

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the research obtained after the researcher conducted classroom observations, interviews, and collected supporting data in SDN Kuripan 2. The findings are organized based on the research questions formulated in this study. The data were gathered to provide a clear description of how the English curriculum is implemented in the classroom, what learning materials and techniques are used, and how these practices support young learners' English learning process. The findings presented in this chapter reflect the actual conditions observed during the teaching and learning activities and the information obtained directly from the English teacher and selected young learners.

In presenting the findings, the researcher summarizes and interprets the data by integrating information from different sources, including classroom observation, teacher interviews, and learners' responses. The data are described descriptively to show patterns, practices, and recurring themes that emerged during the research process. This approach allows the researcher to present the findings in a systematic and coherent manner, making it easier to understand how the English curriculum is implemented in practice. By organizing the findings according to the research questions, this chapter provides a

structured overview of the teaching learning process and highlights important aspects related to curriculum implementation in the classroom.

The findings in this chapter are presented without personal interpretation or evaluation, as the main purpose is to describe the research results based on the data collected in the field. Each finding is reported as it emerged from the observation, interview, and learners' responses, ensuring that the description reflects the real teaching and learning situation. This descriptive presentation provides a clear foundation for further discussion in the next section, where the findings will be analyzed and related to relevant theories and previous studies.

1. The Implementation of the English Curriculum in SDN Kuripan

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The findings related to Research Question 1 reveal how the English curriculum is implemented in the classroom in SDN Kuripan 2. Based on classroom observation, the English teaching and learning process was conducted by following a planned lesson structure prepared by the teacher. The teacher used a lesson plan as a guideline to organize classroom activities, beginning with simple greetings and warm up activities, followed by the main learning tasks, and ending with a short review. The learning objectives were introduced implicitly through activities rather than explicit explanation, which is appropriate for young learners.

During the observation, the implementation of the curriculum emphasized student engagement through interactive activities. The teacher applied learning activities such as repetition, question-and-answer sessions, and guided practice to help students understand new vocabulary and simple expressions. English was introduced gradually, and instructions were often supported by gestures, visual aids, and examples to ensure students' comprehension. These practices indicate that the curriculum was implemented in a way that considers the characteristics and learning needs of young learners.

The interview with the English teacher supported the observation findings. The teacher explained that the implementation of the English curriculum focused on introducing basic English skills, especially vocabulary and simple oral communication. The teacher also stated that flexibility was important in applying the curriculum, as students had different levels of understanding and attention. Therefore, activities were sometimes adjusted based on classroom conditions and students' responses. However, the teacher also mentioned several challenges in implementing the curriculum, such as limited instructional time and the availability of teaching materials.

In addition, the responses from the selected young learners provided supporting insights into the curriculum implementation. The students showed positive responses toward English learning

activities, especially when songs, pictures, and interactive tasks were used. Some students were able to recall simple vocabulary and respond to basic classroom instructions in English, indicating that the learning activities helped them understand the lesson. However, a few students still needed guidance and repetition to fully grasp the material, which reflects the varied learning abilities among young learners.

Overall, the findings indicate that the English curriculum in SDN Kuripan 2 has been implemented in accordance with its general objectives, particularly in promoting student participation and basic language exposure. Although the implementation has not yet reached an optimal level due to certain constraints, the teaching practices observed demonstrate efforts to apply the curriculum in a manner suitable for young learners.

2. English Learning Materials Used in the Teaching Process in SDN Kuripan 2

The findings related to Research Question 2 describe the English learning materials provided and used in the teaching process in SDN Kuripan 2. Based on classroom observation, the English teacher utilized a combination of school-provided and self developed learning materials during the teaching and learning activities. The materials observed in the classroom included textbooks, worksheets (LKS), pictures, songs, and simple visual

aids. These materials were used to support lesson objectives and to facilitate students' understanding of basic English concepts. The observation checklist indicated that the materials matched the lesson objectives, were appropriate for students' age and level, and supported active student participation.

The interview with the English teacher further confirmed the observation findings. The teacher explained that some materials, such as textbooks and LKS, were provided by the school, while other materials including worksheets, songs, and teaching ideas were personally developed to meet students' needs and to make the learning activities more engaging. The teacher emphasized that material selection was based on the principles of the Merdeka Curriculum, particularly by considering students' developmental stages, interests, and basic English language skills. Simple, visual, and contextual materials such as pictures, songs, short stories, short dialogues, and interactive worksheets were intentionally chosen to suit young learners' beginner language levels.

