

**THE IMPLEMENTATION OF ENGLISH LANGUAGE TEACHING
LEARNING METHODS FOR JUVENILE OFFENDERS IN KUTOARJO
JUVENILE CORRECTIONS PURWOREJO**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Gaining The Degree of Education Bachelor
In English Language Education Department



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SEMARANG**

2015

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Wassalamu'alaikum. wr. wb.

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MOTTO

لا يكلف الله نفسا إلا وسعها....

Allah burdens not a person beyond his scope .¹

¹ Al-Kalam Digital, DVD Program Version 1.0, (Bandung: Penerbit Diponegoro, 2009), Surah Al-Baqara: 286.

DEDICATION

No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted and from whom I receive energy and sustenance. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My beloved father and mother, Bpk. Sakiman and Ibu Umrotun,
2. My nicest brothers and sisters.

ABSTRACT

Luqman Hakim (113411024) “*English Language Teaching Learning for Juvenile Offenders in Kutoarjo Juvenile Corrections*” . A final project, Semarang: Bachelor Program of English Language Education of Education and Teacher Training Faculty (FITK), Walisongo State Islamic University Semarang, 2015.

This thesis discussed about teaching learning process for juvenile offenders. This thesis based on the Indonesian government regulation that all citizen have the same right to get education, includes who are facing sentences in corrections. It was also based on the regulation that all of offenders have right to obtain education. Students' who have been sentenced in corrections have many problems in studying English. They have lack of motivation. In addition, tutor of English has to prepare the appropriate teaching learning process which ease the students in understanding the materials. This thesis was aimed to answer these problems: (1) What is method used in teaching English for juvenile offenders in Kutoarjo Juvenile Corrections? (2) How is the implementation of method used in teaching English as juvenile offenders in Kutoarjo Juvenile Corrections? Those problems were discussed through qualitative descriptive study at Kutoarjo Juvenile Corrections Class IIA. This study used qualitative approach. The data collection technique used were observations, interview, and documentation. All of data were analyzed using descriptive qualitative analysis by Miles and Huberman. It means that the research describes the social phenomena that become a focus of research.

The result of the analysis showed that there were three methods used by the tutor to teach juvenile offenders, namely Question-Answer, Grammar Translation Method, and Total Physical Response. The tutor used those methods was based on the students' condition. The using of those methods is to encourage students in teaching learning process. The implementation of those methods run well. Tutor could manage the condition of the students by using the methods. Students can obtain the materials happily. The method used by the tutor has been appropriate with the condition of students.

Keyword: English Language Teaching Learning, Juvenile Offenders, Method

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Alhamdulillahirobbil 'alamin, none of the best word to express my gratitude to Allah for His Rahman and Rahim until this research could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the most beloved Prophet of Allah.

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13. The last but not least, all who come and go in my life because consciously and unconsciously that they always have a part throughout the research. Happiness, experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research. Thank you.

Finally, the researcher always expects that this research may be helpful for all. Amin.

Semarang, November 20th 2015

The Author,

A handwritten signature in black ink, appearing to read 'Luqman Hakim' with a stylized flourish at the end.

Luqman Hakim

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CHAPTER I

INTRODUCTION

A. Background of the Research

Republic Regulation (UU) No.23 year 2002 on the protection of children stated that child is the mandate and the gift of God Almighty, who is in her inherent dignity and worth as human beings.¹ Then, it is said that the child is young generation who will be successor to the nation and the construction. The generation is prepared as the subject of implementing sustainable development and controlling the nation in the future, also in Indonesia.²

Every citizen of Indonesia has rights to get education. It has been stated in the Indonesian Republic Regulation (Undang-undang = UU RI) no. 20 year 2003 about National Educational System (Sistem Pendidikan Nasional = Sisdiknas) chapter 5 verse 1³ “ Every citizen has the same rights to get qualified education”. It means there is no exception to children with special needs. They also have rights to get education. It also has been stated in Sisdiknas chapter 5 verse 2⁴ that citizen with emotional, physical, mental, intellectual and/or social disorder has rights to get special education.

It is such as the importance of the child’s position for a nation. Therefore, we as the part of society must be responsive and progressive. Child as a unique person has distinctive features. Although he acts based on feelings, thoughts, and his own will, but in fact, the neighborhood has a considerable influence in shaping a child's behavior. Therefore, guidance,

¹ Undang-Undang Nomor 23 Tahun 2002 tentang *Perlindungan Anak*.

² Nashrina. *Perlindungan Hukum Pidana bagi Anak di Indonesia*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 1

³ Undang-Undang Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional*, Chapter 5, Verse (1).

⁴ Undang-Undang Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional*, Chapter 5, Verse (2).

supervision and protection of parents, teachers and other adults are needed in the process of development children.⁵

In this process, child has experience of many problems causing mischief on them. Delinquency is taken from the term *juvenile delinquency*. The term *juvenile delinquency*, first, derived from juvenile means young, children, young people, the characteristic features of one's youth, distinctive properties in the adolescent period. While delinquency means the wrongdoing, neglect which was later expanded into a wicked sense of the word, a-social, criminal, offender rules, noise maker, troublemaker, terrorist, irreversible, wicked, worthless, etc.⁶

As for the delinquency, there are several definitions related to the meaning of this word presented by the experts. According to Kartini Kartono (1992) as cited by Nashrina which in his book "*Perlindungan Hukum Pidana Bagi Anak-anak Indonesia*" stated that the definition of juvenile delinquency is "Evil behavior / villains, or crime / delinquency young children. The behavior is a symptom of illness (patologi) socially in children and adolescents, which is caused by a form of social neglect, so they developed a form of neglect deviant behavior ". According to Fuad Hasan cited by Nashrina, who said that juvenile delinquency is anti-social acts committed by juveniles, and if it is passed by adults then qualified as a crime. The project team for juvenile delinquency in Law Major of Padjadjaran University in December 1967 gives the formulation of juvenile delinquency as "an act or acts committed with the legal provisions in force in the country and that the people perceived and interpreted as a despicable act.

The various opinions which imposes limits on the delinquency explain that the notion of juvenile delinquency is the behavior of children in the form of actions violate the norms, which is committed by an adult called a crime. It is too rude, if the players still in the age of "child" as been described earlier

⁵ M. Nasir Djamil, *Anak Bukan Untuk Dihukum*, (Jakarta: Sinar Grafika,2013),p. 8-11

⁶Nashrina, *Perlindungan Hukum Pidana Bagi Anak-Anak Indonesia*, (Jakarta: PT RajaGrafindo, 2011), p. 25

referred to as the villain children, not delinquency, while if we pay attention to policy implementation / executive child mischief (brat), the addressin of children who are in on prison instead as "Juvenila Offenders (*Narapidana Anak*)" but as "Correctional Students (*Anak didik permasyarakatan*)".⁷

The trial process uses procedural law which is applicable in the Code of Criminal Law (Criminal Code) as mentioned in Article 40 of Republic Regulation No. 3 of 1997 on Juvenile Justice unless otherwise stipulated in the law. Their presence in "Prison Children" and its status as Learners Child Correctional Institution (*Andikpas*) do not abolish the rights attached to them are required to be fulfilled and well protected, particularly in terms of education.

It is further stipulated in the Republic Regulation No. 11 of 23012 on the Criminal Justice System of Children, which is in Chapter II, Article 21, verse 1b stated that in the case of a child who committed the crime was 12 years old shall be included in educational programs, coaching, and mentoring. In Article 73, paragraph 8 also states that children who undergo a criminal on the condition, they must follow the compulsory 9 (nine) years.⁸

In Islam view, keep learning is something suggested, because anyone who has knowledge will be placed on the better degree. Allah stated in the holy Qur'an (Al-Mujadalah: 11)

"... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ..."

"... Those who have been granted knowledge. And Allah is well-Acquainted with what you do." (Al-Mujadalah: 11)⁹

⁷ Nashrina, *Perlindungan Hukum Pidana Bagi Anak-Anak Indonesia*, p. 29

⁸ Undang-undang Nomor 11 Tahun 2012, *Sistem Peradilan Pidana Anak*, chapter 73,verse (8)

⁹ Muhammad Taqi-ud-Din Al-Halili, *The Nooble Qur'an*, (Riyadh: Darussalam publisher and distributors, 2002)., p., 641.

It means that the study will be important for every human being, especially for offenders. The study will exalt the children who inhabit Penitentiary. As a child who deserve to get educations, there's no excuse for not studying although in a bad condition.

One of lesson needed by students, including young prisoner students is English lesson. English is not a new thing for Indonesian students. English is taught in almost educational level, from elementary school (SD) until university. Even, there are some kindergartens which teach English to their students.

Sisdiknas stated that every school has to teach three languages. They are Indonesian language as national language, regional language as mother tongue of students and foreign language, especially English as international language that is very important in facing globalization era. English is official language of international aviation, and unofficially as the first language of international sport and pop scene.¹⁰

English itself, has been taught as the first foreign language since the proclamation of Indonesia on 17th August 1945.¹¹ Even, English is also one of lessons examined in national examination. Yet, English learning difficulties will appear for students in special condition and mental like students in corrections. By considering it, the teacher needs special method and strategies to teach them. Then, actually, how the teacher delivers their material to them after considering these.

Based on the problem above, the researcher is going to investigate the English language teaching learning for young students in corrections. This research entitled **THE IMPLEMENTATION OF ENGLISH LANGUAGE TEACHING LEARNING METHODS FOR JUVENILE OFFENDERS IN KUTOARJO JUVENILE CORRECTIONS PURWOREJO.**

¹⁰ Geoffrey Broughton et. all., *Teaching English as A Foreign Language*, (New York: Taylor& Francis e-Library, 2003), p. 1

¹¹Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 2

B. Question of the Research

1. What is method used in Teaching English for Juvenile Offenders in Kutoarjo Juvenile Corrections?
2. How is the implementation of method used in Teaching English for Juvenile Offenders in Kutoarjo Juvenile Corrections?

C. Objectives and Significances of the Research

1. Objectives of the research

This research is aimed to investigate and describe:

- a. The method used by teacher in teaching English for juvenile offenders at Kutoarjo Juvenile Corrections.
- b. The implementation of the method used and the obstacle faced in it at Kutoarjo Juvenile Corrections.

2. Significances of the Research

The researcher expects that this study would be able to give advantages as follow:

- a. Theoretically:
 - 1) The result of the research can give larger knowledge about English Language teaching and learning for Juvenile Offenders at Kutoarjo Juvenile Corrections for writer, readers and teachers/tutors.
 - 2) It can motivate the other researcher to more investigate about education in Juvenile Correction.
- b. Pedagogically: the result of the research are expected to be as follow:
 - 1) Suggestion and motivation for the teacher/tutor or facilitators especially in Kutoarjo Juvenile Corrections.
 - 2) Reference in English language teaching to Juvenile Offenders not only for the writer but also for the readers.
 - 3) Reflection for English teaching learning at Kutoarjo Juvenile

Corrections. It evaluates the instructional practice at Kutoarjo Juvenile Corrections. It becomes consideration not only for Kutoarjo Juvenile Corrections but also another Juvenile Corrections.

- 4) Motivation for the juvenile offenders that they can still study and deserve to obtain the education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Juvenile Offender

1. Definition of Juvenile

Indonesian law provides a wide range of definitions of a child (juvenile¹²) under the National Regulation and the Child Rights Convention of General Assembly in United Nation, including the definition of the child based on National Regulation number 23 of 2002 on Child Protection in Article 1 paragraph (1) the definition of child is : "The child is a person under 18 (eighteen) years, including the unborn child".The definition of a child under the Child Rights Convention of General Assembly in United Nation on November 20, 1989, which referred to the child in Article 1 is: "The definition of a child in this convention is every human being below the age of eighteen years unless under the law applicable to the child, the age of majority is attained earlier "

Definition of the child based on National Regulation number 39 of 1999 on Human Rights, Article 1 point (5), the definition of children in this Law is: "A child is every human being below the age of 18 years old and unmarried, including children who are still unborn when it is in his interest ".

While in National Regulation number 3 of 1997 on Juvenile Justice in Article 1 paragraph (1) the definition of children is: "Children are people who in the case of Juvenile has reached the age of 8 (eight) years but has not reached the age of 18 (eighteen) years and have never been married."

According the above definition, it can be concluded that child is every human being below the age of 18 years old, including the unborn child, and has never been married.

¹² The term for expressing people under age 18, as like a child.

As a human being, children have status as their title in their life. Status refers to a socially defined position in a group characterized by certain rights, expectations, and duties. There are two types of statuses: achieved status and ascribed status. Achieved status is a position in a group based on merit, achievement, or accomplishments, such as being a college student or being a juvenile delinquent. Ascribed status is a position based on who we are, not on what we do; some examples include being born an Indonesian or female. However, status involves a mixture of ascription and achievement: *Ascribed status influences achieved status.*¹³

Of all statuses, the status of child is one of the least privileged. The systematic denial of privilege leads to oppression. All children are oppressed to one degree or another, but some are oppressed more than others.

2. Juvenile Delinquency

Generally, a criminal law definition of juvenile delinquency holds that any person, Trends, Policies, Critical Issues, and Controversies 10 usually under 18 years of age.¹⁴

Then, when a child behaves in a way that is illegal or not acceptable to most people, he or she will get a justice process. Furthermore, he or she can be named as young offender or in some literature also be said as juvenile delinquent.

It is important to carefully note the difference between a “delinquent” and a delinquent act. The specific act is the behavior that has violated the state criminal code, and the term delinquent is the official label frequently assigned to a youth who deviates from the accepted community norms.¹⁵ A juvenile who commits an illegal act is not immediately or automatically defined as a delinquent.

¹³ Robert M. Regoli, et.al., *Delinquency in Society*, (New York: McGraw-Hill, 2008), p. 9.

¹⁴ Albert R. Robert, *Juvenile Justice Sourcebook: Past, Present, and Future*, (New York: Oxford University, 2004), p. 10.

¹⁵ Albert R. Robert, *Juvenile ...*, p. 10.

As legal definitions of juvenile delinquency, Norval Morris and Gordon Hawkins so aptly put it:

Juvenile delinquency is not a simple term. It means different things to different individuals, and it means different things to different groups. It has meant different things in the same group at different times. In popular usage, the term juvenile delinquency is used to describe a large number of disapproved behaviors of children and youth. In this sense, almost anything the youth does that others do not like is called juvenile delinquency.¹⁶

There are two primary types of juvenile delinquency.¹⁷ As discussed above, the first are the criminal offenses: those acts considered illegal whether committed by an adult or a juvenile. Such illegal acts include aggravated assault, arson, homicide, rape, burglary, larceny, auto theft, and drug-related crimes. These types of serious offenses are the primary concern of juvenile corrections officials. According to the national and local statutes on juvenile criminality, burglary and larceny are the most frequently committed offenses. The brutal crimes of homicide and forcible rape are only a small percentage of the total number of crimes committed by juveniles.

