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Bilingualism-Based Langugae Teaching In EFL Classroom

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Abstract

This research aimed at investigating (1) the teacher's perception on the use of Bilingualism in the classroom, (2) the way the teacher implements bilingualism in the classroom, (3) the students' responses to the implementation of bilingualism in the classroom. This research was conducted under the qualitative case study design. The subject of this research involved an EFL teacher in Telkom Elementary School Makassar and the 28 students in grade 5B using purposive sampling. The data were gathered from classroom observations and interview. The findings showed that the teacher had a positive and comprehensive perception toward the use of bilingualism in English language teaching. The implementation of bilingualism-based language teaching was reflected through classroom practices by the teacher that involved separation of languages (by topic, by time, by place, by medium of activities, by function) and concurrent uses of languages (by translating, by previewing and reviewing, by translanguaging). In addition, the findings also showed that students responded positively toward the use of bilingualism in the classroom because it helped them understand lesson easier, increased their confidence, and encouraged greater engagement in learning English. However, bilingualism needed to use carefully to maintain the adequate exposure of the target language. Hence, it is obvious that bilingual practices can serve as crucial elements in teaching English when implemented appropriately based on students' needs and classroom situation. Teacher should use bilingualism thoughtfully to enhance teaching effectiveness.

Keywords: bilingualism-based language teaching, teacher, EFL classroom

INTRODUCTION

In a globalized world where communication and understanding among people from various linguistic and cultural backgrounds are increasingly important, studying bilingualism is crucial. Hamers and Blanc (2000) stated that bilingualism refers to the phenomenon of competence and communication in two languages. Bilingual education means using two languages as media of instruction for teaching, allowing students to learn content subjects while developing proficiency in both languages. In the Indonesian educational context, bilingualism in the classroom in is commonly reflected in the way English is taught as a subject in many schools. While English is formally positioned as a foreign language, teachers often integrate both English and Indonesian during instruction to facilitate students' understanding, particularly at the primary level.

The implementation of bilingualism-based language teaching is intended to enhance students' competence in a foreign language, particularly English, while simultaneously strengthening their first language. The use of two languages in a complementary manner contributes to students' ability to communicate meaningfully, leading to the development of knowledge and skills in both languages. Concisely, students will acquire two key items that are mastery of knowledge and expertise in two languages. To achieve this goal, teachers will determine how both languages are used in the classroom. Therefore, teachers become the important resource in supporting and improving students' language competence.

It is widely reported that teachers' perceptions and beliefs play an important role in the classroom decision they make (Moloi, 2009). Perceptions of teachers can affect students' behaviour and their learning in the classroom. Thus, it is very important to see the effectiveness of the techniques and the use of language that applied by the teachers. They

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need to be aware of these aspects so they can design appropriate lesson plans. At the primary level, students are still developing their foundational language skills, and teachers' perceptions or beliefs about the use of bilingualism in the classroom influence how the language is introduced, modeled, and integrated into daily instruction. It affects teaching strategies, language exposure, and the overall learning environment, which in turn shape students' attitude and proficiency in English. If teachers view it as important and manageable, they are more likely to create supportive and engaging learning experiences.

Concerning the importance of bilingualism-based language teaching, many researchers have investigated its implementation, benefits, and challenges in various educational settings. Research was conducted by Rosmalinda and Laila (2024) concerning the use of bilingualism strategy as a communication tool in English learning. It was a descriptive qualitative study. The findings assert bilingualism in the English learning process served as a valuable tool for effective communication, engagement, and comprehension among students, contributed positively to the learning experience. The use bilingualism provides diverse avenues for communication comprehension. While, Sheila and Aswir (2023) conducted research about the perception by the teachers and the students regarding the advantages and the disadvantages of implementing a bilingual system in the school environment. The finding showed that the students expressed their optimism about the benefits associated with bilingual education, while also demonstrated awareness of potential challenges. For teachers, although bilingualism has drawbacks, the positives outweigh the negatives. Likewise, Ramadani (2022) investigated about the implementation of bilingual based instruction in teaching English for the students in junior high school. The finding showed that the teacher used English and Indonesian in context of greeting, introducing material, giving an explanation, giving direction or instruction, giving clarification, asking and answering the questions, and closing activity. The teacher said that bilingual-based instruction is important to make the learning process run effectively.