Regarding the use of additional learning resources, the teacher stated that the use of digital media, flashcards, videos, or online resources was still limited due to restricted access and classroom facilities. However, when necessary, the teacher occasionally prepared simple visual aids or digital content to support students' understanding. The teacher also highlighted that material focus

differed across grade levels; vocabulary development was emphasized for third grade students, while simple sentence construction was introduced gradually for students in higher grades.

The perceptions of the selected young learners supported the teacher's explanation and the observation results. The students expressed positive responses toward the learning materials used in the classroom, particularly when games, quizzes, pictures, and storytelling activities were applied. They stated that these materials made the learning process more enjoyable and helped them understand the lessons more easily. Several students mentioned that the use of games and interactive activities increased their motivation and engagement during English lessons. These responses indicate that the materials used were perceived as interesting and effective for young learners.

Overall, the findings show that the English learning materials used in SDN Kuripan 2 were generally appropriate, engaging, and aligned with curriculum objectives. Although the availability of additional digital resources was still limited, the teacher's efforts to develop and adapt materials contributed positively to students' learning experiences and supported the implementation of the English curriculum for young learners.

3. Teaching Techniques and Methods That Can Be Optimized in Teaching English to Young Learners

The findings related to Research Question 3 describe the teaching techniques and methods used by the English teacher in SDN Kuripan 2 and identify aspects that can be optimized to improve English learning for young learners. Based on classroom observation, the teacher applied various techniques suitable for young learners, such as Total Physical Response (TPR), songs, games, storytelling, and direct instruction. These techniques were observed to create an active and student centered learning environment that encouraged student participation during the lesson.

One of the most frequently used techniques was the use of songs, particularly to introduce vocabulary related to days and daily routines. For example, during the observation, the teacher used a simple English song with repetitive lyrics such as “*Senin, senin, senin, Monday, Monday, Monday...*” to help students memorize the English names of days. The song was accompanied by repetition and teacher led guidance, allowing students to follow the pronunciation and rhythm easily. This activity helped students recall vocabulary more effectively and created an enjoyable learning atmosphere in the classroom.

The interview with the English teacher supported this finding. The teacher explained that songs were intentionally used because

young learners respond positively to rhythm and repetition. According to the teacher, using songs made it easier for students to remember new vocabulary and reduced their anxiety during English lessons. In addition, techniques such as TPR were applied when teaching action verbs and classroom instructions, while storytelling was used to introduce simple vocabulary in meaningful contexts.

However, the teacher also noted that certain techniques still required optimization. Limited instructional time and differences in students' learning abilities sometimes made it difficult to ensure that all students fully understood the lesson. The teacher suggested that techniques such as songs and TPR could be strengthened by combining them with visual aids, flashcards, and short follow-up activities to reinforce students' understanding.

The perceptions of the selected young learners supported these findings. The students expressed that learning English through songs and games made the lessons more enjoyable and easier to understand. Several students mentioned that they remembered English words better when they were taught through songs, especially those related to days and simple vocabulary. These responses indicate that song-based techniques were effective but could be further optimized through more structured reinforcement activities.

Overall, the findings show that the teaching techniques and methods used in SDN Kuripan 2 were appropriate for young learners. The use of songs such as the repetition based “*Monday*” song demonstrated effective vocabulary introduction, while further optimization through visual support and varied follow up activities could enhance students’ learning outcomes.

4. Strengths, Challenges, and Suggestions in English Teaching for Young Learners

In addition to the findings related to the research questions, the researcher also identified several important reflections concerning the strengths, challenges, and possible improvements in teaching English to young learners in SDN Kuripan 2. Based on the interview with the English teacher, one of the main strengths of the English teaching program is students’ strong motivation and enthusiasm for learning English. The teacher reported that students showed excitement during English lessons, particularly when activities involved games, songs, and basic communication exercises. A friendly school atmosphere and engaging classroom activities helped create a positive and enjoyable learning environment for young learners.

However, the teacher also highlighted several challenges in the teaching process. One major obstacle was classroom management, especially in handling students who were highly active and had

difficulty maintaining focus during lessons. Differences in students' readiness and prior exposure to English also affected the learning process. Some students had limited exposure to English outside the classroom and were mainly familiar with English through online games, which sometimes made it difficult for them to follow structured classroom instruction.

