

## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the following sub-topics: (1) conclusions and (2) suggestions of the study.

#### 5.1. Conclusions

In conclusion, based on the results of the study, the educational program in the first class correctional institution in Palembang for children has been held as a helping hand for the young inmates to receive education especially in English as a window to open vast opportunities when they are released from prison, however there were many difficulties that had emerged during its implementation time. There were five difficulties that the English teachers had encountered during their time teaching English language to the young inmates. The first and most frequent difficulty that the teachers have encountered was about the student's poor attitude. The attitudes of the students that were from prison were very different than those in normal schools. These students had a record of doing criminal acts which were against the law that resulted them having a time out in jail. This misbehavior reflected their misbehavior during English class. Many of them did not pay attention to the teacher, disturbed one another, were lazy in class and did not care about the lesson because they think it is unnecessary. This had become a difficulty that the teacher had to face because whatever they did, some just did not listen. The second difficulty that the teachers had experienced was the time management. Time teaching in prison was very limited when it comes to teaching English. The time was only given 20 minutes for each lesson, and it had been held two times in

a week to teach the class in prison. Looking at the many skills in English such as grammar, listening, speaking, reading and writing, the time given only 20 minutes was barely enough time for teachers to teach the young inmates. Hence many had difficulties in managing the time. The third was the lack of textbook availability. During its teaching time in prison, teachers did not had any guidance book as a helping hand for them to teach the young inmates which made it difficult to teach English. Even in normal schools they had known the important role that textbook plays for the teaching and learning process. However, in prison, they did not provide such facility and the teacher had a tough time in preparing the lesson that took their time, energy and money. The last difficulty that the English teacher had to face was about the poor class condition which one of the teachers had experienced. The teachers had difficulty in teaching the class that had no ventilation. The humidity and smell was what made the teacher uncomfortable while they taught the young inmates.

## **5.2 Suggestions**

According to the conclusion described above, I delivered some suggestions related to the English teaching and learning in first class correctional institution for children in Palembang. I would like to give the suggestions for the department of First Class Correctional Institution for children in Palembang, the English teachers and further researchers. First, for the department of first class correctional institution for children in Palembang, I suggested to add a disciplinary program daily for the young inmates. This should be held in order to manage the student behaviour and discipline in class and out of class. Second, for the English teachers,

I suggested to motivate and drill the students to be more active and responsible in English class. Moreover, the lecturers could create some fun games after or before the lesson to grow interest for the young inmates. Finally, this study can be used as sources for the further research. I expected other researchers can dig more information about students' difficulties of the teachers teaching to young inmates in correctional institution and the affecting factors.