ENGLISH TEACHING LEARNING IN
RUMAH DETENSI IMIGRASI (RUDENIM) SEMARANG

Submitted in Partial Fulfillment of the Requirement for
the Degree of Bachelor of Education in
English Language Education

By

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ii

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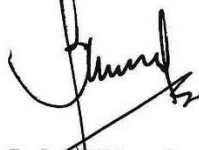
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iii

RATIFICATION

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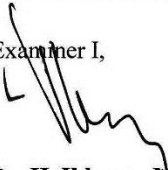Semarang, June 20th 2017

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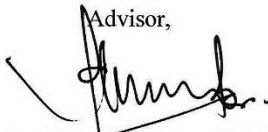NIP. 19810908 200710 2 001

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iv

ABSTRACT

Title   : *English Teaching Learning in Rumah Detensi Imigrasi (RUDENIM) Semarang.*

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The purpose of this research is to describe the English language teaching learning in English Class for Children in RUDENIM Semarang in terms of teaching material, teaching learning process, teaching methods, the assessment and obstacle result to give a description for reader, teacher, IOM, and immigration stakeholders so that they can develop teaching learning model in English Class for Children.

This study uses qualitative approach because the data are descriptive. The data are collected by some techniques; observation, interview, documentation, and field note. It was conducted at *Rumah Detensi Imigrasi* locating on St. Hanoman Raya No.10 Semarang. The data is analyzed using data reduction, data display, and conclusion drawing/verification.

The result of the research shows some findings. The methods used in English class for Children are appropriate enough for children. The methods used emphasize on delivering material with a fun learning and on characteristic of children as language learner. The methods used are Direct Method, Audio Lingual Method, Communicative Method, and Reading Method. Then the materials delivered to the students are introduction, Family tree, what is this, daily routine. Obstacle faced in English Class for Children are the number of participants of the class, the differences between teacher's native language and student's native language, the limit of student's English vocabulary, and

Class Management. The assessment used by the teacher is informal assessment. It is only to measure the capabilities of the students in mastering and understanding the material has been delivered by teacher.

Based on the result of the study, the researcher suggests that the goal of English Class for children at RUDENIM can be reached if there is cooperation from all elements. For the Staffs of RUDENIM, I think RUDENIM has to provide a building for the classroom in order that the teaching and learning process can be effective and comfortable. For the teacher, he should add the media of English teaching and learning make the student more interesting. For PKBI Semarang and IOM, they should provide the clear curriculum, syllabus and permanent course content in order to make the purpose of the teaching learning process can be reached.

DEDICATION

I dedicate this thesis to my parent, my grandfather, my grandmother, my brother, my uncles, my aunt, and someone special.

ACKNOWLEDGEMENT
Bismillahirrahmanirrahim

All praises be to Allah SWT, Who has given us the mercy and blessing in life until this thesis entitled **"English Language Teaching Learning in *Rumah Detensi Imigrasi* (RUDENIM) Semarang"** can be completely finished as requirement for the Degree of Bachelor of English Education.

The researcher realizes that he cannot complete this thesis without support, cooperation, help, and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give his sincere thanks to all to them, especially to:

1. Dr. H. Raharjo, M.Ed.St as the Dean of Education and Teacher Training Faculty.

2. Dr. H. Ikhrom, M.Ag as the Head of English Department.

3. Lulut Widyanignrum, M.Pd. as the Advisor who already guided and advised patiently during the arrangement of this final project.

4. All lectures in Education and Teacher Training Faculty who always give input an advice to the writer during conducting this study.

5. Darwanto and Didik Hartradi as the head of RUDENIM, head-sub of work management who help research process in Rumah Detensi Imigrasi Semarang

6. Muhammad Taufiq Hidayat as Coordinator of Education Program (Migrant Care) in RUDENIM

7. Muhammad Rofik as the teacher of English Class for Children in RUDENIM.

8. All of my family members who always give me their love, pray, support, and motivation so that I can finish this thesis.

9. Someone special who always support and accompany me.

10. All members of Walisongo English Club (WEC) in general and especially the members of Walisongo English Club (WEC) 2012. *"No Success without Struggle. Be active and get our dream"*.

11. All big family of Marbot Baitussalam and all members of Remaja Islam Masjid Baitussalam (REIMASSALA).

12. All of my classmates of TBI B Nationalism 2012. Wish you all the best.

The researcher realizes that this thesis is still far from perfection so that he expects constructive suggestion and criticism from all sides for the beneficences of this thesis project.

Finally, the researcher expects that this thesis would be useful for further study.

Semarang, June 14ᵗʰ 2017
The writer,

Mohammad Nasiri
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TABLE OF CONTENT

LIST OF APPENDIXES

CHAPTER I
INTRODUCTION

A. The Background of the Research

Allah states in Al-Qur'anul karim

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا

O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another.

The verse above explains about the creating of human that differ in nation and tribe in order to know one another. In the verse also clears "kasta" which happens in arab society at the time. With the difference of nation and tribe does not block us to know and to give benefit one another. We live together in this world and we have same rights. Rich or poor, young and old, we are same. So that, without considering the difference of caste, nation, and tribe, *Rumah Detensi Imigrasi* Semarang gives education to the irregular migrant that is arrested there.

1

Rumah Detensi Imigrasi or RUDENIM is a technical implementation unit which performs the function of immigration as the place to accommodate foreign that break the immigration law. Foreigners are considered as breaking the immigration law if they are in Indonesian territory without valid immigration permit. The immigrant lived in RUDENIM is called as *Deteni*[1].

RUDENIM is built because the increasing of traffic people whether go out or go into Indonesia that potentially inflict the problem of immigration. It requires an effort prosecution for foreigners who violate the regulation. To make it effective and efficient is required facilities and supporting infrastructure such as RUDENIM.

In 1992, depending on the constitution no. 9 1992 about immigration paragraph 1 verse 15 state *"karantina imigrasi adalah tempat penampungan sementara bagi orang asing yang dikenakan proses pengusiran atau deportasi atau tidakan keimigrasian lainnya"*. Based on the

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[1]https://id.wikipedia.org/wiki/Rumah_Detensi_Imigrasi
retrieved on 15th December 2016

constitution above, then there is known term "*Karantina Imigrasi*" as starting form of Rumah Detensi Imigrasi.[2]

Accommodation of foreigners is done for they who break the regulation article 44 law no. 9 1992 about immigration as follow:

- *Apabila berada di wilayah Indonesia tanpa memiliki izin keimigrasian yang sah; atau*
- *Dalam rangka menunggu proses pengusiran atau deportasi ke luar wilayah Indonesia*

These also are explained in article 31 government regulation no. 31 year 1994 about foreigners supervision and immigration action, that foreigners get accommodation action if:

- *Berada di wilayah Negara RI tanpa memiliki izin keimigrasian yang sah;*
- *Dalam rangka menunggu proses pengusiran atau deportasi;*

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[2]http://RUDENIMtanjungpinang.imigrasi.go.id/sejarah/ retrieved on 15th December 2016

- *Dalam rangka menunggu keputusan menteri mengenai pengajuan keberatan yang diajukan.*

The duration of deteni staying in Rumah Detensi Imigrasi is until the deportation. It is explained in immigration law no. 6 year 2011 chapter VIII article 85 clause 1 state *"Detensi terhadap Orang Asing dilakukan sampai Deteni dideportasi"*. And clause 2 state *"Dalam hal Deportasi sebagaimana dimaksud pada ayat (1) belum dapat dilaksanakan, detensi dapat dilakukan dalam jangka waktu paling lama 10 (sepuluh) tahun"*.

During waiting the process of deportation, the Deteni is not idle in RUDENIM. The Deteni lives like usual but they are not free. They are not allowed to go out from RUDENIM. All their needs are provided by the Administrator of RUDENIM.

The Deteni also gets education because Deteni has right to get proper education due to his/her potential. As explained on the Human Rights Law no. 9 year 1999 chapter III article 12 state that *"Setiap orang berhak atas perlindungan bagi pengembangan pribadinya, untuk memperoleh pendidikan, mencerdaskan dirinya, dan*

meningkatkan kualitas hidupnya agar menjadi manusia yang beriman, bertaqwa, bertanggung jawab, berakhlak mulia, bahagia, dan sejahtera sesuai dengan hak asasi manusia."[3] So, the admistrator of RUDENIM gives proper education to deteni.

The administrator of RUDENIM provides education facilities. All facilities needed to support the education process are prepared as well as possible by the administrator although it is still very simple. The administrator also has provided the teacher for him/her.

The teachers educate and train the Deteni to be able to develop their potential or learn something new. The Deteni gets some educations. One of them is English. He/her is educated to be able to use English as well as possible.

In teaching, the teachers absolutely need to prepare all components of teaching. These components of teaching are purpose, material, teaching and learning process, method,

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[3]http://www.komisiyudisial.go.id/downlot.php?file=UU%20No%2039%20Thn%201999%20HAM.pdf , retrieved on 28th December 2016

media, source, and evaluation.[4] These are very important things in teaching because these determine whether the teaching and learning process is successful or not.

In teaching activities, teacher should be creative. It will make students –who are children- interest in and not bored. But, using varies method, media and approach will be not profitable if the use is not accurate and not appropriate with situation and the psychological condition of students.[5] Therefore, teacher should choose right and accurate method, media and approach to be used.

Teacher is required to be creative in teaching learning process. Teacher should carefully consider which method, media and approach will be used. Teacher should know the students need, teaching goal, situation, facilities, and the individual differences of the students.

Moreover, the students are foreigners who have differences in language, culture, and character. It is a

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[4]Djamarah, Syaiful Bahri and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2010) p. 41

[5]Djamarah, Syaiful Bahri and Aswan Zain, *Strategi Belajar Mengajar*, p. 46

challenge for teacher. It requires precision in selecting the appropriate method to use.

It is interesting to know the English teaching and learning for children in RUDENIM.. For that reason, the writer got interested to have study English Teaching Learning in *Rumah Detensi Imigrasi* (RUDENIM) Semarang.

B. **Questions of the Research**

The question of this research is, how is the English teaching and learning in RUDENIM?

C. **Scope and Limitation of the Research**

The scope of the research is English teaching and learning process in *Rumah Detensi Imigrasi* Semarang in terms of teaching material or course content, teaching learning process, method used, the obstacle, and the assessment.

D. **Objectives of the Research**

The objectives of this research are to investigate and describe the the English teaching learning in RUDENIM.

E. Pedagogical Significances

By using this research, there are some significances to the students, teachers, other researchers, and the researcher herself. Here, the researcher divides into two kinds below:

1. Academically
   a. The result of this research can be used as an additional reference for teaching English.
   b. The result of this research is expected to be beneficial for improving an understanding of methodology in teaching English in informal education.

2. Practically
   a. This research can be used as student additional information of English teaching and learning process, the material or course content, and the assessment for Children.
   b. The result of this research will help the student increase their knowledge about English teaching and learning process, the material or course content, and the assessment for Children.

c. The result of this research can be used to improve the quality of teacher candidate from Walisongo State Islamic University (UIN) Semarang.

CHAPTER II
ENGLISH LANGUAGE TEACHING LEARNING

A. Previous Research

Here will be described some works which are relevant to this thesis to make the thesis arrangement easier:

"English Language Teaching Learning in Parakan, (Ngargogondo International Community Village Borobudur Magelang)". This thesis is written by Rismawati (063411053), English Language Teaching Department, Tarbiyah Faculty, Walisongo State Institute for Islamic Studies (IAIN Walisongo), Semarang. She investigated the activity here. The purpose of this study is to investigate the English language teaching learning in Parakan in terms of the materials are taught in Parakan, the method used in Parakan, and learning assessment. This study uses qualitative approach because the data are descriptive in the form of written and spoken. It was conducted at Parakan, (Ngargogondo International Community Village Borobudur Magelang)".

B. Literature Review

1. Teaching and Learning English as Foreign Language

English is as an International Language. People who come from different nationality, any religion and culture have agreed to use English as media to communicate among them. Language as a complex, specialized skill which develops in the child spontaneously, without conscious effort of formal instruction is deployed with awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information of behave intelligently.[6]

On the other hand, there are syntheses of standard definitions of language "Language is system of arbitrary or a given community to communicate intelligibly with one another."

Consolidations of a number of possible definitions of language are the following composite definitions[7]:

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[6] Brown, H. Douglas, *Principles of Language Learning and Teaching* (New York: Pearson Education Company, 2000), p.7-8

[7] Brown, H. Douglas, *Principles of Language Learning and Teaching*, p.79

a. Language is systematically.

b. Language is a set arbitrary symbol.

c. Those symbols are primarily vocal but many also which they refer.

d. Language is used for communication.

e. Language operates in a speech community or culture.

f. Language essentially human, although possibly not limited to humans.

g. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English.

2. Young learners

The definition of young learners is the students for elementary school which attain the age about 6 to 12. They were divided into two groups, younger group (6-8 year old) and older group (9-12 year old). According to the class, they called as lower classes, first, second, and third, and upper class, fourth, fifth, sixth class. Meanwhile, Scott divides them into level one or first step (5-7 year old) and levels two (8-10 year old). Level two groups, usually called a beginner when they start to study English at those levels.[8]

Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents and adults in the following ways:[9]

a. They respond to meaning even if they do not understand individual words.

b. They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything

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[8]Kasihani K. E. Suyanto, *English for Young learners,* (Jakarta: PT BumiAksara, 2010) p. 15

[9]Harmer, Jeremy, *The Practice of English Language Teaching,* , (Malaysia: Longman, 2007) p. 82

around them rather than only focusing on the precise topic they are being taught.

c. Their understanding comes not just form explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.

d. They find abstract concepts such as grammar rules difficult to grasp.

e. They generally display an enthusiasm for learning and a curiosity about the world around them.

f. They have a need for individual attention and approval from the teacher.

g. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in classroom.

3. How to Teach Young Learner

In teaching young learner, you should pay attention to these three essential strategies below, so your students will succeed.

a. Make It Fun

Fun, fun, fun! This is one factor that really matters to kids. And that goes for kids on the playground as well as those in the classroom. I'll never forget what my nephew said after his first day of kindergarten: "We didn't learn anything. We just played!" And though I'm sure his class contained some academics, they were hidden well beneath a thick layer of fun.

Some teachers believe that kids learn best through play. And what is true of English-speaking children, in this case, will also be true of your English-learning students. Here are some ways you can make learning more fun with your students:

✓ Play Games

Games also give them a goal to accomplish. When you win a game, you have really done something, and you can feel good about your success. There are so many games that can be used in classroom, we'll only be able to scratch the surface today. But here

are a few games that require little to no preparation, and are super fun for young students.

✓ Be Creative

Doing the same things in class every day is boring for your students, and you're liable to fall asleep on the job, too. So be creative with your plans.

Change things up on a regular basis. Rearrange your students' seats so they get a different inspirational view from time to time. Give your students the test before you teach the material, and let them answer the questions as they learn. Invite guest speakers in whenever you get the chance.

You can keep the same basic schedule every day, but vary the types of exercises you do. Rotate between doing exercises from the textbook, having students work on the computer on social media or learning websites,

and giving them real-life materials to work with.

Try a poem by Robert Frost rather than a simple reading passage. You can also have students come up with their own games, activities and exercises. Have your students write quiz question for each other, or give them some simple game supplies and let them make their own review game for the latest grammar point. You might be surprised at how creative students can be.

✓ Include Art in the Class

Take advantage of that inborn quality and use art to teach your young students the English language. Of course you can talk about obvious things like colors and shapes when you use art, but creative projects have so much more potential.

✓ Take Your Class Outside

Have you ever tried taking a class outside? If not, you'd be surprised at what they can learn in the great outdoors. Here are a few ideas to get you started:

- **Scavenger Hunt:** Try sending your students on a scavenger hunt on your school grounds. You can tailor the items they are looking for to whatever unit you are in the process of teaching. If you want, you might have them look for items that begin with each letter of the alphabet, or items that are each color of the rainbow. You can have them look for certain shapes, too.