Regarding improvement, the teacher suggested that English teaching for young learners could be enhanced by increasing the availability of visual aids, flashcards, and simple digital resources. These materials were considered helpful in supporting students' understanding and maintaining their attention during lessons. These reflections provide valuable insights into the practical conditions of English teaching in SDN Kuripan 2 and serve as an important foundation for the discussion section, where the findings will be further analyzed in relation to relevant theories and previous studies.

B. Discussion

This section discusses the research findings by interpreting the data obtained from classroom observations, interviews, and supporting documents. The discussion analyzes the findings in relation to the research questions and connects them with relevant theories and previous studies presented in Chapter II.

1. The Implementation of the English Curriculum in SDN Kuripan 2

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The findings indicate that the English curriculum in SDN Kuripan 2 was implemented through structured yet flexible classroom practices. Observation data show that English lessons followed clear stages, including warm up activities, main learning tasks, and brief review sessions. Students were able to follow lesson routines, respond to instructions, and participate in classroom activities, indicating that the curriculum was applied consistently in daily teaching practice.

Analytically, the structured lesson flow supported students' engagement while allowing flexibility based on classroom conditions. Students showed active involvement when lessons emphasized participation through repetition, simple responses, and guided interaction rather than explicit explanation. This suggests that the curriculum implementation focused on helping young learners experience English through use and interaction, which is appropriate for their developmental characteristics.

These findings align with Cameron (2001), who states that predictable routines combined with varied activities help young learners feel secure and maintain attention during lessons. Similarly, Pinter (2006) emphasizes that young learners benefit from learning experiences that prioritize interaction and meaningful language use

over formal instruction. The classroom practices observed in SDN Kuripan 2 reflect these principles, as English was introduced through activities that encouraged participation and comprehension.

In relation to previous studies, the findings support Brewster, Ellis, and Girard (2002), who argue that effective curriculum implementation for young learners depends on teachers' ability to adapt instructional activities to students' needs and classroom contexts. Although the findings also reveal limitations such as restricted instructional time, the teacher's effort to maintain lesson structure and student involvement indicates a positive alignment between curriculum objectives and classroom practice.

Overall, the implementation of the English curriculum in SDN Kuripan 2 demonstrates that curriculum effectiveness is closely linked to how teachers translate curriculum guidelines into interactive classroom activities. The active participation of students during lessons suggests that the curriculum was implemented in a way that supports young learners' engagement and early English development.

2. English Learning Materials Used in the Teaching Process

The findings related to Research Question 2 show that the English learning materials used in SDN Kuripan 2 were generally appropriate for young learners and supportive of curriculum implementation. Based on classroom observations and interviews,

the teacher utilized school-provided materials such as textbooks and worksheets, as well as self developed materials including pictures, songs, and simple written tasks. These materials were used to support lesson objectives and facilitate students' understanding during English lessons.

From an analytical perspective, the combination of official and teacher created materials allowed learning activities to be adjusted to students' abilities and classroom conditions. Visual materials and songs were particularly effective in maintaining students' attention and encouraging participation. Students responded more actively when materials were concrete and visually supported, indicating that material selection played an important role in supporting comprehension and engagement among young learners.

These findings are consistent with Cameron (2001), who emphasizes that learning materials for young learners should be meaningful, visually supported, and connected to children's everyday experiences. Similarly, Brewster, Ellis, and Girard (2002) argue that young learners benefit from materials that are colorful, concrete, and interactive, as such materials help sustain attention and support language understanding. The materials observed in SDN Kuripan 2 reflect these principles, particularly through the use of pictures and songs to introduce vocabulary and basic expressions.

In addition, the teacher's effort to adapt and create supplementary materials aligns with Pinter's (2006) view that flexibility in material use is essential in teaching young learners. By simplifying tasks and adjusting content based on students' responses, the teacher demonstrated an awareness of learners' developmental differences. However, the findings also indicate limitations in the availability of digital and multimedia resources, which restricted the variety of materials used in the classroom.

This limitation supports Harmer's (2007) argument that effective material use is influenced not only by teacher creativity but also by institutional support and resource availability. Despite these constraints, the teacher maximized available materials to support learning objectives. Overall, the findings suggest that the learning materials used in SDN Kuripan 2 were appropriate for young learners and contributed positively to curriculum implementation, although further support in learning resources could enhance instructional effectiveness.