The second major type of juvenile delinquency is known as status offenses: misbehavior that would not be considered a crime if engaged in by an adult. Examples of status offenses are truancy, incorrigibility, curfew violations, and running away from home. Approximately half of the states include status offenses in their definition of juvenile delinquency offenses. Other states have passed separate legislation that distinguishes juveniles who have committed criminal acts from those who have committed status offenses. In those states, status offenders are viewed as individuals “in need of supervision”. The first letter of the acronym varies, based on whether the initial word is children, minors, persons, or juveniles, but the rest of the phrase is always the same: in need of supervision.

¹⁶ Robert M. Regoli, et.al., *Delinquency in Society*, (New York: McGraw-Hill, 2008), p. 25.

¹⁷ Albert R. Robert, *Juvenile ...*, p. 10.

A juvenile or child does not become a delinquent until he or she is officially labeled as such by the specialized judicial agency such as juvenile court.¹⁸ Other agencies define as delinquent those juveniles who have been arrested or contacted by the police.¹⁹ The juvenile justice process usually involves the formal agencies and procedures developed to handle those children and youths suspected or accused of violating their state's juvenile code. Because of discretion exercised by police and judicial officers, there are some variations from one city or county to the next in the processing of juvenile cases.

In the 1980s many status offenders were unfortunately still being sent to institutions. Two percents of them were in custody for status offense, such as truancy, running away, and incorrigible behavior. 98 percent was chronic status offenders or children who continued to commit status offense despite repeated interventions by family, school, or social service or law enforcement agencies. Chronic status offenders typically commit new status offense while on probation and are consequently charged with the criminal offense of violating a valid court order specifying the particular conditions of their probation, a process known as bootstrapping.²⁰

B. Corrections

Corrections is a place of confinement and correction for persons (in this case is for juvenile) convicted of criminal acts; originally a place where convicts did penance. It is designed to reform criminals through individualized treatment, education, and vocational training.²¹

¹⁸ Albert R. Robert, *Juvenile ...*, p. 10.

¹⁹ Albert R. Robert, *Juvenile ...*, p. 9.

²⁰ Robert M. Regoli, et.all., *Delinquency ...*, p. 25

²¹ Freda Adler, et. all., *Criminal Justice; An Introduction Vol. 4th* (New York: McGraw-Hill, 2006), p. 326.

Paul H. Hahn said that changes in the institutions and the correctional system as a whole require that correctional officers be capable of interacting with offenders and with colleagues in a manner which reflects attitudinal change and a knowledge base different from that generally accepted in the past.²²

Today, there are two categories of prison facilities; detention and correctional. Detention facility is a facility that houses persons arrested and undergoing processing, awaiting trial, or awaiting transfer to a correctional facility. While correctional facility is a facility where convicted offenders serve their sentence; includes county jails and state and federal prisons.

It is important to differ the definition of jail and prison. They are as the correctional institution have a different characteristics. Jail are locally operated correctional facilities that confine people before or after conviction²³ and designed to hold persons for more than forty-eight hours but usually less than one year. But, prisons are federal or state penal institutions in which offenders serve sentences in excess of one year.²⁴

For more informations, it is needed to know some terms in Indonesian context related to the institution which deal with correctional system. According to Law No. 8 of 1981 on Procedure of Criminal, although different, in principle, *Rutan* and *Lapas* have some similarities. Both of them are belonging to Technical Implementation Unit in the Directorate General of Corrections in Ministry of Law and Human Rights (see Article 2, paragraph 1 Regulation No. 58 of 1999). In addition, the placement of the inhabitants of *Rutan* and *Lapas* are based on the classification of age, sex, and type of criminal offenses / crimes (see Article 12 of Law No. 12 of 1995 and Article 7 of Regulation No. 58 of 1999).

²² Frank Schmalleger and John Ortiz Smykla, *Corrections in The 21st Century*, (New York: McGraw-Hill, 2007), p. 2.

²³ Frank Schmalleger and John Ortiz Smykla, *Corrections ...*, p. 215.

²⁴ Freda Adler, et. al., *Criminal ...*, p. 333.

In addition, according to article 38 paragraph 1, explanation of Regulation No. 27 of 1983 on the Implementation of the Criminal Procedure Code, the Minister may specify certain *Lapas* as *Rutan*. Then, according to the Decree of the Minister of Justice No. M.04.UM.01.06 1983 concerning Determination of certain Correctional Institution as State Prison, *Lapas* can be functioned into *Rutan*, and vice versa.

Based on Article 18 paragraph 1 Regulation No. 27 of 1983, in each regency or municipality is built a *Rutan*. But, in fact, not all counties and municipalities in Indonesia have a *Rutan* and *Lapas*, so *Rutan* is functioned well to accommodate inmates as well as *Lapas*. It is also considering that many inmates have exceeded the capacity of *Lapas*. *Lapas* have been crowded., hence the accused who have been serving sentences in *Rutan*, which should be moved from *Rutan* to serve a sentence to *Lapas*, many inmates remain in *Rutan* until completed their sentences.

Based on those explanation, it can be concluded that *Lapas* has closest meaning to “Corrections”, while *Rutan* can be called by “Detention”.

It is considered to build a corrections which is specially prepared to accommodate the juvenile offenders. So, young people who serve the sentences will be placed in juvenile corrections (*Lapas Anak*). Nowadays, there is only one corrections for juvenile in region Central Java, even Yogyakarta Province.

Nearly all juvenile correctional facilities are organized around the following major programming areas: treatment and conseling, education, vocational training, recreation, religious programs, and mental health programs.

1. Treatment and Counseling

It was established to make the offenders become better than before. Two very popular group treatment approaches, *guided group interaction* and *positive peer culture*, attempt to create prosocial group environments in which

group control members' antisocial actions and support conventional behaviour.²⁵

2. Education

It aimed to provide juvenile offenders with a basic education to make them functional in society, and such programs are very much alive.²⁶

3. Vocationnal Training

It was given for turning these economic failures into successes. Also, presenting the best people for having role in economic circle in society.

4. Recreation

Recreation can assist with alleviating stress; identify activities that can serve as alternatives to drug and alcohol use; foster interpersonal skills such as trust, cooperation, and teamwork.²⁷

5. Religious Programs

Religious belief can make a difference in people's lives and can assist in tackling social problems. Much crime is the result of people making the wrong moral choices.²⁸ Mosque and religious organization can provide the moral and spiritual aspects to correctional programs.

6. Mental Health Programs

It aimed to prevent the juvenile offenders to be injured and still in a healthy conditions.

C. The Type of Education System

UNESCO had been successfully having the fundamental education which is used in our education system, this is long life education. As the

²⁵ Robert M. Regoli, et.all., *Delinquency ...*, p. 510.

²⁶ Freda Adler, et. all., *Criminal ...*, p. 367.

²⁷ Robert M. Regoli, et.all., *Delinquency ...*, p. 511-512.

²⁸ Frank Schmalleger and John Ortiz Smykla, *Corrections...*, p. 246-247.

effects of this principle, so is known many type of education style which the objects of the education are children, teenagers, or adult both worker or not.²⁹

Education has many styles. They have many differences. As we know that in our education system, it has many styles, as follow formal education and non-formal education. Non-formal education had known for many years ago. It functions to give variations in our education. Non-formal education which includes many rules has differences with formal education. In other word, non-formal education has certain characteristics.

1. Formal Education

Based on Oxford dictionary, the meaning of formal is showing or expecting careful serious behavior and attention rules.³⁰

From the definition above, we can say that formal education is the education system which pay attention to the certain rules usually is made by the government. Formal education has many disadvantages. For example, formal education always make the object of education, as the means here is students always stay tune in the rules. Sometime, rules which are made give dangerous effect for the students. Because, make the students be individuals and have not creativity, usually children or students just follow the rules without give many variations for their studying. So the students always feel separated from the environment.³¹

Another effect of formal education makes the students just mastery certain knowledge. As we know that formal education has many rules. Because of this factor, many students are not interested in. Formal education is always fullfiled by students because they have responsibility to attend the study (*wajib belajar*) according to our regulation in education.

²⁹Abdul Latif, *Pendidikan Berbasis Nilai kemasyarakatan* (Bandung: Refika Aditama, 2007), p.49.

³⁰ Oxford University, *Oxford Learner's Pocket Dictionary*, (Oxford University Press: New York, 2003), p. 169.

³¹ Soelaeman Joesuf, *Konsep Pendidikan Luar Sekolah*, (Bumi Aksara: Jakarta, 2004), p. 69.

2. Informal Education

Informal learning should no longer be regarded as an inferior form of learning whose main purpose is to act as the precursor of formal learning; it needs to be seen as fundamental, necessary and valuable in its own right, at times directly relevant to employment and at other times not relevant at all.³²

Informal learning environments make us on location setting for instruction, often for extended periods of time, to harness student engagement in an entirely new way. When isolated together in a setting apart from the traditional classroom, students can focus more readily on the subject matter hand. Additionally, being "in the field" allows ancillary relationships to become visible, and students can witness and explore interrelationships in a way that is impossible under standard classroom conditions.³³

Informal Settings are typically places where learning takes place outside of a formal classroom, possibly in museums, zoos, aquaria, science and technology centers, homes, and clubs. They are also characterized as places where motivation is internal, the content is variable and possibly un-sequenced, attendance is voluntary, displays and objects are provided, learners are of all ages, and there is more diversity in the learners' backgrounds. Basically, this includes practically anywhere except the formal walls and structure of a traditional school setting.

Thus, educational studies provide a strong argument for the importance of learning in informal setting. Application of appropriate educational learning theories is critical for instruction in informal settings. A firm theoretical foundation offers teachers a starting point from which they can build a series of learning opportunities, responding to all styles and encouraging a wide range of strategies in order to encourage

³² Soelaeman Joesuf, *Konsep ...*, p. 73.

³³ [www.facultycenter.com/informal learning setting](http://www.facultycenter.com/informal-learning-setting), assessed on 14th September, 2015 at 09.00 am.

successful learning. Innovative approaches plus access to appropriate technologies can lead to the creation of new learning environments that are flexible and provide a custom education for each student, regardless of class size, time and distance constraints, previous preparation, and personal factors. Selection of appropriate settings and associated technologies should be defined by the desired learning outcomes and students' needs to perform tasks according to their individual styles and strategies.³⁴

3. Non-formal Education

a. The Characteristics of Non-Formal Education

The difficulties in teaching learning process support the teacher to find out the effective method of teaching learning process. Many of people cannot continue their study in formal stages. There are many reasons of this phenomenon. Indonesia is still in crisis of monetary, it caused poor people do not have an opportunity to continue their study in formal education. Education in Indonesia is very expensive; need much money or billion rupiah to pay education. Beside of this reason, many students who face law process must keep getting education. According to this phenomenon, it is important to hold new shape of education for juvenile offenders. Non-formal education is one way to encourage the students.

b. Objects of Non-formal Education

Based on government planning, the objects of non-formal education are:³⁵

1) Pre-School Age (0-6 years old)

There are many form of non-formal education in the big cities, for example play group or children storage place. This institutions have purposes to give knowledge or as the schemata

³⁴ Keown, D. *Journal of Environmental Education* (Teaching science in U.S. schools: A commentary, 1986), p. 30-32.

³⁵ Soelaeman Joesuf, *Konsep ...*, p. 59-60.

children before joining school or formal education so that they have been ready to make interactions with another environment, in other hand different from the family environment.

2) Elementary School Age (7-12 years old)

By the implementation of obedient study (*wajib belajar*), so non-formal education has function to give education for the children with different system education. This effort had done by held *kejar paket A* and scouting movement which is done together and integrated.

3) Junior High School Age (13-18 years old)

The implementation of non-formal education for this age is to substitute education as the complement for their education program. In this case, we call it as *Kejar Paket B*.

4) Senior High School Age (19-24 years old)

The implementation of non-formal education for this age can be called as *Kejar Paket C*.

c. Principles of Non Formal Education

As the formal education, non formal education has some principles as the guideline of the process of education. The principles as follow³⁶:

1) Innovation Principle

Innovation principle is the basic principle in non-formal education. Every implementation of out of education should include the activities for teacher and involve something which is needed. Innovation come from innovate wich has meaning introduce new things, ideas or new ways of doing.³⁷ Futhermore, the meaning of innovation is introduction of new thngs or new ways, ideas, methods etc.³⁸

³⁶ Soelaeman Joesuf, *Konsep ...*, p. 80.

³⁷ Oxford University, *Oxford Learner's ...*, p. 223.

³⁸ Oxford University, *Oxford Learner's ...*, p. 223

2) Forming up the Purposes of Non Formal Education

Forming of education purposes is the important steps and the first of all that should do among formal education, informal education and non formal education. In the forming of purposes, we must have minimal standard that should be completed by the teacher or educator, so the object of education can fulfill right and responsibility. Determining and forming up the purposes of education should be free from types and level of knowledge, attitude and level of soft skill which should be completed by the people in environment.

3) Planning and Developing Non Formal Education Principle

Planning is the important step because it can be determine these plans effectively and efficiently. In the planning has requirement as follow:

- a) All of the planning must comprehensively
- b) All of the planning must be mus integral
- c) All of the planning must consider quantitative and qualitative aspect
- d) All of the planning must account many resource.

d. The Function of Non Formal Education

The function of formal education and informal education is help of increasing quality and prestige as individual person, and as the people in this country by their ability and self confidence so can make a chance and can develop this country. There are many functions of non formal education. They are; first technology which give many of improvement and can increase many aspects. Second, there are many problems which could not be overcome by formal and informal education.

Non-formal education have chance to complete formal and informal education. Non-formal educations give opportunities too many

people to continue their study without any pressure and without follow the rules.³⁹

e. Requirements of Non Formal Education

Actually, non formal education is easy to be applying, but there are many requirements that should be completed. They are as follow:

- (1) Purposes of non formal education must be clearly
- (2) Programs of formal education must be interesting or appealing both result of the program or ways to get the result.
- (3) Non formal education must have integration with many programs which can build up the society.⁴⁰

D. English Language Teaching and Learning

1. General Concept of Learning

According to Johnson, learning is a reflection of student's individual system that show an attitude linked to the assignment given. Teaching is a reflection of teacher's individual system that acts professionally.⁴¹ Learning is one of the most important topics in psychology today; its concept is difficult to define.

The American Heritage Dictionary defines it as follows: "learning is to gain knowledge, comprehension or mastery through experience or study".⁴² Learning is relatively permanent change in a behavioral tendency and as the result of reinforced practice. Whereas teaching can be defined as helping

³⁹ Soelaeman Joesuf, *Konsep ...*, p. 82-83.

⁴⁰ Soelaeman Joesuf, *Konsep ...*, p. 85-86.

⁴¹ Elaine B. Johnson, *Contextual Teaching and Learning*, (California: Corwin Press Inc, 2002), p. 19.

⁴² B. R. Hergenhahn and Matthew H. Olson, *Theories of Learning, 7th ed*, (Jakarta: Kencana, 2010), p. 2

someone to learn how to do something in order that he/ she can understand well.

The concept of learning has been greatly influenced by the psychological study of the learning process, and as a result it is much more widely interpreted than has been customary in popular uses of the term. The psychological concept of learning goes far beyond learning directly from a teacher or learning through study or practice.⁴³

A teaching theory is viewed as something that is constructed by individual teacher. From this perspective, teaching is viewed as driven by teachers' attempts to integrate theory and practice.

