



Implementation of Contextual Teaching and Learning (CTL) on English Learning Interest at Senior High School, Mamasa, Sulawesi Barat

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Article Info	Abstract
Received: 2026-05-11 Revised: 2026-09-11 Accepted: 2026-09-15 Keywords: Contextual Teaching and Learning, learning interest, English learning, real-life context, local culture DOI: 10.24256/ideas.v14i2.10690 Corresponding Author: Asri asribinggri@gmail.com English Education, Department Postgraduate Program, Universitas Negeri Makassar	<i>This study investigates the implementation of Contextual Teaching and Learning (CTL) on students' interest in learning English at SMA Negeri 1 Messawa, Mamasa, West Sulawesi. The study was motivated by the need to make English learning more meaningful, relevant, and connected to students' real-life experiences, particularly in a school context where students are strongly rooted in local culture and daily community life. This research employed a descriptive qualitative design. The participants consisted of one English teacher and twelve Grade X students selected through purposive sampling. Data were collected through classroom observation, semi-structured interviews, and documentation. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing or verification. The findings show that CTL was implemented by connecting English materials with students' daily life, local culture, school environment, and familiar experiences. The teacher used descriptive text about Banua Layuk, the traditional house of Mamasa, as contextual material to help students understand English through a meaningful local context. Students' learning interest was reflected through attention, participation, enthusiasm, and confidence during classroom activities. Students showed greater interest when learning involved discussion, group work, speaking practice, contextual examples, and presentations. Supporting factors included contextual materials, students' familiarity with topics, school environment, textbooks, library resources, internet access, computers, and teacher creativity. Inhibiting factors included limited vocabulary, difficulty arranging English sentences, different English proficiency levels, limited classroom time, and lack of confidence in using English. The study concludes that CTL is relevant for English learning because it helps students connect language learning with real-life contexts and increases their interest in learning English.</i>

1. Introduction

English learning in senior high school should be designed to help students develop communicative competence through meaningful and practical use of language. Richards (2015) argues that language teaching should be connected to learners' communicative needs and real-life purposes so that students can understand the value of English beyond

classroom exercises. In this context, English learning should not only focus on memorizing grammar patterns or vocabulary lists, but also provide students with opportunities to use English to express ideas, describe their environment, and communicate about familiar experiences.

Students' learning interest is strongly influenced by the relevance of the learning material. When students perceive English as distant from their daily lives, they may become passive and less motivated. Harmer (2015) explains that students are more engaged when classroom activities are meaningful, varied, and connected to their experiences. Similarly, Dörnyei and Ushioda (2021) emphasize that motivation in language learning is shaped by learners' goals, classroom atmosphere, teacher support, and the perceived usefulness of the language. Therefore, connecting English materials with students' local culture and daily life can help increase their attention, participation, and enthusiasm.

Contextual Teaching and Learning (CTL) is relevant to English education because it encourages students to construct meaning from real-life experiences. Berns and Erickson (2001) describe CTL as a teaching and learning concept that helps teachers relate subject matter to real-world situations and motivates students to connect knowledge with its application in their lives. In line with this, Johnson (2002) states that CTL helps students find meaning in academic content by connecting lessons with the context of their personal, social, and cultural lives. These views support the implementation of CTL in English learning at SMA Negeri 1 Messawa, where students' local environment and cultural background can be used as learning resources.

The use of local culture in English learning can make the learning process more meaningful and identity-based. Kramsch (1993) argues that language and culture are inseparable because language is used to express cultural meanings, values, and social experiences. Therefore, using local cultural objects such as Banua Layuk in English descriptive text learning can help students see English as a tool for communicating their own cultural identity. This is important because students may feel more confident and interested when they are asked to describe familiar objects rather than unfamiliar textbook examples.

CTL is also supported by constructivist learning theory. Vygotsky (1978) emphasizes that learning occurs through social interaction and scaffolding, while Piaget (1970) views learners as active constructors of knowledge. In CTL-based English learning, students construct understanding by connecting new language materials with prior knowledge, local experiences, peer discussion, and teacher guidance. This makes learning more active, meaningful, and relevant to students' real-life contexts.