- **Treasure Hunt:** You can send your students out with clues to solve (either based on grammar or content) and have

each clue lead them to another. Hide your clues outside before class, geocache fashion and give students plenty of time to gather all of them before heading inside and discussing the clues and their solutions.

- **Make Signs:** Copy the pages of a picture book and make them into signs. Put these signs up around your school property and have students read each page and answer a question before moving on to the next station. There are lots of ways you can bring books to the outdoors.

b. Make It Active

If there is one thing kids like more than having fun, it's moving. In fact, Dr. Maria Montessori suggested that young children are

not able to learn unless they are also able to move. In addition, involving the whole body in language learning is a useful teaching method. The more language learners move, the better and faster they understand what you are teaching and the more easily they can retain the information.

TPR (Total Physical Response) is a teaching method that works really well with children. In essence, you associate physical movements with language instruction. Students move as they learn. They follow instructions, copy your movements and get their whole bodies involved when they practice language concepts. This is one of the most effective ways to teach English to children.

Using hands-on material is also a great way to get your students moving as they learn English. You can use simple items like

flashcards, but you can also be more creative with what you give your students to handle.[10]

c. Don't Put Pressure on Your Students

One of the most important things to remember when you teach children is not to put pressure on them. Remember that children learn some aspects of foreign languages more easily than adults. So, no matter what you do in class, they will already be on the road to fluency in English.

Their natural acquisition process will follow three simple steps. They will recognize words and grammar when you use them. They will be able to respond when you ask them questions about the words and grammar you use. And then they will be able to use those language structures themselves.

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[10]http://www.fluentu.com/english/teacher/blog/how-to-teach-english-to-children/accessed on 25th May 2017

4. Assessment

Assessment is a popular and sometimes misunderstood term in current education practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work –from a jotted down phrase to a form essay- is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgment may be. A good teacher never ceases to

assess students, whether those assessments are incidental or intended.

There are two kinds of assessment:

a. Informal assessment

Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. Examples include saying "Nice Job!" "Good Work!" "Did you say can or can't?" "I think you meant to say you broke the glass, not you break the glass" or putting a ☺ on some homework.

Informal assessment does not stop there. A good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student's competence. Examples, at this end of the continuum are marginal comments on papers, responding to a draft of an essay,

advice about how to better pronounce a word, a suggestion for a strategy for compensating for a reading difficulty, and showing how to modify a student's note-taking to better remember the content of a lecture.

b. Formal assessment

Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic planned sampling techniques constructed to give teacher and students appraisal of student achievement. To extend the tennis analogy, formal assessments are the tournament games that occur periodically in the course of a regimen of practice.[11]

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[11]Brown, H. Douglas, *Language Assessment,*(USA: Pearson Education, 2004) p. 4-6

So, assessment is an ongoing activity or exercise in teaching learning process where teacher subconsciously assess student's performance.

5. Irregular Migrants

Based on Indonesian law number 6 of 2011 on Immigration, Foreigner means "Person that is non-Indonesian citizen". Then according to Austin Ranney foreigner is "Person that stays for a while in specific country but She/he is not as citizen". Foreigner is also called *Warga Negara Asing* (WNA). Based on law number 20 year 2009 on title, merit mark and honorable mark, Foreigner-WNA- means "People in other nationality that is officially as WNA based on law".

On Immigration law, each foreigner in Indonesian territory must have immigration permission. If they do not have any immigration permission, they come as irregular migrants. The immigration permissions are entry permit, based on its purpose to Indonesia territory, and stay permission. Based on Indonesian law number 6 year 2011 on Immigration, stay permission is "Permission that is

given for foreigner by immigration stakeholder to stay in Indonesian territory".

The permission consists of:

a) Permission of stop over, it is permission for foreigner that needs to drop in Indonesian territory to continue going to objective country.

b) Permission to visit, it is a permission for foreigner that visits to Indonesian territory in a short time for the task of government, tourism, social culture activity or for work.

c) Limited stay permission, it is a permission for foreigner in Indonesian territory in limited time.

d) Permanent stay permission, it is a permission for foreigner for permanent stay in Indonesian territory.

In Immigration law, to get immigration permission each foreigner must have:

a) A legitimate travel letter

b) Visa

c) Healthy, not suffering from mental disorder

or infectious diseases endanger public health.

d) Reentry permit.

e) Having permission to come to other country

f) Giving the true information in getting travel letter or Visa[12]

6. Educational Program (Migrant Care)

Educational program (Migrant Care) is a program conducted by *Rumah Detensi Imigrasi* and International organization for migration (IOM) for Deteni staying at RUDENIM. There are three classes in Educational Program. They are English Class, Indonesian Class, and Handicraft Class.

English Class is a class for irregular migrants to learn English well. Indonesian Class is a class for Deteni to learn Indonesian Language well. Handicraft class is a class especially for girls to make some crafts by hand. Both of them are regular classes conducted in RUDENIM beside English Class. English Class for

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[12]Sjahriful, Abdullah, *Memperkenalkan Hukum Keimigrasian* (Jakarta: Ghalia Indonesia, 1993), p. 84.

children and Indonesian class for adult are on Monday. English class for adult and Indonesian Class for adult are on Tuesday and. And Handicraft class is on Wednesday. All of participants of these classes are Deteni that come from Ghana, Iran, Irak, Myanmar, Palestina, Syiria, Afghanistan, Nigeria, Srilanka, Pakistan, Ethiopia, Somalia, Sudan, India, Nepal, Kongo, Taiwan, Germany, Lesotho that stay at RUDENIM Semarang for a while.

The teachers of Educational program are from Griya ASA PKBI Kota Semarang. Griya ASA PKBI Kota is a care support organization that concern on vulnarable society. Educational program was begun on September 2014. Griya ASA PKBI Kota Semarang agrees with IOM to give education program to irregular migrants staying at RUDENIM Semarang.

The teachers' names are Mohammad Rofik for English class for Children, Zulfikar for English class for Adult, Humam Iqbal Azizi for Indonesian class for children, Muhammad TaufiqHidayat for Indonesian class for adult, FathulArif for Handicraft class for Children and LailiRahmawati for Handicraft for adult.

C. History of Education Program in RUDENIM

Education program in RUDENIM exists from 2014 until now. In 2013 there was an offer "call for paper – Migrant Care Program" from IOM to several organizations and PKBI Semarang was one of them. The offer was to provide psycho-social service for refugee and irregular migrants.

PKBI Semarang arranged proposal about the interest to accept the offer from IOM. The proposal collected to IOM. Then, the proposal was reviewed by IOM.

At 2014, the proposal was agreed by IOM. PKBI Semarang was chosen as an organization to hold MIGRANT CARE in *Rumah Detensi Imigrasi* (RUDENIM) Semarang. PKBI Semarang was chosen because of the experience of PKBI Semarang in accompanying marginalized groups such as female sex workers, ODHA and so on.

Starting from April 2014, PKBI Semarang holds the Migrant Care Program in RUDENIM. The agenda of Migrant Care is conducting education for the Deteni.

At that time, Migrant Care Program was conducting only three classes in RUDENIM. There were

Adult English Class, Kids Creativity Class and Adult Handicraft Class. PKBI Semarang only provides these three classes in Migrant Care Program because only these three classes were agreed by IOM to be held.[13]

The purpose of IOM in holding Migrant Care is to give activity for the Deteni so that they do not get depressed[14]. In RUDENIM, Deteni is a detainee, so the activity is so limited. The activity is only on the detainee room in RUDENIM. Because of that, IOM holds Migrant Care Program in order that Deteni will not feel bored and depressed. This is the main purpose of the program. Another purpose of Migrant Care Program is giving them a provision for their next life after being sent to third country or being returned to their own country.

This Migrant Care Program involves three organizations. There are RUDENIM as the place of Deteni stays, PKBI Semarang as program implementer, and IOM as the Initiator of the Program.

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[13] See Coord. of Educational Program interview transcript on appendix

[14] See Coord. of Educational Program interview transcript on appendix

CHAPTER III
RESEARCH METHOD

A. Research Method

This research focuses on the method that is used in RUDENIM. It will conduct the form of qualitative approach to analyze the data. The research uses descriptive-qualitative research to analyze the method that is used in RUDENIM in English teaching-learning process. The research involves one class whichis using the techniques of collecting data by observation, interview, documentation and field note. The research procedures are as follow:

1. Permission

    Before doing the research, the researcher has to get permission from RUDENIM.

2. Interview

    After getting the permission to do the research, the researcher does interview to get early information about the English Class for Children there.

3. Observation

    The researcher joined the class of English class for Children to observe the activity there.

4. Documentation

Then the researcher collect some documents to complete the data needed.

5. Field Note

Besides observing the class, the researcher also made field note to fit out the information.

B. Time and place

This research will be conducted on March and April 2017 at *Rumah Detensi Imigrasi* (RUDENIM) Semarang.

C. Source of Data

The source of research data is the teacher of English class for Children, coordinator of Education Program (Migrant Care), lesson plan and some documents of RUDENIM.

D. Focus of the Research

In this research, the researcher focus on English teaching and learning process for children in *Rumah Detensi Imigrasi* Semarang in terms of teaching material or course content, teaching learning process, method used, and the assessment.

E. Technique of Data Collection

1. Interview

    The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interviewer took only a guideline that outlines the things that will be requested.[15]

    The instrument of interview is Interview Guidelines. The use of interview guideline is to get general information about the schedule, students, materials, and the obstacles.

2. Observation

    Suharsimi stated that in using observation method, the most effective way is complete observation with observation form. Form arranged includes an event or behavior that will happen. An experienced researcher shows us that to note

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[15] Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis*, p. 231

observation data is not only to note but also to hold a consideration in a graded scale.[16]

In this classroom observation, the subjects of observation are teacher and student activity in English class for children. It focuses on the method used in teaching learning process.

The observation is carried out by means of observation and recording of the object under study, then recording conducted necessary to obtain the corresponding data to the research. Methods of data collection will be conducted to observe directly form of teaching learning process.

The instrument of the observation is observation check list.

3. Documentation

Documentation is a record of past events.[17] Documentation is a technique of data collection by gathering and analyzing documents, whether written

[16] Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 2006), p. 114.

[17] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2009), p. 240

documents, pictures, and electronic. It is done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc.[18]

The documentation is used to find out the RUDENIM profile and the staffs while instrument of documentation is the archive from RUDENIM.

The instrument of Documentation is some documents, lesson plans, and some pictures of the activity in the classroom.

4. Field note

Field notes refer to transcribed notes or the written account derived from data collected during observations and interviews. There are many styles of field notes, but all field notes generally consist of two parts: descriptive in which the observer attempts to capture a word-picture of the setting, actions and conversations; and reflective in which the observer

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[18] Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis*, p. 236.

records thoughts, ideas, questions and concerns based on the observations and interviews.[19]

So, field notes is a technique of data collection to get information that can't be captured yet by three collecting data technique before.

F. Credibility of the Data

Test of the credibility of the data is done by using triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data. The researcher use source triangulation to validate the data. It is done by meeting the Staff of RUDENIM, the teacher, and the coordinator of educational program (Migrant Care) to check the data collected whether it is appropriate with the fact or not.

G. Technique of Data Analysis

1. Data Reduction

The researcher collects many data so it is important to record in careful and detail way. The

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[19] Observation and Field Notes, https://hci.cs.siue.edu/NSF/Files/TeachingPD/How_CI_Observation%20and%20Field%20Notes.pdf accessed on 4th, May 2017 at 08:55 WIB

longer researcher is in field the more data will be obtained. It is necessary to analyze data through data reduction.

Data reduction is a form of analysis that classifying, directing, and organizing data in such way, so that it can be reduced data verification. Collecting the data obtained from interviews, observations, and documentations.[20]

2. Data Display

After the data have been reduced and then made the presentation of data. The presentation of data can be done in the form of brief description, charts, relationship between categories, and so on. The most frequent form of data display for qualitative research data in the past has been narrative text. By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood.[21]

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[20] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* p. 247

[21] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* p. 249

3. Conclusion Drawing/Verification.

A presented preliminary conclusion is still tentative and will change if not found evidence that supports strong data collection on the next stage. The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because as has been stated issues and problems in the qualitative research is still tentative and will be developed after research in the field.[22] From the explanation above, the researcher will apply this technique to describe and analyze data from the result of research on English class for irregular migrants/ Deteni at RUDENIM Semarang.

Gambar 13.1b. Komponen dalam analisis data (*interactive model*)

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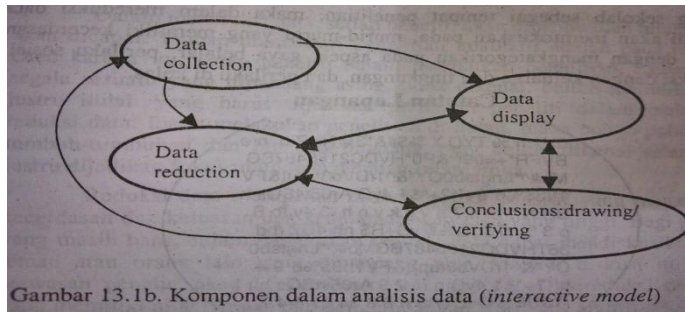
[22] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* p. 253

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher is going to describe the teaching and learning process in English class for Children in education program at Rumah Detensi Imigrasi Semarang in terms of course content, Students, Teaching Learning Process, assessment, obstacles faced by teacher and students, and how they cope with obstacles. Then, the description will be analyzed by the principle of English language teaching learning process for students. Before the researcher describes the result of research, the researcher will describes about the history of the beginning of education program in Rumah Detensi Imigrasi Semarang.

A. Profiles of the Organizations Committee of Migrant Care

There are three organizations committees that involve the Education Program (Migrant Care) in RUDENIM. They are RUDENIM, IOM and PKBI Semarang. These three organizations work together to give education to the Deteni.

RUDENIM and IOM cooperate in ensuring the welfare of Deteni in RUDENIM. They ensure the basic need of the

Deteni is fulfilled. And PKBI Semarang focuses in giving basic education to Deteni.

1. *Rumah Detensi Imigrasi* (RUDENIM) Semarang.

   Rumah Detensi Imigrasi (RUDENIM) Semarang is the representative of Indonesian Government in dealing with refugees. RUDENIM is one of technical implementation unit of Central Java regional office of Ministry of Justice and Human Right. The institues of Rumah Detensi Imigrasi (RUDENIM) is as follow:

   a. Ministerial Decree of Justice and Human Right of R.I. Number: M.01.PR.07.04 of 04th 2004 about Organization and Working Procedure of RUDENIM;

   b. Ministerial Regulation of Justice and Human Right of R.I. Number: M.05-IL.02.01 of July 20th 2006 about Rumah Detensi Imigrasi;

   c. Immigration Director General Regulation Number: F-1002.PR.02.10 of September 11th 2006 about foreigner detention procedure;

   d. Law number 6 of 2011 about Immigration.

   In the Minister of Justice and Human Right Decision of RI number M.01.PR.07.04 of 2004 about

organization and working procedure of Rumah Detensi Imigrasi is explained that Rumah Detensi Imigrasi has main duty in the detention of foreigner and has functions as follow:

a. Doing the role of repression
b. Doing the role of isolation
c. Doing the role of deportation.

Rumah Detensi Imigrasi Semarang was build at Oktober 12th 2005 and the office was on Jl. Siliwangi no. 510. Depending on the decree of the head of Central Java regional office of Justice and Human Right Departement Number: W9.460.PL.02.01 of November 22th 2005 about the use of two *Rumah Dinas* belongs to the Central Java office of Justice and Human Right Departement that was located in Jl. Siliwangi No. 508 A and 510 Semarang to be occupied temporarily as the office of Rumah Detensi Imigrasi Semarang.

The two *Rumah Dinas* were functionalized as office and as place to quarantine for the illegal immigrant.

Since october 04th 2010, Rumah Detensi Imigrasi Semarang moved to the new building placed in Jl. Hanoman Raya No.10 Semarang. But the new building is

not finished yet because there was no building blocks of cells for the illegal immigrant.