According to Blum, twelve characteristics of effective teaching is as follow:⁴⁴

- a. Instruction is guided by a preplanned curriculum
- b. There are high expectations for student learning
- c. Students are carefully oriented to lessons
- d. Instruction is clear and focused
- e. Learning progress is monitored closely
- f. When students do not understand, they are retaught
- g. Class time is used for learning
- h. There are smooth and efficient classroom routines
- i. Instructional groups formed in the classroom fit instructional needs
- j. Standards for classroom behavior are high
- k. Personal interactions between teachers and students are positive
- l. Incentives and rewards for students are used to promote excellence.

Teaching learning of a language is a matter of practice. The language teacher can teach the language any way he likes. But the knowledge and application of certain principles help him to teach the same language

⁴³ Stern, *Fundamental Concepts...*, p. 18.

⁴⁴ Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (Cambridge University Press), p. 21.

effectively. While teaching, the teacher must keep in mind the learner, his capability and capacity to learn and above all his environment of learning.⁴⁵

2. Curriculum in Education

One of important aspects in the educational process is curriculum. It is used before, while, and after process of teaching learning. The term of “curriculum” was firstly used in the statistics field of Greek era. This word comes from *carir*, means the runner, and *curere*, means race area. While curriculum means “distance” that must be passed by the runner.⁴⁶

Nowadays the term of “curriculum” is used in the educational field. Sisdiknas stated that curriculum is a set of plan and arrangement of goal, content and material of a lesson also the method used as a teaching learning direction to attain a certain educational goal.⁴⁷ David Pratt has also defined curriculum as an organized set of formal educational and/or training intentions.⁴⁸

The definition above implicates need to be explicit.⁴⁹ *First*, a curriculum is intentions, or plans. The may be merely mental plans, but more commonly exist in written form. *Second*, a curriculum is not activities but plans, or blueprints, for activities. The word ‘program’ will be used to refer to learner activities that result from the implementation of a curriculum.

Third, a curriculum contains many other kinds of intentions, such as what learning students are to develop, the means of evaluation to be used to assess learning, the criteria according to which students will be admitted to the program, the materials and equipment to be used and the qualities

⁴⁵ M.E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching*, (New Delhi: Discovery Publishing House, 2004), p. 15

⁴⁶ Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum*, (Jakarta: Quantum Teaching, 2005), p. 33.

⁴⁷ Undang-Undang Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional*, Chapter 1, verse (19)

⁴⁸ David Pratt, *Curriculum Design and Development*, (New York: Harcourt Brace Jovanovich, 1980), p. 4.

⁴⁹ David Pratt, *Curriculum Design and Development*, p. 4.

required of teachers. *Fourth*, a curriculum involves formal intention, that is, intentions deliberately chosen to promote learning; it does not include random, unplanned, or nonlearning activities.

Fifth, as an organized set of intentions, a curriculum articulate the relationship among its different elements (objectives, content, evaluation, etc.), integrating them into unified and coherent whole. In a word, curriculum is a system. *Sixth*, both education and training are referred to in the definition to avoid the misunderstanding that occurs if one is omitted.

Based on the definition above, the curriculum is not only about material, but also method and evaluation used to attain achievement and goals of education.

3. Teaching Method

Edward Anthony said that there are three hierarchal elements namely approach, method, and technique. An approach is a set of assumption dealing with the nature of language, learning and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore is in harmony with an approach as well.⁵⁰

Jeremy Harmer⁵¹ also has differentiated those three terms. Approach refers to the theories of the nature of language and language learning that serves as the source of practices and principles in language teaching. An approach describes how the language is used and how its constituent parts interlock. In other words it offers a model of language competence. An approach describes how people acquire their knowledge of language and

⁵⁰ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Fancisco: Longman, 2001), p. 14.

⁵¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 78-79.

make statement the condition which will promote successful language learning.

A method is the practical theories of an approach. The originators of method have arrived at decision about types of activities, roles of teachers and learners, the kinds of material will be helpful, and some model of syllabus organizations. Methods include various procedures informed by clearly articulated approach, they are easy to be described. The more all embracing they become, however the more difficult is to categorize them as real method in their own right.

A procedure is an ordered sequence of techniques. A procedures can be described in term such as *first you do this, and then you do that*. It's smaller than a method and it's bigger than a technique.

Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach and includes various procedures and techniques.⁵²

The method used by the teacher has to be adjusted with students need. The best method is depending on some factors. Teachers find that a particular method resonates with their own values, experience, and fundamental views about teaching and learning. It fits with what they are trying to achieve and it is appropriate to their students and their context. Method should not be exported from one situation to anothers. So, it demands teachers to have various methods based on the student condition. Teaching young children has different method from teaching adult. Also, the method used in teaching juvenile offenders must be different from normal children.

⁵² H. Douglas Brown, *Teaching...*, p. 88.

E. English Language Teaching Learning for Juvenile Offenders

Education is now recognized as a basic human need, and as a human right. It can therefore be argued that imprisonment, even if it is viewed as justified punishment, should not bring with it additional deprivation of civil rights, which include education. Moreover, there are two important issues that deserve special attention: the necessity for prison education; and the content of such education.⁵³ That is including youth who become offender.

Nobody can now deny that offenders need education; but what should be taught in prison and how to do so is not an easy question to answer. Thinking about what should be taught in prison also means thinking about the society to which the offenders belong. In other words, the content of education in prison should be considered and designed in the context of each society and its culture.⁵⁴ Talking about the society and culture developing in Indonesia, now, especially, English Language is considered as one of important lesson which must be taught in education world and mastered by the students.

As we know that English is also one of tested lessons in National Examination for junior or senior high school. Moreover, as the explanation about youth or child above, this offender is in age which, actually, still have to take a study whether in junior or even senior high school. So, English Language teaching must be taken into account become a lesson taught in the corrections for this juvenile offender.

Kutoarjo Juvenile Correction is the one and only juvenile corrections existing in Central Java. This prison has given education program for all juvenile offenders arrested there. It is including English lesson. Then, how English Language taught in the correction is the next question appear. Different situation and condition must give different idea in designing the class or teaching learning process.

⁵³ United Nation and UNESCO, *Basic Education in Prison*, (USA: Maryland State Department of Education, 1995), p. 5

⁵⁴ United Nation and UNESCO, *Basic Education ...*, p. 5

F. Previous Research

Thesis of Mujib Abdullah NIM: 3104352, under the title “*Implementasi Pembinaan Narapidana dengan Pembelajaran Agama Islam di Madrasah Diniyah At-Taubah Lapas Kelas 1 Kedungpane Semarang*”. The result of this research indicates that the formation inmates in prisons first class Kedungpane Semarang consisted of religious guidance, independence and knowledge coaching. These three types of coaching which the most important and become a benchmark in coaching is coaching religion. This is because the success of the religious development will change the attitude and behavior of religion for offenders.⁵⁵ The similarity of Abdullah’s research with this research is both of them focus on the implementation of the process education in correctional facilities. But, both of them are different in object researched. Abdullah’s research focused on the implementation of the inmate by religious guidance. While this research focused on the method used in English language teaching learning in Juvenile Corrections.

The previous research Zakiyatus Syarifatul Afi (3104302), Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo) Semarang by the title “*English Language Teaching Learning at Citischool Bilingual Kindergarten.*” She investigated all of the activities there. The purpose of this study is to investigate the English language teaching learning at Citischool Bilingual Kindergarten classrooms in terms of teaching materials, teaching methods, learning assessment. This study uses qualitative approach because the data are descriptive in the forms of written and spoken. It was conducted at Citischol Bilingual Kindergarten Semarang academic year 2008/2009. The data are collected by some techniques; observation, interview, and also documentation⁵⁶.

⁵⁵ Abdullah Mujib, *Implementasi Pembinaan Narapidana dengan Pembelajaran Agama Islam di Madrasah Diniyah at-Taubah Lapas Kelas 1 Kedungpane Semarang*, Skripsi Sarjana Pendidikan Agama Islam, (Semarang: IAIN Walisongo, 2009)

⁵⁶ Zakiyatus syarifah, *English Language Teaching Learning at Citischoll Bilingual Kindergarten*, (Semarang: Skripsi IAIN Walisongo, 2008).

The similarities of this research with the other is the general theme of the research. All of these research investigated the method of English material transferring process. But, being different between both of the above research, the researcher will investigate all of the activities in English teaching-learning process in Kutoarjo Juvenile Corrections, but only focus on the method used and the implementation. Researcher think that the most important thing in English teaching-learning process for young offender is the method, to treat how they should be. Also, the place and condition of the students will give the different thing with another.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Approach

Research is a process of formulating questions, problems, or hypothesis; collecting data or evidence relevant to the questions/ problems/ hypothesis; and analyzing or interpreting the data.⁵⁷ In researching the data, we need a method of research.

Research method is the scientific way to get the data with the certain objective and utility.⁵⁸ There are two kinds of research namely qualitative research and quantitative research. The method used in this research is qualitative method. Qualitative research's purpose is to understand what thing meant to others. There are some characteristics of qualitative research. Asmadi Also has written them as follows:

1. Qualitative research has natural setting as the data source. Qualitative researcher does the research at a particular setting because of context oriented. The researcher assumes that human behavior is significantly influenced by setting where the behavior occurs, and the researcher thinks that human behavior can be understood well if it is observed in the setting the behavior occur.
2. Researcher as the research instrument. Researcher is the main research instrument, so that the researcher can adjust to the facts in the field.
3. Qualitative research is descriptive. In the qualitative research, the data collected is in form of words or pictures instead of numbers.
4. Qualitative research prefers process to result of the research. How do people agree with an opinion? How can terms or labels used? How can an opinion

⁵⁷ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 3.

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2010), p. 3.

accepted as common sense? Qualitative research answers those questions by focusing on the process.

5. Qualitative research tends to analyze the data inductively. Qualitative research searches the data to make an abstraction based on the facts or information collected.
6. To mean is the main focus of qualitative research. The qualitative researcher orientation is on the participant perspective.
7. Direct personal contact to the subject is important. Personal contact is important to keep natural setting and fluency in getting the data needed.
8. Unique case oriented. Qualitative research observes the process instead of the surface. But based on that surface, the researcher starts the research.⁵⁹

There are some terms used in qualitative research, they are naturalistic inquiry or natural research, ethnography, symbolic interactionism, ethnomethodology, the Chicago school, phenomenology, case study, interpretative, ecology, and descriptive.⁶⁰

This research used descriptive research because the researcher only describes the English teaching learning process for juvenile offenders. Qualitative descriptive research describes the facts and the features of population systematically, factually, and accurately.⁶¹

B. Research Setting

The research was held at Kutoarjo Juvenile Correction Class II A. It is located on P. Diponegoro Street No. 36A Kutoarjo, Purworejo, Central Java. Kutoarjo Juvenile Correction has three levels of education program; they are

⁵⁹ Asmadi Alsa, *Pendekatan Kuantitatif dan Kualitatif serta Kombinasinya dalam Penelitian Psikologi Satu Uraian Singkat dan Contoh Berbagai Tipe Penelitian*, (Yogyakarta: Pustaka Pelajar, 2003), p. 39-44.

⁶⁰ Lexy J. Moeleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2013), p. 3.

⁶¹ Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Rajagrafindo Persada, 2011), p. 75.

Kejar Paket A (level for Elementary School), *Kejar Paket B* (level for Junior High School), and *Kejar Paket C* (level for Senior High School). All of them come from the same institution namely “PKBM”(Pusat Kegiatan Belajar Mengajar) “Tunas Mekar”. It is located on P. Diponegoro Street No. 36 A, RT 02 RW 05 Kutoarjo, Purworejo, Central Java.

The researcher has some academic reason of choosing the setting of research, as follow :

1. Kutoarjo Juvenile Correction is the only one Correctional Institutions for juvenile in Central Java, even covered Yogyakarta Province.
2. This correctional Institution held education program which is organized in *Kejar Paket* system. Especially English subject, as one of National Examination item.
3. The result of this research could be a reference for another institution to develop the education, especially in implementating the method and how to teach students who are in special condition.

C. Focus of Research

Qualitative research has some problems to be researched. The significances of this research will be limited so that the discussion is not too broad. The boundary problem in qualitative research is called the focus of research. According to Spradley, "A focus refers to a single cultural domain or a few related domains".⁶²

The focus of this research is to find and understand the English teaching learning process for Juvenile Offenders at Kutoarjo Juvenile Correction in terms of the method used and the implementation.

⁶² Sugiyono, *Metode Penelitian...*, p. 286.

D. Source of Data

The researcher conducted the descriptive research at Kutoarjo Juvenile Correction. In this research, the source of data is the subject where the data can be obtained. Someone who responds, gives information or answers the researcher's question is the source of data. Observation, interview and documentation are also used to collect data. The sources of the data in this research are:

1. The staff in Kutoarjo Juvenile Correction.
2. The Chief of PKBM "Tunas Mekar".
3. The tutor of English who teaches juvenile offenders and gives some further instructional information.
4. The method used in the English language teaching-learning for Juvenile Offenders that has been observed by the researcher.
5. Kutoarjo Juvenile Correction's files.
6. Files of PKBM "Tunas Mekar".
7. Juvenile Offenders as the student.

E. Data Collection Technique

The researcher used the descriptive method in this research. In conducting this research, the researcher did some ways to collect data, such as doing observation, interview, and documentation. There are some techniques used to collect the data, they are:

1. Observation

Sugiyono, cited Nasution in *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* stated that observation is base of sciences, because the data became fact about the real are obtained by observation.⁶³ Patton in Louis Cohen *et. All.* cited that the researcher is

⁶³ Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007), p. 310.

given the opportunity to look at what is taking place *in situ* rather than at second hand.⁶⁴ This enables researchers to understand the context of programs, to be open ended and inductive, to see things that might otherwise be unconsciously missed.

In this observation, the observation's objects are teacher and Juvenile Offenders' activities in teaching learning process. In other words, this observation aimed to know the method used by teacher, and the implementation of the used method.

The researcher used non participatory observation. The researcher only observed what the teacher and students do. Without teaching or being student there.

By doing observation, the researcher could monitor the teacher's strategies in English language teaching for Juvenile Offenders directly in class. Therefore, the researcher could see the students' activities, the teacher's strategies in teaching in the term of methods implemented by the teacher in developing the students' capability at Kutoarjo Juvenile Correction Clas II A.

2. Interview

Interview has been defined by Cohen as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by the interviewer on content specified by research objectives of systematic, description, prediction or explanation.⁶⁵

The aim of interviewing poeple is to find out what is in their mind, what they think or how they feel about something. The other purposes of the interview are many and varied, for example:

- a. to evaluate or assess a person in some respect;

⁶⁴ Louis Cohen *at. All.*, *Research Method in Education*, (New York: Routledge Falmer, 2005), p. 305.

⁶⁵ Louis Cohen *at. All.*, *Research Method in Education*, p. 269.

