

APPENDICES



Appendix 1. Interview Results of Teacher 1

Institution : Singaraja Montessori School

Teacher 1 : Ni putu Ekarini, S.Pd., Gr.

Table 1. Interview Results for Teacher 1

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
Constructivism (Jean Piaget, 1952)	Learning helps students relate personal experiences to the material.	Teachers connect the material with the students' real experiences to build understanding.	How do you relate the English material to the students' daily experience?	v		Guru menghubungkan materi dengan hobi dan pekerjaan orang tua siswa (contoh: topik <i>job</i>).
	Students actively build their own knowledge through exploration.	Learning activities give students the opportunity to discover concepts through practice.	What kind of activities do you use so that students can find their own meaning or language rules?	v		Guru mengajak siswa ke halaman sekolah untuk mempelajari bagian pohon secara langsung (<i>parts of the tree</i>).
Social Constructivism (Lev	Learning happens through social	Teachers encourage cooperation between	How often do you use group	v		Dilakukan dengan proporsi 50:50

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
Vygotsky, 1978)	interaction and collaboration.	students in completing assignments in English learning.	work or collaborative discussions?			antara tugas individu dan kelompok, tergantung kecocokan materi.
	The teacher provides scaffolding according to the needs of the students.	Teachers provide gradual guidance so that students can learn independently.	How can you adjust assistance for students with different abilities?	v		Menggunakan diferensiasi tingkat kesulitan : gambar untuk siswa inklusi dan teks kompleks untuk siswa <i>level up</i> .
	Language is used as a tool for thinking and communication.	Teachers and students actively use English as a means of thinking and discussion.	How do you encourage students to actively use English in class?	v		Menggunakan metode permainan (<i>picture hunt</i> , <i>body language</i>) untuk memicu siswa

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
						berani berbicara (<i>speak up</i>).
Inquiry & Questioning (Johnson, 2002)	Teachers ask open-ended questions to encourage critical thinking.	The teacher triggers students to think through reflective and analytical questions.	How do you use questions to encourage students to think more deeply about the material?	v		Guru tetap memberikan stimulus, namun mengakui tantangan pada level kelas 1 yang masih fokus pada kosakata.
	Students are involved in the process of discovery or problem-solving.	Students are given the opportunity to find out and find answers on their own.	How do you implement exploratory or problem-solving activities in lessons?	v		Implementasi lebih banyak pada aspek eksplorasi; untuk <i>problem-solving</i> belum mendalam karena faktor usia (kelas 1).

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
Modeling (Hudson & Whisler, 2007)	Teachers exemplify the use of language in a real context.	The teacher demonstrates or demonstrates how to use English in everyday situations.	In learning activities, how do you exemplify the use of English in a real context?	v		Guru memberikan bimbingan intensif dan contoh langsung, terutama dalam pengenalan kosakata baru.
Learning Community (Johnson, 2002)	Learning is carried out in a supportive community.	Teachers build an open, respectful, and supportive classroom atmosphere.	How do you build a learning environment that makes students feel comfortable and respectful of each other?	v		Memban gun suasana kelas yang menyena ngkan lewat <i>games</i> agar siswa tidak merasa bosan atau takut salah.
	Interaction between students encourage	Students help each other in the	Do students often exchange ideas or	v		Siswa didorong untuk saling tukar

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
	s learning together.	learning process.	help each other in understanding the material?			pertanyaan guna melatih kepercayaan diri.
Reflection (Hudson & Whisler, 2007)	The teacher gives time for reflection at the end of the lesson.	The teacher invites students to review learning and learning outcomes.	How do you reflect with students at the end of the lesson?	v		Guru melakukan observasi dan menanyakan daya serap materi (persentase ingatan kosakata) di akhir sesi.
	Students express understanding and feelings after learning.	Students share learning experiences or difficulties.	Do you provide opportunities for students to convey their learning difficulties or experiences?	v		Guru selalu bertanya di akhir atau tengah sesi, serta peka terhadap gestur siswa yang bingung untuk melakukan

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
						an review.
Authentic Assessment (Johnson, 2002)	Real task-based assessments that are relevant to students' lives.	Teachers assess students through assignments, projects, or contextual activities.	How do you conduct assessments that show students' abilities in a real context?	v		Menggunakan skala observasi (<i>sometimes</i> hingga <i>consistently</i>) yang mencerminkan perkembangan nyata siswa, bukan angka.
	Assessment assesses learning processes and outcomes.	Teachers pay attention to the learning process other than the final result.	In assessing students, do you pay attention to the learning process other than the final result?	v		Sangat relevan; guru menggunakan proses afektif dan kognitif harian karena hasil tes akhir bisa saja dipengaruhi faktor kebetulan.