The working area of Rumah Detensi Imigrasi Semarang covering: Central Java Province, DIY, and Central Kalimantan Province.

Rumah Detensi Imigrasi Semarang always cooperates with the relevant agencies, like: Immigration Office, Directorate General of Immigration, Police, embassy, United Nation High for Commission Refugees (UNHCR) and International Organization for Migration (IOM).

October 12th 2005 the beginning of the formation of Rumah Detensi Imigrasi Semarang only had eight employee those are the head officer, head of administration, head of administrative registration and reporting, head of financial affairs, the head of the employee affair, head of general affair, treasurer of expense, and treasurer of income.

In the beginning of 2013 until December 2014, RUDENIM had accommodated 87 Deteni. In November 2016, 101 deteni was in RUDENIM. Actually it was overload but it could be solved well because many of the

Deteni was with their family. So, they could be placed on one block. [23]

2. International Organization for Migration (IOM)

IOM is International Organization for Migration.[24] IOM is established in 1951. IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners.

With 166 member states, a further 8 states holding observer status and offices in over 100 countries, IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants.

IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.

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[23] See RUDENIM Profile on appendix __

[24] See teacher interview transcript II on appendix __

The IOM Constitution recognizes the link between migration and economic, social and cultural development, as well as to the right of freedom of movement.

IOM works in the four broad areas of migration management:

a. Migration and development
b. Facilitating migration
c. Regulating migration
d. Forced migration.

IOM activities that cut across these areas include the promotion of international migration law, policy debate and guidance, protection of migrants' rights, migration health and the gender dimension of migration.[25]

3. PKBI Semarang

PKBI is an abbreviaton of *Perkumpulan Keluarga Berencana Indonesia*. PKBI is non-government organization.[26]This organization is the oldest

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[25]https://www.iom.int/about-iom accessed on 6th April 2017

[26] See teacher interview transcript II on appendix __

non-government organization that pioneers *Keluarga Berencana* movements in Indonesia. PKBI was established on 23th December 1957. It is established because of the apprehension of the founders of PKBI- that consist of a group of community leaders and Health experts- of various demographic problems and the high maternal mortality rate in Indonesia.

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The thought about *Keluarga Berencana* faced a big challenge in 1950 era. Most of the people tended to see *Keluarga Berencana* as an attempt to limit pregnancy only, one that was considered as a form of deprivation of Independency they have just enjoyed.

In other sides, at that period, the government did not realize about the benefit of *Keluarga Berencana* for

the enhancement of the quality of people. At that time, pregnancy and birth is believed as a noble role for woman, to birth million new Indonesian generation that would manage abundant natural resources and raised the image of Indonesia as "*Bangsa yang Besar*".

The number of pregnant and giving birth women had implications for women's health. The number of mother and newborn deaths are very high. It makes the founder of PKBI more encourage to make *Keluarga Berencana* in Indonesia.

Started with a discussion with Mrs. Dorothy Brush –the member of Field Service IPPF- and then followed by the visit of D. Abraham Stone – the head of Margareth Sanger Research Institute New York- so Dr. Soeharto, at that time as personal doctor of President Soekarno, reviewed the possibilities to set up an organization *Keluarga Berencana*. Finally on 23th of 23 December 1957 *Perkumpulan Keluarga Berencana Indonesia (PKBI)* officially stand.

PKBI believed that family is main pillar for realizing a prosperous society. Family here is reliable family, family that fulfills the responsibilities in birth, education, health, welfare, and the future.

Facing current various population problems and reproduction health, PKBI state that the development of the programs is based on a gender-based approach and the quality of service and support to the poor and marginalized through slogan "*Berjuang untuk Pemenuhan Hak-Hak seksual dan Kesehatan Reproduksi*".

The Sensitivity and awareness of PKBI about women's health issues awaken the people to place KB in boarder perspective that is reproductive health. PKBI's hard work got recognition from the world. At 1969 PKBI create a history as member of IPPF, an International Federation of Agencies consisted of 184 countries that fight for the fulfillment of rights and sexual heath for people around the world.

After five decades, now, PKBI is in 26 Provinces, covering 249 districts/cities in Indonesia. PKBI is one of 184 countries that are members of IPPF. The challenge for PKBI now is maintaining the spirit of pioneering and

the innovations to stay relevant in the midst of a constantly changing society.[27]

Here, RUDENIM is the place of Deteni stayed. The Deteni does their activity here. RUDENIM also provides their life necessities such as foods, clothes, education etcetera. IOM is organization that oversees whether the welfare of irregular migrants is fulfilled or not. IOM is the initiator of Migrant Care Program in RUDENIM. PKBI Semarang is the organization chosen by IOM to implement Migrant Care in RUDENIM. PKBI Semarang provides the teachers, materials, and the teaching media.

B. Findings

1. Material/Course Content

Course Content is one of the important things in teaching. Course content is a crucial point that supports teaching learning process in order to reach the goal of English language teaching and learning. So, the teachers

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[27]http://griyaasapkbi.blogspot.co.id/2015/01/profile-pkbi.html 6 April 2017

should be pay attention in choosing the course content to be taught.

In determining the Course Content for teaching, the teachers get full license from IOM. Teachers are free in determining the curriculum and choosing what material that will be taught to the Deteni. Here is actually no clear curriculum but depend on the observation of the researcher, he found that the curriculum was making the student masters English in term of communication, writing and reading.

In choosing the material, the teachers usually get the material from internet that appropriate with the students' needs. The students' needs here are to master English in order to be able to communicate, write and read well.

After getting the material to be taught, teachers have to arrange Lesson Plans to be submitted to IOM. IOM will review the Lesson Plans first. If IOM agrees with the Lesson Plans, IOM will confirm to PKBI Semarang and the teacher can teach the material to the Deteni.[28]

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[28]See Coord. of Educational Program interview transcript on appendix

The material in every meeting has structured well because the teacher has the lesson plan. Several materials that were taught in Children class were What do you want to be?, Story Telling, Number, Family Tree, What is this.

Here the researcher will describe some materials delivered to students in English Class for Children at RUDENIM based on researcher's observation, interview with the teacher and the lesson plan.

a. **What is this?**

This material was the first material that being taught in 2017. It is the first meeting for children class in 2017 after long free day from January until March 2017. The material was so easy to be conveyed because the example is things around the class.

What is this was material that explained about how to tell someone about name of things. The students were taught how to tell someone about name of things. Teacher also taught how to use word this and these to tell someone about the

things. For example, this is chair, these are slippers, etc.

In this meeting, teacher used white board to write the vocabularies and the worksheet to know the students' understanding about the material delivered by the teacher.

b. **Family tree**

On the second meeting, the teacher taught Family tree. Family tree was a material that explained the members of our family. In this meeting, the students were taught about members of family. The students also got vocabularies about members of family for example mother, father, grandfather, grandmother, sister, brother, and so on.

This material still connected with the previous material, Introduction. On the second meeting, the students also drilled to introduce their members of family.

c. **Number**

In this meeting, students were taught about Number. Daily routine explained about number and

basic math. The basic math material that explained by the teacher were Addition, subtraction, and multiplication.

2. Teaching Learning Process

Teaching and learning process in RUDENIM is started at 10 am up to 12 am on the first floor of RUDENIM.[29] At 9:30 am, the teacher arrives in RUDENIM and fills the guest book list in the recepcionists of RUDENIM. Then the teacher enters the Deteni Room accompanied by the guard of RUDENIM.

Before starting the class, the teacher usually announces that the English Class for Children will be started soon and teacher hopes that all students to come to the class through speakers mounted in RUDENIM. Some of children have woken up, some just wake up, some still sleep, and some are still busy playing. Usually their parents wakes them up so, they can join the class on time.

Rumah Detensi Imigrasi consists of two floors and has many rooms along the hallway. There are four

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[29]See teacher interview transcript II on Appendix

hallways in RUDENIM so that when the teacher announces English class for children through speaker, it is so effective. After children has woken up and joins the class, the teacher talks or plays something with students while waiting for other students to join. The conversation is usually about the last material or their activities in RUDENIM. In that conversation, the teacher occasionally teaches daily conversation to them indirectly. If they are interested, teacher also teaches them Indonesia language in order that they can communicate to RUDENIM officer that can not speak English.

After waiting for a moment, 20 children gather in the first floor of RUDENIM and sit on the layers prepared by the teacher. The children get enthusiastic in joining the English class. Teacher firstly manages students' lines so they are manageable and tidy as in a school. Teacher divides the students into two groups, beginner and intermediate. The beginner group consists of children who learn how to write and read while intermediate group consists of children who learn Basic English. After students line up accordance with the table that was arranged by teacher, the teacher opens the

English Class for Children with greeting and interacts with them. Then the teacher checks their attendances and asks them to raise their hands or say "yes sir" when their names are called. After checking attendances, the teacher asks if there are some students have not been called. If there are, the teacher will add them to presence lists. Then, before the teacher explains about the materials, the teacher usually plays game to take their attention and to make them excited and enthusiastic.

After the game has done, the teacher begins the class. The example of material delivered to students was Family Tree. For the beginner, the teacher gave Alphabet Worksheet to the students. The worksheet consisted of the example of alphabet and the way how to write it. The teacher guide them how to write the alphabet correctly. After the students understood, the teacher asked them to make alphabet same with the example in the worksheet. Then the student started to make it.

For the intermediate, the material was about Family Tree. The teacher described his own family tree first and drew it in the white board. Then the teacher explained the term of Family members. After that, he asked several students about their family tree and asked

them to draw it in the white board. When the intermediate group had understood the material, the teacher checked the beginner group whether there any problems with the students in writing the alphabet or not. If there was a problem like the students got difficult in writing, the teacher will guide them how to write. After that, teacher asked the beginner students to collect the worksheets and the teachers gave score.

Another material in teaching learning process in English class for children was daily routine. In this material, teacher usually had prepared the text of a story. Firstly, the teacher explained about the material (daily routine). Then, the teacher read that story about daily routine. After that, teacher would give questions to the students according to the text and the students had to answer it. After the students could answer the questions, the teacher asked students to write their daily routine in RUDENIM in sticky paper. While the students wrote their daily routine in RUDENIM, the teacher prepared white board and wrote time of activities. When the students finished their writing, the teacher asked them to stick the words of activities depend on the time of the

activities. After it done, the teacher prepared vocabulary to be memorized at that day.[30]

After giving the vocabulary to be memorized, the teacher gave opportunity to the students to ask about material conveyed today that had not been understood yet. And for the beginner, the material was still writing alphabet but the alphabet was different with the alphabet in the previous meeting.

After teaching and learning process in RUDENIM finished, the teacher usually played game again with the children in order to get closer to them and made them comfortable with the teacher. So the students always got exited with the teacher and of course, with the English class.

3. **Method Used in English Class for Children**

Depending on the researcher's observation, teaching learning in English Class for Children in educational program at RUDENIM used several methods. In Children class, the teacher sometimes did not use one method but sometimes two or three methods.

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[30]See the lesson plan (RPP) on appendix

There are various methods used by teacher. They are Audio-lingual method, Direct method, Grammar Translation method, Reading method, Communicative method.

From the observation and interview result, it can be described the methods used in Children Class as follows:

a. **Direct Method**

This method was also used by teacher when teacher taught vocabulary. It was on "what is this". The teacher firstly had prepared some picture or real objects of things in. Because students' English language was limited, teacher used this direct method to convey the materials.

It referred to picture or real object of materials to make students easy to understand the vocabulary of things in RUDENIM or parts of body. This method was conveyed directly in the target language through the use of demonstration and visual aids, with no resource to the students' native language.

b. **Audio Lingual Method**

   The teacher used this method usually when the teacher taught vocabulary. It was on teaching number. The teacher firstly wrote the number on the write board. After writing the number, teacher asked irregular migrants to write them first. After all students had written the number, the teacher mentioned one by one of number and as soon as possible the students repeated what teacher said.

c. **Communicative Method**

   There are many activities can be applied in this method. It was like role play, simulation, etc. The teacher used this method to teach "what do you want to be?" material. The teacher prepared some transcripts of what do you want to be conversation to practice by students in Children Class. The teacher asked students to do role play or simulation to practice a conversation about "what do you want to be?" in front of class.

   Based on researcher's observation, this material was practiced until all of students could do it.

d. Reading Method

This method was used by the teacher when the teacher taught story telling to the students. Before the teacher taught the story telling material, the teacher had prepared the transcript of the story telling. Then teacher asked them to read the transcript before the students and the teacher discussed it. This method was used by the teacher to help students pronounced the words in sentences correctly and also to add students' vocabulary.

With this method, students firstly learnt the transcript by reading it. If they did not understand the vocabulary, they could ask to the teacher. If students did not understand how to mention the word in a sentence, they could ask the teacher to teach them. And from the transcript of short story, students could get new knowledge of the reading.

4. Assessment

The teacher also made assessment in English Class for Children. The focus on the assessment is to measure the capabilities of the students in mastering and understanding the material has delivered by teacher.

Teacher used informal assessment in assessing the students. For example, in teaching "what do you want to be?", teacher asked the student to answer the questions related to kinds of Jobs. In "what is this" material, teacher gave uncompleted sentence to the students and they had to complete the sentence using appropriate verb.

5. **Obstacles Faced in English Class for Children.**

There are some obstacle results of English class for Children which researcher found based on observation and teacher interview result. The obstacles were as follow:

a. **Number of Participants**

Actually there are 31 children at *Rumah Detensi Imigrasi* Semarang. But a number of participants usually joined the English class for Children are 20 children and it was fluctuating. The reason why not all irregular migrants join the English class is firstly, they are difficult to get up early while English Class for Children begin at 10.00 O'clock. Secondly, some of students feel lazy to join the class. Thirdly, sometime they fight

with their friend so that they don't join the class. The last, sometimes they are still busy playing.

b. The Differences Between Teacher' Native Language And Student's Native Language

The Difference between teacher's native language and student's native language is obstacle in teaching learning process in English class for Children.[31] Based on researcher's observation, when the students did not understand the lesson and they could not tell it in English, they failed communicating with the teacher. They also seldom asked question to the teacher because students had limited language in both target language and native language.

c. Students Have Limited English Vocabulary

It is also obstacle in teaching learning in English Class for Children. When students have limited English vocabulary, they get difficulties in understanding the material. The teacher usually

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[31]See teacher interview transcript I on appendix __

teach with full English because there is a difference between teacher' native language and student's native language. So the teacher can not combine between target language and native language in teaching process in English class for Children. When the students do not add their vocabularies, they will be difficult to understand the material or they will be passive in the class.

d. Class Management

Managing English class for Children is one of the problems that teacher faces because English class for Children was divided into two groups, Beginner group and advance group. Sometimes the class was so noisy because the beginner group consisted of children who less than 7 years old. Sometimes they fought and sometimes they disturbed their friend. The teacher was also difficult to organize them with rules of class because they were still children. In class management, the teacher usually managed it with personal approach.

C. Additional Information

1. The Teaching Staffs

Teaching staffs is one of the important components in teaching. Teacher is as the facilitator in the class. Teacher facilitates the students to study and understand the material.

PKBI Semarang chose the members of Griya Muda to teach in Migrants Cara Program. Griya Muda is one of PKBI Semarang programs that focuse on providing information and services of reproduction and sexual health to adolescent. Griya Muda consists of educated young people. They are volunteers in Griya Muda.

In Migrant Care, the teachers are the experts in their own fields. PKBI Semarang is not careless in choosing the teachers to teach in Migrants Care Program. Teaching in Migrants Care Program has its own challenges because of the difference of nations and languages of the students and the teachers.

PKBI Semarang has requirements for teacher that will teach in Migrant Care Program. The requirements are:

a. The teacher is the expert on the class that will be taught. For example in English class, the teacher has to expert in English.

b. The teacher has and masters the method will be used in the class.

c. The teacher understands and can adapt well with the situation and condition in RUDENIM.

