan menjawab beberapa pertanyaan berdasarkan isi bacaan.*"

The teacher then read the passage entitled *Perjalanan Karier dan Prestasi NIKI Zefanya* aloud. During the reading activity, most students focused on listening to the teacher. The observed student listened quietly but occasionally looked down at his desk and did not write

any notes while the teacher was reading. The teacher continued reading the entire passage without interruption before moving to the comprehension questions. After the students had finished writing and answering the questions individually, the teacher invited the class to discuss the answers together. The teacher explained that each question would be answered by a different student and began calling the students one by one.

For the first question, *"Siapakah nama lengkap dari NIKI?"* the teacher called on Alia to answer. Alia replied, *"Nicole Zefanya."* The teacher responded, *"Ya, benar."* The teacher then continued with the second question, *"Lagu apa yang ditulis NIKI berdasarkan pengalaman sekolahnya di Jakarta?"* The teacher pointed to Wisnu and asked him to answer. Wisnu answered, *"High School in Jakarta."* The teacher confirmed his answer before moving to the next question. For the third question, *"Di universitas mana NIKI melanjutkan pendidikan musiknya?"* the teacher called on Kenzie. Kenzie answered, *"Lipscomb University."* The teacher repeated the answer for the whole class and asked the students to check their work. The teacher then asked Arya to answer the fourth question, *"Lagu apa yang NIKI bawaan saat tampil di panggung Coachella?"* Arya responded, *"Lowkey, Every Summertime, La La Lost You, dan Sempurna."* The teacher acknowledged his answer and continued the discussion. For the fifth question, *"Sebutkan minimal dua album yang pernah dirilis oleh NIKI!"* the teacher called Abel. Abel answered, *"Moonchild dan Nicole."* The teacher praised his response and reminded the students to write the album titles correctly.

The teacher then called on Noah, the observed student, to answer the sixth question, *"Apa sikap ayah NIKI terhadap pilihan NIKI di dunia musik?"* Noah remained silent for a few moments before answering softly, *"Awalnya... tidak setuju..."* He paused briefly before continuing, *"...terus mendukung."* The teacher replied, *"Ya, benar. Awalnya ayah NIKI tidak menyetujui pilihan NIKI menjadi musisi, tetapi akhirnya beliau mendukung keputusannya."* Noah nodded and listened to the teacher's explanation. Next, the teacher asked Rara to answer the seventh question, *"Pada usia berapa NIKI mulai belajar gitar?"* Rara answered, *"Sembilan tahun."* The teacher confirmed her response before proceeding to the last question. Finally, the teacher called Rio to answer the eighth question, *"Apa bukti bahwa NIKI sekarang sudah memiliki banyak penggemar?"* Rio answered, *"Lagu-lagunya memiliki jutaan pendengar di Spotify dan jutaan penonton di YouTube."* The teacher added that NIKI had also collaborated with several well-known artists and asked the students to revise any incorrect answers in their notebooks.

After discussing all eight questions, the teacher asked the class, "*Apakah ada jawaban yang berbeda?*" The students checked and corrected their work based on the teacher's explanation before the lesson ended. The teacher asked, "*Apakah ada pertanyaan?*" The students remained silent, including the observed student. The teacher then concluded the lesson by saying, "*Baik. Pelajarannya cukup sampai hari ini. Sampai bertemu di pertemuan berikutnya.*" The students replied together, "*Terima kasih, Miss.*"



Observation Field Note 3

Date : 12th of August 2025

Time : 13.35-15.00 Wita

Lesson : Bahasa Indonesia

Subject : A Mixed Indo- Filipino student

Topic/Activity : Memahami jenis – jenis surat terutama formulir pendaftaran

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	The student appeared unfocused while the teacher explained the material, but began to pay attention when given the task of filling out the form.	He showed greater interest in practical activities than in theoretical explanations.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student appeared confused during the initial explanation but was able to follow instructions when directly asked to fill out the registration form.	Understanding improved when instructions were direct and contextual.
Confidence	Dare to answer/ask questions in the target language	The student did not speak or ask many questions but continued to work on tasks independently.	Self-confidence was more evident in written tasks than in oral ones.

Willingness to use the language target	Frequency of English/Indonesian usage according to context	The student attempted to speak in Indonesian, even if haltingly, and the sentence structures they used did not yet conform to Indonesian grammar.	This demonstrated an effort to use Indonesian despite limited linguistic ability.
Reaction to mistakes	Students' responses to language errors	The student corrected some parts of his entries after receiving guidance from the teacher.	Responses to corrections were more evident in the form of actions.
Code-switching	When and why do students switch languages	When encountering difficulties, the student tent to pause briefly, think, and wait for the teacher's help to guess the intended meaning.	This demonstrates an effort to maintain the use of Indonesian despite limited linguistic ability.
Pronunciation	Clarity of pronunciation	The pronunciation of some Indonesian words is unclear when speaking.	First-language interference affects oral production.
Fluency	Fluency of speech without many pauses	Students speak with pauses and lack fluency.	Oral fluency remains limited.
Accuracy	Accuracy of structure and vocabulary	Form entries such as name, date of birth, grade, and address are written fairly accurately,	Accuracy in functional tasks is fairly good, although structural aspects still

		though there are instances of incorrect word placement.	require improvement.
Confidence	Confidence and volume of voice	The student speaks in a soft voice but demonstrates independence when completing tasks.	His confidence is higher during individual activities.
Interaction	Responsiveness to questions and discussion	The student is not very active in class discussions.	Verbal participation remains low.
Reading accuracy	Accuracy in reading texts	The student is able to read parts of the form fairly fluently.	Functional reading ability is fairly good.
Comprehension	Ability to comprehend reading material	The student is able to understand the content of the form and fill it out correctly with their personal information.	Applied (functional) comprehension is already good.
Vocabulary	Understanding difficult words	The student understands common terms such as full name, address, and date of birth.	He demonstrated effective use of context-based strategies.

Observation Description 3

The classroom observation was conducted on Monday, August 11th, 2025, from 13.35 to 15.00 wita. during Bahasa Indonesia lesson. The learning activity focused on understanding different types of letters, particularly registration forms (formulir pendaftaran). At the beginning of the lesson, the teacher entered the classroom and greeted the students by saying, "*Selamat siang, anak-anak.*" The students replied together, "*Selamat siang, Miss.*" The

teacher then asked, *"Apa kabar hari ini?"* The students answered, *"Baik, Miss."* After checking the students' attendance and praying, the teacher introduced the topic of the lesson.