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	



Appendix 2. Interview Results of Teacher 2

Institution : Singaraja Montessori School

Teacher 2 : T2

Table 2. Interview Results of Teacher 2

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
Constructivism (Jean Piaget, 1952)	Learning helps students relate personal experiences to the material.	Teachers connect the material with the students' real experiences to build understanding.	How do you relate the English material to the students' daily experience?	v		Saya hubungkan materi dengan kehidupan nyata mereka sehari-hari (<i>real-life based learning</i>). Pas topik <i>daily activities</i> misalnya, mereka cerita kegiatan sendiri agar paham bahasa itu alat komunikasi nyata, bukan cuma teori.
	Students actively build their own knowledge through exploration.	Learning activities give students the opportunity to discover	What kind of activities do you use so that students can find	v		Lewat <i>discovery learning</i> , anak-anak diajak eksplorasi

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
		concepts through practice.	their own meaning or language rules?			i sekitar— seperti mengamati benda di kelas atau berburu kosakata baru— biar mereka aktif nemuin pengetahuan sendiri lewat pengalaman langsung.
Social Constructivism (Lev Vygotsky, 1978)	Learning happens through social interaction and collaboration.	Teachers encourage cooperation between students in completing assignments in English learning.	How often do you use group work or collaborative discussions?	v		Cukup sering, sekitar 1–2 kali seminggu. Kolaborasi ini penting di Montessori untuk melatih komunikasi dan kemandirian. Di sini siswa belajar kerja sama,

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
						menghar gai sesama, dan belajar dari temannya a.
	The teacher provides scaffolding according to the needs of the students.	Teachers provide gradual guidance so that students can learn independently.	How can you adjust assistance for students with different abilities?	v		Pakai prinsip <i>individualized learning</i> karena ritme belajar tiap anak beda. <i>Scaffolding</i> -nya disesuaikan: yang kesulitan dibantu visual/contoh simpel, yang sudah lancar dikasih tantangan ekstra atau jadi tutor sebaya.
	Language is used as a tool for thinking and communication.	Teachers and students actively use English as a means of thinking	How do you encourage students to actively use	v		Bikin <i>prepared environment</i> —lingkungan kelas yang aman

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
		and discussion .	English in class?			dan nyaman biar anak nggak takut salah buat nyoba. Ditambah gim dan obrolan santai, mereka jadi lebih pede cas-cis-cus Bahasa Inggris.
Inquiry & Questioning (Johnson, 2002)	Teachers ask open-ended questions to encourage critical thinking.	The teacher triggers students to think through reflective and analytical questions.	How do you use questions to encourage students to think more deeply about the material?			Pertanyaannya dibuat bertahap dari yang simpel sampai mendalam pakai <i>why</i> dan <i>how</i> . Ini merangsang anak buat berpikir mandiri dan kritis untuk nemuin jawabannya sendiri.
	Students are involved	Students are given the	How do you implement	v		Siswa dikasih situasi

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
	in the process of discovery or problem-solving.	opportunity to find out and find answers on their own.	not exploratory or problem-solving activities in lessons?			nyata, misalnya bikin simulasi dialog sehari-hari. Konsep <i>learning by doing</i> ini bikin mereka belajar langsung lewat pengalaman dan pemecahan masalah.
Modeling (Hudson & Whisler, 2007)	Teachers exemplify the use of language in a real context.	The teacher demonstrates or demonstrates how to use English in everyday situations.	In learning activities, how do you exemplify the use of English in a real context?	v		Diperjelas lewat contoh langsung dan bimbingan intensif, terutama pas pengenalin kosakata baru biar anak punya model pelafalan dan konteks yang jelas.
Learning Community	Learning is carried out in a	Teachers build an open,	How do you build a	v		Suasana kelas dibikin