- b. to select or promote an employee;
- c. to effect therapeutic change, as in the psychiatric interview;
- d. to test or develop hypotheses;
- e. to gather data, as in surveys or experimental situations;
- f. to sample respondents' opinions, as in doorstep interviews.⁶⁶

The researcher conducted the interview to get further instructional information about English teaching and learning process for Juvenile Offenders at Kutoarjo Juvenile Correction. The researcher interviewed the governor and the staff of this correction, the teacher who teaches the juvenile offenders and the juvenile offenders as the student. The writer gave some questions to collect the data about the history of establishing the correction, the program of the correction, the purpose of English language teaching for juvenile offender, curriculum used, English teaching and learning process, and the data about the correctional institution's social environment for more in-depth understanding and complete information.

3. Documentation

It is conducted to obtain the written data, such as lesson plan, syllabus, students' worksheet, note, transcript, newspaper, magazine, agenda, etc. The researcher used this technique to obtain document related to this research.

In this study, the researcher used a documentations from the correction to describe the condition of correction, students, and process of teaching and learning at Kutoarjo Juvenile Correction. It is also supported the data such as; syllabus, standard of curriculum of exceptional school, and profile of PKMB "Tunas Mekar". At the end of learning process, the researcher analyzed the result of research observation and interview compared with documentation taken to know what the method used and

⁶⁶ Louis Cohen *at. All.*, *Research Method in Education*, p. 268.

the materials are delivered in English learning process for juvenile offenders.

F. Data Analysis Technique

The researcher analyzed the data collected by using Miles and Huberman data analysis model. There are some activities in this analysis technique; they are data reduction, data display, and conclusion drawing/verification. After collecting the data, the researcher will do data reduction by making a main summary, choosing the main points, and deleting useless ones. By data reduction the data that finished from reduction will give clearer description and make easier for the researcher to collect the further data.⁶⁷

Reduction steps in this research are as follows:

1. Resume the result of interview and documentation.
2. Classify the result of interview and documentation that suitable with the research needs. It means that the data which un-useful can be reduced.
3. The result of interview and documentation was changed to be good language, then it was transformed into the note.

After reducing the data, the next step is displaying the data. In the qualitative research, the data can be displayed in form of brief description, chart, relation among categories, etc. But, most of them are displayed in story text. Miles and Huberman stated in Sugiyono, data display help us to understand what is happening and to do some thing-further analysis or caution on that understanding.⁶⁸ By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood.

⁶⁷ Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007), p. 338.

⁶⁸ Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 341.

Some activities of display the data on this research is as follows:

1. Display the interview data that was done and has been arranged into written text.
2. Display the data from the observation about teacher's strategies in English language teaching for juvenile offenders at Kutoarjo Juvenile Correction in the form of methods and implementation conducted in English language teaching.
3. Display the documentation about Kutoarjo Juvenile Correction Class II A and PKMB "Tunas Mekar".

From display the data, researcher can get the conclusion in order to answer all about the research questions in this research. But, this conclusion must be reanalyzed to make sure that the conclusion is not mistake.

The last step of data analysis is conclusion drawing/verifying. Verification refers to the process which is able to answer research questions and research objectives. Beginning conclusion is still temporary, and will be changed if there isn't strong proof that support on the next step in collecting data. But, if the beginning conclusion is supported by valid proof and consistent, when the researcher backs to the field, so the conclusion is credible.⁶⁹

The conclusion hoped in the qualitative research is a new invention. The conclusion is given in form of description of a clear object which was unclear before, causal or interactive relation, hypothesis or theory.⁷⁰

On this research, drawing the conclusion was conducted by comparing data between observation, interview, and documentation. People usually called it "Triangulation Technique". Therefore, the researcher will obtain the conclusion about English language teaching and learning for Juvenile Offender at Kutoarjo Juvenile Correction in term of method and the implementation.

⁶⁹ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2008), 4th ed, p. 99.

⁷⁰ Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 345.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher is going to describe the implementation of English Language Teaching-Learning for Juvenile Offenders at Kutoarjo Juvenile Corrections Class IIA.

A. Finding

1. General Description of Kutoarjo Juvenile Corrections

Kutoarjo Juvenile Corrections is under the Ministry of Justice and Human Rights in Regional Central Java. Besides having the function and duty to accommodate, care for and guide all of juvenile offenders from all over the province of Central Java and Yogyakarta. This correctional institutions is also functioned as Juvenile's Detention of Purworejo. It was constructed by the Dutch government in 1880⁷¹.

In 1917, the building was used as the Detention of War. Then, in 1945 it was belonged to the Government of the Republic of Indonesia in empty condition until 1948 and be functioned as Tangsi Indonesian Army. That year, it was also returned to Its Majesty's Prison Bureau to be used as a Corrections until 1960.

From 1962 to 1964, the building functioned as a Prison House for old people. In 1964, it was turned into Corrections Class III. This change is based on the policy of Ministry of Justice of the Indonesian Republic on June 8th 1979 Number: JS.4 / 5/16 of 1979 about the Establishment of the State Juvenile's Corrections in Kutoarjo. In 1993, based on the Ministry of Justice of the Republic of Indonesia dated February 5th 1991, Number. M.01.PR.07.03 about the converting of the function of the Juvenile Correctional Institution Central Java from Ambarawa to Kutoarjo and the

⁷¹ Result of interview with Mr. Wagiman as staff in Kutoarjo Juvenile Corrections Class IIA at Tuesday, November 3th of 2015 at the Administrative Office.

removal branch of Purworejo Detention in Kutoarjo, this corrections is fully started to be functioned as a Juvenile Correctional Institution in Kutoarjo up to now.

Based on the Decree of the Minister of Justice of the Indonesian Republic on December 16th 1983 Number: M.03-UM.01.06, on the Determination of certain Corrections as the House of Detention, in this case, the Kutoarjo Juvenile Corrections switched the status to a branch of the Purworejo House of Detention in Kutoarjo⁷².

The geographical position of the Juvenile Correctional Institution is located in District Kutoarjo, Purworejo, precisely on Jalan P. Diponegoro No. 36 A. Tel. (0275) 641011, Fax. (0275) 641054, 54212⁷³.

2. Community Learning Center (PKBM) “Tunas Mekar”

a. Description

This activity center is called by Community Learning Center⁷⁴ (PKBM) “Tunas Mekar”. It is an institution of learning communities in Kutoarjo Juvenile Correctional Institution which engaged in social, economic and culture. It is established on February 1st 2011. It is located at Diponegoro Street No. 36 A, RT 02 RW 05 Kutoarjo Village, District Kutoarjo, Purworejo, Central Java Province⁷⁵.

PKBM “Tunas Mekar” has a strategic position in implementing non-formal education programs, especially education that cannot be served on formal education in Kutoarjo Juvenile Correctional Institution. This is in accordance with Law No. 20 Year 2003 on

⁷² Result of Documentation at October 29th 2015.

⁷³ Result of Observation in the Kutoarjo Juvenile Corrections at Tuesday 3th November 2015.

⁷⁴ In Indonesia context, Community Language Center is a term which is used for *Pusat Kegiatan Belajar Masyarakat* (PKBM). It is belonging to non-formal education style in Indonesia Education System. It could be abbreviated by CLC.

⁷⁵ Result of Observation in the Kutoarjo Juvenile Corrections at Wednesday, 4th November 2015.

National Education System that establishes *PKBM* as one of the institutions to hold the non-formal education program⁷⁶.

b. Geographical Location

PKBM “Tunas Mekar” is one of the PKBM in Purworejo that functions as a developer unit for offenders in Kutoarjo Juvenile Correctional Institution. It is located inside of Kutoarjo Juvenile Corrections. It is placed in the rearmost building in Kutoarjo Juvenile Corrections.

These are the boundaries area of PKBM “Tunas Mekar” in Kutoarjo Juvenile Corrections:

- 1) North side is truck farming and fishery fish.
- 2) South side is public building for offenders.
- 3) East side is skills room.
- 4) West side is the office of Division of Guiding Offender⁷⁷.

c. Vission and Mission

1) Vission

Raising awareness of education, skills and shaping positive moral for Juvenile Offenders in Kutoarjo Correctional Institution to be able to live normally after exiting from the Kutoarjo Juvenile Corrections.

2) Mission

To attain the vission above, this Community Learning Center (PKBM) has some mission, as follow:

- a) To implement the education that is a right for all citizens, including Juvenile Offenders in Corrections.

⁷⁶ Result of Documentation at Wednesday, November 4th 2015.

⁷⁷ Result of Observation in the Kutoarjo Juvenile Corrections especially in PKBM “Tunas Mekar” at Wednesday, November 4th 2015.

- b) To establish the moral of offenders to be able to work positively.
- c) To equip the offenders with skills that could be usefull after exiting from the Corrections.
- d) To interlace partnerships with institutions outside the Corrections⁷⁸.

d. Objectives and Basic

This activity center is based on mutual cooperation, which is based on Pancasila and the Constitution of 1945. The objective of establishing PKBM is to assist government programs in non-formal education. Therefore, the principle of PKBM “Tunas Mekar” is from community, by community and for community, in order to realize the objectives of education based on community needs.

Generally, PKBM Tunas Mekar has the objective to promote and to provide opportunities for juvenile offenders at Kutoarjo Juvenile Corrections to obtain the education and skills which are useful for them after exiting from the corrections. This education can be used to increase his/her economic conditions. Furthermore, he/she can be useful for families and even for society and the country. In addition it aims to assist government programs in non-formal education which is initiated, formed and managed by the community for learning and community empowerment in accordance with the needs of local communities⁷⁹.

To achieve the goals, the PKBM “Tunas Mekar” implements some programs, namely:

- 1) Education:

By implementing Packet A, B and C programs.

⁷⁸ Result of Documentation at November 4th 2015.

⁷⁹ Result of interview with Mr. Oky as the Headmaster of PKBM “Tunas Mekar” Kutoarjo Juvenile Corrections Class IIA at Wednesday, November 4th of 2015 at the PKBM Office.

2) Entrepreneurship:
By implementing KBU.

3) Training skills:
By computer skills training and the others.

Basic Law of the holding PKBM in Juvenile Corrections are:

- 1) Based on Pancasila.
- 2) Act No. 20 of 2003 on the National Education System.
- 3) Act No. 22 of 1999 on Local Governments.
- 4) Government Regulation No. 73 of 1991, concerning School Beyond Education.
- 5) Government Regulation No. 39 of 1992, concerning Public Participation in National Education.
- 6) Government Regulation No. 25 of 2000, concerning the authority of the government and the provincial authority as autonomous regions.
- 7) Decree of the President of the Republic of Indonesia no. 68 of 1998, on coaching courses and vocational training institutions.
- 8) Decree of the Minister of Education and Culture of the Republic of Indonesia number 2611 U / 1999 on the specific implementation.
- 9) Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0153 / U / 1981 on general rules of licensing and supervision of holding school outside education by society⁸⁰.

e. Organizational Structure

The functions of structure in an organization is to provide information to all members of the organization. They are expected to know the activity or the work they had to do and with whom they should consult and be responsible, so that the process of cooperation

⁸⁰ Result of Documentation at November 5th 2015.

towards the achievement of the organization can be realized in accordance with a predetermined plan.

Organizational structure will facilitate leadership in distributing tasks, clarity of responsibility, facilitate the coordination and relationships, and clarifying job descriptions. All of them will help the leadership to conduct surveillance and control the process of achieving the organization goals.

f. The Conditions of Tutors and Juvenile Offender-Learners of Kutoarjo Juvenile Corrections

1) Tutors

Tutor in this corrections is tutor who is recommended by Department of Education and Culture. Then, they formally apply in accordance with applicable procedures. Most of them also exist concurrently in other educational institutions. Tutor at Kutoarjo Juvenile Corrections came from different universities. Some are derived from state universities; some are coming from private universities.

The amount of tutor here are 9 tutors. They teach some subjects, as like English, Indonesian Language, Social, Sciences, Math, Religious Subject, etc. But, the tutor who teach English in this Corrections is only one tutor. Sometimes it causes the process of teaching-learning not efficient because the tutor must teach in formal education, too.

As the above information there are certain criteria that must be possessed by tutors that they are in a particular subject area. Tutors who teach in this corrections are the recommendation of the Department of Education and Culture and they apply for jobs as tutor in the Corrections with the terms and conditions as well as teachers in formal schools.

2) Juvenile Offenders

The juvenile who study in this Corrections amounted to 61 persons. It is categorized by the details of the juvenile that is equivalent to elementary schools totaling 4 juveniles, while the equivalent of junior high school (SMP) amounted to 23 juveniles, that is equivalent to high school amounted to 34 juveniles⁸¹. Most of them are inactive students with low motivation to study. The detailed name of juvenile and the education level will be displayed.

g. Infrastructures

Infrastructure is one of the supporting factors in learning process. One of the successful learning is the completeness of infrastructures which is appropriate with students' necessary. Therefore, the Corrections through PKBM has to try in completing the infrastructures in order the learning process can be done effectively and efficiently. The infrastructure in this Corrections for implementing education is less complete. The obstacle in completing the infrastructure here is caused by the finance⁸². The infrastructure in Kutoarjo Juvenile Corrections for supporting the education process can be seen in appendix.

h. Media for Learning Process

In teaching-learning process, the tutor needs some tools or media to assist the success of the process. It can also help students understand the material being taught. Media in learning process which is used to teach juvenile offenders are basically similar with normal students.

Unfortunately, infrastructures and media in Kutoarjo Juvenile Corrections were incomplete, for example; there is less visual media

⁸¹ Result of Documentation at November 4th 2015.

⁸² Result of Observation in the Kutoarjo Juvenile Corrections especially in PKBM "Tunas Mekar" at Tuesday, November 3th 2015.

(like picture) or audio visual media (like television or video), and language laboratory. These are some supporting infrastructure and media in Kutoarjo Juvenile Corrections; classroom, learning media (whiteboard, handbook, boardmarker), and art room⁸³.

3. English Language Teaching Learning at Kutoarjo Juvenile Corrections Class IIA

a. The Objectives of English Language Teaching Learning

Kutoarjo Juvenile Corrections Class IIA is the only one of juvenile corrections in Central Java Province, even Yogyakarta. The offenders who inhabit this corrections are still in time for studying. So, Kutoarjo juvenile Corrections through PKBM facilitate the offenders by holding education program.

PKBM “Tunas Mekar” had three levels of equivalent programs; they are *Paket A*, *B*, and *C*. Commonly, the learning process at this institution is similar with other non-formal education institution, even with normal school. There are students, teachers/tutors, headmaster, and the infrastructure available in supporting of learning process. PKBM “Tunas Mekar” in Kutoarjo Juvenile Corrections use Indonesian Language as a native language in learning process. It is also in English lesson, the teacher use Indonesian Language more often than English. Yet the tutors tried to always use English in every meeting.

At first, there is no English subjects for juvenile offender-learners at Kutoarjo Juvenile Corrections, because the focus of guiding in this corrections is only in rehabilitating the morals. English is taught as a course. It is categorized as additional skills. English has significant role in communicating among nations, especially to increase their

⁸³ Result of observation in the Kutoarjo Juvenile Corrections especially in PKBM “Tunas Mekar” at Tuesday, November 3th 2015.

competence. So that, English lesson should be used as a way to increase students' communication competence both written and oral communication at a certain literacy level.