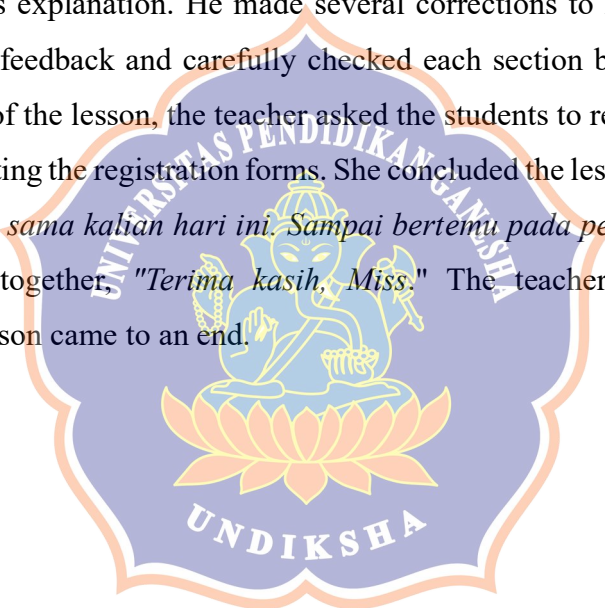
The teacher explained that the students would learn about registration forms and their functions in daily life. She displayed an example of a registration form and explained each section, including *Nama Lengkap, Tempat dan Tanggal Lahir, Alamat, Jenis Kelamin, Sekolah, and Kelas*. During the explanation, the observed student remained seated quietly. He occasionally looked down at his desk and did not ask any questions while the teacher was explaining the material. After introducing the topic, the teacher instructed the students to open their Bahasa Indonesia textbook to page 6. She said, *"Sekarang buka buku Bahasa Indonesia halaman 6. Perhatikan contoh formulir yang sudah diisi."* The students opened their textbooks and looked at the sample registration form. The teacher asked the students to pay attention to each section of the completed form while explaining the information provided, including *Nama Lengkap, Tempat dan Tanggal Lahir, Alamat, Jenis Kelamin, Sekolah, and Kelas*. During the explanation, the observed student remained seated quietly and looked at the example form. He occasionally looked down at his textbook and listened while the teacher explained how each section should be completed.

After the students had understood the example of the completed registration form, the teacher instructed them to complete the blank registration form provided in their Bahasa Indonesia textbook. She said, *"Sekarang lihat formulir kosong yang ada di buku paket kalian. Isilah formulir tersebut menggunakan data diri kalian masing-masing. Bacalah setiap bagian dengan teliti sebelum menulis jawabannya."* The students began filling in the form individually. The observed student carefully read each section before writing his personal information. As the teacher walked around the classroom, she noticed that the observed student had paused while completing one section of the form. The teacher approached his desk and asked, *"Apakah ada bagian yang masih membingungkan?"* The student pointed to one section of the form without speaking. The teacher explained, *"Bagian ini diisi dengan alamat rumahmu,"* and translated it into English, "This section should be filled in with your home address." After listening to the explanation, the student nodded and continued filling in the form.

The teacher continued walking around the classroom to check the students' work and provided individual guidance whenever necessary. When reviewing the observed student's

worksheet, the teacher noticed that one part of the form had been written incorrectly. She said, *"Coba dibaca lagi bagian ini, kemudian perbaiki penulisannya."* The student reread his answer, erased one word, and rewrote it before continuing with the remaining sections of the form. After all students had completed the registration form, the teacher asked them to stop writing and review the form together with the class. She explained the correct way to complete each section and reminded the students to write their personal information clearly and accurately. The teacher also pointed out several common mistakes found in the students' work, such as incorrect word placement and incomplete information, and demonstrated the correct format on the board.

During the feedback session, the observed student listened quietly while comparing his work with the teacher's explanation. He made several corrections to his registration form based on the teacher's feedback and carefully checked each section before submitting his worksheet. At the end of the lesson, the teacher asked the students to review their work one final time before collecting the registration forms. She concluded the lesson by saying, *"Baik, terima kasih atas kerja sama kalian hari ini. Sampai bertemu pada pelajaran berikutnya."* The students replied together, *"Terima kasih, Miss."* The teacher then collected the worksheets, and the lesson came to an end.



Observation Field Note 4

Date : 18th to 19th of August 2025

Time : 13.35-15.00 Wita and 13.35-14.10 Wita

Lesson : Bahasa Indonesia

Subject : A Mixed Indo- Filipino student

Topic/Activity : Memahami Surat Resmi dan Surat Tidak Resmi

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	The student appeared uninterested while the teacher explained the characteristics of formal and informal letters, and often looked down at their desks.	This indicates a negative attitude toward learning Indonesian.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The students appeared confused when asked to identify the parts of a formal letter and waited for further guidance from the teacher.	This indicates low comprehension of the instructions or the presence of affective barriers.
Confidence	Dare to answer/ask questions in the target language	The student did not ask questions and only gave brief answers when called on.	Low self-confidence in the context of the target language.
Willingness to use the language target	Frequency of English/Indonesian usage according to context	The student preferred to answer in English when explaining the	A preference for English indicates a negative attitude

		differences between formal and informal letters.	toward the language.
Reaction to mistakes	Students' responses to language errors	The student appeared reluctant to correct their answers after being corrected and merely nodded.	Corrections are perceived as pressure rather than a learning process.
Code-switching	When and why do students switch languages	The student switched to English when they have difficulty explaining terms such as letterhead and closing.	Code-switching reflects lexical limitations and an avoidant attitude.
Pronunciation	Clarity of pronunciation	The pronunciation of formal terms is unclear and sounds influenced by English.	Phonological interference affects oral performance.
Fluency	Fluency of speech without many pauses	The student speak with frequent pauses and often stop sentences before finishing them.	Low fluency results from language limitations and a negative attitude.
Accuracy	Accuracy of structure and vocabulary	Oral responses are often incomplete and use simple sentence structures.	Low accuracy indicates minimal linguistic effort.
Confidence	Confidence and volume of voice	The student speak in a low voice and make limited eye contact	It indicates discomfort using Indonesian.

		when answering.	
Interaction	Responsiveness to questions and discussion	The student rarely participates in group discussions and does not respond to classmates' opinions.	Academic interaction is passive.
Reading accuracy	Accuracy in reading texts	The student was able to read sample letters fairly fluently, although his intonation is not quite accurate.	Technical reading skills are relatively better.
Comprehension	Ability to comprehend reading material	The student is generally able to distinguish between formal and informal letters but has difficulty explaining their functions in detail.	His understanding is superficial and not yet conceptual.
Vocabulary	Understanding difficult words	The student did not attempt to guess the meanings of formal terms and waited for the teacher's explanation.	His formal Indonesian vocabulary is limited.

