**INTERVIEW GUIDELINES**

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| No | Aspects | Interview Questions | Answers |
| 1 | Teacher's personal information about the bilingual program [1], [2] | 1. How long have you worked at this natural school? | This is my third year working here. |
| 1. Are you involved in a bilingual program at a natural school? | Yes, I participated directly as a language activator and one of the authors of this bilingual program. |
| 1. In your opinion: what are the advantages and disadvantages of the bilingual program? | The most noticeable benefit is that students become more disciplined because of the audio playback. Before this program began, students tended to be less concerned with time, but after the implementation of LNP, students used time more wisely, such as returning to the school area on time so as not to miss the audio playback of vocabulary and memorizing in their spare time. The students' language skills have definitely improved because every day three new vocabulary words are given. The nuances of language learning are also greatly improved. But it all depends on the students too, whether they feel helped and upgraded or not.  The disadvantages are due to limited facilities and infrastructure. Ideally, I'm referring to the implementation of the bilingual program at the boarding school, which has audio speakers in every room, but here there are only speakers in front of the office. So, the sound must be maximized so that all classes are heard. |
| 1. Why do you want to be a teacher in bilingual program? | This program has actually been planned for quite a long time, and finally, with instructions from the foundation, I and other teachers must implement it. |
| 1. Have you received any special training as a bilingual teacher? | Not yet, anyway. But there is a plan. We plan to invite language practitioners who happen to have a relationship with the owner of the foundation. But the time has not yet been determined because we still have a lot of agendas to carry out. The plan for the training that we will carry out will first focus on how teachers implement and form a good bilingual environment. But in order to keep the LNP running, we will have a two-week or once-a-month meeting where the principal will evaluate the teachers. |
| 1. Do you think bilingual programs have academic advantages? | For academic gains, I don't know if there is a correlation or not because what we measure is different. Academic learning is more complex with four interconnected skills, while LNP output focuses more on speaking. So if there is an academic advantage, it is in speaking and listening. |
| 2 | Program Implementation [3] | 1. What does the bilingual program look like at SMP ALAM Al-Izzah in general? How to implement it? | For the bilingual program at SMP Alam Al-Izzah, we call it LNP (Language Nurturing Program), which is a language habituation program where there are two languages, namely English and Arabic, each of which is held two weeks a month. This program is quite different from other schools, especially in terms of material. In this school, the book content has been adapted to the needs and culture of natural schools. I am the person responsible for compiling the book as well as the content in it. As much as possible, I emphasized natural content such as gravity, the benefits of water and fire, and others. Even so, in preparing this book, I still adhered to the government's curriculum guidelines, but the theme has been adjusted. In the preparation of the book, I also included other information that students might need.  For the LNP program itself, the most prominent activity is that every day students and teachers are asked to memorize three new vocabulary according to the week. We share the vocabulary in the form of audio, which consists of one noun, one adjective, and one verb. For the system of depositing vocabulary, students will deposit accompanied by parents, who are then sent in the form of audio or video to the teacher, while the teacher will deposit directly to the principal or teacher member of the language activator, along with sample sentences. For audio playback, we do it on a schedule, which is three times: in the morning before class starts, the first break, and the second break in the afternoon.  Every month, the school also assesses language activeness. The school has two ways of assessing students, namely peer assessment and teacher observation. As for teachers, they also assess each other, plus students who assess teachers anonymously every month through a form. In addition, through the teacher, the language activator team will also assess students' activeness in depositing vocabulary memorization. The scores obtained from the two assessments will then be accumulated, the results of which can be seen on the mading every month and on the students' report cards as a form of the school's seriousness in this program. |
| 1. In practice and specific, how is the implementation of the bilingual program in the classroom? | For this LNP, the school still focuses on the practice of language interaction, especially outside the classroom. for its use in the classroom, which is only done during English lessons; other than that, other lessons still use Indonesian. Therefore, teachers should really maximize as much English learning as possible in the classroom. |
| 1. What developments have occurred since the implementation of the bilingual program? | The most obvious is that the teachers are more motivated to provide examples to students for the use of the target language, especially English as a more familiar language. However, it is also difficult for teachers to arrange schedules for teaching and memorizing vocabulary. |
