

EXPLORING THE PRESENCE OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN ENGLISH LANGUAGE TEACHING WITHIN A MONTESSORI MIXED-GRADE CLASSROOM

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This descriptive qualitative research aims to explore teaching strategies, operational challenges, and manifestations of student involvement in the implementation of the Contextual Teaching and Learning (CTL) approach in cross-age combination classes (Grades 133) at Singaraja Montessori School. Data collection is carried out through participatory observation, in-depth interviews with educators, and analysis of authentic documents in the form of student progress reports (Progress Record). The results showed that teachers successfully implemented five main strategies, including the use of functional concrete media, outdoor discovery learning, collaborative work arrangements, and process-based evaluation. Nevertheless, teachers face crucial challenges in the form of potential subjectivity bias in the Progress Record, incompatibility in the format of written reflection sheets for low-grade students, time management obstacles due to distractions from the out-of-class environment, and high psychological workload in orchestrating multi-storey scaffolding. Despite these operational obstacles, the manifestation of non-cognitive involvement and intrinsic motivation of students was recorded to be very high. This is evidenced by the kinesthetic activeness and social interaction of peer tutors that are consistently documented in school archives. This study concludes that there is a strong epistemological alignment between CTL and Montessori philosophy, as well as providing implications for the importance of teachers' instructional flexibility in managing class heterogeneity across ages.

Keywords: Contextual Teaching and Learning, Cross-Age Classes, Montessori Method, English Language Learning.

**MENELITI PENERAPAN PEMBELAJARAN KONTEKSTUAL (CTL)
DALAM PEMBELAJARAN BAHASA INGGRIS DI KELAS
MONTESSORI DENGAN SISWA DARI BERBAGAI TINGKAT KELAS**

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Penelitian kualitatif deskriptif ini bertujuan untuk mengeksplorasi strategi pengajaran, tantangan operasional, serta manifestasi keterlibatan siswa dalam implementasi pendekatan *Contextual Teaching and Learning* (CTL) pada kelas kombinasi lintas usia (Grades 133) di Singaraja Montessori School. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam dengan pendidik, serta analisis dokumen autentik berupa laporan perkembangan siswa (*Progress Record*). Hasil penelitian menunjukkan bahwa guru berhasil menerapkan lima strategi utama, termasuk pemanfaatan media konkret fungsional, pembelajaran penemuan (*discovery learning*) di luar ruangan, pengaturan kerja kolaboratif, serta evaluasi berbasis proses. Meskipun demikian, guru menghadapi tantangan krusial berupa potensi bias subjektivitas pada *Progress Record*, ketidaksesuaian format lembar refleksi tertulis untuk siswa kelas rendah, hambatan manajemen waktu akibat distraksi lingkungan luar kelas, serta tingginya beban kerja psikologis dalam mengorkestrasi *scaffolding* bertingkat. Kendati dihadapkan pada hambatan operasional tersebut, manifestasi keterlibatan non-kognitif dan motivasi intrinsik siswa tercatat sangat tinggi. Hal ini dibuktikan oleh keaktifan kinestetik dan interaksi sosial tutor sebaya yang konsisten terdokumentasi pada arsip sekolah. Penelitian ini menyimpulkan adanya keselarasan epistemologis yang kuat antara CTL dan filosofi Montessori, sekaligus memberikan implikasi pentingnya fleksibilitas instruksional guru dalam mengelola heterogenitas kelas lintas usia.

Kata Kunci: *Contextual Teaching and Learning*, Kelas Lintas Usia, Metode Montessori, Pembelajaran Bahasa Inggris.