Observation Description 4

The observation was conducted on Tuesday, 18th August 2025, from 13.35 to 14.10 wita, during Bahasa Indonesia lesson on the topic *Memahami Surat Resmi dan Surat Tidak Resmi*. The teacher entered the classroom and greeted the students by saying, "*Selamat siang, anak-anak.*" The students responded together, "*Selamat siang, Miss.*" After checking the students'

attendance, the teacher reviewed the previous lesson about the parts of a registration form before introducing the new material. She asked, *"Siapa yang masih ingat bagian-bagian formulir yang kita pelajari pada pertemuan sebelumnya?"* Several students immediately raised their hands and answered, *"Nama lengkap, alamat, tanggal lahir, tanda tangan, Miss."* The observed student remained silent and listened to the discussion. The teacher then called on him and asked, *"Noah, can you mention one part of a registration form?"* The student paused briefly before answering softly, *"Name."* The teacher smiled and said, *"Good. Coba Noah sebutkan dalam Bahasa Indonesia?"* The student replied quietly, *"Nama."*

After the review session, the teacher introduced the new topic by explaining that the students would learn about the characteristics, functions, and structures of formal letters (surat resmi) and informal letters (surat tidak resmi). She displayed examples of both types of letters from the students' textbook and explained the differences between them, including the use of a *kop surat* (letterhead), date, salutation, body of the letter, closing, and signature in formal letters. During the explanation, the observed student appeared uninterested in the lesson. While most students paid attention and followed the teacher's explanation, he frequently looked down at his desk and rarely looked toward the front of the classroom. He also did not take notes on the important characteristics being explained and only opened his textbook when instructed by the teacher.

The teacher then pointed to the top section of the sample formal letter and asked the observed student, *"Bagian ini disebut apa?"* The participant looked at the letter for a few moments but remained silent and appeared confused. After waiting for several seconds without receiving a response, the teacher helped him by saying, *"Bagian ini disebut kop surat. In English, it is called a letterhead. Kop surat berisi nama dan identitas suatu instansi atau organisasi."* The student nodded quietly while looking at the example in his textbook, but did not attempt to repeat the term or ask any questions.

Later, the teacher asked another student about the difference between formal and informal letters. During the discussion, the observed student remained silent, looked at his textbook, and occasionally glanced toward the teacher. He did not participate in the conversation or respond to his classmates' answers. When the teacher asked, *"Apa fungsi surat resmi?"* the observed student appeared confused and remained silent. The teacher translated the question into English by asking, *"What is the function of a formal letter?"* The participant then

answered quietly, "*Untuk... komunikasi.*" The teacher provided guidance by saying, "*Komunikasi resmi.*" The student repeated softly, "*Untuk komunikasi resmi.*"

During the pronunciation practice, the teacher noticed that the participant pronounced "*penutup surat*" with noticeable English stress. She asked him to repeat the phrase several times. Although his pronunciation improved slightly after correction, he only nodded and did not elaborate further on his answer. Toward the end of the lesson, the teacher posed several questions related to the material and instructed the students to write them in their notebooks before answering them individually. The observed student completed the task quietly and sought guidance only when necessary. After the assignments had been collected, the teacher thanked the students for their participation and reminded them to review the material before the next meeting.

The next observation was conducted on Tuesday, 19th August 2025, from 13.35 to 14.10 wita, during the continuation of the Bahasa Indonesia lesson on *Memahami Surat Resmi dan Surat Tidak Resmi*. The observation focused on the participant's participation during the review and discussion activities.

At the beginning of the lesson, the teacher greeted the students and briefly reviewed the previous material about the characteristics of formal and informal letters. She asked several students to identify parts of a formal letter and explain their functions. The observed student listened quietly and followed the discussion without volunteering to answer. When the teacher asked him directly to identify one part of the formal letter, he hesitated before responding in a very low voice. His answer was brief and incomplete, and he maintained minimal eye contact while speaking. Throughout the discussion, he rarely used Indonesian unless prompted by the teacher.

The teacher then asked the students to work individually on a short exercise involving the identification of formal and informal letter characteristics. The observed student followed the instructions by watching his classmates before beginning the task. He completed the exercise independently but did not ask any clarification questions. During the correction session, the teacher explained several formal Indonesian terms that the students found difficult. The observed student paid attention to the explanation but did not attempt to infer the meanings of unfamiliar words on his own. Instead, he waited for the teacher's explanation before continuing his work. When asked to read one example of a formal letter aloud, the

participant read fairly fluently. However, his intonation remained relatively flat, and several formal terms were pronounced with English influence. His reading performance appeared stronger than his oral explanation of the material.

Before ending the lesson, the teacher reviewed the main differences between formal and informal letters and reminded the students about the importance of using appropriate language in official communication. The class concluded with the teacher thanking the students for their participation and collecting the students' completed exercises.



Observation Field Note 5

Date : 25th to 26th of August 2025

Time : 13.35-15.00 Wita to 13.35 – 14.10 Wita

Lesson : Bahasa Indonesia

Subject : A Mixed Indo- Filipino student

Topic/Activity : Wawancara dengan Staff Sekolah (Kerja Kelompok)

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	At the start of the group discussion, the student appeared passive and merely listened without contributing ideas.	Showed limited verbal interest but remained passively engaged.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student did not immediately respond actively to instructions but followed directions by observing his groupmates.	Understanding occurs through observation, not direct participation.
Confidence	Dare to answer/ask questions in the target language	The student did not offer opinions during the discussion and preferred to remain silent.	Self-confidence in speaking is still low.
Willingness to use the language target	Frequency of English/Indonesian usage according to context	The student rarely uses Indonesian during discussions because he is not actively	Use of the target language is limited due to low participation.

		involved in the conversation	
Reaction to mistakes	Students' responses to language errors	The student pay attention to corrections given to peers but do not immediately provide a verbal response.	Learning occurs indirectly through observation.
Code-switching	When and why do students switch languages	The student did not actively speak during the discussion	Insufficient data to assess active use of code-switching.
Pronunciation	Clarity of pronunciation	The student did not speak much during the discussion.	Pronunciation skills could not be optimally observed.
Fluency	Fluency of speech without many pauses	The student did not demonstrate speaking performance during the group discussion.	Fluency could not be assessed in this context.
Accuracy	Accuracy of structure and vocabulary	There was insufficient language production to assess accuracy.	Data was limited for assessing linguistic accuracy.
Confidence	Confidence and volume of voice	The student did not demonstrate active in speaking during the discussion.	He exhibited a low level of confidence in a group setting.
Interaction	Responsiveness to questions and discussion	The student did not actively engage in group interactions; He only listened to his peers.	Participation was passive.