In addition, CTL aligns with student-centered learning principles. Brown (2007) explains that effective language learning should involve meaningful interaction, learner participation, and contextualized language use. Through CTL, students are encouraged to observe, ask questions, discuss, work collaboratively, present ideas, and reflect on their learning. These activities support students' learning interest because they provide opportunities for active engagement rather than passive listening.

The implementation of CTL is highly relevant in schools with strong local cultural backgrounds. In the context of SMA Negeri 1 Messawa, English learning can be connected with local culture such as Banua Layuk, Mamasa traditional houses, local tourist places, traditional clothing, harvest traditions, religious activities, and daily community practices. When students learn descriptive text through familiar objects, they can understand both the language structure and the communicative function of the text more easily. English becomes a tool to express local identity rather than a foreign subject separated from students' reality.

In this study, the implementation of CTL focused on English learning through descriptive text. The teacher used Banua Layuk, a traditional house of Mamasa, as a contextual learning material. This topic was close to students' environment and cultural knowledge. Through this material, students were encouraged to observe, discuss, arrange descriptive sentences, and present their work. This process reflects the core idea of CTL because students learned English through a context that was meaningful and familiar to them.

CTL is also closely related to constructivist learning theory. Constructivism views learning as an active process in which students build knowledge through experience and interaction. In a constructivist classroom, the teacher does not simply transfer information but facilitates students' understanding through meaningful activities. CTL applies this principle by allowing students to connect learning materials with their own experiences. Students are guided to explore, ask questions, collaborate, and reflect on what they learn. Therefore, CTL supports not only cognitive learning but also affective and social development.

In English learning, CTL can support the development of communicative competence. Students need opportunities to use English in meaningful contexts, not only to memorize vocabulary or grammar rules. Through CTL, students can describe familiar places, explain local traditions, present group work, and discuss daily activities. These activities help students understand the practical use of English. They also increase students' confidence because students talk about topics they already know.

Previous studies cited in the thesis indicate that CTL has positive effects on students' learning outcomes, motivation, speaking skills, reading motivation, and engagement. For example, studies on CTL-assisted learning found that contextual materials and media can make learning more interactive and meaningful. Other studies showed that CTL helps students move from textbook-centered learning to student-centered and communicative learning. These findings support the assumption that CTL can increase students' interest by making learning more relevant to their lives.

However, the implementation of CTL is not free from challenges. Students may still have limited vocabulary, difficulty arranging English sentences, different levels of English proficiency, and low confidence in using English. CTL provides meaningful contexts, but students still need language support, examples, vocabulary assistance, and gradual guidance. Teachers also need to manage time effectively because CTL activities such as discussion, inquiry, presentation, and reflection require sufficient classroom time.

Based on this background, this study aims to describe the implementation of Contextual Teaching and Learning in English teaching at SMA Negeri 1 Messawa, explore students' learning interest during the implementation of CTL, identify the supporting factors in the implementation of CTL, and identify the inhibiting factors in the implementation of CTL. The study is expected to provide theoretical and practical contributions to English education, especially in schools where local culture and daily life can be used as meaningful learning contexts.

2. Method

This study employed a descriptive qualitative research design. The design was selected because the study aimed to describe and understand the implementation of Contextual Teaching and Learning (CTL) in English language learning and how students' learning interest appeared during the implementation. The study did not aim to test a statistical hypothesis or measure the effect of CTL numerically. Instead, it focused on

describing classroom practices, teacher strategies, students' responses, supporting factors, and inhibiting factors in a natural learning context.

The research was conducted at SMA Negeri 1 Messawa, Mamasa, West Sulawesi. The school was selected because it was relevant to the focus of the study, particularly the implementation of contextual English learning in a school environment with strong local cultural potential. The research was carried out from February to March 2026 according to the school academic calendar and English learning schedule.

The participants were selected through purposive sampling. The research subjects consisted of one English teacher and twelve Grade X students. The student participants consisted of six male and six female students. The selection was intended to obtain diverse perspectives and learning experiences during CTL-based English learning. The selected students represented different levels of learning interest, namely high, moderate, and low, based on classroom observation and the English teacher's recommendation.