However, in increasing age of the PKBM "Tunas Mekar", English subjects are needed to be taught to juvenile offender-learner. The purpose of holding an English subject for juvenile offender-learner is to introduce to the students that English is an international language. So that, it is very important in mastery English. Beside of that, according to our curriculum in education system, stated that English become one of the tested subjects in National Examination.

b. Curriculum for Juvenile Offenders at Kutoarjo Juvenile Corrections

The curriculum used at PKBM "Tunas Mekar" Kutoarjo Juvenile Corrections is School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan = KTSP). KTSP is the curriculum which is arranged, done, and developed by education unit that has been ready and able to develop it. For education units that have not ready yet, they can use curriculum model from Corporation of Education National Standard (BSNP). BSNP is independent corporate which has function to develop, monitor and evaluate education national standard.

As like the other educational institution, standard competence (Standar Komepensi = SK) and basic competence (Kompetensi Dasar = KD) in KTSP for *PKBM* "Tunas Mekar" Kutoarjo Juvenile Corrections are composed to implement the process of transferring the material. Yet, tutor will adjust the condition of the students⁸⁴.

⁸⁴ Result of interview with Mrs. Ajeng as the tutor of English at Wednesday, November 18th of 2015 at the PKBM Office.

c. The Teaching Material in English Language Teaching Learning for Juvenile Offender at Kutoarjo Juvenile Corrections

Generally, the English material should be mastered by learner of PKBM “Tunas Mekar” Kutoarjo Juvenile Corrections is not significantly different from learner/student of general school or other non-formal educational institution. Listening, speaking, writing and reading are taught.

Tutor delivered materials based on SK KD. The tutor of English then explores more materials by taking materials on the textbooks and searching on internet. It is done to adjust students’ needs and students’ daily real life. Through observation and interviews conducted by the researcher to the tutor of English subjects, researchers obtained data on materials taught to juvenile offender-learner. It is also affirmed by the book used. The material taught to the juvenile offender-learner is almost equal with the normal educational institution. But, the content of the material is pressed to explain briefly.

The book used for *Paket C1* (equal with Grade X) is Alimah A. Alfauziah’s book entitled “Bahasa Inggris Paket C Tingkat Mahir setara Kelas X SMA” which is published by CV Ricardo. While the book for *Paket C2* (equal with Grade XI) is “Modul Bahasa Inggris; Program Paket C setara SMA” by Lanjar Utami. It was published by CV Mediatama in 2008, so do for *Paket C3* (equal with Grade XII).

d. English Language Teaching-Learning Methods Applied for Juvenile Offender

As the learner with special condition, juvenile offenders need some special treatment in English Teaching- Learning. The method used for transferring the material has important role. The goals which want to be achieved, is determined by the method used by the tutor.

The methods used by the tutor in teaching English for juvenile offenders-learner in PKBM “Tunas Mekar” Kutoarjo juvenile

Corrections are three methods. They are question-answer method, grammatical translation method, and total physical response. Those methods are hoped by the tutor to be able to stimulate student to be active in the classroom. Also, by implementing the methods, the students want to involve the activity conducted by the tutor. Then, the methods can make the material transferring process run well and the students understand the material easily. The explanation of the methods used in *PKBM* “Tunas Mekar” Kutoarjo juvenile Corrections are as follows:

1) Question-Answer

In this method, tutor gives some questions to the students orally which is appropriate with the material. The students will also answer the question orally too. The questions given are in various forms. Sometime, tutor asks students to translate some words, in another time, students are asked to answer some questions related to the material which has been just given.

Question-Answer can be done in the pre activities, main activities, and post activities. This method is effective to check students' concentration⁸⁵. In this case, the way of English tutor implementing this method for the juvenile offender is by pointing students one by one. Then, the pointed student has to answer the question. It can imply in the pre activities to make the students remember previous material. It is caused that most of juvenile offenders have less motivation to study, so that they tend to forget the material they obtain. The tutor should do repetition until the students understand with the material. If they ignore it, the materials will not be able to be transferred well.

⁸⁵ Result of interview with Mrs. Ajeng as the tutor of English at Wednesday, November 4th of 2015 at the PKBM Office.

On the learning activities, this method is useful to know the understanding and concentrating of the students about the material which has been taught. The question which is given by the teacher is so simple, like greeting, the meaning of word/sentence, and question about their activities to stimulate their interest in learning English.

If this method imply more and more, it can make the students more active in speaking. Besides, the tutor also gives the chance for the students to ask about the material if they don't understand.⁸⁶

2) Grammar Translation Method

Grammar Translation Method is method used to teach foreign language by translating it into native students' language. So, each words of a text will be translated into mother tongue. To do this, the students need to learn about grammar rules and vocabulary of the target language. For addition, it is believed that studying English as a foreign language provides students with good mental exercise which helps develops their minds.

Tutor of English at PKBM "Tunas Mekar" Kutoarjo Juvenile Corrections implemented this method by reading the material which is being discussed, and then asking students to imitate what has been said by the teacher. After that, the teacher translates the material being discussed into mother tongue. The other way of implementing this method is by pointing each student and assigns them to translate each word by turn. By using this

⁸⁶ Result of the observation of learning process at C2 grade (equal with Grade XI) in Kutoarjo Juvenile Corrections at the classroom on Thursday, November 5th.

method, hopefully all students understand the material well and know the meaning⁸⁷.

3) Total Physical Response

Total Physical Response can make the students more interesting in learning English. In the classroom, teaching must also have movement in order to create various situations. By responding the teacher's instruction, students are avoided from boring. Doing it also make students understand easily the meaning of the word and the use of it⁸⁸.

This method is suitable for beginners especially for students with less motivation, as like juvenile offenders because they need to be supplemented by activities and techniques from other methods.

In implementing this kind of method, the tutor gives the student such a game to invite student move while practice the material. In this case, the material taught is imperative verb. The tutor has some papers contained an imperative verb in each paper. The student must take one of the papers. The imperative verb in the paper must be read, translated, and practiced by the student who has chosen the paper. The point of the total physical response method implementation here is in the process of practicing the imperative verb.

⁸⁷ Result of the observation of learning process at B2 grade (equal with Grade XI) in Kutoarjo Juvenile Corrections at the classroom.

⁸⁸ Result of the observation of learning process at C1 grade (equal with Grade X) in Kutoarjo Juvenile Corrections at the classroom.

e. English Language Teaching Learning Process for Juvenile Offender at PKBM “Tunas Mekar” of Kutoarjo Juvenile Corrections

Generally, the English learning process is started by reciting pray together. After that, the tutor reviews the previous material by doing answer questions with the students. If there is a student who cannot remember the material well, the teacher must repeat the previous material before continuing the material.⁸⁹

After transferring the materials, the tutor give reinforcement to the students. The tutor gave a chance to the students to ask if the students have not understood yet. Before closing the meeting, the tutor will put in mind of the next material to the students.

Time allotment in learning English for juvenile offender at Kutoarjo Juvenile Corrections in a week is only one hour. In this short time, the teacher hoped that the material can be conveyed and understood by the students well. In learning English, the tutor used Indonesian Language more than English, it means that sometime the tutor uses English and sometimes uses Indonesian language.

f. The Problems Faced by the Tutor in English Language Teaching Learning for Juvenile Offender at PKBM “Tunas Mekar” of Kutoarjo Juvenile Corrections

In each process definitely has problems encountered, as well as in the process of learning English for juvenile corrections in Kutoarjo Juvenile Corrections The problems encountered during the learning process are as follows:

⁸⁹Result of the observation learning process at B2, C1, and C2 Grade in Kutoarjo Juvenile Corrections.

1) Students

One of the major problems encountered in learning English is the students themselves. All students who are person in conflict with the law tend to have the character or behavior that is not good. Material presented by the tutor would be difficult to be digested by the students because of their brain that has not sharpened. The lack of motivation and attention to learn would be the big problem, too.

Besides, they cannot understand English materials well, although they were taught the easiest material, they will be quickly forgotten. It is caused that they are not allowed to take a note or book when they enter the holding room.

2) Tutor

The problems in the learning process of a tutor is caused still inadequate number of tutors of English in this corrections. Beside of limited number of tutor, tutors that exist there is less than the maximum in teaching because his/her focus should be taught in formal schools generally.

Beside of that, the tutor have a problem to develop the method used. It is caused by the condition of students who have low motivation and tend to be difficult to be arranged⁹⁰.

3) Infrastructures

Actually, infrastructures in this corrections for education program are good. But, the facilities used to support English language learning for juvenile offenders is not yet fully complete, such as the LCD projector, audio-video, etc.

This PKBM in this Juvenile Corrections has 4 classrooms for learning process. A room is used for more than one class. It makes the learning process run ineffectively. As we know that, there are 7 grades

⁹⁰ Result of interview with Mrs. Ajeng as the tutor of English at Wednesday, November 4th of 2015 at the PKBM Office.

in this Juvenile Corrections. So, it means that in a day, there are only 4 grades who get education because their class has to be substituted by the other class. Besides, there are also students who often enter the classroom and out of class to another class.

The condition of classroom which is small make the tutor feel hard to develop the method. The source of English book here is also limited. Those are the infrastructure problems faced by PKBM “Tunas Mekar” Kutoarjo Juvenile Corrections.

B. Discussion

1. Analysis of The Objectives of English Language Teaching Learning

Kutoarjo Juvenile Corrections is the one of the Correctional Institution in Central Java and Yogyakarta Province. In this corrections, there is *PKBM* as one of the way to guide the offenders to be better and useful person after exiting the corrections. This *PKBM* “Tunas Mekar” had three educational programs they are; *Kejar Paket A* (equal to Grade X), *Paket B* (equal to Grade XI), and *Paket C* (equal to Grade XII)⁹¹.

English language learning for juvenile offenders aimed that students with special condition can get English language education, developing students’ language competence, and creating good students in competition. It was hoped that after exiting the corrections, they can live with skills and competences which are usefull for their need to make their live better. Although the materials being taught are very simple, at least, they could recognize that in fact English is an international language.

⁹¹ Result of Documentation at November 4th 2015.

2. Analysis of Curriculum for Juvenile Offender at Kutoarjo Juvenile Corrections

The curriculum used in PKBM “Tunas Mekar” Kutoarjo Juvenile Corrections is curriculum which is from the government, namely School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan = KTSP).

During the observation of the researcher, curriculum which applied for juvenile offenders in Kutoarjo Juvenile Corrections is good enough. Because the tutor has tried to choose the appropriate material based on students’ characteristic. But, it should be made a special curriculum for juvenile offenders because their mind about education is different with the others.

3. Analysis of The Teaching Material in English Language Teaching Learning for Juvenile Offender at Kutoarjo Juvenile Corrections

Based on the curriculum, teaching English must comprise four basic skills. They are listening, speaking, reading, and writing. The materials taught for juvenile offenders are very easy matter, including on items which they encounter in everyday life, such as the verbs used every day, greeting, etc.

The materials taught in this PKBM are generally equal to the other non-formal educational institution, even with normal school. The material taught to juvenile offender is based on English books supplied by the government.

But, because of the condition of the juvenile offender, it is hard to convey the material as much as the normal students. Less motivation and careless with education will be the obstacle to transfer the materials from the tutor to the students.

4. Analysis of English Language Teaching Learning Methods Applied for Juvenile Offender

The most important thing in success of teaching-learning process is method used. In order to reach the goals of teaching and learning process, the tutor in *PKBM* “Tunas Mekar” Kutoarjo Juvenile Corrections has to concern the various teaching and interesting classroom situation. These are the analysis implementation of some methods which is used in learning English for juvenile offender in Kutoarjo Juvenile Corrections:

a. Question-Answer

This method was applied on the pre-activities, main activities and post activities of the learning. The weakness of this method is there are some students who are more active than the other students. There are also the students who are shy to answer the question orally. Also, there are some students who answer not in line with the instruction from the teacher.

It's better if the tutor can give some rewards to the students who able answer the question. It can make other students have high motivation to answer the question. It also can make shy students having a will to involve in answer the question.

b. Grammar Translation Method

On implementation of Grammar Translation Method (GTM) in teaching English for offender-learner students, initially the teacher writes, reads and explains the material being discussed. Then the tutor asks students to rewrite and repeat what has been said by the tutor. After that, the tutor translates the material being discussed into mother tongue, and then it is followed by the students. Also, the students are asked to make their own example such as the example that is made by the tutor. It is the process of imitating through writing and speaking.

c. Total Physical Response

On the implementation of this method, the students do not able to develop the instruction. They repeat the instruction based on the example of the teacher. In this method, the tutor gives example using pointment. It is better if the tutor also give addition example using some familiar activity which is familiar to their daiy live and what they usually do.

5. Analysis of English Language Teaching Learning Process for Juvenile Offender at *PKBM* “Tunas Mekar” of Kutoarjo Juvenile Corrections

Generally, the process of learning English for juvenile offenders is similar with the learning for normal students in normal school. However, it takes a special method in delivering the lessons. Tutor is required to be more creative and innovative in managing the class.

In learning English, time allotment used in teaching offender-learner students is fewer than normal students. If the normal students, there are 40 minutes in every hour lesson and four hour n a week, it means they have about 160 hour. While for juvenile offenders in Kutoarjo Juvenile Corrections just 60 minutes in every hour lesson and they only have one hour in a week for learning English.

The learning process was not merely academic stress, but the skills are preferred. The most important thing in learning is that students can practice whether in listening, reading, speaking and writing skills in the minimum standard applied by the tutor. The phenomenon found by the researcher here is, the process of transferring the material functions as the interlude of the bored activities in the Corrections.

6. Analysis of The Problems Faced by the Tutor in English Language Teaching Learning for Juvenile Offender at PKBM “Tunas Mekar” of Kutoarjo Juvenile Corrections

The obstacles faced could come from the student itself, the infrastructures of schools, tutors, and learning resources.

a. Student

The condition of the students should be handled by giving a story before entering the learning process. The story could be related to the material. It could also tell the story of the successness of people although he/she has ever enter the corrections.

b. Tutor

The amount of tutor of English is still limited. It should be added to make the learning process effective.

c. Infrastructure

The lack of the infrastructure could be completed to support the process of learning English.

C. Limitation of The Research

The researcher realized that there were some hindrances and barriers in conducting this research. The hindrances and barriers which occurred were not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. CONCLUSION

In this chapter, the researcher will conclude this thesis from the previous chapters that have been discussed. The conclusions are:

1. The methods used in English language teaching learning process at Kutoarjo Juvenile Corrections are Question-Answer, Grammar Translation Method, and Total Physical Response. It is caused that the condition of the student who are inactive and lack of motivation. These methods are used by tutor of English to encourage students in teaching learning process. So that, the tutor is not the only one who dominates the class. Students are also motivated to learn English.
2. The implementation of method used by the tutor in Kutoarjo Juvenile Corrections is running well. Tutor can manage the class effectively and efficiently. The naughty student can be arranged. Tutor used those methods to give variation in teaching English. Generally, the implementation of method used by tutor in Kutoarjo Juvenile Corrections run procedurally. Students can obtain the materials happily. The method used by the tutor has been appropriate with the condition of students. According to the research conducted, it can be concluded that the effective method used in English language teaching learning are based on; 1) appropriate with the objective, materials, students, and the context of learning, 2) it is flexible and can be developed, 3) it is easy to do, and 4) it can be adjusted with the condition of infrastructure.