When there is teacher matched with the requirements, the teacher will be trained first for a month. The coordinator of Migrant Care Program will watch and evaluate the performance of the teacher. Then, the coordinator and the staffs will choose the best one to be the teacher in Migrant Care Program.[32]

2. **Students**

Migrant Care Program is for Deteni in RUDENIM. It means that the students of Migrant Care Program in RUDENIM are all Deteni there. But it is not an obligation. The Deteni is allowed to join the class or not.

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[32]See Coord. of Educational Program interview transcript on appendix

Migrant Care Program here is different with school. In school there is a target to master the material and the student has to always join all the classes. It is an obligation. So, if there is student that does not join the class, he/she will get a punishment.

Migrant Care Program is different. In Migrant Care Program, Detainee is free to join the program or not. If Deteni do not join the class, he/she will not get punishment like in school. And the purpose of Migrant Care Program is to give activity for Deteni in order that Deteni will not feel bored and would not get depressed.[33]

The number of children in RUDENIM is 31 children. The children class consists of 20 students.[34] The 10 children is baby. The youngest student in English class for children is 5 years old and the oldest is13 years old.

They have different aptitude. Several of them can speak English a little, and several of them still learn how to write. So that, in children class the teacher divides the

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[33]See Coord. of Educational Program interview transcript on appendix

[34]See teacher interview transcript II on appendix

students into two groups. Beginner group for children who still learn how to write, learn Alphabet. Intermediate class consisted of students who can write and speak English a little.

Children class has its own challenge for the teacher taught. During the teaching and learning process sometimes some children go out of the class, some play toy, or even fight with their friend. Because of that, the teacher needs an assistant to help him/her to manage and control the class. Usually in English class for children, there is an assistant of the teacher.

D. Discussion

1. Analysis of Coverage of the Materials in EFL Class

The materials that were delivered to students were introduction, family tree, what is this, my daily routine, my body, what do you want to be, number and story telling. The researcher saw that materials were based on students need. It was good for students. The findings also presented about how material implemented in English class for Children at Rumah Detensi Imigrasi Semarang.

The material in every meeting had been structured well because the teacher had the lesson plan. It made the teacher ready to deliver the material to the students.

2. **Analysis of English Teaching Learning Process in EFL Class**

English teaching learning process in English class for Children at RUDENIM is different with English teaching learning process in a formal education. It can be known from three aspects. Firstly, classroom used for English class for Children is in detention camp. Secondly, Participants of English class for Children is irregular migrants who come to Indonesia without any documents. Thirdly, the schedule of English class for Children is at 10.00 O'clock and it is waiting for students to get up first.

These aspects caused the teacher do something which was unusual to do such as the teacher had to get students up with speaker when the English class for Children would be started. Although the teacher had tried to wake them up, some of them did not want to wake up or still busy playing something. From this case, the teacher should involve the stakeholder as International

Organization for Migration (IOM) and RUDENIM to press the parents to persuade the children to join English class. However IOM and RUDENIM officer is the initiator of EFL class. They also have a purpose to make irregular migrants can, at least, speak, write and read English well.

If IOM and Rumah Detensi Imigrasi officer were involved, the teacher no longer needed to announce the English class through speaker. The parents will also realize that English class for Children at RUDENIM is for their children interest either when they are in RUDENIM or when they have been in their destination countries. The English class for Children basically gives an activity for children so that their pressure will be reduced at RUDENIM. This activity is better for them than just the activities as eating, drinking, playing, going bed during staying at RUDENIM.

Parents and –certainly- the children are lucky because they have the teacher that is happy with them. The teacher is willing to play with them out of class. Although there is limitation of language between teacher and students, they can make closeness through playing

together. This closeness will make the teaching learning process comfortable.

In class opening, the teacher was good because the teacher opened with greeting and check students' attendances. The teacher also had prepared the material delivered. The example was the teacher prepared teaching media such as pictures or real objects to teach 'What do you want to be'.

In conveying "what do you want to be" material in English class for Children, the teacher was good at preparing the conversation transcript of 'What do you want to be' material. The teacher also explained the vocabulary in the dialogue so that the students could practice the conversation of 'What do you want to be' easily. According to the researcher, it will be interesting if the teacher adds the dialogue in the transcript of 'What do you want to be' in order that the students would get more conversation.

In closing the class, the interesting one of English class for Children was that the teacher persuaded the students when the teacher gave an exercise. The students who could answer correctly would get a gift. At the end all the students would get it too but the students who

answered correctly most, would get more gifts. According to the researcher, it is wise because at the end, all students got that gift. It will reduce the gap among students and feelings of jealousy.

After English class for Children finished, the teacher interacted and play game with the students. It made students felt comfortable with the teacher. It also gave a chance for teacher to make closeness with the students. In this English class for children situation, it made English teaching learning process in English class for Children run well and students felt comfortable.

Over all, the teaching learning process is fun. In using picture as one of the media to teach in English Class for Children has made the student interest in the material delivered by the teacher. The students also feel comfort and not bored with the class because the teacher always plays game before, after, even in teaching learning process.

3. **Analysis of the Methods Used In English Class for Children**

Teacher plays an important role in structuring the type of environment that will promote effective fun

language development for students. He can establish a classroom atmosphere which promotes openness, respect, and motivation. Teaching English for Children in English class for Children requires teacher to understand well about the whole side of Children. They are silent, hyperactive, closed, and various. The role of teacher is necessary to support English language learning in order that they can use it later in their life.

As researcher found, the methods used in teaching learning process in EFL class for irregular migrants was Direct Method, Audio Lingual Method, Communicative Method, Reading Method. The researcher will analyze the method used in EFL class:

a. Direct Method

Direct method of teaching English means teaching English directly through English medium. In this method, mother tongue is not used at all.

This method was used by teacher when teacher taught vocabulary. It was on "what is this?" material. The teacher firstly had prepared some picture or real objects of things around the class. Because students' English language was limited,

teacher used this direct method to convey the materials.

It refers to picture or real object of materials to make students easy to understand the vocabulary of "what is this?". This method was conveyed directly in the target language through the use of demonstration and visual aids, with no resource to the students' native language.

On this method, the researcher finds that students were interested in following teaching learning and they also looked easy to understand. The weakness of this method is on teaching aid. The examples are on blurred pictures or no real objects around the class. Because of this limitedness, the students sometimes are confused in understanding the material.

b. Audio Lingual Method

The teacher used this method usually when the teacher taught vocabulary. It was on teaching number. The teacher firstly wrote the number on the write board. After writing the number, teacher asked students to write them first. After all students

had wrote the number, the teacher mentioned one by one of number and as soon as possible the students repeated what teacher said

It is appropriate for the teacher to teach vocabulary especially for number. It means that students will be easy to memorize the materials and easy to pronounce the materials well. According to the researcher, these materials are also can be conveyed with audio lingual media. There are many audio lingual media in internet like Alphabet or number video for learners. The video consists of song and picture so that the teaching learning will be fun.

c. **Communicative Method**

There are many activities can be applied in this method. It was like dialogue, simulation, etc. The teacher used this method to teach "what do you want to be?" material. The teacher prepared some transcripts about job to be practiced by students in English class for Children. The teacher asked students to do role play or simulation to

practice "what do you want to be?" conversation in front of class.

Based on researcher's observation, this material was practiced until all of students could do it. Then teacher asked them to practice "what do you want to be?" conversation as in a daily conversation which is supple and full of expression.

Communicative language teaching in English class for Children is implemented by dialogue of what do you want to be. It is appropriate for the students the technique is suitable with the students' characteristic.

d. Reading Method

This method was used by the teacher when the teacher taught story telling to the students. Before the teacher taught the story telling material, the teacher had prepared the transcript of the story telling. Then teacher asked them to read the transcript before the students. This method was used by the teacher to help students pronounce the

words in sentences correctly and also to add students' vocabulary.

With this method, students firstly learnt the transcript by reading it. If they did not understand the vocabulary, they could ask to the teacher. If students did not understand how to mention the word in a sentence, they could ask the teacher to teach them. And from the transcript of short story, students could get new knowledge of the reading.

On this method, the researcher found that students were interested in following teaching learning and they also looked easy to understand. The weakness of this research is some students sometimes are not brave to ask a question and they pretend to understand. It means that the responsibility of the teacher here is to support them to be active in teaching learning in EFL class.

4. **Analysis of the Assessment used in English Class for Children**

Teacher used informal assessment in assessing the students. In teaching "Daily Routine", teacher asked the student to stick activity word on the suitable time of the

activity on the white board. In "what is this" material, teacher gave uncomplete sentence to the students and they had to complete the sentence using appropriate verb.

No scoring in this assessment. The teacher gave reward for those who answer correctly the most. The reward was various snacks and stationary. Sometimes the teacher only gave signature or other sign on student's worksheet.

5. **Analysis on Obstacles Faced in English Class for Children and How to Cope with the Obstacles**

The researcher has told the obstacles faced by the students and teacher in English class for Children on finding. The obstacles faced in English class for Children are

a. **Number of Participants**

The number of participants becomes a problem because the participants of the class were fluctuating. Sometimes the attendance was so many but sometimes was a little.

b. The Differences between Teacher's Native Language and Student's Native Language

It is the fundamental issues in this class. Because of the differences of native language between teacher and students, the teaching learning process becomes constrained.

c. Students Have Limited English Vocabulary

Because the students have limited English vocabulary the students got difficulties in understanding the material conveyed by the teacher.

d. Class Management

Managing the class became problems because the class for Children was divided into two groups, Beginner group and advance group. Sometimes the class was so noisy because the beginner group consisted of children who less than 7 years old. Sometimes they fought and sometimes they disturbed their friend.

The teacher and students have done some efforts to cope with obstacles faced in EFL class for irregular migrants. The efforts are:

a. **Announcement through Speaker**

    To solve the problem of total participants in English class for Children whichhas15 to 20 students, the teacher solved this problem with getting them up or giving announcement through speaker. The reason why not all irregular migrants joined the English class was Some of children had woken up, some just woke up, some still slept, and some still busy playing.

b. **Preparing Classroom Equipments**

    This technique is used by the teacher because classroom of English class for children at RUDENIM is different with classroom management in formal education. In English class for children classroom at RUDENIM, there are no chairs. Before the teacher begins the class, the teacher prepares classroom equipments first such managing Students line and board marker.

Classroom of English class for children is sometimes used for another agenda or another class besides English class for children. It means that to solve the class management, teacher prepares classroom equipments.

c. Students Help to Translate

To ask some students to translate the material is the way of teacher to solve students' limitedness in understanding the material. Some students are good at English or some students can speak Indonesia. When some students cannot be explained with English and the teacher cannot explain them with their native languages, the teacher ask some students who are good at English or Indonesia to translate it in their native languages.

d. Building Closeness among Students

To build closeness among students is done when the teacher delivers the materials in English class for children and when the teacher play game in the beginning of the class or after the class

finished. The example is the teacher give some practice of what do you want to be conversation. In practicing what do you want to be conversation, there is an interaction among students.

E. Limitation of the Research

This research is valid only in 2017 period with the teacher and the students and the implementing organization at that time. This research is held on March until April 2017.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher is going to draw the conclusion from the previous chapter which has been discussed.

The researcher concludes that the English Teaching Learning Process for Children class in *Rumah Detensi Imigrasi* (RUDENIM) is run well with the materials, methods and the obstacles faced, and the assessment as follows:

1. The materials delivered to the students are What do you want to be?, Story Telling, Number, Family Tree, What is this. The Children needs these materials in order that they can use this knowledge or skill directly in daily activities and later in the destination country. The obstacle faced in English Class for Children are limitedness of students' abilities in mastering English, Student' various homeland and English Class for Children conducted at Rumah Detensi Imigrasi that is a detention centre so that the children feel stress during staying there.

2. In teaching learning process of English Class for Children, the teacher used some methods in teaching. They are Direct Method, Audio Lingual Method, Communicative Method, and Reading Method. These methods are appropriate with material and students' abilities in understanding English. Their various native countries influence in choosing these methods. According to the teacher, these methods are the best methods for English Class for Children. For coping with the problems may come up in teaching learning process in English Class for Children, teacher should be creative in designing enrichment activities to reinforce and avoid the problem.

3. There are some obstacle faced by the teacher and student. There were number of participants of the class that was fluctuating. The differences between teacher' native language and student's native language, the limit of student's English vocabulary and Class Management. In English class for children, the participant was divided into two groups, Beginner group and advance group.

4. The assessment in English Class for Children used informal assessment. It is to measure the capabilities

of the students in mastering and understanding the material has delivered by teacher.

B. Suggestions

The researcher highly appreciates the suggestion for bettering the process of English language teaching and Learning in English Class for Children at Rumah Detensi Imigrasi Semarang. The researcher would like to offer some suggestion based on the relevant theoretical review and the synthesized data:

1. For the Staffs of RUDENIM, I think RUDENIM has to provide a building for the classroom in order that the teaching and learning process can be effective and comfortable.

2. For the teacher, I think the teacher should add the media of English teaching and learning make the student more interesting.

3. For PKBI Semarang and IOM, they should provide the clear curriculum, syllabus and permanent course content in order to make the purpose of the teaching learning process can be reached.

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Appendix 1

PROFIL
RUMAH DETENSI IMIGRASI SEMARANG

Rumah Detensi Imigrasi Semarang merupakan salah satu Unit Pelaksana Teknis (UPT) dari Kantor Wilayah Kementerian Hukum dan Hak Asasi Manusia Jawa Tengah. Dasar hukum dari Rumah Detensi Imigrasi yaitu:

a. Surat Keputusan Menteri Kehakiman dan HAM RI Nomor: M.01.PR.07.04 Tahun 2004 tanggal 04 Maret 2004 tentang Organisasi dan Tata Kerja Rumah Detensi Imigrasi;

b. Peraturan Menteri Hukum dan HAM R.I. Nomor: M.05-IL.02.01 Tahun 2006 tanggal 20 Juli 2006 tentang Rumah Detensi Imigrasi;

c. Peraturan Direktur Jenderal Imigrasi Nomor: F-1002.PR.02.10 Tahun 2006 tanggal 11 September 2006 tentang Tata Cara Pendetensian Orang Asing;

d. Undang-Undang Nomor 6 Tahun 2011 tentang Keimigrasian.

Dalam Keputusan Menteri Kehakiman dan HAM RI No. M.01.PR.07.04 tahun 2004 tentang organisasi dan tata kerja Rumah Detensi Imigrasi. Dijelaskan Rumah Detensi Imigrasi

memiliki *tugas pokok* di bidang pendetensian orang asing, dan mempunyai *fungsi*:

a. melaksanakan tugas penindakan

b. melaksanakan tugas pengisolasian

c. melaksanakan tugas pemulangan dan pengusiran / deportasi.

Rumah Detensi Imigrasi Semarang berdiri pada tanggal 12 Oktober 2005 dan kantornya semula beralamatkan di Jalan Siliwangi No.510, berdasarkan dari Surat Keputusan Kepala Kantor Wilayah Departemen Hukum dan HAM Jawa Tengah Nomor: W9.86.PL.02.01 Tahun 2005 tanggal 01 April 2005 dan Nomor: W9.460.PL.02.01 Tahun 2005 tanggal 22 November 2005 tentang Pemakaian 2 (dua) buah Rumah Dinas milik Kantor Wilayah Departemen Hukum dan HAM Jawa Tengah yang beralamat di Jalan Siliwangi No. 508 A dan 510 Semarang untuk ditempati sementara sebagai kantor Rumah Detensi Imigrasi Semarang.

Bangunan yang berupa 2 (dua) rumah tersebut difungsikan 1 (satu) rumah sebagai kantor, dan 1 (satu) rumah sebagai tempat karantina atau pendetensian bagi orang asing.

Gambar 1.   Rumah Detensi Imigrasi Semarang (kantor lama)

Sejak tanggal 04 Oktober 2010 Rumah Detensi Imigrasi Semarang telah menempati gedung baru yang beralamatkan di Jalan Hanoman Raya No.10 Semarang. Namun gedung baru tersebut pembangunannya belum secara keseluruhan karena belum adanya gedung blok sel bagi orang asing.