The previous studies focused on the practice of bilingualism and teachers' perception of it. However, this topic has not been fully explored, which has led the researcher to conduct a broader investigation of bilingualism-based language teaching particularly on how languages are allocated and managed in the classroom and students' responses of it. It is imperative to do a further study about the application of the bilingual program in EFL Classroom specifically in elementary school because how teachers' perceptions are reflected in their classroom practices and how these practices are received by students are fundamental aspects in creating effective bilingual learning in the classroom.

METHOD

To conduct the study, the researcher applied qualitative research and to be more specific, it was a case study design. Gay et al. (2012) stated that qualitative research involves collecting, analyzing, and interpreting extensive narrative and visual (i.e., non-numerical) data in order to gain a depth understanding of a specific phenomenon of interest. However, this study was categorized as qualitative research because this study concerns to identify and describe the teacher's perception on the use of bilingualism, the way the teacher implements bilingualism in the classroom, and the students' responses to the implementation of bilingualism.

In order to get the sample, the researcher used purposive sampling. Sugiyono (2016) stated that purposive sampling is a technique that is used in taking a sample with certain of considerations. The researcher did the research in Telkom Elementary School Makassar as one of the best Elementary Schools in Makassar. The reason behind it because the researcher intended to obtain the data or the information from the professional teacher that were assumed to be cooperative and thoughtful, thus ensuring the success of the research.

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The researcher selected the most professional fifth-grade teacher based on the recommendation from the principal of Telkom Elementary School Makassar. In order to be a professional, a teacher must possess some criterias. This is in line with Orlando (2013) who stated that a professional teacher should be a master in his or her field, set up a high expectation on all of his or her students, and creating a strong relationship with the students. While the students who became samples were based on the teacher's recommendation.

This study used two instruments that were classroom observation and interview. Classroom observation contains all of the information that the researcher seen or heard during observation session. It is one of the basic methods of obtaining data for qualitative research design (Ary et al. 2010). While the type of interview that used by the researcher to obtain detailed information was semi-structured interview. According to Creswell (2014), semi-structured interviews are the key of qualitative data collection method where researcher use an interview protocol containing a set of open-ended questions.

Furthermore, classroom observation was used in collecting data in the classroom. Arikunto (2012) explained that observation is an effort to conduct research to obtain the information needed. This method was determined as a data collection method to obtain all information on the way the teacher implement bilingualism in the classroom. The researcher also used interview as the data collection technique. Frankael and Wallen (2009) explained that the interview is asking relevant questions by the researcher to check the accuracy.

Data analysis was carried out using the Miles and Huberman model that included data reduction, data display, conclusion drawing and verification. The data from observation and interviews ere reduced by selecting information relevant to the focus of the research, then presented in the form of narratives to get conclusions as research findings, drawing the contents of the data collected in the form of a good statement and having clear data.

FINDINGS AND DISCUSSIONS

The findings of this research consist of three main parts based on three research questions that are (1) What is the teacher's perception on the use of bilingualism in the classroom? (2) How does the teacher implement bilingualism in the classroom? (3) What are the students' responses to the implementation of bilingualism in the classroom?

1. Teacher's Perception on the use of Bilingualism in the Classroom

a. Acceptance

In the concept of perception, acceptance refers to the stage where an individual first receives and becomes aware of certain information through the senses, such as hearing and sight. At this stage, a person begins to acknowledge the presence or importance of something before forming a deeper understanding or evaluation.

"Because I am a teacher who teaches English, for me, the implementation of two languages in school is very important because it is suitable with the education in this current era, this school also teach English for children in order to have international standards, so that the students can compete not only in their country but also in abroad."

The teacher's response showed that she did not only recognize the importance of bilingualism but also supported the implementation. She sees bilingual education as a necessity in the modern learning environment, especially in helping students achieve global competence.

b. Understanding

Understanding refers to the phase where information that has been received is organized and interpreted in the brain to create meaning. In this stage, individuals begin to

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make sense of what they have perceived by connecting it with prior knowledge and real-life experience.

"The use two languages truly help the students to understand the lesson. For example, if I give instructions or material in English, then explain it again in Indonesian, they can understand the meaning more easily. So, they just don't hear it, but they truly understand. Sometimes, I ask again in Indonesian just to make sure they are not just nodding, but really get it. The lesson can keep going without too much repetition that way."