| 3 | Factors supporting and inhibiting program implementation [3] | 1. In your opinion: is the condition of the teacher and school staff conducive to the implementation of the bilingual program? | In my opinion, the conditions of the school community are sufficient to implement this LNP, although there is still a lot to be maximized. Because not only teachers, but school staff are also involved in this LNP. But this program is only implemented in junior high schools, while other school units, such as elementary schools and kindergartens, do not implement it even though they are still in one area. |
| 1. In your opinion: is the condition of the school environment suitable for supporting the bilingual program? | For the condition of the school environment, when in the junior high school area, it can be said that it is quite appropriate. Fellow school residents, both teachers and students, try to use English or Arabic. The problem is when meeting teachers or students from other units who do not have the obligation to apply LNP. Students are also only required to use the target language in the junior high school area, and when in other unit areas or shared facilities such as canteens and mosques, students are no longer required to use English. So sometimes there are students who deliberately leave the junior high school area during breaks or free time so that they are not spoken to in English. |
| 1. In your opinion: how can students be motivated by implementing a bilingual program? | To maintain motivation in LNP, we actually implement a reward system. So the school will give rewards to children who routinely use the target language actively and always make vocabulary memorization deposits. We have a reward called a language badge that will be given once a month to students. The language badges can be exchanged for money by the students. In addition, the school also provides learning support gifts such as dictionaries or anything that can encourage student motivation in applying English. |
| 1. Is the student's linguistic competence in accordance with the expectations of the bilingual program? | If you look at the implementation, it is not yet, and if measured, it seems that it is also below 60% if monitored as a whole, including vocabulary deposits and teacher and student observation assessments. Actually, we also plan to change the method of depositing, which initially involved parents, to fully deposit directly to teachers at school because it turns out that some parents are less concerned with student development in this program. |
| 1. How do parents respond to the implementation of the bilingual program? | As for agreeing, of course the parents agree. Actually, what we highlight more is whether or not the students who take part in this program care. Because the system still relies on parental involvement in supervising students to deposit vocabulary with the teacher. There are students whose parents always accompany them when depositing vocabulary, but there are also students who have to deposit themselves by recording themselves and sending them to the teacher. We should want parents to be involved in the vocabulary deposit by being directly involved in making the video that will be submitted to the teacher. That should be the case, but because the conditions of each house and parent are different, it is also beyond the school's control. |
| 4 | Attitudes and language attitudes of teachers in bilingual programs in nature-based schools [1] | 1. How is the quality of the bilingual program at the nature-based school where you teach? | In terms of quality, I think LNP still lacks a lot because it is also a program that you develop yourself with facilities that are still limited. Therefore, it still needs a lot of evaluation and development. |
| 1. Do you participate in school activities related to the bilingual program? What is that activity? | Yes, I participate directly both as an English teacher and a language activator teacher. I participate directly in the LNP activities, especially the vocabulary activities that are given through audio, which I adapted from my experience when I went to boarding school. And because I also used to take English education at university, I combined the two knowledge streams for this program. It's just that the language education in the boarding school is more intensive because students are in the school for 24 hours. The boarding school also applies a punishment system that makes students so encouraged to learn so as not to get punished. As for the LNP at SMP Alam Al-Izzah, I adjusted it without applying punishment while still using vocabulary announced through audio. |
| 1. How do you feel about having a bilingual program at a nature-based school? | Of course, the bilingual program makes our school more interesting because establishing a bilingual program is also difficult. Because usually the ones that can implement this program are hut-based schools where the students are there for 24 hours and can use many methods. At school, the students' time is also limited here until the afternoon, and during that time we provide continuous language input, and when they get home, they have to do language output. But alhamdulillah, the program is going well, although it still cannot be compared with schools that use the Cambridge system. We use our own system, which is more acceptable because we also adjust the conditions of students, teachers, and culture. Nowadays, English is not compulsory in primary schools, so we also try to overcome that by making students catch up with students who have received English lessons in primary school. |
| 1. Do you think bilingual education can improve students' self-esteem? | For children who are enthusiastic and well-motivated, the impact on self-confidence is also visible. But some students have also been indoctrinated from the start that they can't speak English, so with the LNP rules, they are clearly burdened. But fortunately, only a small number of students feel this way. |