Gambar 2. Rumah Detensi Imigrasi Semarang (Gedung Baru Th 2010)

Wilayah kerja Rumah Detensi Imigrasi Semarang meliputi : Propinsi Jawa Tengah, DIY, dan Propinsi Kalimantan Tengah.

Rumah Detensi Imigrasi Semarang selalu membina kerja sama dengan instansi yang terkait seperti: Kantor Imigrasi, Direktorat Jenderal Imigrasi, Kepolisian, Kedutaan Besar / Kepala Perwakilan, *United Nation High for Commission Refugees* (UNHCR) dan *International Organization for Migration* (IOM).

Pada tanggal 12 Oktober 2005 saat pertama kali Rumah Detensi Imigrasi Semarang terbentuk hanya mempunyai 8 (delapan) pegawai yaitu Kepala Kantor, Kepala Sub Bagian Tata Usaha, Kepala Seksi Registrasi Administrasi dan Pelaporan, Kepala Urusan Keuangan, Kepala Urusan Kepegawaian, Kepala Urusan Umum, Bendahara Pengeluaran, dan Bendahara Penerimaan.

Gambar 1. Rumah Detensi Imigrasi Semarang (Gedung Baru Th 2011)

Tahun Anggaran 2013 Rumah Detensi Imigrasi Semarang telah diadakan peninggian pagar depan dan pagar keliling setinggi 4 m, serta paving blok halaman kantor.

Gambar 4. Rumah Detensi Imigrasi Semarang (Tahun 2013)

Pada awal tahun 2013 *International Organization for Migration* (IOM) memberikan bantuan berupa Pembangunan Gedung Blok Sel 2 Lantai dengan kapasitas $\pm$ 60 orang, dan sampai bulan Desember 2014 telah menampung sebanyak 87 Deteni.

Gambar 5. Gedung Blok Sel Rumah Detensi Imigrasi Semarang
(Tampak Belakang)

Pada akhir tahun 2015, Rumah Detensi Imigrasi Semarang telah melakukan pengecatan gedung   dan sampai dengan bulan Desember 2015 telah menampung 115 deteni (112 deteni *under IOM* dan 3 deteni *Immigratoir*).

Gambar 6. Gedung Rumah Detensi Imigrasi Semarang (Tahun 2015)

Imigran Ilegal Irreguler dan Reguler bulan November 2016 sebanyak 101 (seratus satu) deteni telah ditempatkan di Rumah Detensi Imigrasi Semarang. Hal ini menunjukkan bahwa daya tampung deteni telah melebihi kapasitasnya, tetapi masih bisa teratasi dikarenakan banyak deteni yang berkeluarga sehingga dapat ditempatkan pada satu blok dan koordinasi yang baik antara petugas pengamanan dan deteni. Hal ini tertuang dalam lampiran Laporan Seksi Registrasi, Administrasi dan Pelaporan dan Seksi Keamanan dan Ketertiban.

I. Administrasi Kepegawaian

Pada Tahun 2016 Rumah Detensi Imigrasi Semarang mengalami pergantian kepemimpinan dan penambahan serta pergantian pegawai.

Adapun jumlah jabatan yang telah terisi sesuai dengan eselon tersebut di bawah ini:

(1.) Jabatan Eselon :

Eselon III : 1 (satu) orang yaitu Kepala Kantor

Eselon IV : 4 (empat) orang yaitu sebagai berikut :

1. Kepala Sub Bagian Tata Usaha;

2. Kepala Seksi Registrasi, Administrasi dan Pelaporan;

3. Kepala Seksi Perawatan dan Kesehatan;

4. Kepala Seksi. Keamanan dan Ketertiban.

Eselon V :   9 (sembilan) orang yaitu sebagai berikut :

1. Kepala Urusan Kepegawaian;

2. Kepala Urusan Keuangan;

3. Kepala Urusan Umum;

4. Kepala Sub Seksi Registrasi;

5. Kepala Sub Seksi Administrasi dan Pelaporan;

6. Kepala Sub Seksi Perawatan;

7. Kepala Sub Seksi Kesehatan;

8. Kepala Sub Seksi Keamanan;

9. Kepala Sub Seksi Ketertiban.

a. Keadaan pegawai pada bulan November 2016 sejumlah 20 (dua puluh) orang dengan rincian berdasarkan golongan sebagai berikut:

NO	GOL.	TEKNIS		NON TEKNIS		STRUKTURAL	NON STRUKTURAL	KET
		L	P	L	P			
1	2	3	4	5	6	7	8	9
1.	Pembina (IV/a)	1	1	-	-	2	-	-
2.	Penata Tk. I (III/d)	-	-	4	1	5	-	-
3.	Penata (III/c)	2	-	-	-	2	-	-
4.	Penata Muda Tk. I (III/b)	-	-	2	3	4	1	-
5.	Penata Muda (III/a)	1	-	-	1	1	1	-

No.	Pangkat						
6.	Pengatur Tk. I (II/d)	-	-	1	-	-	1	JFT
7.	Pengatur (II/c)	-	-	2	1	-	3	-
8.	Pengatur Muda Tk. I (II/b)	-	-	-	-	-	-	-
9.	Pengatur Muda (II/a)	-	-	-	-	-	-	-
	JUMLAH	**4**	**1**	**9**	**6**	**14**	**6**	**-**

Berikut digambarkan data golongan/ pangkat pegawai Rumah Detensi Imigrasi Semarang yang dibedakan berdasarkan Jenis Kelamin, dimana pegawai

laki-laki lebih banyak jumlahnya (13 pegawai) dibandingkan jenis kelamin perempuan (7 pegawai).
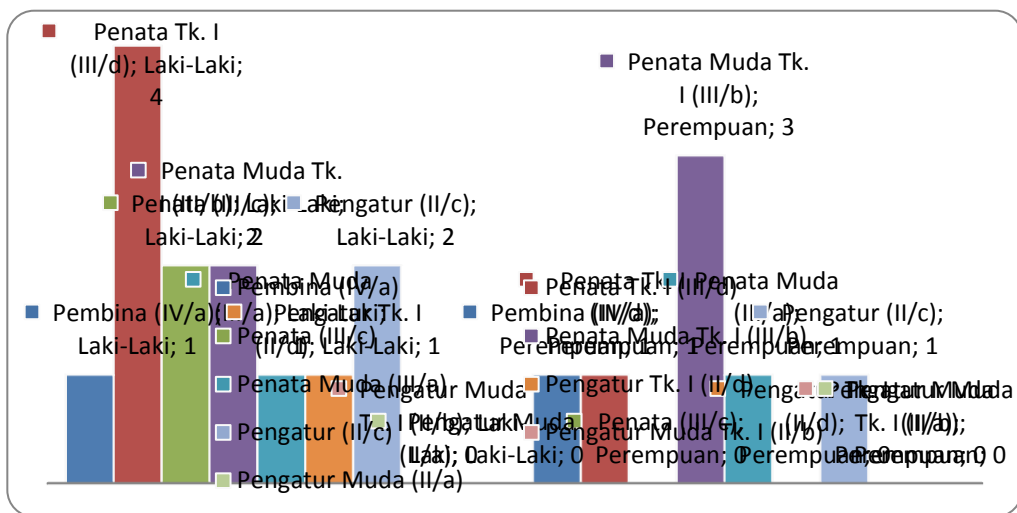
Data Pangkat / Golongan Ruang Pegawai Rudenim Semarang

berdasarkan Jenis Kelamin pada Bulan November 2016

a. Keadaan deteni imigratoir bulan November 2016

No	Nama	L / P	Tempat/ Tanggal	Kewarga-	Tanggal Masuk	Ket.

			l Lahir	nega raan		
1.	Agu George Henry	L	Nigeria / 23-04-1975	Nige ria	25-02-2015 dari kantor Imigras i Cilacap	-
2.	Paul Akula	L	Kincha ssa/ 23-12-1972	Kon go	29-07-2016 dari Kantor Imigras i Cilacap	-
3.	Cheh Shih Tsuan	P	Indones ia/ 01-03-1983	Taiw an	22-08-2016 dari Kantor Imigras i Pemala	-

				ng	
4.	Faizal Slamet R.	L	Indonesia/ 22-08-2016	Indonesia	22-08-2016 dari Kantor Imigrasi Pemalang	-
5.	Sethuramalingam Vairakannu	L	Tanjore / 12-07-1975	India	18-02-2016 dari Kantor Imigrasi Wonosobo	-
6.	Tobias Michael	L	Saarbrucken/ 12-08-1976	Jerman	21-10-2016 dari Kantor Imigras	-

				i Pemalang	
7.	Ntoi Retselisitsoe als. Jordan	L	Lesotho / 29-05-1978	Lesotho	18-10-2016 dari Kantor Imigrasi Pemalang	-

Imigran Ilegal Irreguler dan Reguler bulan November 2016 sebanyak 101 (seratus satu) deteni telah ditempatkan di Rumah Detensi Imigrasi Semarang. Hal ini menunjukkan bahwa daya tampung deteni telah melebihi kapasitasnya, tetapi masih bisa teratasi dikarenakan banyak deteni yang berkeluarga sehingga dapat ditempatkan pada satu blok dan koordinasi yang baik antara petugas pengamanan dan deteni.

DATA IMIGRAN PADA RUMAH DETENSI IMIGRASI
SEMARANG
PERIODE NOVEMBER 2016

No.	Warga Negara	Jumlah (orang)
1.	Irak	12
2.	Afganistan	36
3.	Iran	7
4.	Somalia	20
5.	Ethiopia	3
6.	Nigeria	1
7.	Srilanka	4
8.	Pakistan	8
9.	Myanmar	1
10.	Palestina	3
11.	India	1
12.	Taiwan	2
13.	Kongo	1

14.	Jerman	1
15.	Kingdom of Lesotho	1
TOTAL		**101 orang**

Persentase Data Deteni selama Bulan November 2016
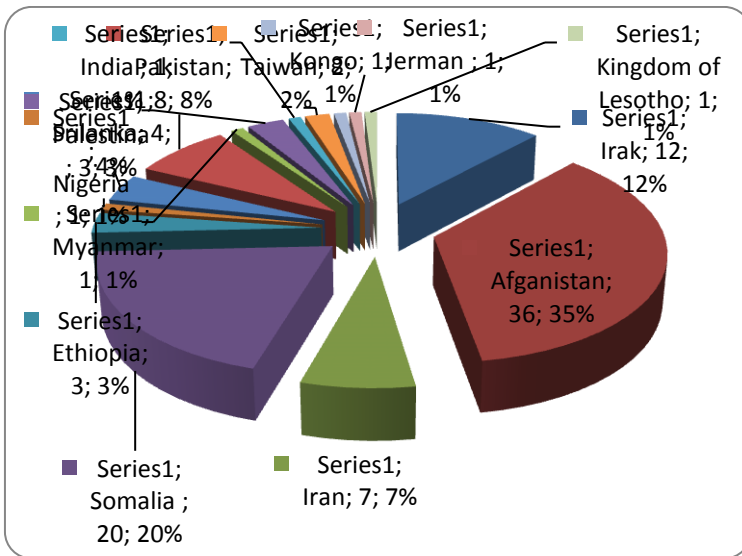
Appendix 2

INTERVIEW GUIDLINE FOR TEACHER

1. What is main purpose of English class for deteni?

2. How does teacher prepare the English class?

3. How does teacher divide the students into several groups or classes?

4. How is the process of English class for deteni?

5. What method does the teacher use in English class?

6. How does the implementation of the method used in English class?

7. Do they active in teaching learning process in English class?

8. Is there any difficulty or obstacle in using the method in teaching learning process in English class? What is it?

9. How do you evaluate the result of learning process?

10. Could you give me the result of English class for Deteni?

11. How does the teacher solve the problems?

Appendix 3

INTERVIEW GUIDELINE FOR
COORDINATOR OF EDUCATION PROGRAM AT
RUDENIM

1. Bagaimana program edukasi ini berawal?
2. Siapa inisiator dari program ini?
3. Apa tujuan dari program edukasi bagi deteni di RUDENIM?
4. Apakah program ini wajib bagi seluruh penghuni RUDENIM?
5. Bagaimana dengan kebijakan penentuan materi dalam program ini? Siapa yang menentukan?
6. Apakah itu sesiuai dengan kebutuhan siswa (students' need) di sini?
7. Bagaimana anda menganalisa students' need itu sendiri?
8. Apakah ada silabus, lesson plan?
9. Bagaiman dengan buku panduan atau buku paket untuk program ini?
10. Dari manakah para pengajar di sini?
11. Bagaimana cara rekrutmen dari para pengajar ini?
12. Bagaimana dengan kualifikasi dari pengajar di sini?
13. Bagaimana dengan pembagian kelas di sini? Apakah ada gradingnya?

14. Apa peranan dari RUDENIM sendiri terhadap program ini?

Appendix 4

TEACHER INTERVIEW TRANSCRIPT I

Turn	Speaker	text
1.	Researcher	Ok, a, good morning sir. I am from Walisongo Islamic State University. And then I want to interview you for my thesis. It is about the class you teach in RumahDetensiImigrasi Semarang. Ok, for the first, my name is mohammadNasiri. And what is your name?
2.	Teacher	Mohammad Rofik
3.	Researcher	Ok, for the first, we start the interview. For the first, what is the main purpose of english class for Deteni?
4.	Teacher	A yeah, main purpose for english class is I want the children can read and write because basically they enter in RumahDetensican not write and read. So the main purpose is we as teacher can give some lessons about read and

		write.
5.	Researcher	How do you prepare the english class, before you start the class do you prepare for example the material, and the media, or the others. Do you prepare it?
6.	Teacher	Ya, I prepare. A, lesson plan and media for lesson and a, usually I bring some rewards for children and ya I think, before start the class usually we must make a lesson plan.
7.	Researcher	And then, about the students' need, what is the students' need here?
8.	Teacher	I think the students' need is to study read and write. A, so the main purpose is students can read and write. So, the students' need is how they can read and write better.
9.	Researcher	Ok, and then, a, does the material you give to the students is appropriate with the students' need?
10.	Teacher	Yeah, the material is appropriate with the students' need. Before start the

		class usually we question for children. What you need, what the material you need. And then, the next week I give material what the children want.
11.	Researcher	So, you ask the students what is the students' need or you can analyze by your self?
12.	Teacher	Usually I analyze by my self and I give _____ for the students about maybe vocabulary in around of rudenim. Sometimes they doesn't understand things around RumahDetensiImigrasi. So, I explain what it's name to children.
13.	Researcher	And then, how is the process of english class for deteni?
14.	Teacher	a, the process usually the first, introduction. In introduction I give ice breaking, some games. And then, the main activity to listen explain material about Alphabet and then other material. And the closing I give evaluation and some games for refresh

		their mind.
15.	Researcher	And then, what are the materials for children class? The material between, I mean the material like writing Alphabet or what?
16.	Teacher	Yah, Alright, the material for students is just Alphabet, how to read, how to write and about things around Rudenim.
17.	Researcher	Ok, and then, what method do you use in English class here?
18.	Teacher	About method basically I use method, some learning. They can fun, and they can active, and creative. So, a, I give name, do you know Paikem? So, I use method Paikem to my students and for method, Paikem. I give some media; picture, or another media.
19.	Researcher	Can you tell me what is paikem?
20.	Teacher	Paikem is, a, teaching with the fun learning, and active learning, and creative learning. Because basically they are here is need fun learning and,

		so I give them how to make the teaching learning so fun. *become fun teaching learning.*
21.	Researcher	How does the implementation of the method used in english class?
22.	Teacher	A, yeah, I prepare two media and I give the game, and I give some materials _____ students and I always a, fun learning to students.
23.	Researcher	Do the students active in teaching learning process in the class?
24.	Teacher	Yes, they are active.
25.	Researcher	Is there any difficulties or obstacles in using Paikem method in teaching learning process in this class?
26.	Teacher	I think about language, because they are mayoriti is from persia, so they use persian language and I use english language. so sometimes what I explain the students don't understand.
27.	Researcher	And then, how do you solve that problem?
28.	Teacher	A, I study about their language. a, I'm

		study persilanguage, arabic language. sometimes if students don't understand my explanation, so I use arabic language and persi language.
29.	Researcher	Ok, and then how about the material. How do you evaluate the learning process, do you evaluate the material?
30.	Teacher	Yak, e, after class I always give exercise for students to evaluate the process of learning.
31.	Researcher	Ok, that's all for today. Thank you for the time
32.	Teacher	Ok, you are welcome

Appendix 5

TEACHER INTERVIEW TRANSCRIPT II

Turn	Speaker	text
1.	Researcher	Ok, good morning, we meet again, and I want to interview you again about the English class for children in RumahDetensiImigrasi Semarang. Ok, we to the point. For the first, could you tell me how this begins?
2.	Teacher	This English class begins to give study to the children to fill the free time there, to learn about English language.
3.	Researcher	Then, who initiates the English class for Irregular migrants at RUDENIM until it exists today?
4.	Teacher	IOM
5.	Researcher	What is IOM?
6.	Teacher	IOM is International Organization for migration. Make some jobs to PKBI. PKBI is non government Organization to teach the children and adult about English language.
7.	Researcher	Can you tell me what is PKBI?