The teacher's explanation reflected her clear understanding of how bilingualism-based language teaching supported students' comprehension. She saw the strategic use of both languages not as a shortcut, but as a method to build clarity and ensure learning continuity. This awareness demonstrated that her perception of bilingualism was based on real teaching experience and a clear understanding of what helped students learn better.

c. **Evaluation**

In the final stage of perception, evaluation refers to how individuals critically judge or assess their understanding and experiences based on personal values or standards.

"Based on my experience, using bilingualism in the classroom is helpful but also challenging. On the one hand, I can help students understand better, especially when they struggle with English. On the other hand, it makes more time and energy to plan the lesson, using the two languages smoothly, and make sure everyone stays engaged. I do think it's efficient if the teacher is confident in both languages. But if not, it can confuse the students. The success of bilingual teaching also depends on students' motivation and how much exposure they get outside the classroom. Some students accept new vocabulary quickly, but others need more repetition and support."

The teacher's explanation demonstrated a balanced evaluation of bilingual teaching. She acknowledged the benefits, such as improved students' comprehension and opportunities for clearer communication, as well as the challenges, including the need for extra preparation and the potential for confusion if not managed well.

2. The Implementation of Bilingualism in Teaching Elementary Students

1) Language Separation

a. Topic

Based on the observation, the teacher taught the English subject in grade Five of Telkom Elementary School based on a predetermined topic, if one topic is not completed, it will be continued the next day.

The topic taught in the classroom was "Farm Animals: Roosters Eat Grains." The teacher carried out learning with many variations of activities such as in the first observation meeting, the teacher introduced many vocabularies about farm animals (*a cow, a sheep, a duck, a hen, a rooster, a horse, a goat, a rabbit)* by showing an animated video, then asked students to pay attention to examples of animals in the book and match the animals pictures with their names in English by drawing a line, finding and circling the names of animals in a random puzzle box, reading and showing animal body parts, listening to animal sounds and checking the appropriate animal pictures, and even also imitating the sounds of the animals. Then in the next meeting, the teacher still continued about farm animals but the focus was more on sentence forms more than just short vocabularies. The sentences are certainly related to farm animals, such as their body characteristics, what food they eat and the products they produce: (*a cow has four legs, a cow eats grass, a cow gives milk and meat), (a sheep has four legs, a sheep eats grass and leaves, a sheep gives wool and meat), (a hen has two legs, a hen eats grains, a hen gives eggs and meat)*, and so forth.

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b. Time

Based on the observation and interview, the researcher found that English taught to the students of Telkom Elementary school start in the first grade around the age of six or seven years old. It reflected the school's efforts to build a foundation for bilingual learning by providing early exposure to the target language.

c. Place

The teacher was observed in three times and the researcher not found specific places that teacher obligate the students to speak English as the target or second language in the classroom. The teacher did not create specific zones in the classroom, such as English-only corners, discussion areas, or activity stations where the use of English was required. Instead, students were generally permitted to use both English and Indonesian when participating in classroom activities. Language choice appeared to be influenced more by the nature of the activities than by the specific location in the classroom.

d. Medium of Activity

Due to the observation result, the teacher used all the medium of activity in teaching bilingual classroom that mentioned by Baker and Wright (2021), they are listening, speaking, reading and writing in the classroom. One of the most frequently observed patterns involved the use of Indonesian during listening activities. When introducing new topic, explaining learning objectives, or giving assignment instructions, the teacher typically used Indonesian to ensure students clearly understood the lesson content and procedures. Students listened to these explanations in Indonesian before being asked to complete the activities in English.

Another example occurred during the "read aloud" activity, where students were asked to read a short story about "Shaun the Sheep." After reading, the teacher instructed them to rewrite the story in Indonesian. Overall, the teacher's way of teaching was not only strategic but also responsive to the students' needs, aligning with Baker and Wright (2021) notion that using various mediums of activity can maximize learning outcomes in bilingual classrooms. The teacher recognized that combining listening, speaking, reading, and writing across both languages allows for repetition, reinforcement, and deeper processing of new information.

e. Function

Observations revealed that English was used more frequently during formal learning activities, while Indonesian was generally used during informal interactions and situations requiring direct interpersonal communication. Consequently, language allocation was influenced not only by the content being taught but also by the communicative function of classroom discourse.