Reading accuracy	Accuracy in reading texts	When asked to read, the student was able to read fairly well.	Reading ability is better than speaking ability.
Comprehension	Ability to comprehend reading material	The student demonstrated understanding through nonverbal responses such as nodding or following the flow of the discussion.	Understanding is present but not expressed verbally.
Vocabulary	Understanding difficult words	No questions are asked, but the student appears to be paying attention to the teacher's explanation of vocabulary.	Likely understands receptively but does not express it.

Observation Description 5

The observation was conducted on 25th August 2025 during Bahasa Indonesia lesson in which the students participated in a group discussion activity. At the beginning of the lesson, the teacher greeted the students, checked attendance, and explained the learning objectives. Before starting the main activity, the teacher began the lesson by asking several guiding questions to activate the students' prior knowledge. She asked, "*Anak-anak, apakah kalian pernah melakukan wawancara?*" and "*Menurut kalian, apa saja yang perlu dipersiapkan sebelum melakukan wawancara?*" Several students shared their ideas, while the observed student remained silent and listened to the discussion.

The teacher then explained that the lesson would focus on preparing and conducting an interview. She introduced the purpose of an interview, explained how to prepare appropriate interview questions, and discussed important aspects such as greeting the interviewee politely, introducing oneself, asking questions clearly, listening carefully to the responses, and thanking the interviewee at the end of the interview. The teacher also demonstrated

several examples of interview questions that could be used when interviewing teachers or school staff.

After the explanation, the teacher instructed the students to form small groups. She explained that each group would work together to prepare a list of interview questions before interviewing a teacher or a member of the school staff. The teacher said, *"Silakan bentuk kelompok. Bersama kelompok kalian, buat beberapa pertanyaan wawancara yang sopan dan sesuai dengan topik. Setelah itu, kalian akan mewawancarai guru atau petugas sekolah yang telah ditentukan."* The students then formed their groups and began discussing the interview questions before carrying out the interview activity.

After the students formed their groups, they began discussing the interview questions that would be used during the activity. Most group members shared ideas, suggested questions, and wrote them on the worksheet. In contrast, the observed student remained quiet throughout the discussion. He listened attentively to his groupmates' conversation but did not contribute any ideas or suggestions. Although he appeared to follow the discussion, he preferred to observe rather than participate verbally. One of the group members asked the participant, *"Menurutmu pertanyaan ini sudah benar gak?"* The observed student looked at the worksheet for a few moments, smiled briefly, but did not answer. Instead, he continued watching his classmates as they revised the interview questions together. His participation was limited to observing the discussion rather than actively contributing to it.

As the teacher walked around the classroom to monitor each group, she reminded the students, *"Pastikan semua anggota kelompok ikut berdiskusi dan memberikan pendapat."* The observed student looked toward the teacher and nodded quietly. However, he did not immediately respond to the instruction by speaking. Instead, he continued following the activity by observing how his group members discussed and completed the task. This suggested that he understood the teacher's instructions through observation rather than direct verbal participation.

During the discussion, the teacher noticed that one group had written an inappropriate interview question. She explained to the class, *"Kalimat pertanyaannya harus lebih sopan. Misalnya, gunakan 'Boleh kami bertanya...' atau 'Apa yang Bapak/Ibu lakukan...?' supaya terdengar lebih sopan."* The observed student paid close attention to the teacher's explanation and looked at the corrected example on his worksheet. Although he appeared to

understand the correction, he did not make any verbal comments or ask questions. Instead, he watched as his groupmates revised the questions according to the teacher's suggestions.

Before ending the lesson, the teacher reminded each group to finalize their interview questions because they would conduct the actual interview during the following meeting. The students organized their worksheets before the teacher closed the lesson.

The observation was conducted on Tuesday, 26th August 2025, from 13.35 to 14.10 WITA, during the continuation of the Bahasa Indonesia lesson on *Wawancara dengan Staf Sekolah (Kerja Kelompok)*. At the beginning of the lesson, the teacher briefly reviewed the interview procedures and reminded the students to communicate politely when interviewing teachers or school staff. She then instructed each group to conduct the interview using the questions they had prepared during the previous lesson.

The students left the classroom with their respective groups to interview the assigned teacher or school staff member. During the interview activity, the observed student accompanied his group but did not ask any of the prepared questions. Instead, he stood beside his classmates, listened carefully to the conversation, and observed the interaction between the interviewer and the interviewee. When one of his group members asked, "*Noah, mau tanya pertanyaan berikutnya?*" the participant smiled politely, shook his head slightly, and allowed another group member to continue the interview. Because he did not actively participate in the conversation, there was insufficient opportunity to observe his pronunciation, fluency, accuracy, or code-switching during the interview itself.

After returning to the classroom, each group discussed the information they had obtained from the interview. The observed student remained passive and listened while his classmates summarized the interview results. He occasionally nodded while looking at the worksheet, indicating that he followed the discussion, but he did not contribute any opinions or additional information. His comprehension was demonstrated mainly through non-verbal responses rather than spoken language. The teacher then invited each group to present a brief summary of their interview findings. Another member of the participant's group volunteered to present the results, while the observed student remained seated and listened attentively. After the presentation, the teacher asked the observed student to read one of the interview questions that his group had prepared. The participant read the sentence fairly fluently and

clearly, although his intonation remained relatively flat. Compared with his oral interaction, his reading performance appeared noticeably stronger.

At the end of the lesson, the teacher instructed each group to submit their interview worksheet and reminded the students about the importance of asking polite and appropriate questions during interviews. The teacher thanked the students for their participation and closed the lesson before the students prepared for the next subject.



Appendix 9

English Observation Field Note 6

Date : 4th of August 2025

Time : 10.50 – 12.00 wita

Lesson : English

Subject : A Mixed Indo- Filipino student

Topic/Activity : Was and Were (Simple Past Tense)

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	The student appears to be paying attention to the teacher's explanation, but does not actively demonstrate interest through verbal participation.	His interest is passive; students understand the material but do not express it verbally.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student completed tasks correctly after instructions are given, without asking questions or offering comments.	Understanding of instructions is good, but verbal responses are limited.
Confidence	Dare to answer/ask questions in the target language	The student tent to remain silent during lessons and speak only when the teacher directly calls on them or asks a question.	He demonstrated a low level of self-confidence in using English spontaneously.