The study focused on two main aspects. The first was the application of CTL in English language learning, including how the teacher designed, implemented, and evaluated English learning using CTL principles and components. The CTL components observed in the learning process included constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. The second aspect was students' learning interest in English learning, reflected through attention, participation, enthusiasm, enjoyment, and confidence.

The data were collected through classroom observation, semi-structured interviews, and documentation. Observation was used to examine how CTL was implemented during English lessons and how students responded to the learning process. The observation focused on the teacher's ability to relate learning materials to students' real-life contexts, the use of contextual examples, group work, discussion, student participation, classroom interaction, and students' visible learning interest.

Semi-structured interviews were conducted with the English teacher and selected students. The teacher interview explored how the teacher planned and implemented CTL, what strategies were used, what factors supported the implementation, and what challenges were faced. Student interviews explored students' experiences, perceptions, interest, participation, confidence, and difficulties during CTL-based learning. The interviews were conducted in Indonesian to allow students to express their experiences clearly and naturally, and the responses were translated into English for thesis writing purposes without changing their meaning.

Documentation was used to support the observation and interview data. Documents included lesson plans, learning materials, photos of classroom activities, teacher notes, and other relevant school documents. Documentation helped confirm how CTL was planned and implemented in classroom practice.

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing or verification. In the data reduction stage, the researcher selected and simplified relevant data from observations, interviews, and documentation. In the data display stage, the data were organized into themes related to CTL implementation, students' learning interest, supporting factors, and inhibiting factors. In the conclusion drawing stage, the researcher interpreted the patterns and verified the findings through triangulation.

Ensure data validity, the study used triangulation, member checking, peer debriefing, prolonged engagement, and persistent observation. Source triangulation was conducted by comparing data from the teacher, students, observation, and documents. Technique triangulation was conducted by comparing observation, interview, and documentation

data. Member checking was used to confirm the accuracy of participants' responses. These procedures strengthened the credibility and trustworthiness of the findings.

3. Result

The findings of this study are presented based on the four research questions: the implementation of CTL in English teaching, students' learning interest during CTL-based learning, supporting factors in the implementation of CTL, and inhibiting factors in the implementation of CTL.

The first finding shows that CTL was implemented by connecting English learning materials with students' real-life contexts. The teacher selected descriptive text as the learning material and connected it with Banua Layuk, the traditional house of Mamasa Regency. This topic was familiar to students because it was part of their local cultural environment. By using Banua Layuk as the object of descriptive text, the teacher helped students understand English through a context that they already knew.

The teacher explained that CTL was integrated into the lesson plan by choosing materials close to students' lives. When teaching descriptive text, the teacher used objects from students' environment, such as Mamasa traditional houses, local tourist places, and daily activities. This strategy showed that the teacher did not teach descriptive text as an abstract topic but connected it with local culture and students' daily experiences. Students also confirmed this implementation. Some students stated that the teacher often gave examples from daily life and connected the lesson with activities at home and in their environment.

The implementation of CTL appeared through several components. The teacher began the lesson by asking opening questions related to students' prior knowledge. Students were encouraged to recall what they knew about Banua Layuk and their local environment. This reflected the constructivist component because students built new understanding based on prior knowledge and experience. The teacher then provided examples or models of descriptive text related to the learning topic. This modeling helped students understand the structure and language features of descriptive text.

Inquiry and questioning were also present in the learning process. Students were guided to observe pictures, identify characteristics of the object, answer questions, and discuss the content of descriptive text. Through these activities, students did not only receive information from the teacher but also explored and processed information actively. The teacher used questions to stimulate students' thinking and help them connect the material with familiar experiences.

The learning community component was strongly reflected in group work and discussion. Most students stated that they often worked in groups or discussed with friends during English learning. Through group activities, students exchanged ideas, helped one another with vocabulary, and completed tasks collaboratively. Some students preferred group presentations and discussion because they felt more comfortable learning with peers. This shows that CTL created a more interactive classroom environment.