B. RECOMMENDATION

According to the result of this research, the researcher would like to propose some suggestions as follow:

1. The tutor

The methods used by teacher have been appropriate to the students' condition. Even though, the teacher also has to varies more methods in order to make a comfortable learning atmosphere. The teacher also should use more media that can make students easier in receiving the materials such as video or movie. Tutor has to teach by psychological approach by considering the condition of the students.

2. The Juvenile Corrections as student

Students who face the law process are still having right to get education. Although they have many limitations in searching education, they still keep having motivation to study. Students should realize that studying English is important because English has been used widely around the world. Students also should practice English more outside classroom.

3. The Juvenile Corrections

The Juvenile Corrections has to pay more attention in teaching learning process by completing the infrastructure such as language laboratory. So that, the tutor and the students can use it optimally in supporting English teaching learning process. In addition, it can give chance to students to take a book inside the holding room for studying English.

4. The government

The limitation of the tutor should be handled by adding more tutors to teach in the Juvenile Corrections. The goverment should also give more book sources to support the learning process. The curriculum composed should be inserted by the value of religious to make their moral better.

5. The readers

After reading this thesis, the researcher hopes this thesis will be useful for the readers and as the reference to conduct a deeper research to solve

every problem which is happened in English learning process in Kutoarjo Juvenile Corrections because the researcher realizes this thesis has not been perfect yet. Researcher hopes that this research could be a reference to implement what method used to teach juvenile offender or a naughty child in normal school.

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APPENDICES

Appendix 1

Profile of Kutoarjo Juvenile Corrections

PROFIL UMUM:

Nama UPT	: Lembaga Pemasyarakatan Klas IIA Anak Kutoarjo
Alamat	: Jl. Pangeran Diponegoro No. 36 A Kec. Kutoarjo, Kab. Purworejo, Prov. Jawa Tengah
Kode Pos	: 54212
No. Telephone	: 0275 – 641011
Faksimili	: 0275 – 641054
e-Mail	: lpakutoarjo@gmail.com ; lpakutoarjo@yahoo.com
Luas Lahan	: 6.843 m ²
Luas Bangunan	: 1.289 m ²
Kapasitas Hunian	: 116 Orang
Jumlah Penghuni	: 63 Orang (data per Oktober 2015)

Appendix 2

Vission and Mission of Kutoarjo Juvenile Corrections

1. VISSION

Memulihkan kesatuan hubungan hidup, kehidupan dan penghidupan Warga Binaan Pemasyarakatan sebagai individu, anggota masyarakat dan makhluk Tuhan Yang Maha Esa (membangun manusia mandiri)

2. MISSION

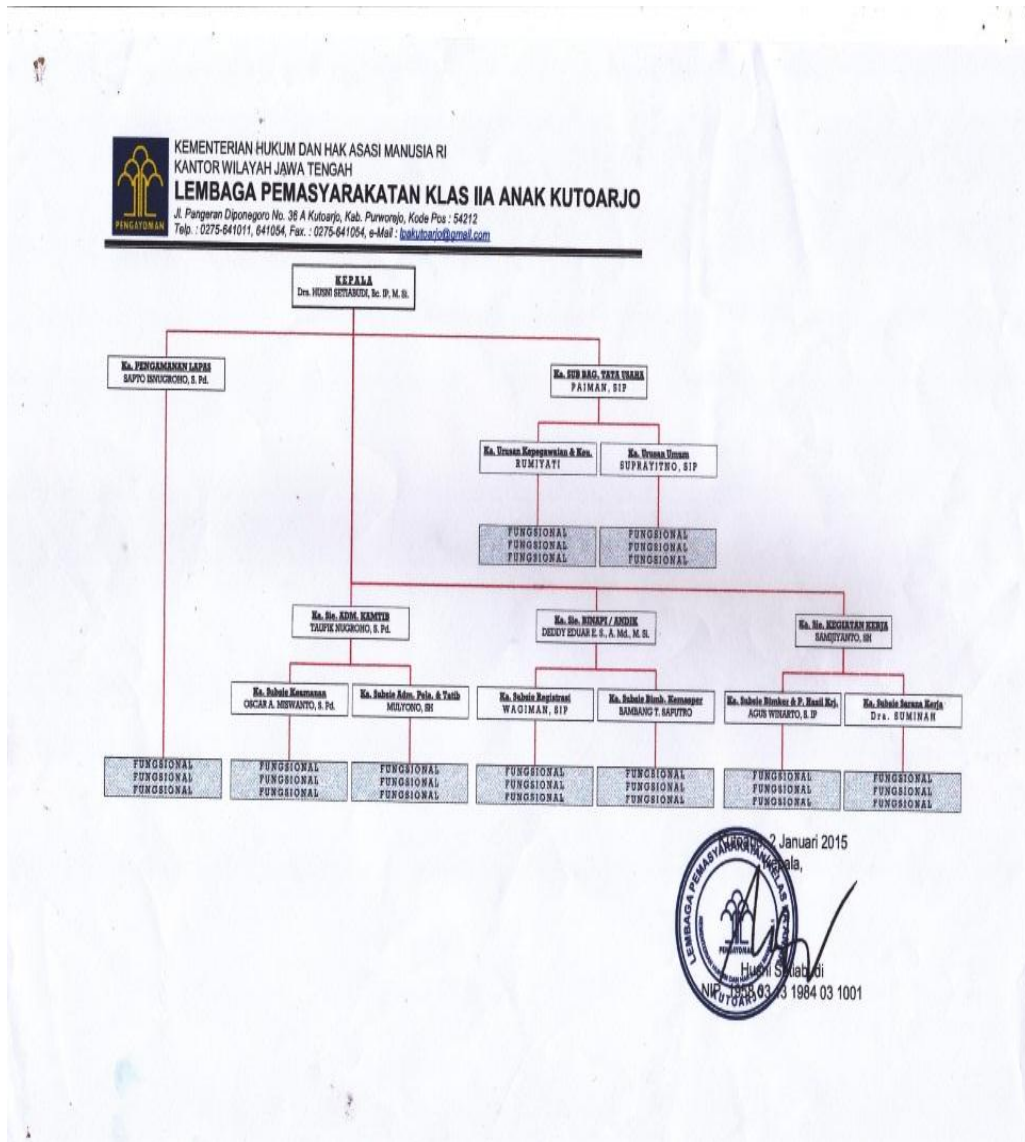
Melaksanakan perawatan Tahanan, Pembinaan dan Pembimbingan Warga Binaan Pemasyarakatan.

3. OBJECTIVES

- a. Membentuk Warga Binaan Pemasyarakatan agar menjadi manusia seutuhnya, menyadari kesalahan, memperbaiki diri dan tidak mengulangi tindak pidana sehingga dapat diterima kembali oleh lingkungan masyarakat, dapat berperan aktif dalam pembangunan dan dapat hidup secara wajar sebagai warga yang baik dan bertanggung jawab
- b. Memberikan jaminan perlindungan Hak Asasi Tahanan, Narapidana dan Warga Binaan Pemasyarakatan dalam rangka memperlancar proses Pembinaan dan Pembimbingan

Appendix 3

Organizational Structures of Kutoarjo Juvenile Corrections



Appendix 4

Identity of PKBM “Tunas Mekar”

1.	Nama PKBM	TUNAS MEKAR
2.	Alamat PKBM	Jl. Pangeran Diponegoro 36A Kecamatan Kutoarjo Kabupaten Purworejo Telp. (0275) 641011
3.	Badan Pendiri	Ketua : Umilatsih, S.Pd Sekretaris : Bambang TS Bendahara : Dra. Sumirah
4.	Tanggal berdiri	01 Februari 2011
5.	Tempat / bangunan yang digunakan	Menginduk di Lembaga Pemasarakatan Anak Kutoarjo
6.	Status bangunan	Menginduk di Lembaga Pemasarakatan Anak Kutoarjo
7.	Badan hukum	Akta Notaris Willibrordus Sukrisno, SH Nomor 01 Tanggal 01 Februari 2011
8.	NPWP	02.781.618.0-531.000
9.	Rekening Bank	3-107-01123-3

Appendix 5

Organizational Structure of PKBM “Tunas Mekar”

No	Nama	Jabatan
1	Drs. Husni Setiabudi, Bc. IP, M.Si.	Pelindung
2	Bambang T. Saputro	Pembina
3	Oky Widyonarko, A.Mk	Ketua
4	Sentot Hadiyanto	Sekretaris
5	Rambat	Bendahara

Appendix 6

Table of Tutors

NO.	TUTOR	MATA PELAJARAN	KODE TUTOR
1.	Umilatsih, S.Pd	A. IPS	1A
2.	Legini	A. PKn B. Agama	2A 2B
3.	Oscar Agus. M, S.Pd	A. Ekonomi B. Agama C. PKn	3A 3B 3C
4.	Sri Pangesti, S.Pd	A. IPA B. Fisika C. Kimia D. Biologi	4A 4B 4C 4D
5.	Ajeng Catria, S.Pd	A. Bahasa Inggris	5A
6.	Dedi	A. Bahasa Indonesia	6A
7.	Turyanti	A. Sosiologi B. Sejarah	7A 7B
8.	Joko	A. Matematika	8A
9.	Aan	A. Geografi	9A

Appendix 7

Subject Schedule

Hari	Jam	Paket A	Paket B			Paket C		
			B1	B2	B3	C1	C2	C3
Senin	08.00-09.00	8A	2B	-	-	-	-	7B
	09.00-10.00	2A	1A	-	-	-	7B	8A
	10.00-11.00	-	-	2B	-	7B	8A	-
	11.00-12.00	-	-	1A	-	8A	-	-
Selasa	08.00-09.00	4A	-	6A	3C	7A	-	-
	09.00-10.00	6A	4A	-	-	3A	7A	-
	10.00-11.00	-	6A	-	-	4B	3A	7A
	11.00-12.00	-	-	-	-	4D	-	3A
Rabu	08.00-09.00	-	5A	4A	-	-	3B	-
	09.00-10.00	-	3C	5A	4A	-	-	-
	10.00-11.00	-	-	-	5A	4C	-	3B
	11.00-12.00	-	-	-	-	3B	-	5A
Kamis	08.00-09.00	2B	8A	-	-	-	5A	9A
	09.00-10.00	-	-	8A	2B	5A	9A	-
	10.00-11.00	-	-	-	8A	9A	-	-
	11.00-12.00	-	-	-	-	-	-	-
Sabtu	08.00-09.00	1A	-	-	6A	3C	-	-
	09.00-10.00	-	-	3C	1A	6A	-	-
	10.00-11.00	-	-	-	-	-	6A	3C
	11.00-12.00	-	-	-	-	-	3C	6A

Appendix 8

Table of Students' List

Paket A		
<ol style="list-style-type: none"> 1. Agus Budiono 2. Untung Suwito 3. Supriyadi 4. Nada Riski 		
Paket B		
Paket B1 <ol style="list-style-type: none"> 1. Eko Cahyo Purnomo 2. Suparman 3. Fatkhurrohman 4. M. Diki Riyan Afandi 5. Riki Saputro 6. Jovalino Irawan 	Paket B2 <ol style="list-style-type: none"> 1. Sugiyono 2. Edi Cahyadi 3. Saiful Anwar 4. Satria Wiranto 5. Dandi Rahmadani 6. Fahmi Baraja 7. Nurul Huda 8. Rian Rohyana 	Paket B3 <ol style="list-style-type: none"> 1. Faizal Zian 2. Fajar Sulaeman 3. Bambang Triatmojo 4. Wahyuto 5. Slamet Purwanto 6. Darma Wanto 7. Irvan Fajri 8. Sigit Rianto 9. Divan AA. Wibowo
Paket C		
Paket C1 <ol style="list-style-type: none"> 1. Nuridin 2. Misbahul Munir 3. Rifan Anas 4. Iko Prasetyo 5. Muhammad Kelvin Prasetyi 6. Heri Saputro 7. Deva Setiawan 8. Nurul Haq 9. M. Nurul Komarudin 10. Eko Nugroho Setiawan 11. Rio Hamzah 12. Tri bangun 13. Satrio Aji Nugroho 14. Fahrurozi 15. Ahmad Samba 	Paket C2 <ol style="list-style-type: none"> 1. Ahmad Ashroni 2. Tegar Giatisya 3. Syaikun Fauzi 4. Muhammad Lutfi Adib 5. Anga Ade Kurniawan 6. Beni Irwanto 7. Rizki Pratama 8. Deden Saputra 9. Stima Vega 	Paket C3 <ol style="list-style-type: none"> 1. Risnanto 2. M. Laukhil Mahfud 3. Karina Dewi Kinasih 4. Eunika Gita Saraswati 5. Rosalina Anjani 6. Ahmas Riyanto 7. Aldiansyah Eka Perdana 8. Ahmad Aminudin 9. Pelik Priyanto 10. Alvin Setiawan

Appendix 9

Data of Juvenile Offenders



KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA RI
KANTOR WILAYAH JAWA TENGAH
LEMBAGA PEMASYARAKATAN ANAK KUTOARJO
Jalan Pangeran Diponegoro No. 36 A Kutoarjo, Purworejo, Kode Pos : 54212
Telp. : 0275-641011, Fax. : 0275-641054, E-mail : lpakutoarjo@gmail.com

**DATA WARGA BINAAN PEMASYARAKATAN
LEMBAGA PEMASYARAKATAN ANAK KUTOARJO
PER TANGGAL 26 AGUSTUS 2015**

I. GOLONGAN PIDANA :

1. B I	: 48+ 02 ORANG
2. B IIa	: 11 ORANG
3. B IIb	: 02 ORANG
4. B III	: 0 ORANG
5. ANAK NEGARA	: 0 ORANG
6. TAHANAN	: 0 ORANG
J U M L A H	: 61 + 02 ORANG

II. GOLONGAN JENIS KEJAHATAN :

1. TERHADAP KETERTIBAN (159-181) KUHP	: 2 ORANG
2. KESUSILAAN (281 - 297) KUHP	: 0 ORANG
3. KESUSILAAN Psl.81-82/23/02 UUPA	: 35 ORANG
4. PEMBUNUHAN (338 - 340) KUHP (Berencana)	: 06 ORANG
5. PENGANIAYAAN/penyekapan(351/333- 356)	: 02 ORANG
6. PENCURIAN (362-364) KUHP	: 06 ORANG
7. PERAMPOKAN (365) KUHP	: 06 ORANG
8. PENGHELAPAN (368) KUHP	: 0 ORANG
9. PENIPUAN (372-378) KUHP	: 0 ORANG
10. NARKOTIKA (Psl.127, Psl.111-114 UU No.35 Th.2009)	: 02 ORANG
11. PEMBUNUHAN ANAK,Psl.80/23/02 UUPA	: 02 ORANG
12. KDRT Psl. 44/23/04	: 01 ORANG
13. PELACURAN ,UU Psl.03/05/07/ TRAFICKING	: 01 ORANG