Willingness to use the language target	Frequency of English/Indonesian usage according to context	The student used English only when asked by the teacher.	His willingness to use the target language is influenced by self-confidence, not linguistic ability.
Reaction to mistakes	Students' responses to language errors	The student accepted corrections by remaining silent and nodding, then correcting their answers.	He has a positive attitude toward corrections but lacks initiative.
Code-switching	When and why do students switch languages	The student continued to use English when answering.	Silence was not due to language limitations but to affective factors.
Pronunciation	Clarity of pronunciation	Pronunciation of was and were was clear when answering the teacher's questions.	Pronunciation was good despite low speaking frequency.
Fluency	Fluency of speech without many pauses	Answers were brief but delivered fluently without many pauses.	Fluency was maintained within limited speech production.
Accuracy	Accuracy of structure and vocabulary	The use of <i>was</i> and <i>were</i> was consistent with the subject in the sentence.	High grammatical accuracy.
Confidence	Confidence and volume of voice	Voice volume was soft and eye contact was limited while answering.	This indicates low self-confidence in oral communication.
Interaction	Responsiveness to questions and discussion	Did not take the initiative to participate in	Interaction was low despite

		the discussion; only responded when asked.	adequate comprehension.
Reading accuracy	Accuracy in reading texts	Read sentences correctly when asked.	Reading ability is good.
Comprehension	Ability to comprehend reading material	Able to choose was or were correctly in exercises	Good conceptual understanding of grammar.
Vocabulary	Understanding difficult words	Vocabulary is relevant but limited to the context of the question.	Functional use of vocabulary.

Observation Description 6

The observation was conducted on Monday, August 4th, 2025, from 10.50 a.m. to 12.00 p.m. during an English lesson. The lesson focused on the use of *was* and *were* in the Simple Past Tense. At the beginning of the lesson, the teacher entered the classroom and greeted the students by saying, "Good morning, everyone." The students replied together, "Good morning, Miss." The teacher then asked, "How are you today?" The students answered, "I'm fine, thank you. And you?" The teacher smiled and replied, "I'm great, thank you." After checking the students' attendance, the teacher introduced the lesson.

The teacher wrote the words *was* and *were* on the whiteboard and explained their functions in the Simple Past Tense. She gave several examples, such as "She was happy yesterday." and "They were at school last Monday." While explaining the lesson, the teacher asked the students to pay attention to the subject of each sentence before deciding whether to use *was* or *were*. The observed student listened attentively to the explanation and looked at the whiteboard throughout the lesson. He remained quiet and did not ask any questions. After explaining the material, the teacher asked the students to open their English workbook and complete the exercises. The teacher instructed the class, "Please read each sentence carefully and choose the correct answer." The students completed the exercises individually. The observed student read each sentence carefully before writing his answers. He completed the task independently without asking for additional explanations. As the students worked on the exercises, the teacher walked around the classroom to monitor their progress. When

she reached the observed student's desk, she checked his answers and asked, "Can you explain why you chose *was* for this sentence?" The student answered softly, "Because... the subject is she." The teacher nodded and replied, "Very good. She uses was." The student nodded and continued working on the remaining questions.

After all students had finished the exercise, the teacher reviewed the answers together with the class. She read each sentence aloud and asked the students to provide the correct answer. The teacher said, "Number one. 'They ... at the library yesterday.' What is the correct answer?" After waiting for a few seconds, she provided the answer, "The correct answer is were because the subject is they." She continued reviewing the remaining sentences using the same procedure while explaining the reason for each answer. During the discussion, the teacher occasionally asked the observed student to read one of the completed sentences aloud. The student read the sentence clearly and pronounced was and were accurately. His responses were brief but fluent, and he spoke with a soft voice while making limited eye contact with the teacher. When the teacher corrected one of his answers, the student nodded quietly, erased his previous answer, and wrote the correct one without making further comments. Throughout the lesson, the observed student followed the teacher's instructions carefully and completed all activities independently. He participated in the lesson only when the teacher addressed him directly and remained quiet during the class discussion. He continued to use English when answering the teacher's questions and did not switch to Bahasa Indonesia during the lesson.

At the end of the lesson, the teacher summarized the rules for using was and were and reminded the students to pay attention to the subject of each sentence. She then asked, "Is everything clear?" The students answered together, "Yes, Miss." The teacher concluded the lesson by saying, "Excellent work today. See you next week." The students replied, "Thank you, Miss." The lesson ended after the students organized their books and left the classroom.

Observation Field Note 7

Date : 11th of August 2025

Time : 10.50 – 12.00 wita

Lesson : English

Subject : A Mixed Indo- Filipino student

Topic/Activity : Past Tense Verbs (Regular and Irregular Verbs – sentence completion and oral response)

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	The student listened to the teacher's explanation of how to change verbs to the past tense but remained verbally passive.	Showed internal interest but did not express it through active participation.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student completed the exercise on changing verbs to the past tense correctly without asking for clarification.	Good understanding of instructions.
Confidence	Dare to answer/ask questions in the target language	The student only answers when called on by the teacher and does not take the initiative to speak.	Low self-confidence in using English spontaneously.
Willingness to use the language target	Frequency of English/Indonesian usage according to context	English is used only when answering the teacher's questions.	Willingness to use the target language is influenced by affective factors, not competence.

Reaction to mistakes	Students' responses to language errors	When incorrectly writing irregular verb forms, the student accepts corrections and makes corrections without comment.	Positive attitude toward corrections, but passive.
Code-switching	When and why do students switch languages	No code-switching to Indonesian	Student's silence is not due to language limitations.
Pronunciation	Clarity of pronunciation	Pronunciation of past tense verbs is clear when reading answers.	Pronunciation is fairly good despite low speaking frequency.
Fluency	Fluency of speech without many pauses	Oral responses are brief and fluent without long pauses.	Fluency is maintained in limited responses.
Accuracy	Accuracy of structure and vocabulary	Most uses of past tense verbs are correct, including common irregular verbs.	Grammar accuracy is fairly good.
Confidence	Confidence and volume of voice	Voice volume is soft, and facial expressions tend to be flat.	This indicates low self-confidence.
Interaction	Responsiveness to questions and discussion	Does not actively participate in class discussions; only answers individually.	Interaction is low despite adequate comprehension.
Reading accuracy	Accuracy in reading texts	Reads past-tense sentences with correct pronunciation when asked.	Reading ability is good.

