**A CLASSROOM OBSERVATION OF TEACHING ENGLISH TO STUDENTS BELONG TO LEARNING PACKAGE BIII PROGRAM OF CLC *TUNAS MEKAR* KUTOARJO IN THE ACADEMIC YEAR 2012/2013 (A CASE STUDY OF JUVENILE** **HALL IIA KUTOARJO)**

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**Abstract**

This study is aimed to describe and to analyze critically on the process of teaching English to students of Learning Package BIII of CLC *Tunas Mekar* Kutoarjo which is located inside Juvenile Hall IIA Kutoarjo. Result of the research is expected to enhance English learning process to students of Learning Package B III. Students of Learning Package BIII program of CLC *Tunas Mekar* Kutoarjo are juvenile detainees that are serving their sentences in Juvenile Hall IIA Kutoarjo. Findings of the research are that English Tutor implements grammar translation method and infrequently provide any instructional media. English Tutor and the students did not get involved to teaching learning process seriously. CLC *Tunas Mekar* did not provide supporting learning resources. It means that process of teaching learning English to students belong to Learning Package BIII of CLC *Tunas Mekar* in the academic year 2012/ 2014 did not run well.

Keywords: *English Learning Process, Learning Package B, CLC, Juvenile Hall*

1. **Background**

Juvenile Hall IIA Kutoarjo build Community Learning Center (CLC) *Tunas Mekar* to provide education for Juvenile detainees who are serving their sentences. One of the programs is Learning Package BIII which is equality learning program of the third grade of junior high school. English teaching-learning process to students of Learning Package BIII is related to the course outlines and influencing factors of the process. However, the researcher focuses the research on what happens in the classroom, where English Tutor and the students take parts. The focus includes English Tutor and the students’ activities.

1. **Research Method**

This research is qualitative research. It was conducted in CLC *Tunas Mekar* Kutoarjo of Juvenile Hall IIA Kutoarjo on May 1st, 2012 up to July 14th, 2012. Subject of the research is English Tutor and 23 students of Learning Package BIII. Sugiono (2009: 61) states that in qualitative research, the main instrument is the researcher herself. Therefore, in this research, the main instrument is the research is the researcher herself. Moreover, the contributing instruments are observation, interview, documentation, and data triangulation.

In this research, the researcher described English teaching-learning process from data of classroom observation and documentation. The description was analyzed critically until she found inference. The researcher conducted data triangulation by examining data of classroom observation and documentation with result of interview to English Tutor.

1. **Finding and Discussion**

English teaching-learning process to students of Learning Package BIII was implemented once a week on Tuesday at Learning Package BIII class. The process occurred in the class only without providing homework to students because the students were not allowed to take English textbook and stationery to their detention room. CLC *Tunas Mekar* had English textbook for Learning Package BIII without any supporting learning resources. English Tutor infrequently varied instructional methods and infrequently provided instructional media because CLC *Tunas Mekar* did not have any instructional media to support English teaching learning process.

Meanwhile, the researcher conducted first observation on November 13th. 2012. The instructional material was procedure text - butterfly-cards making. English Tutor provided supplies needed to make butterfly cards. She explained the steps of it on the textbook by translating them into *Bahasa Indonesia*. Most students did not pay attention and were talking among themselves. However, they were pretty enthusiastic in making butterfly cards. English Tutor actively helped the students by giving suggestion on the shape and colour of butterfly cards. However, she did not give them example how to write the message. What she cared most is that she did not want to lose any single stuff. It means that English Tutor did not do her duty to deliver her conceptual knowledge to the students well as it is proposed by Laurillard accessed at <http://www.scribd.com/doc/5769721/teaching-learning-process>.

Meantime, the second observation was conducted on November 21st, 2012. The instructional material was *imperative sentences*. English Tutor explained information and examples of imperative sentences. However, most students did not pay attention. They were sometimes busy with their own activities, while in other times caught the tutor in wasting discussion. There was only a student which really got involved to the process. he did the practice and sometimes asked the tutor’s help, but unfortunately English Tutor chose to be caught in wasting discussion with the other students. Consequently, she found herself made errors in correcting student’s answer of the practice. It can be stated that English Tutor and the students did not really get involved to the teaching learning process. Moreover, the tutor did not pay attention to the concept. Based on statement of Laurillard accessed at <http://www.scribd.com/doc/5769721/teaching-learning-process->, it can be stated that in this meeting, there was no transfer of conceptual knowledge from English Tutor to the students. Based on research findings, the researcher found that English teaching learning process to students of Learning Package BIII of CLC *Tunas Mekar* Kutoarjo in the academic year 2012/ 2013 did not run well.

1. **Conclusion and Recommendations**

Based on the research finding which has been discussed, the researcher makes conclusions as follows:

1. English teaching learning process to the students of Learning Package BIII of *Tunas Mekar* Kutoarjo in the academic year 2012/ 2013 did not run well. English Tutor did not provide lesson plan, instructional media, and instructional methods. Therefore, English teaching-learning process became monotonous. English Tutor and the students did not really get involved to the process. She also did not pay attention to the concept. She found it difficult to manage the class including students’ responses.
2. English Tutor should manage the class including students’ response. She should vary instructional method and media to attract students involvement in the process. CLC *Tunas Mekar* should provide supporting learning resources to support English teaching learning process.

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