8.	Teacher	PKBI is nongovernment organization. It is focused on HIV and gives some approach to minority. For example Migrants, and the other minority in Indonesia.
9.	Researcher	And then, how many times a week is English class in RUDENIM.?
10.	Teacher	For English class one week is just one time
11.	Researcher	And then, what time it begins?
12.	Teacher	10 am until 12 am.
13.	Researcher	Why does the English class begin at 10 am until 12 am. Why?
14.	Teacher	Because if I begin early for example at 7 or 8 they are not yet to get up, so I begin 10 am and I think this time is effective to study. But if afternoon I think the children will sleepy and if early morning, children not yet to get up. So I think 10 am until 12 is effective time to study.
15.	Researcher	How many students for children English class?

16.	Teacher	20
17.	Researcher	20?
18.	Teacher	Ya
19.	Researcher	And then, how is the process of English class for migrants?
20.	Teacher	For the first I give introduction, I give ice breaking, some games. And for point of meeting I give material about grammar, speaking, writing. And closing I give some games and exercise to assess about understand material.
21.	Researcher	What are the materials delivered to children to children class? The material for children class
22.	Teacher	For children class we give alphabet and basic grammar and writing and speaking and vocabulary daily activity.
23.	Researcher	Then, is the material effective?
24.	Teacher	Yes I think effective because I give material thematically with situation and condition in here, in RUDENIM for example, about things of RUDENIM, vocabulary in RUDENIM.

		I will thematic with grammar, writing and speaking.
25.	Researcher	How are the curriculum and syllabus in English class for irregular migrants?
26.	Teacher	Actually I just prepare lesson plan, and until now we don't have syllabus and curriculum. We just prepare lesson plan.
27.	Researcher	What method do you use in teaching learning process in the class?
28.	Teacher	We use PAIKEM method. Picture and picture, _____, story telling and as teacher, I want the children can study fun and active and innovative.
29.	Researcher	Is there any difficulty in applying this method in the class?
30.	Teacher	Difficult, I think about condition there is from the different background. So I have to give lesson one by one and give some materials not different with their background
31.	Researcher	And then, what teaching aid is used in teaching learning process in English

		class?
32.	Teacher	For teaching aid, I media picture, and worksheet and something to approach the material.
33.	Researcher	How do you prepare the teaching aid?
34.	Teacher	Before class usually I prepare about what the material today. So the media will we can use to approach the material for example we will learn about name of body, we prepare picture of body. About learn family, we prepare some pictures about family.
35.	Researcher	Do they active in teaching learning Process?
36.	Teacher	Yes, they are active.
37.	Researcher	How does you assess the students?
38.	Teacher	I assess my students in closing, after class I give students some exercises to assess understand the material.
39.	Researcher	What about the result of the assessment?
40.	Teacher	Good, the children can understand what I explain about grammar, how to

		make alphabet right.
41.	Researcher	Is there any difficulty or obstacle in teaching learning process? In general.
42.	Teacher	I think about language because they, students I think can not English good. Just little. So if I explain with English language sometimes they don't understand my explanation. So I have to make mix language.
43.	Researcher	How do you solve that problem?
44.	Teacher	Usually I, when I explain the material. I use body language and their language for example Persian language, Arabic language to explain the material.
45.	Researcher	Is there any special approach do you use in the class?
46.	Teacher	Yes, especially I just play game with them and I always smile for there and communication routine with my students.
47.	Researcher	The last is, what is the average age of the children class?

48.	Teacher	I think, 5 until 10.
49.	Researcher	Thank you, that is for today. Thank you for your time
50.	Teacher	Ok, yes.

Appendix 6

INTERVIEW TRANSCRIPT OF COORDINATOR OF EDUCATIONAL PROGRAM IN RUDENIM

Turn	Speaker	Text
1.	Researcher	Ok, a, selamat pagi! Saya mohammad nasiri dari UIN Walisongo Semarang melakukan riset di Rumah Detensi ini terkait dengan program edukasi yang ada di sini. Saya dengan mas siapa?
2.	Teacher	Mohammad taufiq hidayat atau taufiq
3.	Researcher	Mas di sini jabatannya sebagai apa?
4.	Teacher	Teaching coord.: di sini sebagai kordinator program migrant care di RUDENIM semarang dari PKBI kota semarang.
5.	Researcher	Ok, e sekarang saya masuk pertanyaan pertama mas. Bagaimana sih awal mulanya program belajar mengajar di sini berawal, bagaimana?
6.	Teacher	Awalnya, inisiasi itu dari tahun 2013 itu waktu itu ada tawaran call for paper ya, dari iom semarang untuk apa ya, menawarkan ke salah

		satunya PKBI untuk, menawarkan, menyediakan layanan psikososial pada pencari suaka dan pengungsi asing terutama dari timur tengah. Waktu itu suriah dan palestina, eh, afganistan yang cukup banyak pada waktu itu. Terus kenapa kita PKBI kota semarang? Karena kita mempunyai cukup pengalaman mendampingi kelompok marginal seperti wanita pekerja seks, terus ODHA dan sebagainya. Makanya IOM apa ya, memberikan kita kesempatan untuk coba apa namanya, provide, menyediakan, mengajukan proposal untuk pendampingan tapi ini migran kayak gtu. Kemudian e, itu muali membuat apa namanya, kita mulai menyusun proposal. Waktu itu inisiatornya berarti salah stunya mbak ruli kemudian menyusun proposal itu mas Risya terutama, Risya Islami. 2014 proposalnya di setujui IOM. Jadi mulai, kalau tidak salah maret atau april 2014 itu proposal kita mengadakan kegiatan psikososial yaitu pada waktu itu kelas bahasa inggris dewasa, kelas bahasa inggris, e kelas kreativitas anak dan

		handicraft dewasa itu disetujui tiga kelas pada waktu itu. Jadi 2014 awal. Terus berlanjut terus, ternyata cukup disukai oleh IOM, terus berlanjut terus sampai saat ini seperti itu.
7.	Researcher	Berarti ini inisiatornya dari IOM?
8.	Teacher	Yang menawarkan untuk apa ya namanya, menawarkan PKBI program pendampingan itu IOM ya.
9.	Researcher	Bisa dijelaskan IOM itu apa?
10.	Teacher	IOM itu international Organization for Migration. Dulu itu ya NGO ya, Non Government Organization international. Tp sewaktu 2013 itu itu lembaga internasional biasa, bukan PBB karena sekarang itu PBB baru akhir tahun kemaren itu tahun 2016 itu baru terus IOM itu diambil PBB dan menjadi badan resmi PBB. Jadi awalnya bukan itu organisasi internasional biasa yang mengurusi migran, e apa ya namanya, sejak tahun berapa tepatnya saya tidak tahu, harus buka buku, tapi sejak dulu, cikal bakalnya dlu international organization for migration di Eropa kemudian menyebar ke seluruh dunia. Jadi sekarang hampir semua Negara di

		dunia sudah menjadi anggota IOM. Yang lain sebagai Negara pemantau. Indonesia baru satu atau dua tahun yang lalu kalau gak salah jadi anggota. Sebelumnya pemantau. Pemantau itu belum menjadi anggota tapi observe dulu. Maksudnya seperti apa nanti kalau ternyata sesuai dengan Indonesia jadi anggota. Contoh Malaysia itu belum menjadi anggota maupun pengawas IOM. Berarti belum setuju dengan beberapa rulenya IOM.
11.	Researcher	Terus, tujuannya, tujuannya IOM memberikan pendidikan itu apa?
12.	Teacher	Tujuan IOM itu yang pasti mengurusi hajat hidup migran ya. Orang yang berpindah tempat baik e, migran sebenarnya dalam negeri itu dari kota A ke kota B itu migran juga ya tapi dalam negeri. Tapi IOM lebih focus ke yang lintas Negara, lintas Negara itu mengurus, memperhatikan kehidupan dari para warga lintas Negara yang berpindah. Membuat mereka, memastikan mereka tetap sejahtera sandang, pangan, dan papan ya terutama itu kebutuhan primer mereka. Tujuannya, salah satunya beberapa

		pencari suaka dan pengungsi asing yang di semarang itu ya, apa ya, namanya IOM itu kan, tadi kan, memastikan mereka sejahtera. Mereka memberi tempat, di sini rudenim. Bukan kasih tempat sebenarnya. Rudenim yang e memberikan tempat ya ini dari apa namanya, dari IMIGRASI ya, imigrasi berarti pemerintah Indonesia. Terus memastikan makan mereka, dan apa namanya, pakaian dan selimut dan sebagainya. Serta mereka di sini kan terbatas ya ruang geraknya karena memang peraturan Negara Indonesia, IOM memastikan mereka tidak depresi. Salah satunya dengan memberikan kegiatan.
13.	Researcher	Berarti, adanya pendidikan ini hanya untuk mengisi kegiatan?
14.	Teacher	Yah, tujuan utamanya itu untuk memberikan kegaitan supaya mereka tidak stress.
15.	Researcher	Mungkin ada tujuan yang lain?
16.	Teacher	Tujuan yang lain ya, tujuan bonusnya memberikan bekal mereka missal bahasa Inggris atau bahasa Indonesia, memberikan bekal mereka untuk, terutama bahasa inggris untuk mereka nanti pencari

		suka di kirim ke Negara ketiga yang kebanyakan berbahasa inggris, mereka sudah punya bekal berbahasa inggris, kayak gitu. Terus nanti ada kegiatan lain missal keterampilan BLK, mekanik dan bla bla bla itu untuk memberi bekal mereka bekerja di Negara ketiga. Itu tujuan kedua. Tapi yang pertama menghilangkan stress.
17.	Researcher	Yang dimaksud Negara ketiga itu seperti apa?
18.	Teacher	Negara ketiga itu, jadi pencari suaka itu orang yang berpindah dari Negara satu ke Negara yang lain untuk mencari perlindungan. Dan salah satunya kalau mereka ingin pindah secara permanen berarti mereka mengajukan diri menjadi warga Negara Negara lain. Nah itu namanya Negara ketiga. Negara satu Negara mereka, Negara dua Negara mereka ditampung, Negara ketiga Negara mereka akan jadi warga Negara. Contohnya yang bias jadi Negara ketiga, Australia, Selandia Baru, Kanada, Amerika, Jerman dan sebagainya.
19.	Researcher	Terus terkait dengan, kembali k masalah pendidikannya, untuk

		penentuan materi, penentuan materi itu yang menentukan dari siapa?
20.	Teacher	Materi itu yang menentukan dari, kalau yang untuk yang kelas kami PKBI kota Semarang, kurikulum itu dari kami sendiri. Jadi tidak ada, IOM hanya mengACC bahwa ini kelas Handicraft ya berarti materinya tentang handicraft pasti. Tapi selebihnya, detailnya, technically itu dari kami, PKBI kota Semarang
21.	Researcher	Berarti untuk yang menentukan kelasnya misalkan ada kelas bahasa inggris, handicraft dan lain-lain itu dari IOM?
22.	Teacher	IOM hanya menawarkan, silahkan membuat kelas, salah satu contohnya begini, begini misalnya. Terus kami mengajukan proposal sesuai dengan sumber daya manusia kami. Terus IOM mengACC. Sebagai informasi contoh kami kemaren mengajukan dua kelas basic office sama design grafis itu tidak disetujui.
23.	Researcher	Berarti untuk penentuan kelas dan materi itu pure dari pihak PKBI?
24.	Teacher	Iya PKBI yang diACC.
25.	Researcher	Terus, materi itu apakah sudah sesuai dengan kebutuhan siswa di sini dan kebutuhan penghuni di sini?

26.	Teacher	Oke, balik lagi tadi dengan tujuan utamanya sebenarnya memberi aktivitas supaya mereka tidak depresi. Jadi ya seuai ya berarti patokannya ke mereka mendapatkan aktivitas yang positif apa tidak. Itu yang pertama. Bukan , standarnya itu tidak terus ini sesuai dengan tujuannya apa dulu, mereka akan masuk ke Universitas missal ya, itu tidak akan sesuai karena bukan itu. Atau missal tujuan utamanya mereka supaya bisa punya test TOEFL 500 misal kayak gtu ya. Bukan itu, tujuan utamanya bukan itu. Mungkin kita bisa ngedrill mereka bagaimana tapi mereka menjadi tambah depresi itu tidak sesuai tujuan kita. Gitu.
27.	Researcher	Terus terkait dengan silabus, lesson plan dan kurikululm, apakah PKBI mempunyai semua itu?
28.	Teacher	Lesson plan, iya. Lesson plan, silabus sederhana, iya. Contoh, untuk kelas saya sendiri, bahasa Indonesia, saya kemaren mencoba menyesuaikan dengan pedoman BIPA (Bahasa Indonesia untuk Penutur Asing) Keluaran Departemen Pendidikan Nasional.
29.	Researcher	Terus, apakah semua kelas itu

		mempunyai buku panduan atau seperti apa?
30.	Teacher	Modul itu iya. Buku panduan yang dimaksud seperti apa?
31.	Researcher	Misalkan kayak buku paket. Misalkan kayak di sekolah kan ada buku paket bahasa Indonesia.
32.	Teacher	Buku paket iya. Untuk, apa namanya, terutama untuk gurunya.
33.	Researcher	Itu buku paketnya apakah sesuai seperti yang di sekolah atau pengajarnya mencoba mencari sendiri?
34.	Teacher	Mmm, kebanyakan mencari sendiri Karen untuk yang di sekolah terlalu formal dan materinya terlalu apa, berat.
35.	Researcher	Kembali ke tujuan yang tadi ya. Hanya untuk mengisi waktu kosong ya. Terus, PKBI sendiri itu dalam menentukan pengajar di sini itu seperti apa? Sistemnya
36.	Teacher	Pengajar, sistemnya, sesuai dengan kelas yang akan di ampu ya. Handicraft ya berarti kita merekrut teacher handicraft. 1. Apakah mereka mampu untuk memberikan pengajaran itu, menguasai metode

		pembelajaran mengajar itu, terus memahami kondisi di RUDENIM itu aja.
37.	Researcher	Ketika rekrutmen itu apakah ada klasifikasinya, ada seleksinya atau seperti apa?
38.	Teacher	Klasifikasi, iya. Seleksi salah satunya kemaren handicraft dewasa itu ada beberapa teacher yang sudah sesuai klasifikasi tetapi training satu bulan. Terus nanti mana yang terbaik yang dipilih. Itu.
39.	Researcher	O berarti di sini ada training terlebih dahulu, seperti itu?
40.	Teacher	Ada, iya. Untuk penerjunan maksudnya nanti setelah di lapangan sebaik apa atau bisa beradaptasi atau tidak.
41.	Researcher	Program mengajar ini jangkanya itu apakah semester-semesteran atau seperti apa? Apakah satu tahun atau berapa bulan?
42.	Teacher	Kontrak kita tiap satu semester diperbarui. He'e
43.	Researcher	Terus program ini apakah itu wajib untuk seluruh penghuni RUDENIM atau seperti apa?
44.	Teacher	Ee, wajib itu tidak ya. Setau kami tidak wajib. Jadi kami memberikan kegiatan tapi diharapkan - karena ini