Comprehension	Ability to comprehend reading material	Able to distinguish between regular and irregular verbs in written exercises.	Conceptual understanding is fairly strong.
Vocabulary	Understanding difficult words	Recognizes commonly used base verbs and past tense forms.	Functional vocabulary is adequate.

Observation Description 9

The classroom observation was conducted on Monday, August 11th, 2025, from 10.50 a.m. to 12.00 p.m. during an English lesson. The lesson focused on Past Tense Verbs, particularly distinguishing between regular and irregular verbs through sentence completion and oral responses. At the beginning of the lesson, the teacher entered the classroom and greeted the students by saying, "Good morning, everyone." The students replied together, "Good morning, Miss." The teacher then asked, "How are you today?" The students answered, "I'm fine, thank you. How about you, Miss?" The teacher smiled and replied, "I'm doing well, thank you."

After checking the students' attendance, the teacher reviewed the previous lesson to connect it with the new topic. She asked the students, "Who still remembers what we learned in our last meeting?" Several students answered together, "Was and were, Miss." The teacher nodded and continued, "Very good. We learned that *was* and *were* are the past forms of *to be*. Today, we are going to learn another part of the Simple Past Tense, which is regular and irregular verbs." The teacher wrote several base verbs on the whiteboard, including walk, play, study, eat, go, and see. She explained that some verbs form the past tense by adding -ed, while others change into different forms. The teacher said, "Verbs like walk become walked because they are regular verbs. However, verbs like go become went and eat becomes ate. These are called irregular verbs." The students listened while the teacher explained the differences and provided several examples. The observed student looked at the whiteboard throughout the explanation and quietly followed the lesson without asking questions.

After explaining the material, the teacher distributed a worksheet containing several questions about regular and irregular verbs. She asked the students to write the questions in their notebooks before answering them. The teacher instructed the class, "Please write the questions in your paper first. After that, answer each question by changing the verbs into the correct past tense forms. When you finish, submit your work to me." The students copied the questions into their notebooks and completed the exercise individually. The observed student carefully wrote each question before answering them one by one. During the activity, he remained focused on his work, completed the exercise independently, and did not ask for clarification or make any comments. After finishing the task, he reviewed his answers briefly before submitting his notebook to the teacher along with the rest of the class.

After all students had submitted their work, the teacher reviewed the answers together with the class. While discussing the exercises, she referred to one of the observed student's answers and said, "In this sentence, 'We _____ in the pool last summer,' the correct answer is not *swimmed*." She explained, "*Swim* is an irregular verb, so its past tense form is *swam*, not *swimmed*." The observed student listened quietly, and nodded. At one point, the teacher asked the observed student to read one of the completed sentences aloud. He read the sentence clearly and pronounced the past tense verbs accurately. His response was brief and fluent, although he spoke in a soft voice and maintained limited eye contact with the teacher.

At the end of the lesson, the teacher summarized the differences between regular and irregular verbs and reminded the students to memorize common irregular verb forms. She then asked, "Does everyone understand the difference between regular and irregular verbs?" The students answered together, "Yes, Miss." The teacher concluded the lesson by saying, "Very good. Please review today's lesson at home. See you next week." The students replied, "Thank you, Miss." The lesson ended after the students organized their books.

Observation Field Note 10

Date : 18th of August 2025

Time : 10.50 – 12.00 wita

Lesson : English

Subject : A Mixed Indo- Filipino student

Topic/Activity : Simple Past Tense (affirmative sentences speaking and written practice)

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	The student listened to the teacher's explanation of the use of the Simple Past Tense and wrote examples in their notebooks.	He showed passive interest in learning.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student worked on the exercise to change sentences to the Simple Past form as instructed.	The instructions were well understood.
Confidence	Dare to answer/ask questions in the target language	The student only gave oral answers when the teacher directly called on them or asked a question.	He lacked confidence in using the language spontaneously.
Willingness to use the language target	Frequency of English/Indonesian usage according to context	English is used only when answering the teacher's questions.	Willingness to use the target language is limited based on the situation.
Reaction to mistakes	Students' responses to language errors	The student accepted	A positive attitude toward

		corrections silently and correct their answers.	mistakes, but a lack of initiative.
Code-switching	When and why do students switch languages	No code-switching to Indonesian was observed when answering.	The student's silence is not due to language limitations.
Pronunciation	Clarity of pronunciation	The pronunciation of past tense verbs is clear when reading sentences.	Pronunciation is fairly good.
Fluency	Fluency of speech without many pauses	Answers are given concisely but without many pauses.	Fluency is maintained despite limited output.
Accuracy	Accuracy of structure and vocabulary	Most sentences correctly use the Simple Past tense.	Understanding of grammatical structures is good.
Confidence	Confidence and volume of voice	Voice volume is low and eye contact is limited when answering.	Demonstrates a low level of self-confidence.
Interaction	Responsiveness to questions and discussion	Did not actively participate in class discussions; only answers when asked.	Interaction is low despite adequate understanding.
Reading accuracy	Accuracy in reading texts	Read Simple Past sentences with accurate pronunciation when asked.	Reading ability is good.
Comprehension	Ability to comprehend reading material	Able to identify past tense from the context of the sentence.	Understanding of the Simple Past Tense concept is good.

Vocabulary	Understanding difficult words	Vocabulary used is relevant to the context of past events.	Vocabulary is functional and adequate.
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Observation Description 10

The classroom observation was conducted on Monday, August 18th, 2025, from 10.50 a.m. to 12.00 p.m. during an English lesson. The lesson focused on the Simple Past Tense, particularly the use of affirmative sentences through speaking and written practice. At the beginning of the lesson, the teacher entered the classroom and greeted the students by saying, "Good morning, everyone." The students replied together, "Good morning, Miss." The teacher then asked, "How are you today?" The students answered, "I'm fine, thank you. How about you, Miss?" The teacher smiled and replied, "I'm great, thank you." After checking the students' attendance, the teacher reviewed the previous lesson by asking, "Who can remind us what we learned last week?" Several students answered, "Regular and irregular verbs, Miss." The teacher nodded and said, "That's right. Today, we are going to use those verbs to make affirmative sentences in the Simple Past Tense."

The teacher wrote several example sentences on the whiteboard, such as "I visited my grandmother last weekend," "She played badminton yesterday," and "They went to the zoo last Sunday." She explained the structure of affirmative sentences in the Simple Past Tense and asked the students to copy the examples into their notebooks. The observed student listened carefully to the explanation, copied the examples into his notebook, and remained quiet throughout the presentation. After explaining the material, the teacher distributed a worksheet containing several exercises on the Simple Past Tense. She instructed the class, "Please write the questions in your notebook first. Then, change each sentence into the correct Simple Past Tense form. When you finish, submit your work to me." The students copied the questions into their notebooks and completed the exercise individually. The observed student carefully wrote each question before answering them one by one. He remained focused on his work, completed the exercise independently, and did not ask for clarification or make any comments during the activity.

