

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The purpose of this study is to maximize the English language curriculum's implementation for SDN Kuripan 2 primary school pupils. The study uses a qualitative technique and a descriptive design to accomplish this purpose, giving the researcher a thorough grasp of how the English curriculum is implemented at this institution. Direct classroom observations, in depth interviews with English teachers, and an examination of the curriculum and instructional resources utilized in SDN Kuripan 2 will all be used to gather data.

Students' opinions of learning English and how this affects their motivation and language proficiency will also be evaluated through surveys. A purposeful sample of SDN Kuripan 2's lower grade pupils (grades 1–6) and all English teachers make up the study's population. To find themes pertaining to the execution of the curriculum's advantages and disadvantages as well as suggestions for enhancement, the gathered data will be subjected to thematic analysis. It is anticipated that this study will offer the school useful suggestions for maximizing the English curriculum in a way that suits the requirements and traits of young students.

## **B. Research Setting**

This research will be conducted to Teacher and young learners SDN 2 Kuripan in was their school. It will be carried out in 2025.

The selection of SDN Kuripan 2 Banjarmasin as the research setting was based on several academic and practical considerations. Initially, this school was visited during the English for Young Learners course under the guidance of Drs. Andi Irlina, M.Hum., where students were required to conduct preliminary classroom observations in an authentic young learner environment. SDN Kuripan 2 was chosen in that time because of its close proximity to the university, making it accessible for direct observation and data collection. Furthermore, this prior academic engagement enabled the researcher to establish good communication and a professional connection with the English teacher at the school. This existing rapport created a supportive research environment, facilitating easier coordination, access to information, and cooperation during the data gathering process. Therefore, the combination of accessibility, prior field experience, and established collaboration made SDN Kuripan 2 an appropriate and strategic setting for conducting the present study.

## **C. Participants**

The participants in this study consisted of one English teacher in SDN Kuripan 2 who teaches English to young learners. In addition to the teacher, the researcher involved a small group of young learners,

ranging from one to four students, who participated during the observation sessions. The English teacher served as the main source of data through interviews, providing detailed information about the implementation of the English curriculum. Meanwhile, the selected young learners were not only observed during classroom activities but were also asked to share their simple responses and understanding related to the learning activities, materials, and classroom interaction. These responses were used to support the observation data and to gain additional insight into how the curriculum was experienced by the learners in real teaching situations.

#### **D. Data**

##### **1. Research Data**

The research data in this study consist of information related to the implementation of the English language curriculum for young learners in SDN Kuripan 2 Banjarmasin. The data were collected to understand how English teaching is carried out in the classroom, what materials and techniques are used by the teacher, and how these practices align with the goals of the curriculum. The data include classroom activities, teacher explanations, instructional materials, and the overall teaching process observed during the study. The type of data used in this research is qualitative data, which take the form of observation notes, interview responses, verbal descriptions, and supporting documents such as lesson plans, teaching materials, and

classroom records that help provide a comprehensive understanding of the implementation process.

## 2. Main Source

The main source of data in this research comes from the English teacher and the teaching learning process in SDN Kuripan 2. The primary data were obtained through direct classroom observation and interviews with the English teacher to gather firsthand information about how the English curriculum is applied in daily instruction. Supporting sources, such as lesson plans, teaching materials, and relevant school documents, were also reviewed to strengthen and verify the findings from the observation and interview. The type of data used in this study is qualitative data, consisting of descriptive information in the form of observation notes, interview responses, classroom activities, teacher explanations, and written documents that help the researcher build a comprehensive understanding of the curriculum implementation.

## **E. Technique of Data Collection**

### 1. Observation

Observation was used as one of the main techniques for collecting data in this study. The researcher carried out the observations in SDN 2 Kuripan Banjarmasin, specifically in the English classroom where the teaching and learning activities took place. The observations were conducted during the English lessons,

and the researcher visited the school several times to obtain a clearer picture of how the curriculum was implemented.

These observations were carried out between November and December 2025, depending on the school schedule and the availability of the English teacher. By observing the classroom on more than one occasion, the researcher was able to document the teaching process, the materials used, and the techniques applied by the teacher in real learning situations. This approach helped ensure that the data collected reflected the actual conditions of English instruction for young learners at the school.

## 2. Interview

Interview was used as another technique for collecting data in this study. The interview was conducted in SDN Kuripan 2 Banjarmasin, specifically with the English teacher who teaches young learners at the school. The interview sessions were arranged based on the teacher's availability and were carried out during December 2025.

To obtain comprehensive and reliable information, the researcher conducted the interviews several times, allowing enough opportunities to clarify certain points and to gather deeper insights into the teacher's experiences with curriculum implementation. Through these repeated interview meetings, the researcher collected information about the teaching strategies, classroom materials,

learning activities, and the challenges encountered during instruction.

Using multiple interview meetings also helped the researcher ensure that the data collected were consistent and reflected the teacher's actual classroom practice. This approach strengthened the accuracy of the findings and complemented the results from the classroom observation.

### 3. Documentation

Documentation was also used to support the data collected through observation and interviews. In this study, documentation refers to various written and visual materials related to the English teaching process in SDN Kuripan 2, such as lesson plans (RPP), students' worksheets, teaching materials, and photos taken during the classroom observation. These documents helped the researcher verify the information obtained from the teacher and provided additional evidence of how the English curriculum was carried out in practice.

The documentation process took place in SDN Kuripan 2 Banjarmasin and was conducted alongside the observation period, specifically between November and December 2025. The researcher collected the documents in several times, depending on the availability of the teacher and the flow of the teaching activities. Some of the materials were directly provided by the English teacher,

while others such as classroom photos and samples of students' work were gathered during the observation sessions.

Collecting documentation on multiple visits allowed the researcher to obtain more complete and accurate supporting data. This step also strengthened the validity of the findings by ensuring that the information derived from different sources observation, interview, and documentation was consistent and mutually reinforcing.

#### **F. Research Instrument**

In this study, the research instruments are designed to collect data related to the implementation of the English language curriculum for young learners. Since this study employs a qualitative descriptive design, the instruments used are in the form of observation, interview, and documentation.

##### **1. Observation**

The observation sheet is used to record the real teaching and learning process in the classroom. It helps the researcher identify the techniques, materials, and activities used by the teacher in implementing the English language curriculum.

##### **2. Interview**

The interview guide consists of several open-ended questions addressed to the English teacher. It aims to gain deeper information

about the teacher's perception, teaching strategies, materials, and challenges in applying the curriculum.

### 3. Documentation

Documentation is used to obtain supporting data such as lesson plans (*RPP*), syllabi, students' worksheets, photos, and other relevant documents that describe the implementation of the English curriculum in SDN Kuripan 2.

These instruments are developed by the researcher based on the research objectives and are validated through expert consultation with the research supervisor to ensure their relevance and accuracy.

## **G. Data Analysis**

In order to find themes, patterns, and meanings woven throughout the participant provided stories or narratives, data analysis in narrative inquiry entails the methodical inspection and interpretation of narrative data. The following are the main actions and things to think about when evaluating narrative data in qualitative research:

### 1. Transcription: Procedure:

Accurately record the narrative data. This entails writing down narratives that have been spoken or written. Justification: The narrative data can be represented in a clear and structured manner through transcription, which facilitates analysis.



2. Acquaintance: Method:

Submerge yourself in the stories by reading or hearing them aloud several times to acquire a thorough comprehension of the information.

3. Justification:

Familiarization enables researchers to get to know the stories and spot reoccurring themes or significant details. Finding the Themes

4. Procedure:

Methodically determine theme and patterns.