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
y (Johnson, 2002)	supportive community.	respectful, and supportive classroom atmosphere.	learning environment that makes students feel comfortable and respectful of each other?			seseru mungkin lewat <i>games</i> . Targetnya biar anak ceria, nggak bosan, dan nggak punya beban atau rasa takut salah pas belajar.
	Interaction between students encourages learning together.	Students help each other in the learning process.	Do students often exchange ideas or help each other in understanding the material?	v		Anak-anak dibiasain saling lempar-jawab pertanyaan atau diskusi ringan. Ini bagus banget buat ngelatih mental dan rasa percaya diri mereka sejak dini.
Reflection (Hudson & Whisler, 2007)	The teacher gives time for reflection	The teacher invites students to review	How do you reflect with students	v		Di akhir sesi, saya sempatkan observasi

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
	at the end of the lesson.	learning and learning outcomes.	at the end of the lesson?			dan ngecek langsung ingatan kosakata mereka lewat tebak-tebakan seru buat ngukur sejauh mana materi terserap hari itu.
	Students express understanding and feelings after learning.	Students share learning experiences or difficulties.	Do you provide opportunities for students to convey their learning difficulties or experiences?	v		Selalu nanya keluhan mereka di tengah atau akhir kelas. Saya juga kudu peka sama bahasa tubuh anak yang bingung biar bisa langsung disisipkan <i>review</i> materi.
Authentic Assessment (Johnson, 2002)	Real task-based assessments that are relevant to	Teachers assess students through assignments	How do you conduct assessments that	v		Penilaian pakai skala observasi (<i>sometim</i>

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Relevant	Irrelevant	
	students' lives.	ts, projects, or contextual activities.	show students' abilities in a real context?			es sampai <i>consistently</i>). Jadi fokusnya benar-benar ke progres dan perkembangan nyata anak di lapangan, bukan sekadar angka di kertas.
	Assessment assesses learning processes and outcomes.	Teachers pay attention to the learning process other than the final result.	In assessing students, do you pay attention to the learning process other than the final result?			Proses afektif dan perkembangan harian itu nomor satu. Hasil tes akhir bisa saja dipengaruhi faktor kebetulan atau suasana hati anak saat itu, tapi proses harian nggak pernah bohong.

Appendix 3. Classroom Observation Results

Table 3. Classroom Observation Results

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
Constructivism (Jean Piaget, 1952)	Teachers help students connect new concepts with previous experiences.	The teacher associates the subject matter with the student's real experience or prior knowledge.	Do teachers ask questions or allude to students' experiences before starting new material?	v		
	Students actively build knowledge through exploration.	Learning activities encourage students to discover concepts through practice, not just receiving information.	Are students involved in discovery learning activities?	v		
	Teachers play the role of facilitators, not the main source of information.	The teacher guides the learning process with questions or directions, not	How often do teachers give students the opportunity to find answers on their own?	v		

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
		one-way lectures.				
Social Constructivism (Lev Vygotsky, 1978)	Learning happens through social interaction and collaboration.	The teacher facilitates group work and discussions between students.	Do students learn through group work or collaborative discussions?	v		
	Teachers provide scaffolding according to the zone of proximal development (ZPD).	Teachers provide gradual support so that students can complete more complex tasks.	How do teachers tailor the help to students' abilities?	v		
	Language is used as a means of mediating learning.	Teachers and students use language (target language) to think and negotiate meaning.	Are students actively using English in learning interactions?	v		
Modeling (Hudson & Whisler, 2007; Johnson, 2002)	The teacher provides concrete examples of the use of	The teacher indicates the language model or task	Do teachers demonstrate or exemplify the use of language	v		

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
	language or concepts.	expected of the student.	in a real context?			
	Teachers use authentic context in the presentation of the material.	Learning materials are associated with real life, local culture, or the surrounding environment of students.	Do teachers connect lessons to situations that are relevant to students?	v		
Questioning & Inquiry (Hudson & Whisler, 2007; Johnson, 2002)	Teachers ask open-ended questions that encourage critical thinking.	Teacher questions not only test memory but also challenge students to think.	Do teachers use questions that spark discussion and analysis?	v		
	Students are involved in exploration or problem-solving activities.	Learning activities allow students to discover concepts through observation, experimentation, or	Are students asked to seek information or draw their own conclusions?	v		