Reflection and authentic assessment also appeared in the learning process. Students were guided to review what they had learned and present their work. Presentations allowed students to demonstrate their understanding of descriptive text in a meaningful way. The teacher evaluated students not only through written work but also through their participation, discussion, and ability to connect English with contextual topics.

The second finding concerns students' learning interest during the implementation of CTL. Students' learning interest was reflected through attention, participation, enthusiasm, and confidence. During classroom observation, students paid attention to the teacher's

explanation, observed pictures, participated in group discussion, answered questions, and expressed ideas during activities. Their interest increased when the material was related to daily life and local culture.

Students stated that CTL made English learning more interesting because the material was connected with everyday life. One student explained that CTL made the lesson easier to understand because it was related to daily life. Another student stated that he or she was more interested in CTL because it was connected to familiar experiences. These responses show that relevance played an important role in increasing students' interest.

Participation was also reflected in students' preference for discussion, group work, speaking practice, and presentation. Several students stated that they preferred group presentations or discussions with friends. These activities gave students opportunities to express ideas, share understanding, and participate actively. The collaborative nature of CTL helped students who were less confident because they could learn from peers and receive support in group activities.

Students' enthusiasm appeared when learning activities were varied and enjoyable. Some students stated that they became more interested because learning activities were more varied. Others said that the learning process felt enjoyable. This indicates that students responded positively to interactive and contextual learning. They preferred learning activities that included discussion, question-and-answer sessions, speaking practice, and contextual tasks rather than only reading books or listening to long explanations.

Confidence also appeared during CTL-based learning, especially in speaking practice and group presentation. Some students preferred speaking activities because they allowed them to practice English. However, confidence varied among students. Some students were willing to speak and present, while others still felt unsure because of limited vocabulary and difficulty arranging sentences. This shows that CTL supported confidence, but language limitations still affected students' ability to express ideas in English.

The third finding concerns supporting factors in the implementation of CTL. Several supporting factors were identified, including contextual materials, students' familiarity with topics, school environment, textbooks, library resources, internet access, computers, and teacher creativity. Contextual materials were the most important supporting factor because they helped students connect English with real-life experiences. The use of Banua Layuk and local cultural objects made the material meaningful and familiar.

Students' familiarity with the topic also supported learning. When students discussed objects they already knew, they could understand the content more easily. The school environment also became a useful learning resource because students were familiar with it and could use it as a context for English learning. One student stated that the school environment helped because students already knew it well.

Learning resources such as textbooks, library materials, internet connection, and computers also supported CTL implementation. Students used these resources to find references, understand vocabulary, and complete tasks. Some students stated that the library and internet connection were helpful for searching information. These resources allowed students to expand their knowledge beyond teacher explanation.

Teacher creativity was another important factor. The teacher selected familiar materials, provided examples, used visual media, guided group discussion, and arranged learning activities that involved students actively. The teacher's ability to design contextual activities helped CTL become practical and meaningful in the classroom.

The fourth finding concerns inhibiting factors. The main challenges included students' limited vocabulary, difficulty arranging English sentences, different English proficiency levels, limited classroom time, and lack of confidence in using English. The teacher stated that students had different English abilities. Some students understood the material quickly, while others still had difficulty arranging simple sentences. This variation required the teacher to provide different levels of support.

Students also confirmed that vocabulary and grammar were difficult. Some students said that they had difficulty understanding new vocabulary, while others said that arranging sentences according to grammar was still challenging. These difficulties influenced students' ability to express ideas even when the topic was familiar. Therefore, CTL needed to be supported by vocabulary lists, sentence examples, and gradual guidance.

Time limitation was another challenge. CTL activities such as inquiry, discussion, group work, practice, presentation, and reflection require sufficient time. Some students felt that the available class time was sometimes insufficient. This suggests that teachers need careful planning and time management when implementing CTL.

Students' reduced interest also appeared when activities became monotonous or too difficult. Some students felt bored when they were only asked to read books or listen to long teacher explanations. They preferred discussion, question-and-answer sessions, and varied activities. This finding shows that CTL must be implemented actively and interactively. If the teacher returns to long explanation or repetitive textbook tasks, students' interest may decrease.