| 1. Do you have positive experiences when students use English at school? What are they? | A positive experience might be interacting with students who can keep up a good conversation in Arabic or English. |
| 1. Do you have negative experiences when students use English at school? What are they? | A negative experience might be when a student is spoken to but does not know what is meant. Even though the teacher has been required to use Arabic or English, some students can't and don't know how to respond, forcing the teacher to repeat his words twice in Indonesian. I think that's negative because it can demoralize the use of English. Because, if we get the right partner, it will make us enthusiastic to improve our skills. |
| 1. How is the language attitude of your students in class? Do you have problems with it? | For this, some students are able to actively respond to the teacher's speech, but there are also those who are passive. But for the number of students who are active as a whole, we have never done an exact calculation, so we don't know the exact number. Because of the different language attitudes of students, in class we optimize vocabulary, especially those that students have memorized, so that they get used to using it. |
| 5 | Challenges faced by teachers in implementing bilingual programs in nature-based schools [4] | 1. Do you have difficulty in understanding the bilingual program implemented in a natural school? | There seems to be no difficulty for teachers in understanding the LNP program. Perhaps it is more about the practice for teachers because not all teachers have an English or Arabic educational background. Because educational background is very influential with this program, teachers or school staff who have an English education background must have more abilities than other teachers. Teachers from other educational backgrounds are like learning from scratch because they only deal with English at school or college, and that makes it difficult. That's the first thing about the teacher's educational background. Then the daily activities at school also affect the teacher's performance because teachers also have their own obligations to memorize vocabulary and deposit it. So, teachers also lack time to learn more about English and depend on the vocabulary updates given. |
| 1. If you had to develop an assessment for students, what assessment would you normally use? Are you having trouble? | For assessment, we have vocabulary deposit activities and daily speech practice. But there are two ways to assess this daily speaking practice. First, there will be a student who we will appoint as an agent in each class without the knowledge of several other students, and this child will later monitor how his classmates use English. How the students' speaking practices have changed over the past month according to the child's report will also be written on the report regularly. Then we also have an assessment from teacher observation to balance it because student assessment is also very subjective, so we have an assessment from two sides, students and teachers. |
| 1. Has the attitude of other teachers influenced your progress in the school's bilingual program? | Yes, it affects. Because our partner's language ability can also affect our language development, as I said earlier. When we find a suitable partner, our motivation can increase and we can be encouraged to speak like a native. But if the partner doesn't understand either, it can lower the level of ability. |
| 1. How do you deal with students with negative language attitudes? | For students who consistently do not follow LNP well, such as not depositing vocabulary, we will hold a home visit. The purpose is also to find out why these students never deposit. But to overcome students like this, we usually organize activities where students stay at school on Saturdays and Sundays. So we gather students who never deposit, and then for two days we focus on memorizing vocabulary and catching up. |
| 6 | Problems faced by teachers in implementing bilingual programs in nature-based schools [4] | 1. Do you have difficulties in making preparations before teaching in class? What are they? | As for classroom preparation, there is none, because it is the same as teaching in a regular class. For the preparation of the LNP program itself before it is implemented, we make adjustments to the school environment and conduct socialization with teachers, students, and parents. |
| 1. Do you have any issues or difficulties in managing the class? | The difficulty of classroom management is more about the heterogeneous nature of the students. Heterogeneous in the sense that there are those who are very good or ordinary, and there are those who are lacking or cannot at all. And also some students who, when we encourage them to learn to speak English, immediately label them as unable to speak English. It feels like students are limiting themselves. Because if we can't, it means we have to learn again, and then we can get out of that zone. |
| 1. Do you have problems in building good relationships with those involved in the bilingual program, such as other teachers and parents? | The obstacles may be parents who don't care about the students' memorization. For the junior high school area, it seems to be more about the number of staff who can speak English and the ability of the teachers, which still needs to be improved. Therefore, we have not been able to provide a fully English environment for students and are still taking it step by step. Because the abilities of students are also different, especially those who did not receive any English language education at all in elementary school. |

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