3. Teaching Techniques and Methods for Young Learners

The findings related to Research Question 3 indicate that the teaching techniques and methods used in SDN Kuripan 2 were generally appropriate for young learners and aligned with the principles of English language teaching for children. Classroom observations show that the teacher frequently employed interactive

techniques such as songs, repetition, gestures, Total Physical Response (TPR), and simple games to support students' understanding and participation during lessons.

From an analytical perspective, these techniques encouraged active involvement and helped students understand English through meaningful classroom interaction. Students responded positively when learning activities involved movement, repetition, and familiar routines. The use of songs, for example, helped students remember vocabulary and expressions more easily, while gestures and physical responses supported comprehension without relying heavily on translation. This suggests that the teaching methods focused on experiential learning rather than formal explanation, which suits the cognitive and emotional characteristics of young learners.

These findings are consistent with Brewster, Ellis, and Girard (2002), who argue that young learners learn languages more effectively through activities that involve movement, rhythm, and repetition. Similarly, Cameron (2001) states that songs and action-based activities help children internalize language patterns naturally while maintaining a positive learning atmosphere. The use of a repetitive song such as "Senin, senin, senin, Monday, Monday, Monday" observed in this study reflects these theoretical principles by combining rhythm, repetition, and meaning.

In addition, the application of TPR aligns with Harmer's (2007) explanation that associating language with physical actions helps learners understand meaning more clearly and retain vocabulary longer. This method was particularly effective in helping students follow classroom instructions and respond confidently during activities. Pinter (2006) also emphasizes that enjoyable and interactive techniques increase learners' motivation and reduce anxiety, which was evident in students' enthusiastic participation during lessons.

In relation to previous studies, the findings support earlier research indicating that interactive and movement-based techniques contribute positively to young learners' engagement and learning outcomes. Although challenges such as limited instructional time and varying student abilities were observed, the teacher's consistent use of appropriate techniques helped maintain students' focus and involvement.

Overall, the teaching techniques and methods applied in SDN Kuripan 2 demonstrate effective pedagogical practices for young learners. By prioritizing interaction, enjoyment, and meaningful language use, the teacher successfully implemented techniques that support students' engagement and early English development, while providing a strong foundation for further instructional improvement.

4. Additional Reflections on English Teaching for Young Learners

The additional findings of this study provide reflective insights into the overall teaching and learning process of English for young learners in SDN Kuripan 2. Beyond the core research questions, the data reveal important aspects related to students' motivation, classroom atmosphere, and the teacher's reflective practices during instruction. These reflections help enrich the understanding of how the curriculum is experienced by both the teacher and the learners in real classroom contexts.

Analytically, the reflections indicate that students showed higher motivation and positive emotional responses when learning activities were interactive and enjoyable. The classroom atmosphere became livelier when lessons involved songs, games, and physical movement, which encouraged students to participate without fear of making mistakes. This suggests that emotional engagement played a significant role in supporting students' willingness to use English during lessons. Such conditions are essential for young learners, who are still developing confidence and basic communicative skills.

From a theoretical perspective, these findings align with Pinter (2006), who emphasizes that young learners' emotional involvement strongly influences their language learning success. A positive classroom environment helps reduce anxiety and fosters learners' confidence to experiment with new language. Similarly, Cameron

(2001) notes that young learners benefit from supportive and enjoyable learning situations where they feel safe to participate actively without pressure for accuracy.

In addition, the teacher's reflections highlight the importance of adaptability and awareness of students' needs during instruction. The teacher adjusted activities based on students' responses, attention span, and classroom conditions. This practice supports Brewster, Ellis, and Girard's (2002) view that effective teaching for young learners requires flexibility and sensitivity to learners' developmental differences. Teachers are encouraged to balance structure with spontaneity to maintain engagement and meaningful learning.

Related to previous studies, these reflective findings are consistent with Pinter (2006), who emphasizes that learner-centered and emotionally supportive classroom practices play an important role in sustaining young learners' motivation and engagement. Similarly, Cameron (2001) highlights that teachers' reflective awareness helps improve instructional decisions and classroom interaction in early language learning contexts.

Overall, the additional reflections strengthen the findings of this study by showing that successful English teaching for young learners is not only determined by curriculum content and techniques but also by emotional engagement, classroom atmosphere, and teachers'

reflective practices. These elements play a crucial role in creating meaningful and effective English learning experiences for young learners in SDN Kuripan 2.