To overcome these obstacles, the teacher provided examples, relevant vocabulary, gradual guidance, and group arrangements. The teacher combined more active students with less confident students so that peer support could occur. This strategy helped students participate according to their ability and reduced their fear of learning English.

Overall, the findings show that CTL made English learning more contextual, interactive, and meaningful. Students' learning interest appeared through attention, participation, enthusiasm, and confidence. However, successful CTL implementation required teacher creativity, adequate resources, language support, and effective time management.

4. Discussion

The findings indicate that Contextual Teaching and Learning was implemented in English teaching by connecting learning materials with students' real-life contexts. The teacher used descriptive text about Banua Layuk, the traditional house of Mamasa, as a local cultural context. This finding supports Johnson's view that CTL helps students find meaning in academic material by connecting classroom content with students' lives. In this study, English learning became more meaningful because students learned descriptive text through an object they recognized in their own cultural environment.

The use of local culture in CTL is important because it reduces the distance between English and students' daily reality. Many students perceive English as foreign and difficult because it is often presented through unfamiliar examples. When the teacher used Banua Layuk, local tourist places, and daily activities, students could understand the material more easily. English became a tool to describe familiar experiences rather than an abstract subject. This supports the idea that contextual materials can increase students' understanding and interest.

The implementation of CTL also reflected its main components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Constructivism appeared when the teacher activated students' prior knowledge before

introducing the material. Inquiry appeared when students observed pictures and explored information. Questioning appeared through teacher questions and classroom interaction. Learning community appeared through group work and discussion. Modeling appeared through examples of descriptive text. Reflection appeared when students reviewed learning. Authentic assessment appeared through presentations and contextual tasks.

These components show that CTL changed the learning process from teacher-centered instruction to more student-centered learning. Students were not only listening to explanations but also observing, discussing, arranging sentences, and presenting their ideas. This learning process gave students opportunities to become active participants. Such activities are important in English learning because language develops through use, interaction, and meaningful practice.

Students' learning interest during CTL implementation was reflected through attention, participation, enthusiasm, and confidence. These indicators show that interest is not only an internal feeling but also an observable behavior. Students paid attention when the material was connected to daily life. They participated in discussion and group work. They showed enthusiasm when activities were varied. They developed confidence when given opportunities to practice speaking or present their work.

The findings suggest that relevance is a key factor in learning interest. Students became more interested when they could see the connection between English and their lives. This means that English teachers should not rely only on textbook examples that may be distant from students' experiences. Instead, teachers can use local contexts, school environment, family activities, community traditions, and familiar objects as learning materials. Such contextualization makes learning more meaningful and increases student engagement.

The students' preference for group work and discussion also shows that social interaction supports learning interest. In CTL, students learn through a learning community. This means that students can exchange ideas, help each other, and learn collaboratively. For students who lack confidence in English, peer support can reduce fear and increase participation. Group work also allows students to share vocabulary and sentence ideas before presenting them. Therefore, collaborative activities are important in CTL-based English learning.

Students' enthusiasm was influenced by varied learning activities. They felt more interested when learning included discussion, question-and-answer sessions, speaking practice, and presentation. This finding shows that monotonous learning can reduce interest, while varied activities can sustain attention and motivation. In English classes, teachers should combine explanation with active tasks. Students need opportunities to listen, speak, read, write, discuss, observe, and present. CTL provides a framework for creating such varied activities.

Confidence was another important aspect of learning interest. Some students preferred speaking practice because it gave them opportunities to use English. However, confidence did not develop equally among all students. Some students still faced difficulties due to limited vocabulary and grammar. This shows that CTL can encourage confidence, but teachers must provide scaffolding. Students need vocabulary support, sentence models, examples, and gradual practice before they can express ideas confidently.

The supporting factors found in this study confirm that CTL depends on both pedagogical and contextual resources. Contextual materials and students' familiarity with topics were essential because they made learning meaningful. The school environment functioned as a real-life resource that students could observe and describe. Textbooks, library resources, internet access, and computers supported students in finding

information and completing tasks. Teacher creativity connected these resources into meaningful learning activities.