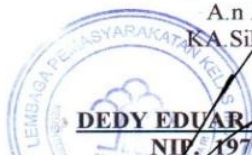
J U M L A H 63 ORANG

III. GOLONGAN UMUR WBP : UMUR 12 - 15 TAHUN	: 13 ORANG
UMUR 16 - 18 TAHUN	: 50 ORANG
J U M L A H	: 63 ORANG

IV. GOLONGAN PENDIDIKAN WBP : S D	: 27 ORANG
SLTP	: 12 ORANG
SLTA	: 23 ORANG
BUTA HURUF	: 01 ORANG
J U M L A H	: 63 ORANG

KUTOARJO, 26 AGUSTUS 2015

A.n K E P A L A
K A. SiE BIMNADIK,



DEDY EDUAR E.S.A.Md,IP,S.Sos,M.Si
NIP. 197902152000121001

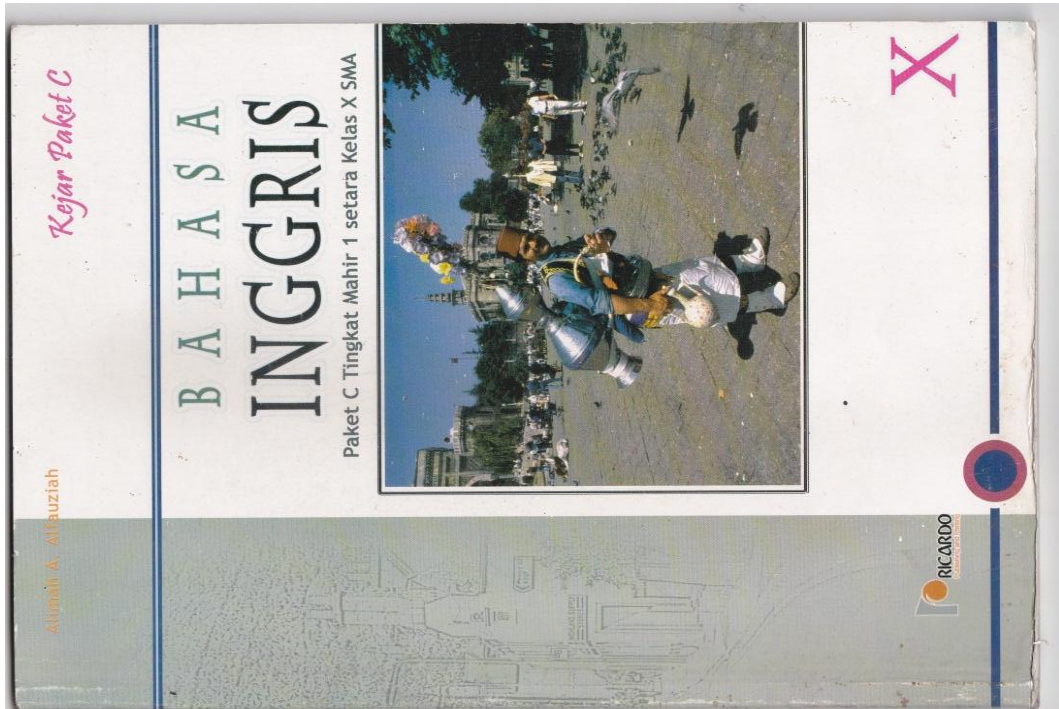
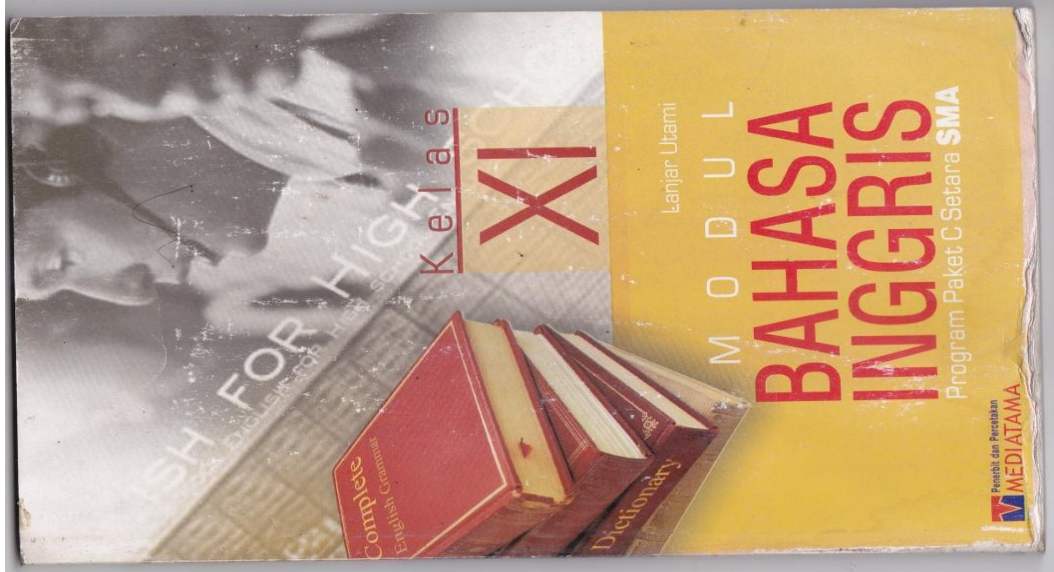
Appendix 10

Infrastructure

No	Room	Type of Infrastructure	Total	Inf.
1	Theory	Table	40 pieces	4 rooms
		Chair	80 pieces	
		Whiteboard	4 pieces	
2	Practice	Table	40 pieces	4 rooms
		Chair	80 pieces	
		Computer PC	3 units	
		Tools Machine	5 units	
		Flip Sewing Machine	5 pieces	
		Paving Mold Tools	30 pieces	
		Carpentry Tools	5 sets	
		Gamelan Musical Instrument	1 set	
		Modern Musical Instrument	4 sets	

Appendix 11

Cover of Handbook



Appendix 12

INTERVIEW GUIDELINE

A. Staff of Kutoarjo Juvenile Corrections
<ol style="list-style-type: none">1. Kapan Lapas Anak Kutoarjo ini didirikan?2. Berapa banyak penghuni Lapas ini?3. Apa yang dilakukan oleh pihak Lapas dalam membina anak didik di sini?4. Bagaimana Lapas memenuhi hak anak didik Lapas dalam hal pendidikan?5. Jenis pendidikan apa yang dilakukan oleh Lapas bagi mereka?
B. Chief of PKBM “Tunas Mekar”
<ol style="list-style-type: none">1. Sejak kapan PKBM “Tunas Mekar” ini berdiri?2. Sebagai lembaga pendidikan, apa kurikulum yang dipakai?3. Berapa jumlah tutor di PKBM ini?4. Bagaimana latar belakang pendidikan mereka dan proses perekrutannya?5. Apa dasar dilaksanakannya pendidikan Bahasa Inggris di sini?6. Bagaimana kondisi tutor Bahasa Inggris saat ini?7. Apa usaha yang dilakukan PKBM dalam menangani kekurangan tutor?8. Apakah semua anak didik Lapas wajib mengikuti pendidikan di PKBM?9. Bagaimana kondisi anak didik yang belajar di PKBM ini?10. Bagaimana sarana prasarana di Lapas Anak kutoarjo ini, khususnya PKBM dalam melaksanakan pendidikan?
C. Tutor of English
<ol style="list-style-type: none">1. Berapa lama Anda mengajar di sini?2. Berapa kelas yang Anda ajar?3. Berapa siswa di sini?4. Apa perencanaan yang dilakukan sebelum mengajar?5. Apakah silabus dan RPP yang dibuat sama dengan RPP pada sekolah

umumnya?

6. Apa bahasa yang digunakan saat proses pembelajaran?
7. Bagaimana pengetahuan dan penguasaan bahasa Inggris anak-anak di sini?
8. Apa buku yang digunakan?
9. Apakah materi yang diberikan sama dengan materi pada siswa umumnya?
10. Bagaimana respon siswa terhadap materi yang diberikan?
11. Apa metode yang Anda pakai saat pembelajaran?
12. Apa metode paling efektif menurut Anda? Mengapa?
13. Apa media yang dipakai dalam menunjang pembelajaran?
14. Berapa kali dalam seminggu anak-anak mendapatkan pelajaran bahasa Inggris?
15. Bagaimana prestasi siswa dalam bahasa Inggris?
16. Apakah ada perbedaan strategi dalam menangani mereka?
17. Apakah ada perbedaan dalam mengajar anak-anak yang beda tingkatan?
18. Apakah fasilitas yang tersedia sudah lengkap dalam mendukung proses belajar mengajar?
19. Apa kendala yang Anda alami saat mengajar bahasa Inggris?

D. Juvenile Offenders

1. Sudah berapa lama kamu mengikuti pembelajaran di Lapas ini?
2. Apakah kamu sebelum masuk sini sekolah? Duduk di bangku kelas berapa?
3. Apakah pendidikan penting bagimu, terutama Bahasa Inggris?
4. Kapan kamu mendapatkan pelajaran Bahasa Inggris untuk pertama kali?
5. Apa pendapatmu mengenai Bahasa Inggris?
6. Kendala apa yang kamu hadapi saat belajar Bahasa Inggris?
7. Bagaimana tutor mengajar di kelas?
8. Apakah kamu paham dengan materi yang disampaikan?
9. Apakah kamu menikmati pelajaran Bahasa Inggris?
10. Pernahkah kamu mempraktikkannya di luar kelas?

11. Apa yang kamu harapkan saat sudah keluar dari sini, terutama dalam bidang Bahasa Inggris?

OBSERVATION GUIDELINE

OBSERVATION'S OBJECT	ASPECTS OF OBSERVATION
Tutor's Activities	<ol style="list-style-type: none">1. Communication method used by tutor2. Language used in teaching learning process3. The materials delivered by tutor4. The method used5. The media used6. The use of reinforcement7. Learning sequences8. The tutor's role9. Classroom management
Students' Activities	<ol style="list-style-type: none">1. Students' interest to the tutor explanation2. Students' responses to the method used by tutor3. Students' responses to the tutor's question4. Students' activeness in the English lesson5. Students' practice and do the task

DOCUMENTATION GUIDELINE

1. History of Kutoarjo Juvenile Corrections
2. Vision and mission of Kutoarjo Juvenile Corrections History of establishing Community Learning Center (PKBM) “Tunas Mekar”
3. List of facilities and equipment
4. Tutor of English data
5. Students data
6. Lesson plan
7. English lesson material
8. Learning schedule
9. Picture of activity in the classroom.

Appendix 13

TRANSCRIPT OF INTERVIEW

Date : Tuesday, November 3th 2015
Informant : Mr. Wagiman (Staff of Kutoarjo Juvenile Corrections)
Place : Administration Office
Time : 11.00 WIB

1. Kapan Lapas Anak Kutoarjo ini didirikan?
Lembaga Pemasarakatan Anak Kutoarjo merupakan Lembaga Pemasarakatan di bawah Wilayah Kementerian Hukum dan HAM Jawa Tengah. Memiliki fungsi dan tugas untuk menampung, merawat dan membina Anak Didik Pemasarakatan dari seluruh wilayah Provinsi Jawa Tengah dan DIY, disamping juga sebagai Rumah Tahanan Anak Purworejo. Gedung Lembaga Pemasarakatan Anak didirikan/ dibangun oleh Pemerintah Belanda pada tahun 1880.
2. Berapa banyak penghuni Lapas ini?
Data per Oktober 2015 berjumlah 63 anak. Dengan rincian 60 anak laki-laki dan 3 anak perempuan.
3. Apa yang dilakukan oleh pihak Lapas dalam membina anak didik di sini?
Secara garis besar ada 3 macam, yakni pendidikan, kesegaran jasmani dan rohani serta kesenian, dan keterampilan/kemandirian.
4. Bagaimana Lapas memenuhi hak anak didik Lapas dalam hal pendidikan?
Kami menyelenggarakan program pendidikan yang dinaungi oleh PKBM (Pusat Kegiatan Belajar Masyarakat), yaitu program Kejar Paket A, B, dan C.
5. Jenis pendidikan apa yang dilakukan oleh Lapas bagi mereka?
Pendidikan non-formal.

Date : Wednesday, November 4th 2015
Informant : Mr. Oky Widyonarko (Chief of PKBM Tunas Mekar)
Place : PKBM Office
Time : 09.30 WIB

1. Sejak kapan PKBM “Tunas Mekar” ini berdiri?
Pertama kali didirikan pada tanggal 01 Februari 2011. Pada saat itu diketuai oleh Ibu Umilatsih.
2. Sebagai lembaga pendidikan, apa kurikulum yang dipakai?
Untuk kurikulum kami tetap mengikuti pemerintah melalui Dinas P&K, namun untuk materi tetap kami sesuaikan dengan kemampuan siswa.
3. Berapa jumlah tutor di PKBM ini?
Secara keseluruhan di sini hanya ada 9 tutor.
4. Bagaimana latar belakang pendidikan mereka dan proses perekrutannya?
Pendidikan mereka bervariasi. Ada yang lulusan dari kampus negeri ada juga yang swasta. Mengenai perekrutan, karena kami sudah menjadi PKBM, jadi kami minta rekomendasi dari Kemenag, Dinas P&K. Setelah itu tutor yang direkomendasikan membuat surat lamaran pekerjaan seperti halnya melamar menjadi guru di sekolah umum.
5. Apa dasar dilaksanakannya pendidikan Bahasa Inggris di sini?
Seperti yang kita ketahui kalau Bahasa Inggris merupakan bahasa internasional. Sehingga sangat penting bagi anak-anak untuk menguasai bahasa Inggris sebagai bekal ke depannya nanti. Terlebih lagi, anak-anak di sini yang masih harus mendapatkan pendidikan wajib mengikuti mata pelajaran bahasa Inggris karena merupakan salah satu mata pelajaran yang diujikan dalam ujian nasional.
6. Bagaimana kondisi tutor Bahasa Inggris saat ini?
Saat ini kami hanya memiliki satu tutor Bahasa Inggris. Ini masih sangat kurang.
7. Apa usaha yang dilakukan PKBM dalam menangani kekurangan tutor?

Mengajukan tambahan tutor dari dinas. Tapi sampai sejauh ini belum ada tanggapan. Ada beberapa mata pelajaran yang juga dibantu oleh tenaga dari pihak Lapas.
8. Apakah semua anak didik Lapas wajib mengikuti pendidikan di PKBM?
Iya. Kami mewajibkan bagi mereka yang masih belum lulus dalam jenjang pendidikan formal.
9. Bagaimana kondisi anak didik yang belajar di PKBM ini?
Bervariasi. Ada yang semangat ada pula yang malas dan tidak semangat.
10. Bagaimana sarana prasarana di Lapas Anak kutoarjo ini, khususnya PKBM dalam melaksanakan pendidikan?
Sarana prasarana sudah lumayan. Tapi perlu ditambah lagi.