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
		discussion.				
Learning Community (Johnson, 2002)	The classroom serves as a collaborative learning community.	Students help each other and learn from classmates.	Do students share ideas or work with each other?	v		
	Teachers create an open and respectful environment.	Teachers provide a safe space for students to express their opinions and experiment.	Do students seem comfortable talking and trying without fear of being wrong?	v		
Reflection (Hudson & Whisler, 2007; Johnson, 2002)	Teachers give time for reflection on learning.	The teacher invites students to review what they have learned.	At the end of the lesson, does the teacher ask students to reflect or conclude the lesson?	v		
	Students express their understanding or learning experience.	Students write down or discuss what they learn and feel.	Are students given the opportunity to write or share reflections orally?	v		

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
Authentic Assessment (Johnson, 2002)	Real-life task-based assessments that are relevant to the context of the student's life.	Teachers assess students through authentic projects, presentations, or activities.	Does the form of assessment reflect real-world situations?	v		
	Assessments focus on learning processes and outcomes.	Teachers assess students' involvement, collaboration, and thinking skills, not just the final results.	Does the teacher give feedback during the learning process?	v		

Appendix 4. Document Analysis Results

Table 4. Document Analysis Results

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
Constructivism (Jean Piaget, 1952)	The document shows the linkage between the material and the student's real experience .	Teaching materials and learning activities help students connect concepts with personal experience s.	Are there activities in the lesson plan or materials that relate the lesson to the students' daily experience ?	v		Dokumen menilai kegiatan praktis harian seperti mencuci peralatan makan, menyiram tanaman, dan mengepel ruang kelas.
	Students play an active role in building knowledge .	Learning activities in documents allow students to explore, discover, and build their own understanding.	Do the steps of learning activities in the lesson plan show the process of exploration and discovery of concepts by students?	v		Terdapat poin penilaian "Menunjukkan rasa ingin tahu" dan "Mencari kegiatan dan pengalaman baru".
	Learning purpose reflects meaningful learning.	The learning objectives and outcomes in the document focus on	Does the learning objective emphasize understanding the meaning and	v		Fokus pada penguasaan keterampilan hidup (<i>Basic skills</i>) seperti

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
		understanding concepts, not just memorization.	application of concepts in a real context?			penggunaan toilet dan kebersihan diri secara mandiri.
Social Constructivism (Lev Vygotsky, 1978)	Learning emphasizes collaboration and social interaction.	The document contains group activities or discussions that encourage cooperation between students.	Do the activities in the lesson plan or worksheet encourage student cooperation and discussion?	v		Dokumen memiliki kategori khusus "Caring and co-operation" serta poin "Bekerja dengan rekan-rekannya secara positif".
	There is a form of teacher support (scaffolding) in learning.	The role of the teacher is explained as a facilitator who provides gradual assistance to students.	Does the document mention the role of teachers as supervisors or facilitators of learning?	v		Instrumen penilaian dirancang untuk memberi gambaran perkembangan kepada orang tua guna diskusi lebih lanjut dengan guru.
	Learning encourages the use of language	Instruction and learning activities require	Does the document contain communication	v		Terdapat indikator spesifik: "Dapat menjawab

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
	as a tool for thinking and communication.	students to use language (especially English) to communicate and reflect.	activities (discussions, presentations, Q&A) using the target language?			pertanyaan singkat" dan "Dapat menjawab pertanyaan yang membutuhkan penjelasan".
Inquiry & Questioning (Johnson, 2002)	Learning activities emphasize the search and discovery of information.	The document shows activities that involve observation, analysis, and exploration of concepts.	Do the steps of learning activities include inquiry stages such as observing, asking, and discovering?	v		Menilai kemampuan siswa dalam "Memperhatikan benda-benda kecil dan detail" serta inisiatif dalam memilih kegiatan.
	Teachers and students are active in questioning activities.	There are sections in the document that encourage open-ended questions from teachers and students.	Does the lesson plan feature questioning activities that encourage students' critical thinking?	v		Terintegrasi dalam penilaian kemampuan menjawab pertanyaan terbuka (<i>open questions</i>) yang membutuhkan penjelasan.
Modeling (Hudson &	The teacher exemplifies	The document lists	Is the role of teachers in	v		Terlihat pada indikator