The teacher implemented the function aspect of the separation of languages by using the first and second languages according to the formality of the classroom situation. In formal contexts, the teacher used the second language (English), such as when opening the lesson ("*Good afternoon, everyone. Let's start our class today*."), stating the learning objectives ("*Today you will learn about farm animals*."), and giving formal instructions ("*Now open your book page one hundred and eleven*," or "*Open page one hundred and sixty-nine*."), ("*Listen carefully*."), ("*Raise your hand if you know the answer".*) Meanwhile, in informal situations, the teacher used the first language (Bahasa Indonesia) to foster a more relaxed and supportive environment. This included casual conversations with students ("*Mengerti jki tugas ta, nak*?", when students appeared distracted, the teacher remarked ("*Kenapa masih cerita? Ayo fokus dikerja itu dulu tugasnya"*), giving encouragement ("*Tidak apa-apa, nak. Ayo maju ke depan. Harus berani*."), and making light-hearted comments ("*Gantengnya tawwa Mirza rambut baru*."). These practices

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reflect the strategic use of both languages based on language function in bilingualism-based language teaching for English classroom.

2) Concurrent Uses of Languages in a Lesson

a. Translating

Translation was used spontaneously in response to students' facial expressions or direct questions that showed confusion. For example, when a student appeared puzzled by the word of "*farm*," the teacher quickly said, "*farm itu peternakan, ya*," and then continued the lesson. Similar instances occurred with words like "*leaves*" (*dedaunan*), "*grains*" *(biji-bijian*), "*barn*" (*kandang besar, lumbung*), which were translated on the spot to support comprehension. These brief and immediate translations helped clarify meaning at the moment it was needed most. As a result, the learning process could move forward smoothly. Similar patterns were observed when teaching vocabularies that related to animal farms, such as *"sheep" (domba), "hen" (ayam betina), "rooster" (ayam jantan)," horn" (tanduk), "skin" (kulit), "comb" (jengger), "beak" (paruh), "tail" (ekor), "crow" (berkoko), "neigh" (meringkik), "bleat" (mengembik).* In these instances, the teacher did not provide a lengthy explanation but simply repeated the meaning in Indonesian. This allowed students to immediately connect the English words with their meaning.

In some instances, the teacher also used translation to check students' understanding by asking them to explain the meaning of English words in Indonesian. For example, after introducing the word "*hen*," the teacher asked, "*Apa itu hen dalam Bahasa Indonesia."* This strategy not only reinforced vocabulary learning but also encouraged active engagement from the students. Similarly, phrases like *"A sheep eats grass and leaves" (Seekor domba makan rerumputan dan dedaunan), "A hen eats grains" (Seekor induk ayam makan biji-bijian),* "*A cow gives milk and meat*" (*Seekor sapi menghasilkan susu dan daging*), "*Now*, *let's match the animal with its sound*" (*Sekarang, mari kita cocokkan hewan dengan suaranya*), were translated intentionally to ensure that students grasped both the instruction and the content. It showed how translation was not only teacher-initiated but also involved students' participation in using both languages meaningfully.

The teacher regularly used direct repetition of meaning between English and Indonesian to clarify vocabularies, instructions, questions, and lesson content. Through the practices seen in the observation, students were able to access meaning in both languages simultaneously, enabling them to connect English with their Indonesian equivalent.

b. Previewing and Reviewing

The findings of this study showed that English teacher applied concurrent uses of English and Indonesian during the previewing and reviewing stages of the lesson. During the previewing stage, it was aimed to introduce the topic and prepare students for the material, the teacher presented key vocabulary and instructions in English, followed by immediate clarification or contextual explanation in Indonesian. This strategy went beyond simple translation, the teacher used both languages strategically to activate students' prior knowledge and create connections with familiar experiences before engaging with the core content.

For example, while introducing the topic of farm animals, the teacher said:

Teacher : "This is a sheep."

Teacher : "Ini domba, ya. Pernah ki liat langsung atau mungkin di TV?"

In another instance, the teacher said:

Teacher : "We will watch a video about farm animals."

Teacher : "Kita akan nonton video tentang hewan-hewan peternakan. Kira-kira hewan apa saja yang akan kita lihat ya?"

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By encouraging students to recall personal experiences or make predictions, the previewing stage helped them connect new English vocabulary with their existing knowledge in Indonesian, thus reducing confusion and building readiness for the lesson.

In the reviewing stage, the teacher summarized the day's lesson in English and completed it with clarification or elaboration in Indonesian. This stage aimed to reinforce key vocabulary, check comprehension, and encourage active participation.

For instance:

Teacher: "Okay, what animal gives us milk?"

Students: "Cow!"

Teacher: "Yes, cow. That's right. Sapi itu memberi kita susu untuk dikonsumsi."