After all students had submitted their work, the teacher reviewed the answers together with the class. She read each sentence aloud and explained the correct answers. During the discussion, she called on the observed student to read one of the completed sentences. The

student read the sentence clearly using the correct past tense form and pronounced the verbs accurately. The teacher responded, "Good job. Your sentence is correct." The student nodded quietly and returned to his seat without making additional comments. The teacher continued reviewing several answers and reminded the students to pay attention to the correct form of regular and irregular verbs when writing affirmative sentences. The observed student listened attentively throughout the discussion and responded only when the teacher addressed him directly. He spoke in a soft voice, maintained limited eye contact, and used English consistently without switching to Bahasa Indonesia.

At the end of the lesson, the teacher summarized the structure of affirmative sentences in the Simple Past Tense and reminded the students to pay attention to the correct use of regular and irregular verbs. She then asked the students to write a short story about one of their past experiences using the Simple Past Tense. The teacher said, "Before we finish today's lesson, I want each of you to write a short story about one of your past experiences. You may write about your holiday, a memorable day with your family or friends, or any interesting event that happened to you. Remember to use the Simple Past Tense in your story." The students listened to the instructions and began writing their stories in their notebooks. Before ending the lesson, the teacher asked, "Is the instruction clear?" The students replied together, "Yes, Miss." The teacher concluded the lesson by saying, "Very good. Thank you for your participation today. See you in the next class." The students answered, "Thank you, Miss." The lesson ended after the students finished writing.

Observation Field Note 12

Date : 25th of August 2025

Time : 10.50 – 12.00 wita

Lesson : English

Subject : A Mixed Indo- Filipino student

Topic/Activity : Simple Past Tense using 5W+1H (reading text and guided oral response)

Observed aspect	Indicator	Descriptive Notes (Actual Behavior)	Researcher Interpretation
Enthusiasm and interest	Students appear interested/uninterested, focused or unfocused	The student paid attention to the Simple Past reading passage and the teacher's explanation of the 5W+1H, but did not actively ask questions.	He showed passive interest in the material.
Response to teacher instructions	Student reactions when the teacher speaks (understanding, confused, silent, etc.)	The student completed the assignment of answering the 5W+1H questions based on the text without asking for the questions to be repeated.	The instructions were well understood.
Confidence	Dare to answer/ask questions in the target language	The student only answered the 5W+1H questions orally when called on by the teacher.	Low self-confidence in spontaneous oral production.
Willingness to use the language target	Frequency of English/Indonesian usage according to context	English was used only when answering the teacher's questions.	Willingness to speak was influenced by affective factors.

Reaction to mistakes	Students' responses to language errors	When the answer to “Why” was inaccurate, the student accepted the correction and corrected himself in a soft voice.	Positive attitude toward correction, but lacking confidence.
Code-switching	When and why do students switch languages	No code-switching to Indonesian was observed during the activity.	Limited participation is not due to language proficiency.
Pronunciation	Clarity of pronunciation	Pronunciation of past tense verbs and question words is fairly clear when answering.	Pronunciation is adequate.
Fluency	Fluency of speech without many pauses	Answers are brief and disjointed, but without long pauses.	Fluency is limited by self-confidence.
Accuracy	Accuracy of structure and vocabulary	Most answers use the Simple Past tense correctly.	Grammatical accuracy is good.
Confidence	Confidence and volume of voice	Voice volume was low and eye contact was limited when answering questions.	This indicates a low level of self-confidence.
Interaction	Responsiveness to questions and discussion	Did not take the initiative to respond to classmates' answers or participate in discussions.	Class interaction was low.

Reading accuracy	Accuracy in reading texts	Read Simple Past texts with accurate pronunciation when asked. Reading ability was good.	Reading ability was good.
Comprehension	Ability to comprehend reading material	Able to answer "Who," "What," "When," and "Where" accurately; "Why" and "How" were still limited.	Literal comprehension was good; inferential comprehension is still developing.
Vocabulary	Understanding difficult words	Understands common vocabulary in the text but is uncertain about abstract words.	Vocabulary is functional but not yet extensive.

Observation Description 12

The classroom observation was conducted on Monday, August 25th, 2025, from 10.50 a.m. to 12.00 p.m. during an English lesson. The lesson focused on reading a Simple Past Tense text and answering comprehension questions using the 5W+1H strategy (Who, What, When, Where, Why, and How). At the beginning of the lesson, the teacher entered the classroom and greeted the students by saying, "Good morning, everyone." The students replied together, "Good morning, Miss." The teacher then asked, "How are you today?" The students answered, "I'm fine, thank you. How about you, Miss?" The teacher smiled and replied, "I'm doing well, thank you." After checking the students' attendance, the teacher reviewed the previous lesson by asking, "What did we learn last week?" Several students answered, "Simple Past Tense, Miss." The teacher nodded and continued, "That's right. Last week, we learned how to write affirmative sentences in the Simple Past Tense. Today, we are going to read a short text and answer questions using the 5W+1H method.

The teacher distributed a reading passage and asked the students to read it silently. After giving the students enough time to finish reading, she explained the meaning and purpose of the 5W+1H questions. She wrote Who, What, When, Where, Why, and How on the

whiteboard and explained that these questions help readers identify important information from a text. The observed student followed the teacher's explanation, looked at the reading passage, and remained quiet throughout the discussion without asking any questions.

After explaining the activity, the teacher instructed the class, "Please answer the 5W+1H questions based on the reading passage. Read the text carefully before writing your answers. When you finish, submit your work to me." The students answered the questions individually. The observed student reread the text carefully before writing his answers. He completed all six questions independently and did not ask for clarification during the activity. After collecting the students' work, the teacher reviewed the answers together with the class. She read each question aloud and discussed the correct answers one by one. For the Who, What, When, and Where questions, the observed student's answers were correct. When discussing the Why question, the teacher noticed that his answer did not match the information in the text. She said, "Please look at this part of the passage again. The answer should come from this paragraph." The observed student reread the paragraph quietly before answering again in a soft voice. The teacher nodded and said, "That's better. Remember to look for the reason given in the text when answering a Why question." The student nodded and corrected his answer.