Teacher creativity deserves special attention. CTL cannot be implemented effectively if the teacher only changes the topic but keeps the same lecture-based method. In this study, the teacher used local topics, provided examples, encouraged group work, guided discussions, and supported students with vocabulary. These strategies made CTL practical. Therefore, teachers need creativity in selecting contexts, designing tasks, and guiding students.

The inhibiting factors show that contextual learning alone is not enough. Students' limited vocabulary and difficulty arranging English sentences remained major challenges. Even when students understood the local topic, they still struggled to express ideas in English. This means that CTL must be combined with language support. Teachers should provide word banks, sentence starters, grammar examples, guided writing tasks, and speaking models. This scaffolding helps students transform familiar knowledge into English expression.

Different proficiency levels also created challenges. Some students understood quickly, while others needed more time and support. This indicates that CTL should be flexible. Teachers may use mixed-ability grouping, peer tutoring, differentiated tasks, and gradual guidance. Students who are more capable can help their peers, while students who need support can participate without feeling left behind. This approach can make CTL more inclusive.

Limited classroom time was another challenge. CTL requires time for preparation, discussion, inquiry, presentation, and reflection. If time is not managed well, some activities may be rushed. Teachers need to plan CTL lessons carefully by selecting focused objectives, limiting task scope, and ensuring that each stage contributes to learning outcomes. Reflection and assessment should also be included, even briefly, because they are essential parts of CTL.

The finding that students became bored with long explanations shows that CTL must avoid returning to conventional teaching patterns. Students preferred interactive learning, not passive listening. Therefore, teacher explanation should be concise and followed by activities that involve students. Questioning, group work, contextual tasks, and presentation can help maintain students' interest.

The study has several practical implications. First, English teachers should integrate local culture and daily life into teaching materials. In Mamasa, topics such as Banua Layuk, local ceremonies, traditional food, tourism objects, family activities, and school environment can be used for descriptive, narrative, procedural, and speaking tasks. Second, teachers should design activities that encourage student participation, such as discussion, group presentation, observation, and contextual writing. Third, teachers should provide language scaffolding to overcome vocabulary and sentence difficulties. Fourth, schools should support CTL implementation by providing learning resources, internet access, and teacher development opportunities.

The findings also suggest that CTL is suitable for schools in areas with strong cultural identity. Rather than seeing local culture as separate from English learning, teachers can use it as a bridge. Students can learn English while also appreciating and communicating their local heritage. This gives English learning a dual function: developing language competence and strengthening cultural awareness.

Overall, the discussion shows that CTL can increase students' interest in learning English because it makes the material relevant, familiar, interactive, and meaningful. Students become more attentive, participative, enthusiastic, and confident when learning

is connected to real-life contexts. However, CTL implementation requires teacher creativity, adequate resources, vocabulary support, flexible guidance, and good time management.

5. Conclusion

This study examined the implementation of Contextual Teaching and Learning on students' interest in learning English at SMA Negeri 1 Messawa, Mamasa, West Sulawesi. The findings show that CTL was implemented by connecting English learning materials with students' real-life contexts, local culture, daily activities, and school environment. The teacher used descriptive text about Banua Layuk, the traditional house of Mamasa, as contextual material to help students understand English through familiar cultural content.

Students' learning interest was reflected through attention, participation, enthusiasm, and confidence. Students showed greater interest when the learning materials were related to daily life and when classroom activities involved discussion, group work, speaking practice, question-and-answer sessions, and presentations. CTL helped students perceive English as more meaningful and relevant to their lives.

The implementation of CTL was supported by contextual materials, students' familiarity with topics, the school environment, textbooks, library resources, internet access, computers, and teacher creativity. However, several inhibiting factors were also found, including limited vocabulary, difficulty arranging English sentences, different levels of English proficiency, limited classroom time, and lack of confidence in using English.

In conclusion, CTL is relevant and useful for English learning at SMA Negeri 1 Messawa because it provides meaningful learning experiences by relating English materials to students' real-life contexts. English teachers are encouraged to use local culture, daily experiences, and school environments as learning resources. Future research may examine CTL using broader participants, different English skills, or mixed-method designs to provide more comprehensive evidence of its impact on students' English learning interest and achievement.

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