In another review example that was appeared in the observation:

Teacher: "Who can tell me, what is *meringkik* in English?"

Students: "Neigh!"

Teacher: "Nice Answers! Oke nak, sekarang hewan apa itu yang meringkik?"

Students: "Kuda, Miss. Kuda!"

Teacher: "Good! Horse. Kuda. Horses live on farms and eat grass."

These bilingual interactions during reviewing not only supported the understanding of new terms, but also provided opportunities for repeated exposure to the target language while maintaining clarity through the students' first language.

c. Translanguaging

The observation revealed moments when the teacher used both languages more flexible, using English and Indonesian in a way that reflected translanguaging practices. Unlike translating which involves direct repetition of meaning across two languages, translanguaging was characterized by the integration of English and Indonesian within the same explanation or interaction. The teacher did not simply translate English expressions into Indonesian. Instead, both languages were used simultaneously to construct meaning, elaborate concepts, and provide examples. This occurred particularly during discussions or when the teacher explained complex ideas. In some parts the teacher presenting information using both languages in a single explanation. For example, the teacher said, "*A goat biasanya eats grass, leaves, and sometimes fruits dari kebun, ya anak - anak*," integrating both English and Indonesian in a single sentence to support the meaning making.

Another example, when a student said "*Goat eat grass dan suka jalan-jalan*," during the discussion about farm animals, the teacher responded "*Yes, very good. Goat eats grass, dan suka jalan-jalan itu artinya dia aktif dan memang naluri atau sifatnya memang sebagai hewan penjelajah untuk cari makanan atau pasangan.*" The teacher did not directly correct the student's language use but accepted it as part of the learning process.

A similar pattern was also observed when teacher provided examples to clarify lesson content. When discussing about farm animal specifically sheep, the teacher explained *"A sheep gives wool, wool itu wol. Bisa dibuat jadi syal, selimut, dan lain-lain."* And in another explanation, she said *"Bukan rambut nak, wool itu tepatnya adalah bulu domba yang kemarin ms. bilang bisa dibuat baju, we can wear it as sweater."* These examples showed that the Indonesian was not used to directly translate the English words or sentences. Instead, it served as a medium for elaboration, clarification, and contextualization.

3. Students' Responses to the Implementation of Bilingualism in the Classroom

The findings from the interview revealed that the implementation of bilingualism in the English classroom received positive responses on students' development, particularly in three areas: comprehension, participation, and confidence.

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a. Comprehension

The student's response reflected a sense of relief and clarity when bilingualism was applied, it helped reduce confusion and facilitated understanding by providing access to meaning through both languages during classroom interaction.

Extract 1: Student 1

"If the teacher uses two languages, I feel happier because if I don't understand the English, I can immediately understand it from the Indonesian."

In relation to students' comprehension, the use of both languages (English and Indonesian) supported vocabulary development by enabling students to discover new English words while simultaneously accessing their meaning through Indonesian.

Extract 2: Student 3

"If we study using two languages, I get to know the meaning of English words. Then I can use them when I am asked to speak by the teacher."

b. Participation

The findings revealed that students viewed bilingual teaching as helpful not only for understanding, but also for improving their English-speaking skills and participation in the classroom without the fear of making mistakes.

Extract 3: Student 2

"When the teacher mixes the languages, I can speak English more fluently because I understand the meaning and can try to answer using both."

Extract 4: Student 3

"When my teacher speaks both languages together, I remember the English words and I can try saying them too."

c. Confidence

The way teacher used both English and Indonesian in the classroom helped students more confident and willing to try speaking English, even if it is not perfect. The presence of the first language gave them a sense of security.

Extract 5: Student 2

"I feel brave to speak English because if I get confused, I can also use Indonesian. Over time, I get used to it.

Furthermore, the findings correspond with some studies conducted in primary education contexts. Research was conducted by Afifah et al. (2024) concerning the integration of bilingualism to improve learning outcomes at SRJ elementary school. The research revealed that the use of students' mother tongue, Indonesian, alongside with the target language, English, helped support the learning process and made the content more understandable for young learners. Similarly, research conducted by Siregar et al. (2022) showed that bilingual learning at SD Muhammadiyah 21 Medan has been carried out well in helping students mastering subject matter in two languages and familiarize students with critical thinking. The research also outlined that applying bilingual learning positively influenced students' motivation to participate in daily learning activities. Likewise, Anggung et al. (2022) investigated about teachers' bilingual use in an Indonesian primary education. This study discovered that the two teachers observed had effectively implemented bilingual education. The two teachers' implementation of bilingual education had positive impact on teacher-student interaction, enhancing language abilities and students' academic achievement.