		kegiatan untuk migran, untuk pencari suaka sama pengungsi- ya mereka dapat mengikuti. Tapi bagi kita -provider, ya apa namanya- bertanggung jawab memastikan mereka mengikuti apa yang kelas-kelas kita, kayak gitu. Tapi untuk memaksa, maksudnya harus datang jam sekian, mengikuti, itutidak. Itu kita tidak berhak memaksa. Jadi, suka rela prinsipnya.
45.	Researcher	Mm,berarti tidak wajib ya, terserah mereka mau ikut apa tidak.?
46.	Teacher	E, bagi kami mereka, muridnya suka rela, bukan wajib. Kalo wajib kan tidak perlu, apa namanya, ada, apa, bahasa jawanya "ngoprak-ngoprak". Kayak gitu.
47.	Researcher	Terus dengan pembagian kelas di sini. Kan kalo penentuan kelasnya misalkan seperti kelas bahasa inggris, kelas handicraft, itu kan dari RUDENIM sendiri ya. Terus untuk pembagian kelas maksudnya, gradingnya. Apakah ada gradingnya? Pengelompokannya seperti apa?
48.	Teacher	Pembagian kelas itu memang di, untuk mengajar di sini memang terus terang banyak kesulitannya ya

		disbanding ngajar di tempat yang biasa.
		1. TIdak, apa ya namanya, kita terbatas untuk waktu, tempat, waktu dan tempat kayak gitu kan. Jadi, seperti di kelas bahasa, bahasa inggris ya. Kan sebenarnya harus di pisah antara basic sama advance kayak gitu kan tapi karena waktu dan tempat itu akhirnya tidak bisa seperti itu. Akhirnya digabung. Missal yang advance ya itu cuma dua apa tiga idealnya ya berarti itu akan tetap ada kelas dengan tiga murid kan. Yang lain basic kayak gitu. Tapi, balik lagi keterbatasan tadi, waktu, tempat, sumber daya manusia, tidak bisa.
49.	Researcher	Terus seperti yang di kelas bahasa inggris itu kan ada kelas untuk yang Adult sama Young Learners. Nah, itu penentuan, pembedaan yang masuk ke adult sama young learners itu bagaimana?
50.	Teacher	Adult dan children maksudnya?
51.	Researcher	Iya, Adult dan Children.
52.	Teacher	Children itu ada 50,15. Di bawah 15 tahun itu children.
53.	Researcher	Masuk children semua?
54.	Teacher	He'e, iya.

55.	Researcher	Untuk yang Adult?
56.	Teacher	Adult di atas 15 tahun.
57.	Researcher	Kemudian, terkait, kembali ke masalah materi ya. Itu yang menentukan. Misalkan,untuk bahas inggris ini materinya dari bab apa sampe bab apa, itu apakah dari PKBI atau dari teachernya?
58.	Teacher	Dari teachernya dan yang dikonsultasikan ke PKBI, nanti dimusyawarahkan.
59.	Researcher	Berarti teacher sudah membuat seperti apa, lesson plan, nanti diajukan ke PKBI.?
60.	Teacher	Iya ke PKBI dan di IOM juga sih kayak gitu. Kemudian nanti kadang di review.
61.	Researcher	Terus nanti misalkan di akhir semester, apakah itu ada semacam evaluasi terkait dengan materi yang sudah di sampaikan apakah sudah sesuai apakah seperti apa?
62.	Teacher	Kita evaluasi tiap bulan. Jadi pas satu bulan terus apa tantangannya dan kira-kira apa rekomendasinya, maksudnya perbaikan untuk yang bulan depannya
63.	Researcher	Itu yang evaluasi dari PKBI apa IOM?
64.	Teacher	Dari PKBI dan IOM

65.	Researcher	Dan IOM?
66.	Teacher	He'em
67.	Researcher	Terus, dalam program ini. Peranan dari RUDENIM itu seperti apa?
68.	Teacher	RUDENIM itu kan representasi dari pemerintah ya, IMIGRASI. RUDENIM itu, apa namanya. Jadi punya tugas untuk memastikan peraturan imigrasi itu ditegakkan ya. Contohnya kenapa mereka di, kenapa sih para pengungsi dan pencari suaka itu dimasukkan ke sini, tidak dibiarkan hidup di luar, tinggal di hotel atau di mana, atau bekerja di sini karena memang peraturan pemerintah Indonesia, apa namanya, mengharuskan missal, mereka visa piknik kayak gitu ya tidak bisa bekerja. Visa bisnis hanya tiga bulan ya berarti setelah tiga bulan harus kembali ke negaranya atu keluar dari Indonesia. Makanya terus kalau memang itu dilanggar, mereka harus diisolasi di RUDENIM. Jadi RUDENIM tugasnya 1. Menegakkan peraturan tentang keimigrasian dan ketika mereka mengisolasi mereka atau menampung pencari suaka dan

		pengungsi itu ya, e apa namanya, memastikan mereka ya tadi, kebutuhan dasarnya terpenuhi juga kayak gitu. Bekerja sama antara RUDENIM, dan IOM untuk memastikan pengungsi dan pencari suaka itu sejahtera.
69.	Researcher	Ok, terimakasih. Itu saja untuk hari ini. Terimakasih atas waktunya.

Appendix 7

FIELD NOTE 1

Date   : 6th March 2017

Time   : 10.00 – 12.00

Teacher   : Muhammad Rofik

Material   : What is this?

No.	Aspects of the observation	Result
1	Method used to teach	Direct Method
2	Media used to teach	White board, picture, worksheet.
3	Teaching learning process	The teacher opened the class with greeting to the students. Before the teacher began the English Class for Children, the teacher checked students' attendences. After checking the attendence, the teacher notifies the material today. Teacher divides the class into two groups. Beginner group and

		intermediate group. Teacher gives the beginner group a worksheet consists of alphabet A-C and asks them to imitate the alphabet. For intermediate group, teacher describes the theme of "what is this" and explains the material. Then, Teacher shows some pictures around Rudenim to the students and asks students to make sentence using this and that.
4	Kinds of assessment	Teacher gives worksheet to the students and asks them to do the exercises.
5	Obstacle result	The students had limited vocabularies and the difference of native language with the teacher so, some students do not understand the material. Some students disturb the others.

The Observation Check-List 1

Date : 6ᵗʰ March 2017

No.	Condition of the Classroom	Fact	
		Yes	No.
Planning			
1.	Teacher prepares Lesson Plan	✓	
2.	Teacher prepares teaching aids	✓	
Learning Process			
1.	All students attend the class	✓	
2.	Teacher opens the class by greeting.	✓	
3.	Teacher explain the lesson by English	✓	
4.	Teacher totally masters the material	✓	
5.	Teacher uses visual teaching aids	✓	
6.	Teacher uses audio teaching aids		✓
7.	Teachers uses whiteboard	✓	
8.	Teacher gives icebreaking		✓
9.	Students pay attention to teacher's explanation	✓	
10.	Students participate in teaching and learning process	✓	
11.	Students ask what they have not	✓	

		✓	
	understood		
Classroom management			
1.	Teacher can control students well		✓
2.	There is good interaction among teacher and students		✓
3.	Teacher uses an appropriate teaching and learning method	✓	
4.	Several students do not pay attention	✓	
5.	Teacher finds difficulties or obstacles	✓	
6.	Teacher can solve the problem	✓	
Assessment			
1.	Teacher assesses students' comprehension orally		✓
2.	Teacher gives students written exercise	✓	
3.	Students do exercise well	✓	
4.	Teacher corrects students' work	✓	

Appendix 8

FIELD NOTE 2

Date   : 13[th]March 2017

Time   : 10.00 – 12.00

Teacher   : Muhammad Rofik

Material   : Family Tree

No.	Aspects of the observation	Result
1	Method used to teach	Direct Method
2	Media used to teach	White board, picture
3	Teaching learning process	The teacher opened the class with greeting to the students. Before the teacher began the English Class for Children, the teacher checked students' attendences. After checking the attendence, the teacher notifies the material today. The teacher divides the class into two groups. Beginner and intermediate group.

		Teacher gives the beginner group a worksheet consists of alphabet D-F and asks them to imitate the alphabet. For intermediate group, teacher explains material about family tree. Teacher gives example of family tree by describing his own family tree.
4	Kinds of assessment	Teacher asks the intermediate group to draw their own family tree. Then the teacher asks students to present their family tree.
5	Obstacle result	The students had limited vocabularies, some students were difficult to understand the material. Sometimes the students disturbing each other between beginner and intermediate group.

The Observation Check-List 2

Date : 13th March 2017

No.	Condition of the Classroom	Fact	
		Yes	No.
Planning			
1.	Teacher prepares Lesson Plan	✓	
2.	Teacher prepares teaching aids	✓	
Learning Process			
1.	All students attend thee class	✓	
2.	Teacher open the class by greeting.	✓	
3.	Teacher explain the lesson by English	✓	
4.	Teacher totally masters the material	✓	
5.	Teacher uses visual teaching aids	✓	
6.	Teacher uses audio teaching aids		✓
7.	Teachers uses whiteboard	✓	
8.	Teacher gives icebreaking	✓	
9.	Students pay attention to	✓	

	teacher's explanation		
10.	Students participate in teaching and learning process	✓	
11.	Students ask what they have not understood	✓	
Classroom management			
1.	Teacher can control students well	✓	
2.	There is good interaction among teacher and students	✓	
3.	Teacher uses an appropriate teaching and learning method	✓	
4.	Several students do not pay attention	✓	
5.	Teacher finds difficulties or obstacles	✓	
6.	Teacher can solve the problem	✓	
Assessment			
5.	Teacher assesses students' comprehension orally		✓
6.	Teacher gives students written exercise	✓	
7.	Students do exercise well	✓	

8.	Teacher corrects students' work		✓

Appendix 9

FIELD NOTE 3

Date : 20thMarch 2017
Time : 10.00 – 12.00
Teacher : Muhammad Rofik
Material : Number

No.	Aspects of the observation	Result
1	Method used to teach	Audio LingualMethod
2	Media used to teach	White board, worksheet, book, picture, card
3	Teaching learning process	The teacher opened the class with greeting to the students. Before the teacher began the English Class for Children, the teacher checked students' attendances. Then the teacher notifies the material today. Teacher explains material about number and basic math. Teacher mentions the number one by

		one and the students repeated after the teacher.
		The teacher divides the class into two groups. Beginner and intermediate group.
		For beginner group, Teacher gives papers consist of number.
4	Kinds of assessment	For intermediate group, teacher asks them to do the exercises about Number and basic math.
5	Obstacle result	The students had limited vocabularies, some students were difficult to understand the material.
		Sometimes the students disturbing each other between beginner and intermediate group.

The Observation Check-List 3

Date : 20th March 2017

No.	Condition of the Classroom	Fact	
		Yes	No.
Planning			
1.	Teacher prepares Lesson Plan	✓	
2.	Teacher prepares teaching aids	✓	
Learning Process			
1.	All students attend thee class		✓
2.	Teacher open the class by greeting.	✓	
3.	Teacher explain the lesson by English	✓	
4.	Teacher totally masters the material	✓	
5.	Teacher uses visual teaching aids	✓	
6.	Teacher uses audio teaching aids		✓
7.	Teachers uses whiteboard	✓	
8.	Teacher gives icebreaking	✓	
9.	Students pay attention to teacher's explanation	✓	
10.	Students participate in teaching and learning process	✓	

11.	Students ask what they have not understood	✓	
Classroom management			
1.	Teacher can control students well	✓	
2.	There is good interaction among teacher and students	✓	
3.	Teacher uses an appropriate teaching and learning method	✓	
4.	Several students do not pay attention	✓	
5.	Teacher finds difficulties or obstacles	✓	
6.	Teacher can solve the problem	✓	
Assessment			
9.	Teacher assesses students' comprehension orally		✓
10.	Teacher gives students written exercise	✓	
11.	Students do exercise well	✓	
12.	Teacher corrects students' work	✓	

Appendix 10

FIELD NOTE 4

Date : 27thMarch 2017

Time : 10.00 – 12.00

Teacher : Muhammad Rofik

Material : Story Telling

No.	Aspects of the observation	Result
1	Method used to teach	Reading Method
2	Media used to teach	White board, worksheet, story book, picture,
3	Teaching learning process	The teacher opened the class with greeting to the students. Before the teacher began the English Class for Children, the teacher checked students' attendences. Then the teacher notifies the material today. Teacher explains material about preposition. The teacher divides the class into two groups. Beginner and intermediate

		group.
		For beginner group, Teacher asks the students to identify alphabet.
		And for intermediate group, teacher asks one of the students to read a story.
		After the student read the story, teacher asks other students to answer question related to the story.
4	Kinds of assessment	Teacher gives worksheet and asks them to answer questions related to story above.
5	Obstacle result	The students had limited vocabularies, some students were difficult to understand the material.

The Observation Check-List 4

Date : 27th March 2017

No.	Condition of the Classroom	Fact	
		Yes	No.
Planning			
1.	Teacher prepares Lesson Plan	✓	
2.	Teacher prepares teaching aids	✓	
Learning Process			
1.	All students attend the class		✓
2.	Teacher opens the class by greeting.	✓	
3.	Teacher explains the lesson by English	✓	
4.	Teacher totally masters the material	✓	
5.	Teacher uses visual teaching aids	✓	
6.	Teacher uses audio teaching aids		✓
7.	Teachers uses whiteboard	✓	
8.	Teacher gives icebreaking	✓	
9.	Students pay attention to teacher's explanation	✓	

10.	Students participate in teaching and learning process	✓	
11.	Students ask what they have not understood	✓	
Classroom management			
7.	Teacher can control students well	✓	
8.	There is good interaction among teacher and students	✓	
9.	Teacher uses an appropriate teaching and learning method	✓	
10.	Several students do not pay attention	✓	
11.	Teacher finds difficulties or obstacles	✓	
12.	Teacher can solve the problem	✓	
Assessment			
13.	Teacher assesses students' comprehension orally		✓
14.	Teacher gives students written exercise	✓	
15.	Students do exercise well	✓	
16.	Teacher corrects students' work	✓	

Appendix 11

FIELD NOTE 5

Date   : 3rd April 2017

Time   : 10.00 – 12.00

Teacher   : Muhammad Rofik

Material   : What do you want to be?

No.	Aspects of the observation	Result
1	Method used to teach	Communicative Method
2	Media used to teach	White board, worksheet, book, picture, card
3	Teaching learning process	The teacher opened the class with greeting to the students. Before the teacher begins the English Class for Children, the teacher checks students' attendances. Then the teacher notifies the material today. Teacher asks about the students' dreams. The teacher divides the class

		into two groups. Beginner and intermediate group. For beginner group, Teacher asks the students to string alphabet. And for intermediate group, teacher explains about "what do you want to be?" Material. Then teacher asks some students to demonstrate a conversation about Job.
4	Kinds of assessment	Teacher gives worksheet and asks them to answer questions related to Job.
5	Obstacle result	The students had limited vocabularies, some students were difficult to understand the material.

The Observation Check-List 5

Date : 3rd April 2017

No.	Condition of the Classroom	Fact	
		Yes	**No.**
Planning			
1.	Teacher prepares Lesson Plan	✓	
2.	Teacher prepares teaching aids	✓	
Learning Process			
1.	All students attend the class		✓
2.	Teacher opens the class by greeting.	✓	
3.	Teacher explains the lesson by English	✓	
4.	Teacher totally masters the material	✓	
5.	Teacher uses visual teaching aids	✓	
6.	Teacher uses audio teaching aids		✓
7.	Teachers uses whiteboard	✓	
8.	Teacher gives icebreaking	✓	
9.	Students pay attention to teacher's explanation	✓	

		✓	
10.	Students participate in teaching and learning process	✓	
11.	Students ask what they have not understood	✓	
Classroom management			
1.	Teacher can control students well		✓
2.	There is good interaction among teacher and students	✓	
3.	Teacher uses an appropriate teaching and learning method	✓	
4.	Several students do not pay attention	✓	
5.	Teacher finds difficulties or obstacles	✓	
6.	Teacher can solve the problem	✓	
Assessment			
1.	Teacher assesses students' comprehension orally		✓
2.	Teacher gives students written exercise	✓	
3.	Students do exercise well	✓	
4.	Teacher corrects students' work		✓

"ENGLISH FOR CHILDREN"

MARET 2017

Date   :   Monday, 6 Maret 2017

Material   :   What is this?