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
Whisler, 2007)	s the concepts or skills that students will learn.	activities in which teachers demonstrate examples of the use of concepts or language.	showing examples (models) of using certain languages or skills mentioned in the learning step?			"Menggunakan toilet dengan langkah-langkah yang tepat," yang menyiratkan adanya pemodelan prosedur sebelumnya.
	The material or media used is authentic.	The document shows the use of media relevant to real life (videos, texts, real objects).	Does the teaching material used depict a real or contextual situation for students?	v		Menggunakan benda nyata di lingkungan sekolah (spons, tanaman, sapu, piring) sebagai media belajar utama.
Learning Community (Johnson, 2002)	Learning involves interaction between students.	The activities in the document are designed to encourage collaboration and the exchange of ideas	Does the document list group work or peer learning?	v		Menilai "Ketertarikan selama kegiatan kelompok" dan kemampuan bekerja sama dengan teman sebaya.

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
		between learners.				
	Guru menciptakan lingkungan belajar yang terbuka dan mendukung.	Dokumen mencerminkan nilai saling menghargai dan suasana belajar kolaboratif.	Apakah dalam RPP terdapat kegiatan yang menunjukkan pembelajaran dalam komunitas belajar yang terbuka?	v		Mencakup penilaian terhadap rasa percaya diri di lingkungan yang akrab dan sikap menghargai aturan dasar kelas.
Reflection (Hudson & Whisler, 2007)	Learning provides a space for reflection for students.	The document shows activities that give students time to review learning outcomes.	Does the lesson plan or worksheet include reflection activities (summarizing, journaling, or sharing opinions)?	v		Tercermin dalam penilaian "Menunjukkan rasa ingin tahu" dan evaluasi kemampuan menjawab pertanyaan yang bersifat penjelasan.
	Reflection is used to deepen understanding.	The document shows that the results of reflection are used to improve or	Are reflection activities used as a basis for further learning or reinforcement	v		Catatan kemajuan ini digunakan untuk meninjau apakah materi perlu diulang

Dimensions	Indicators	Statement	Questions	Scale		Comments
				Available	Not Available	
		deepen learning.	ent of concepts?			atau siswa bisa lanjut ke tahap berikutnya.
Authentic Assessment (Johnson, 2002)	Real and contextual task-based assessments.	The document lists the form of assessment in the form of a project, performance, or real-world task.	Is there an authentic assessment in the document such as a project, portfolio, or observation of the student's real activities?	v		Seluruh dokumen adalah hasil observasi langsung terhadap aktivitas nyata siswa, bukan ujian tertulis formal.
	Assessments include learning processes and outcomes.	The assessment instrument in the document assess student participation, thought processes, and work results.	Do the assessment criteria include the learning process (activities, collaboration, reflection) in addition to the final outcome?	v		Kriteria penilaian menggunakan skala frekuensi: <i>Sometimes, Frequently, Consistentl</i> y yang sangat menekankan pada proses/konsistensi perilaku.

Appendix 5. Research Matrix

Table 5. Research Matrix

Objectives	Source of Data	Instruments	Data Collection Technique	Expected Data
To identify the strategies used by the teachers to implement CTL in the English classroom.	English teachers of the Octopus class in Singaraja Montessori School.	1. Teacher interview guide. 2. Classroom observation sheet	1. Teacher interview. 2. Classroom observation.	A description of the strategies used by teachers in implementing CTL, including methods, activities, and the roles of teachers during the learning process.
To identify the challenges faced by the teachers during the implementation of CTL in the English classroom.	English teachers of the Octopus class in Singaraja Montessori School, and supporting documents like lesson plans or teaching records.	1. Teacher interview guide. 2. Document analysis guide.	1. Teacher interview. 2. Document analysis.	Information about the difficulties, limitations of facilities, and pedagogical obstacles faced by teachers in implementing CTL.

To explore how CTL engages students in the English learning activity.	Teachers, students, and learning documents (syllabus, lesson plans, teaching materials, worksheets).	1. Teacher interview guide. 2. Classroom observation sheet. 3. Document analysis guide.	1. Teacher interview. 2. Classroom observation. 3. Document analysis.	Identify the most effective types of CTL activities to increase student engagement (e.g., inquiry, modeling, learning community, etc.).
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