The findings of this study indicate that bilingualism-based language teaching was systematically implemented throughout the English language learning process that was reflected through various forms of language separation, including topic, time, place, medium of activity, and function, as well as the simultaneous use of languages through translating, previewing and reviewing, and translanguaging practices. Bilingualism

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allowing teacher to maintain students' exposure to English while simultaneously supporting their understanding through Indonesian. The findings also revealed positive students' responses that the use of English and Indonesian supported students' comprehension by providing clearer access to meaning and reducing the potential misunderstandings in learning activities. Encouraging students' participation, as students showed increased willingness to answer questions, engage in discussions, and complete learning tasks. Contributing to students' confidence when using English, the bilingualism allowing students to utilize their existing knowledge while gradually engaging with the target language, it surely built a supportive learning environment which influence students' comfortable and confident.

CONCLUSION

Based on the findings and discussions that have been discussed regarding the teacher's perception on the use of Bilingualism in the classroom, the ways the teacher implement bilingualism in the classroom, and the students' responses to the implementation of bilingualism in the classroom, the conclusion are as follows:

1. The teacher has positive and comprehensive perception of bilingualism in the classroom, as reflected through acceptance, understanding, and evaluation. She accepted bilingualism as part of the professional role and as a way to prepare students for global challenges, demonstrated understanding by using both English and Indonesian strategically to ensure clarity and engagement, and offered a balanced evaluation by acknowledging both its benefits and the challenges that come with it. Her perception was shaped by real classroom experiences, highlighting the teacher's key role in fostering bilingual learning.
2. There are some ways the teacher applied bilingualism in teaching elementary students;
    a. In applying bilingualism based on topic, the teacher followed the Merdeka and Cambridge curriculum. Through organized routines, step-by-step instructions, and reflections, the teacher created a supportive learning environment that strengthened students' language skills and their understanding of the lesson content.
    b. In applying bilingualism based on time, the teacher committed to bilingualism by introducing English from the first grade, giving students early and continuous exposure to a second language.
    c. In applying bilingualism based on place, the teacher applied a flexible bilingual strategy, using English primarily in formal activities while using Indonesian to support comprehension. It helped understand lessons more effective and support gradual language development.
    d. In applying bilingualism based on medium of activity, the teacher used all four language skills to strengthen both comprehension and language development. By integrating English and Indonesian in meaningful ways, students were given opportunities to understand, practice, and apply lessons more effectively.
    e. In applying bilingualism based on function, the teacher used English and Indonesian adaptively, adjusting her language based on classroom situation and students' needs. This promotes understanding, built confidence, and keep students actively engaged in learning.
    f. In applying bilingualism based on translating, the teacher used translation selectively to clarify meaning when students struggled with English, ensuring lessons remained easy to understand. Indonesian supported comprehension without reducing English as the main medium.

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g. In applying bilingualism based on previewing and reviewing, the teacher created a bridge between familiar knowledge and new content. She supported comprehension, reinforced key concepts, and prioritized understanding while gradually strengthening second language skills.
h. In applying bilingualism based on translanguaging, the teacher used English and Indonesian within the same explanation or interaction that let students connect new English vocabulary with familiar Indonesian expressions without relying on direct repetition. It was created a more natural and interactive learning environment.

3. Bilingualism in the classroom enhanced students' comprehension, confidence, and participation by allowing the use of both English and Indonesian in meaningful ways. The teacher's way of language use created supportive conditions for learning, enabling students to expand vocabulary, engage actively, and feel less anxious when communicating in English. Thus, bilingualism-based language teaching that applied by the teacher was not only provided linguistic support but also emotional reassurance, demonstrating their effectiveness in fostering language development and positive learning experiences in EFL classroom, specifically in the fifth grade at Telkom Elementary School.

This study has several limitations. First, it was conducted in a single elementary school and involved only one English teacher. Second, the observation period was limited to short meetings. Third, the students' interviews involved only a small number of participants. Future research should address these limitations by including multiple schools, longer observation periods, and larger student samples. Nevertheless, despite these limitations, the study offers valuable insights into the implementation of bilingualism in primary English education and contribute to a better understanding of how bilingual practices can support students' comprehension, participation, and confidence in the learning process.

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