Skill   :   grammar, Vocabulary, writing

Deskripsi Kegiatan	
introduction	➢ Teacher opens classes with students greet, say hello and roll student. ➢ Teacher provides mild brain exercises such as gymnastics fingers and hands to practice concentration ➢ Teacher little inquires first meeting and the second material. ➢ Teacher notifies the material

	presented on that day.
Learning process	➢ Teacher gave the task to the group to write the alphabet beginner A-C ➢ Teacher provides an explanation of how to write the alphabet A-C correctly ➢ For intermediate group, tutor describes the theme of "what is this" ➢ Teacher provides the use of This and That formula to show the singular and plural objects ➢ Teacher gives an example of using this word and that ➢ Teacher shows the pictures to hang students about the use of

	this and that ➤ Teacher asks one student to practice the use of this word and that ➤ Students write material that was delivered by teacher. ➤ Teacher leaves an exercise for assessment worksheet material ➤ Teacher summarizes the vocabulary to be memorized today ➤ Teacher asks students to demonstrate one of the vocabulary and the others guess the word in question
Closing	➤ Students are given the opportunity to ask questions about the material that has been tutor to convey. ➤ Teacher reviews the material and close the class.

Output	➢ Students can understand the use of this word and that
	➢ Students can identify singular and plural
	➢ Group beginner can write alphabet c-F properly

Appendix 13

"ENGLISH FOR CHILDREN"

MARET 2017

Date   :   Monday, 13 Maret 2017

Material   :   Family Tree

Skill   :   Speaking, writing, Vocabulary

Deskripsi Kegiatan	
Introduction	➢ Teacher open classes with students greet, say hello. ➢ Teacher rolls student at the first meeting. ➢ Teacher informs instructional topic that will be presented. ➢ Teacher provides ice breaking

Learning process	- Teacher divided the class into two groups. Beginner group and intermediate - beginner group consisted of children who learned to read and write, while the intermediate learn grammar - beginner group working on a worksheet alphabet D-F with existing alphabet bold example - After thicken alphabet, then the children wrote in his one full page. - For intermediate group, tutor describes the "family tree" - Teacher describe a family tree of his own teacher - Teacher give instructions to the group intermediate to draw a family tree - Teacher explains the term family members in English - One by one the students

	presenting his family tree each
	➢ Teacher summarizes the controlled vocabulary today
Closing	➢ Teacher pass judgment on the worksheet that has been done beginner group
	➢ Teacher reviews the material and close the class with words of motivation to students.
Output	➢ Students enriches vocabulary through high curiosity about the term family
	➢ Students practice writing the alphabet A dan B correctly

Appendix 14

"ENGLISH FOR CHILDREN"

MARET 2017

Hari/Tanggal   : Senin, 20 Maret 2017

Materi   : Number

Skill   : Arithmetic (Addition, subtraction, and
multiplication)

Media   : Card, book, picture, worksheet, sound.

DeskripsiKegiatan	
Pembukaan	➢ Guru membuka kelas dengan menyapa siswa, menanyakan kabar dan mengabsen siswa. ➢ Guru memberikan ice breaking "zonk three" ➢ Guru memberitahukan materi yang disampaikan pada hari ini.

Inti	➤ Guru menjelaskan materi mengenai angka-angka kepada siswa, berupa penjumlahan, pengurangan dan perkalian.
	➤ Guru melafalkan nomer-nomer dalam bahasa inggris dan diikuti oleh para siswa.
	➤ Setelah dijelaskan, siswa diminta untuk menjawab spontan di papan tulis tentang soal-soalaritmatika.
	➤ Guru membagi kelas menjadi dua kelompok, kelompok beginner mengenal angka. Sedangkan kelompok intermediate melakukan penghitungan berupa penjumlahan, pengurangan, dan perkalian
	➤ Guru memberi waktu untuk mencatat masing-masing soal yang mereka telah kerjakan di depan papan tulis.
	➤ Kelompok intermediate diminta untuk mengerjakan beberapa soal yang telah disiapkan oleh guru pada

	selembaran kertas, soal berupa gambar beberapa hewan dan tumbuh-tumbuhan, kemudian peserta didik menjawab berapa jumlah hewan dan binatang tersebut. ➢ Guru membahas jawaban bersama-sama di depan kelas.
Penutup	➢ Siswa diberikan kesempatan untuk bertanya seputar seluruh materi yang telah guru sampaikan sebelumnya. ➢ Guru mereview kembali pembahasan materi dan menutup kelas. ➢ Guru mengajak siswa untuk bermain game "tebak angka"
Output	➢ Siswa dapat melakukan perhitungan penjumlahan, pengurangan, dan perkalian ➢ Kelompok beginner dapat mengenal angka 1 sampai 20

Appendix 15

"ENGLISH FOR CHILDREN"

MARET 2017

Hari/Tanggal   : Senin, 27 Maret 2017
Materi   : story telling
Skill   : Identification preposition, reading,
vocabulary
Media   : Worksheet, story book,picture

DeskripsiKegiatan	
Pembukaan	➢ Guru membuka kelas dengan menyapa siswa, menanyakan kabar dan mengabsen siswa. ➢ Guru memberikan ice breaking "batu, kertas, gunting" ➢ Guru memberitahukan materi yang disampaikan pada hari ini.
Inti	➢ Pertama-tama, guru menjelaskan materi tentang preposition ➢ Guru meminta salah satu peserta didik untuk membaca sebuah cerita, sedangkan siswa yang lain menyimak ➢ Peserta didik diminta untuk menjawab pertanyaan yang ada kaitannya dengan cerita yang dibacakan ➢ Guru membagi kelas menjadi dua kelompok, kelompok beginner dan intermediate

	➢ Kelompok beginner diberi tugas untuk mengerjakan soal yang berkaitan dengan mengidentifikasi huruf ➢ Guru memperlihatkan gambar suatu ruangan, kemudiana kelompok intermediate menjawab soal yang berkaitan dengan gambar tersebut ➢ Guru menjelaskan materi tentang penggunaan kata "in, on, at" ➢ Kelompok intermediate diberi tugas untuk mengerjakan soal tentang penggunaan "in, on, at" ➢ Guru merangkum vocabuary yang didapat hari ini
Penutup	➢ Siswa diberikan kesempatan untuk bertanya seputar seluruh materi yang telah guru sampaikan sebelumnya. ➢ Guru mereview kembali pembahasan materi dan menutup kelas. ➢ Guru mengajak peserta didik untuk bermain "cublak-cublak suwung" bersama-sama
Output	➢ Peserta didik intermediate dapat mengetahui jenis-jenis preposition ➢ Peserta didik beginner dapat mengidentifikasi huruf A-Z

Appendix 16

"ENGLISH FOR CHILDREN"

APRIL 2017

Hari/Tanggal   : Senin, 3 April 2017

Materi   : What do you want to be?

Skill   : Identification job, Spelling, writing,
vocabulary

Media   : Worksheet, book,picture, card, white
board

DeskripsiKegiatan	
Pembukaan	➢ Guru membuka kelas dengan menyapa siswa, menanyakan kabar dan mengabsen siswa. ➢ Guru memberikan ice breaking "Gerakan Angin" ➢ Guru memberitahukan materi yang disampaikan pada hari ini.

Inti	➢ Pertama-tama, guru menanyai masing-masing peserta didik tentang cita-cita mereka
	➢ Guru meminta 2 peserta didik untuk mendemonstrasikan percakapan tentang cita-cita
	➢ Guru menunjukkan gambar tentang macam-macam pekerjaan
	➢ Guru memberikan pertanyaan ke beberapa peerta didik tentang pekerjaan orang tua mereka
	➢ Guru memberikan teks conversation tentang pekerjaan.
	➢ Guru memberikan kartu yang tertulis jenis pekerjaan kemudian mengintruksikan kepada mereka untuk menempelkan pada media tempel sesuai dengan deskripsi jenis pekerjaan
	➢ Guru membagi kelas menjadi 2 kelompok, kelompok beginner dan intermediate
	➢ Kelompok beginner diberi tugas

	untuk merangkai alphabet ➢ kelompok intermediate diberi tugas untuk mengerjakan lembar soal tentang jenis pekerjaan ➢ Guru merangkum vocabuary yang didapat hari ini
Penutup	➢ Siswa diberikan kesempatan untuk bertanya seputar seluruh materi yang telah guru sampaikan sebelumnya. ➢ Guru mereview kembali pembahasan materi dan menutup kelas. ➢ Guru mengajak peserta didik untuk bermain "tebak kata" bersama-sama
Output	➢ Peserta didik dapat mengenali jenis-jenis pekerjaan ➢ Peserta didik dapat merangkai huruf dari A-Z

Appendix 13

Family Tree

This is my family tree.

Syahril — Aisyah

Ningsih — Darmawan — Zakaria — Yunita

Lenny — Me (Boby) — Rian — Dino — Gito

Lenny is my sister. Rian is my brother. They are my siblings.

Zakaria is my uncle. Yunita is my aunt. Dino and Gito are my cousins.

Darmawan is Zakaria's brother

I am Zakaria's nephew. Lenny is Zakaria's niece.

Sayhril is my grandfather, Aisyah is my grandmother. They are my grandparents'.

Yunita is Darmawan's sister in law.

Ningsih is Aisyah's daughter in law.

His name is ...erous also. ...rother. My ...r's name is ...er name is ...hem two. ...r. His name ...is merried. ...d Gito. They ...andparents'

21

The assessment of
"What do you want to be?" Material

what do you want to be

Where do they work?	
1	A teacher works in …. SCHOOL	Field
2	A mechanic works in ….	Hospital
3	A nurse works in ….	Dental clinic
4	A secretary works in ….	Police officer
5	A policeman works in ….	·Restaurant
6	A cook works in ….	Post office
7	A farmer works in ….	Office
8	A dentist works in ….	Garage
9	A postman works in ….	hospital
10	A waiter works in ….	School
11	A manager woks in ….	Restaurant
12	A doctor works in ….	House
13	A scientist works in ….	Library
14	A maid works in ….	Laboratories
15	A librarian works in ….	Office

What do they use for work?	
1	A typewriter is used by ….	Soldier
2	A palette is used by ….	Teacher
3	A chisel is used by ….	Policeman
4	A microscope is used by ….	Firefighter
5	Handcuffs are used by ….	Cook
6	A ladder is used by ….	Doctor
7	A whiteboard is used by ….	Nurse
8	A stethoscope is used by ….	Maid
9	An injection is used by ….	Photographer
10	A rifle is used by ….	Driver
11	A camera is used by ….	Scientist
12	A car is used by ….	Businessman
13	A mop and broom are used by ….	Carpenter
14	A stove is used by ….	Secretary
15	A briefcase is used by ….	Artist

61

One of pictures of
"What do you want to be?" material.

The assessment of
"What is this? Material"

Example:

That is a child (singular)	This is fish (singular)
Those are children (plural)	These are fish (plural)

This is mouse (singular)
These are mice (plural)

Exercise!

Put the appropriate to be **is** or **are** for the following sentences.

1. This _____ cup
2. That _____ fish
3. Those _____ mice
4. These _____ toys
5. That _____ toy
6. Those _____ kids
7. These _____ feet
8. That _____ umbrella
9. This _____ kid
10. Those _____ geese
11. That _____ man
12. Those _____ men
13. This _____ tooth
14. That _____ bird
15. Those _____ novels

The assessment of story telling

Read the following story.

This is My House

Yasmine

A exellent

Hello! My name is Chandra. This is my house.

My house is quite. There are two floors, a ground floor and first 2 floor. There is an attic and a basement also.

On the ground floor, there is hall, the kitchen, a pantry, the living room, a dining room and a toilet.

On the first floor there are three bedrooms and one bathroom. My bedrooms is between my parents' room and the bathroom. My sister room is in front of mine.

I love my bedroom. I keep many things in the attic too, my books and my old toys. There is a big sofa in the attic. I often take a nap on it. i like spent my time there.

In the basement, mother keeps the washing machine, drying machine and old stuff.

At the back of the house, there is also a garage, where my father parks his car, and our bycycles too. Near the garage, there is a beautiful garden with many kinds of flowers, two swings and small swimming pool. My sister and i often play in the swimming pool.

I love my house! It's very cozy.

Exercise!

Answer the following questions based on the story above

1. Identify the preposition in the story above

UP ✳

2. How many floor is Chadra's house?

~~xxxxxx~~ 2 ~~xxx~~ floors

3. Where is the kitchen?

on the ground floor

4. What can we find in the basement?

washing machine

5. Where is Chandra's bedroom?

between My Parents room and the bathroom. My

6. Where does father keep the car?

garage.

7. Where do Chandra and his sister often play?

in the swimming Pool.

8. Where does Chandra keep his old toys?

in the attic.

9. Where does Chandra often take a nap?

big sofa

10. Where does mother keep the old stuff?

in the basement

1. Match the preposition with the places below!

at   **in**   **on**

... market ~~in~~ *at*   *at* ... bus stop
... school *at*   *at* ... pocket
... library *at*   *at* ... whiteboard
... table *at*   *at* ... bed
... bag *at*   *at* ... wall
... office *at*   *at* ... ceiling
... garace *at*   *at* ... attic
... box *at*   *at* ... basement
... bedroom *at*   *at* ... television
... sofa *at*   *at* ... desk

Appendix 13

English Teaching Learning Process with a few students attend the class.

English Teaching Learning Process with most of students attend the class.

The assistant of the teacher helps the beginner group to write

The teacher plays game before the class.

The teacher plays game after the class.

The Researcher with one of RUDENIM Staffs

The Researcher with the teacher of English Class for

Children

The Researcher with the coordinator of Migrant Care

KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA
REPUBLIK INDONESIA

KANTOR WILAYAH JAWA TENGAH

RUMAH DETENSI IMIGRASI SEMARANG

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DATA DETENI DEWASA DAN ANAK-ANAK

RUMAH DETENSI IMIGRASI SEMARANG

BULAN MARET 2017

NO	KEBANGSAAN	DETENI DEWASA				DETENI ANAK-ANAK				STATUS DETENI			JUMLAH
		IMMIGRATOIR		UNDER IOM		IMMIGRATOIR		UNDER IOM		IMMIGRATOIR	UNDER IOM		
											ASSYLUMSE	REFUGEE	
		L	P	L	P	L	P	L	P				

No									EKER		
1	GHANA										
2	IRAN			1			1		2		2
3	IRAK		2	1		1			4		4
4	MYANMAR		1						1		1
5	PALESTINA										
6	SYIRIA										
7	AFGHANISTAN		16	17		12	7		33	19	52
8	NIGERIA	1						1			1
9	SRILANKA		1	1			1		3		3
10	PAKISTAN		4	4		3			3	8	11
11	ETHIOPIA										
12	SOMALIA		7	7		3			17		17

No	Negara												Total
13	SUDAN			3	3			3			9		9
14	INDIA												
15	NEPAL												
16	KONGO	1								1			1
17	TAIWAN		1			1				2			2
18	JERMAN	1								1			1
19	LESOTHO	1								1			1
JUMLAH		4	1	34	34	1	--	22	9	6	72	27	**105**
TOTAL		**73**				**32**				**105**			

CURRICULUM VITAE

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Educational Background

1. MI Al-Hidayah graduated in 2005
2. MTs I Annuqayah graduated in 2008
3. MA Tahfidh Annuqayah graduated in 2011

Semarang, June 14th 2017

The writer,

Mohammad Nasiri