Date : Wednesday, November 4th 2015
Informant : Mrs. Ajeng Catria, S.Pd (Tutor of English)
Place : Classroom
Time : 10.15 WIB

1. Berapa lama Anda mengajar di sini?
Saya mengajar di sini sejak tahun 2009. Berarti sudah hampir 6 tahun. Tapi, secara resmi saat menjadi PKBM tahun 2011, jadi baru sekitar 4 tahunan.
2. Berapa kelas yang Anda ajar?
Semua kelas mulai dari Paket A hingga Paket C. Jadi paket A di sini hanya satu kelas. Paket B terdiri dari B1, B2, dan B3. Sementara paket C juga tiga tingkat, yakni C1, C2, dan C3.
3. Berapa siswa di sini per kelas?
Beda-beda. Rata-rata 7 sampai 10. Tapi ada juga yang Cuma 4 anak, di paket A.
4. Apa perencanaan yang dilakukan sebelum mengajar?

<p>Sebelum mengajar tentunya saya menyiapkan materi. Dipelajari sebelumnya. Menyiapkan metode. Saya juga menyiapkan silabus dan RPP nya.</p>
<p>5. Apakah silabus dan RPP yang dibuat sama dengan RPP pada sekolah umumnya?</p>
<p>Ya. Semuanya sama. Hanya saja ada pengembangan dan modifikasi menyesuaikan kondisi siswa.</p>
<p>6. Apa bahasa yang digunakan saat proses pembelajaran?</p>
<p>Saya menggunakan bahasa Indonesia. Seseekali saya selingi dengan bahasa Inggris.</p>
<p>7. Bagaimana pengetahuan dan penguasaan bahasa Inggris anak-anak di sini?</p>
<p>Mereka masih sangat kurang. Karena anak-anak di sini cenderung sudah hilang motivasinya untuk belajar. Apa lagi bahasa Inggris.</p>
<p>8. Apa buku yang digunakan?</p>
<p>Kami memakai buku-buku yang disediakan dinas.</p>
<p>9. Apakah materi yang diberikan sama dengan materi pada siswa umumnya?</p>
<p>Ya. Semua materi sama. Namun, jumlah materi dan kekompleksan materi berbeda dengan siswa atau sekolah pada umumnya.</p>
<p>10. Bagaiman respon siswa terhadap materi yang diberikan?</p>
<p>Responnya bagus. Tapi ada juga yang acuh tak acuh.</p>
<p>11. Apa metode yang Anda pakai saat pembelajaran?</p>
<p>Saya sebenarnya ingin mengembangkan metode-metode yang bervariasi. Namun banyak kendala, selain kelas yang sempit, jumlah siswa yang tidak terlalu banyak. Saya biasa menggunakan metode tanya jawab, Grammar ttranslation Method, dan TPR.</p>
<p>12. Apa metode paling efektif menurut Anda? Mengapa?</p>
<p>Sebenarnya semua metode bagus. Namun efektif atau tidak tergantung bagaimana tujuan yang dicapai. Sejauh ini metode-metode yang dipakai</p>

<p>lumayan efektif. Meskipun masih ada banyak catatan.</p>
<p>13. Apa media yang dipakai dalam menunjang pembelajaran?</p>
<p>Untuk media di sini masih sangat kurang. Di sini hanya ada papan tulis, spidol.</p>
<p>14. Berapa kali dalam seminggu siswa mendapatkan pelajaran Bahasa Inggris?</p>
<p>Anak-anak hanya mendapatkan pelajaran 1 jam pelajaran (60 menit) dalam seminggu. Sangat singkat memang.</p>
<p>15. Bagaimana prestasi siswa dalam bahasa Inggris?</p>
<p>Sejauh ini belum ada prestasi yang signifikan dari anak-anak.</p>
<p>16. Apakah ada perbedaan strategi dalam menangani mereka?</p>
<p>Tentu berbeda. Anak-anak di sini kan punya keistimewaan tersendiri. Jadi perlu ada strategi khusus dalam mengajar. Termasuk bercerita terlebih dahulu sebelum masuk ke inti pembelajaran.</p>
<p>17. Apakah ada perbedaan dalam mengajar anak-anak yang beda tingkatan?</p>
<p>Iya. Berbeda. Setiap kelas memiliki ciri-ciri yang berbeda-beda pula. Apalagi beda tingkat.</p>
<p>18. Apakah fasilitas yang tersedia sudah lengkap?</p>
<p>Masih sangat kurang. Perlu ada penambahan agar pembelajaran semakin efektif.</p>
<p>19. Apa kendala yang Anda alami saat mengajar bahasa Inggris?</p>
<p>Kurangnya media, motivasi anak yang rendah, kurangnya tutor bahasa Inggris, dan penguasaan kosakata anak-anak yang masih rendah. Terlebih belum tersedianya kamus.</p>

Date : Tuesday, November 17th 2015
 Informant : M. Misbahul Munir (student of C1)
 Place : Entrepreneurial Room
 Time : 10.00 WIB

1. Sudah berapa lama kamu mengikuti pembelajaran di Lapas ini?
Sudah 2 tahunan, Mas. Sejak kelas 3 SMP.
2. Apakah kamu sebelum masuk sini sekolah? Duduk di bangku kelas berapa?
Iya, Mas. Kelas 2 SMP.
3. Apakah pendidikan penting bagimu, terutama Bahasa Inggris?
Penting. Tapi kalau bahasa Inggris kadang saya tidak paham.
4. Kapan kamu mendapatkan pelajaran Bahasa Inggris untuk pertama kali?
SD, Mas.
5. Apa pendapatmu mengenai Bahasa Inggris?
Susah. Kadang gak tahu artinya.
6. Kendala apa yang kamu hadapi saat belajar Bahasa Inggris?
Gak tahu artinya.
7. Bagaimana tutor mengajar di kelas?
Enak. Gak marah-marah. Kadang diajak guyon. Bisa ketawa-ketawa.
8. Apakah kamu paham dengan materi yang disampaikan?
Paham.
9. Apakah kamu menikmati pelajaran Bahasa Inggris?
Iya. Pembelajarannya asyik.
10. Pernahkah kamu mempraktikkannya di luar kelas?
Tidak pernah. Karena susah mau ngomong bahasa Inggris sama siapa.
11. Apa yang kamu harapkan saat sudah keluar dari sini, terutama dalam bidang Bahasa Inggris?
Saya ingin bisa berbahasa Inggris. Agar saya bisa membanggakan orang tua saya.

Date : Wednesday, November 18th 2015
Informant : M. Lutfi Adib (student of C2)
Place : Entrepreneurial Room
Time : 10.00 WIB

1. Sudah berapa lama kamu mengikuti pembelajaran di Lapas ini?
Baru sekitar 6 bulanan.
2. Apakah kamu sebelum masuk sini sekolah? Duduk di bangku kelas berapa?
Iya, kelas X SMA.
3. Apakah pendidikan penting bagimu, terutama Bahasa Inggris?
Penting, Mas. Bahasa Inggris juga penting karena bahasa internasional.
4. Kapan kamu mendapatkan pelajaran Bahasa Inggris untuk pertama kali?
Dulu waktu SD.
5. Apa pendapatmu mengenai Bahasa Inggris?
Asyik. Tapi banyak tidak tahu kosakata.
6. Kendala apa yang kamu hadapi saat belajar Bahasa Inggris?
Tidak bisa mengartikan.
7. Bagaimana tutor mengajar di kelas?
Enak. Santai ngajarnya.
8. Apakah kamu paham dengan materi yang disampaikan?
Paham.
9. Apakah kamu menikmati pelajaran Bahasa Inggris?
Ya. Asyik.
10. Pernahkah kamu mempraktikkannya di luar kelas?
Tidak pernah. Gak pada bisa.

Date : Thursday, November 19th 2015
Informant : Jovalino Irawan (student of B1)
Place : PKBM Office
Time : 09.00 WIB

1. Sudah berapa lama kamu mengikuti pembelajaran di Lapas ini?
Baru saja. 3 bulanan.
2. Apakah kamu sebelum masuk sini sekolah? Duduk di bangku kelas berapa?
Iya kelas X SMA.
3. Apakah pendidikan penting bagimu, terutama Bahasa Inggris?
Saya sudah tidak berencana untuk sekolah, Mas. Gak ada niatan. Saya mau melanjutkan usaha papa mama aja.
4. Kapan kamu mendapatkan pelajaran Bahasa Inggris untuk pertama kali?
SD.
5. Apa pendapatmu mengenai Bahasa Inggris?
Gampang-gampang susah.
6. Kendala apa yang kamu hadapi saat belajar Bahasa Inggris?
Malas belajar.
7. Bagaimana tutor mengajar di kelas?
Menyenangkan.
8. Apakah kamu paham dengan materi yang disampaikan?
Paham.
9. Apakah kamu menikmati pelajaran Bahasa Inggris?
Iya.
10. Pernahkah kamu mempraktikkannya di luar kelas?
Nggak pernah.

Date : Thursday, November 19th 2015
Informant : Karina Dewi Kinasih (student of C3)
Place : Entrepreneurial Room
Time : 10.00 WIB

1. Sudah berapa lama kamu mengikuti pembelajaran di Lapas ini?
Sudah lama. 3 tahunan.
2. Apakah kamu sebelum masuk sini sekolah? Duduk di bangku kelas berapa?
Iya kelas 3 SMP.
3. Apakah pendidikan penting bagimu, terutama Bahasa Inggris?
Penting. Apalagi bahasa Inggris. Bisa untuk ngembangin karir.
4. Kapan kamu mendapatkan pelajaran Bahasa Inggris untuk pertama kali?
SD.
5. Apa pendapatmu mengenai Bahasa Inggris?
Biasa aja.
6. Kendala apa yang kamu hadapi saat belajar Bahasa Inggris?
Di sini tidak ada kamus. Jadi susah ngartiin.
7. Bagaimana tutor mengajar di kelas?
Enak. Tidak galak. Bisa ada suasana baru.
8. Apakah kamu paham dengan materi yang disampaikan?
Paham.
9. Apakah kamu menikmati pelajaran Bahasa Inggris?
Iya.
10. Pernahkah kamu mempraktikkannya di luar kelas?
Pernah. Menyanyi lagu berbahasa Inggris.

Appendix 13

Lesson Plan

Satuan Pendidikan	: PKBM “Tunas Mekar” Lapas Anak Kutoarjo
Program	: Paket C
Tingkatan	: Mahir 1
Derajat	: VI
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 x 30 minutes

A. Standar kompetensi:

1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar:

- 1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

C. Indikator:

1. Mengidentifikasi makna tindak tutur berkenalan
2. Merespon tindak tutur berkenalan
3. Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ajakan
4. Merespon tawaran, undangan , ajakan
5. Mengidentifikasi makna tindak tutur menerima janji

D. Tujuan Pembelajaran:

1. Mengucapkan kembali ungkapan perkenalan/ yang didengar dari kaset/Tutor.

2. Merespon ungkapan perkenalan yang didengar
3. Mampu mengungkapkan tawaran/ajakan
4. Mampu merespon ungkapan/ajakan
5. Merespon tindak tutur menerima janji
6. Mengidentifikasi makna tindak tutur membatalkan janji
7. Merespon tindak tutur membatalkan janji

E. Materi Pembelajaran:

Berkenalan, bertemu/berpisah

A: Pleased to meet you!

B: Pleased to meet you too!

Menyetujui ajakan/tawaran/ undangan

A: Come to my party.

B: Thanks for the invitation

Menerima janji

mis. A: I'll get you the book.

B: It's very kind of you.

Membatalkan janji

mis. A: I'm sorry I can't make it.

B: That's OK. We'll do it some other time.

F. Metode Pembelajaran:

Question Answer

G. Langkah Kegiatan Pembelajaran :

➤ **Pendahuluan :**

- Berdoa
- Memeriksa kehadiran siswa
- Menjelaskan tujuan pelajaran

➤ **Inti :**

- Menjelaskan ungkapan-ungkapan perkenalan

- Menjelaskan cara merespon terhadap perkenalan
- Warga Belajar mempraktekan ungkapan dan respon perkenalan

➤ Penutup :

- Mereview materi yang telah disampaikan
- Menanyakan kesulitan-kesulitan materi pembelajaran
- Menyimpulkan materi pelajaran

H. Sumber, bahan/alat

1. Sumber

Buku karya Alimah A. Alfauziah dengan judul “Bahasa Inggris Paket C Tingkat Mahir setara Kelas X SMA” yang diterbitkan oleh CV Ricardo.

2. Bahan

Bahan-bahan yang relevan

3. Alat:

Script percakapan dan/atau rekaman monolog.

I. Penilaian

1. Jenis Tagihan:

Test tulis

2. Bentuk Instrumen:

Pilihan Ganda, Essay

<p>Mengetahui, Penyelenggara PKBM “Tunas Mekar”</p> <p style="text-align: center;"><u>Oky Widyonarko</u></p>	<p style="text-align: right;">November 2015</p> <p style="text-align: center;">Tutor</p> <p style="text-align: center;"><u>Ajeng Catria</u></p>
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Appendix 14

Certificate of Doing Research



KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA RI
KANTOR WILAYAH JAWA TENGAH
LEMBAGA PEMBINAAN KHUSUS ANAK KAS.I KUTOARJO
Jl. Pangeran Diponegoro No. 36 A Kutoarjo, Kab. Purworejo, Kode Pos : 54212
Telp. : 0275-641011, 641054, Fax. : 0275-641054, E-mail : lpakutoarjo@gmail.com

Kutoarjo, 19 Nopember 2015

SURAT - KETERANGAN

Nomor : W13.PAS.PAS15.PK.01.05.02 - 585

Yang bertanda tangan dibawah ini, Kepala Lembaga Pemasarakatan Anak Kutoarjo menerangkan bahwa :

N a m a : **LUQMAN HAKIM**
N I M : 113411024
Universitas : Islam Negeri Walisongo Fakultas Ilmu Tarbiyah dan Keguruan

Berdasarkan Surat Ijin Penelitian dari Kepala Kantor Wilayah Kementerian Hukum dan Ham Jawa Tengah Nomor : W13.PK.01.04.01 – 1595. Tanggal : 27 Oktober 2015. telah melaksanakan penelitian di tempat kami, dari tanggal 28 Oktober 2015 sampai dengan selesai dan selama melaksanakan penelitian menunjukkan aktifitas yang baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Kepala

HUSEIN SETIABUDI
NIP. 195803131984031001

Appendix 15

Pictures







CURRICULUM VITAE

Name : Luqman Hakim
Place and date of birth : Demak, 26 August 1993
Address : Kiringan 3/3 Dombo Sayung Demak
Phone : 085740806145
Email : tentara.peladjar@gmail.com

Educational Background :

1. SD N Dombo 02 : Lulus tahun 2005
2. MTs Miftahul Ulum Ngemplak Mranggen : Lulus tahun 2008
3. MA Futuhiyyah 01 Mranggen : Lulus tahun 2011
4. Education and Teacher Training Faculty of
Walisongo islamic State University : Lulus tahun 2016

Organization background :

1. HMJ Tadriss 2011-2014
2. PMII Rayon Gus Dur 2011-2014
3. PMII Komisariat Walisongo 2014-2015
4. IMADE (Ikatan Mahasiswa Demak) 2011-2013
5. DEMA UIN Walisongo 2015
6. FOKMAF (Forum Komunikasi Mahasiswa Alumni Futuhiyyah) 2011-2013

Semarang, 20th November 2015

The Writer,


Luqman Hakim