The teacher continued discussing the remaining questions, including the How question, and reminded the students to support their answers with information from the reading passage. During the discussion, the observed student listened attentively and participated only when the teacher called on him. When asked to read part of the text aloud, he read the passage with clear pronunciation and appropriate pacing. His responses were brief, and he spoke in a soft voice while maintaining limited eye contact with the teacher.

After finish discussed the material, the teacher reminded the students about the short story assignment from the previous meeting. She said, "Last week, I asked you to write a short story about one of your past experiences using the Simple Past Tense. Now, I would like some of you to come to the front of the class and read your stories." The teacher then invited several students to present their work, including the observed student. When his name was called, the observed student walked to the front of the classroom with his notebook and read his story aloud. He spoke in a soft voice but pronounced the words clearly and used the Simple Past Tense appropriately throughout his story. After he finished, the teacher said,

"Good job. Your story is well written. Next time, try to speak a little louder so everyone can hear you." The student nodded quietly and returned to his seat.

At the end of the lesson, the teacher summarized the use of the 5W+1H strategy in reading comprehension and reminded the students that these question words could help them identify the main ideas and supporting details in a text. She then asked, "Does everyone understand how to answer 5W+1H questions?" The students replied together, "Yes, Miss." The teacher concluded the lesson by saying, "Very good. Thank you for your participation today. See you in the next class." The students answered, "Thank you, Miss." The lesson ended after the students packed their books and prepared for praying together.



Appendix 10

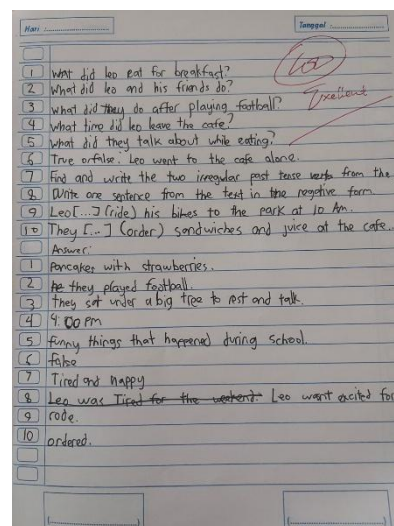
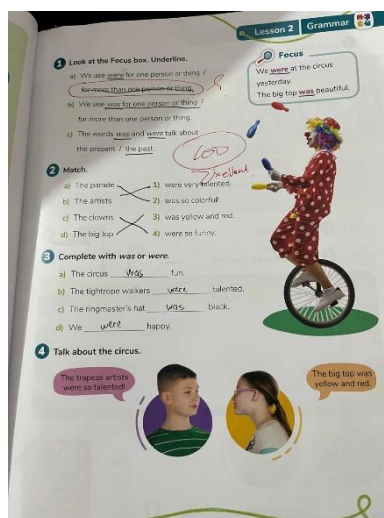
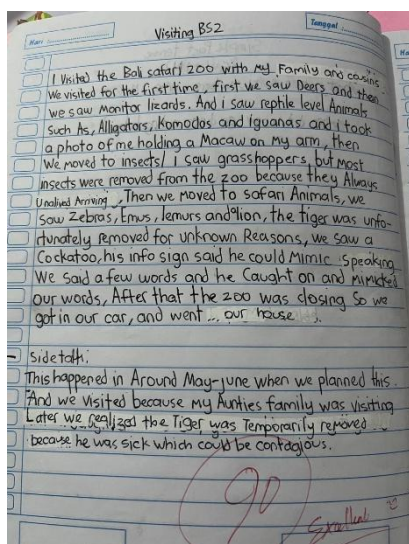
Documentation



English Class Observation



Student's English Performance



Student's English Assignments

Appendix 11

Anecdotal Notes Template 1

Date: 4th August 2025

Time: 09.25–09.40 Wita (Break time)

Location/Class: VIC Classroom

Aspect	Observed Behavior	Notes/Examples
Language used (English/Bahasa Indonesia)	Student used Bahasa Indonesia for functional expressions, with occasional English words.	The student said, “ <i>Ms, saya mau ke bawah,</i> ” then added softly, “ <i>for break.</i> ”
Code-switching occurrence	Code-switching occurred in short phrases, not full sentences	During lunch time, the student asked, “ <i>Sudah boleh turun?</i> ” and later said, “ <i>Lunch time, right?</i> ”
Student confidence when speaking	Low but observable effort to speak.	The student spoke softly and briefly, but initiated the request independently.
Reaction to correction or feedback	Neutral and receptive.	When reminded to use full Bahasa Indonesia, the student nodded and repeated the sentence more completely.
Peer and teacher interaction	Limited but purposeful interaction.	The student interacted mainly with the teacher for permission and did not extend conversation with peers.

Anecdotal Notes Template 2

Date: 25th August 2025

Time: 10. 20-10.45 Wita (Group work session in Indonesian Lesson)

Location/Class: VI C Classroom

Aspect	Observed Behavior	Notes/Examples
Language used (English/Bahasa Indonesia)	Student showed limited use of Bahasa Indonesia and relied on short responses.	The student responded with single words such as “ <i>ini</i> ” or nodded instead of giving verbal explanations.
Code-switching occurrence	Code-switching to English occurred when the student seemed uncertain.	The student whispered “ <i>I don’t know</i> ” when asked to explain an answer.
Student confidence when speaking	Low confidence, hesitant to contribute verbally.	The student avoided eye contact and waited for peers to speak first.
Reaction to correction or feedback	Passive acceptance without verbal response.	After a peer corrected the answer, the student remained silent and did not attempt to restate the idea.
Peer and teacher interaction	Minimal interaction; participation mainly observational.	The student listened to group discussion but did not initiate or extend conversation.

Anecdotal Notes Template 3

Date: 1st September 2025

Time: 12.10-13.00 (Break time)

Location/Class: VIC Classroom

Aspect	Observed Behavior	Notes/Examples
Language used (English/Bahasa Indonesia)	Student used Bahasa Indonesia only when directly addressed; otherwise remained silent.	When a friend said “ <i>Ayo main</i> ”, the student replied “ <i>Iya</i> ” once, but did not continue speaking.
Code-switching occurrence	Limited code-switching; avoidance was more frequent than switching.	Instead of switching to English, the student smiled and stayed silent.
Student confidence when speaking	Low confidence in spontaneous interaction.	The student smiled and avoided verbal response when invited to talk further.
Reaction to correction or feedback	Passive and non-verbal.	The student nodded or smiled without adding verbal contribution.
Peer and teacher interaction	Minimal verbal peer interaction; receptive role.	The student followed peers’ actions but did not initiate or maintain conversation.