

**TEACHER'S STRATEGIES IN ENGLISH  
FOR SPECIFIC PURPOSE (ESP) FOR  
INDONESIAN MIGRANT WORKERS**

**THESIS**



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## ABSTRACT

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**Key Words : English Language, English for Specific Purpose, English for Specific Purpose Strategies, Indonesian Migrant Workers**

English language is an important thing for Indonesian migrant workers, especially Indonesian migrant workers in Singapura. Indonesian Migrant Workers are every Indonesian citizens who is qualified to work abroad, outside the territory of Indonesia. To be proficient in English language, Indonesian migrant workers should learn English at short time. They learn English in 2 months to 3 months depending on their opportunities and available job vacancies. Because Indonesian migrant workers learn English for work, they only learn specific material related to their work or job. Therefore, English language teaching for Indonesian migrant workers is included in English for Specific Purpose (ESP).

The purpose of this research was to find the teacher's strategies in teaching English for Specific Purpose for Indonesian Migrant Workers, especially Singapore destination, at *BLK (BalaiLatihanKerja)* Eka Management and to know the factors influencing the ESP teaching strategies for Indonesian migrant workers.

This research applied a qualitative research with case studies design. To collect the data, the researcher did observation in the process of teaching, interview Indonesian migrant workers and instructors, and the documentation from learning module, lesson plan, test book, website of Eka Management, videos and photos. To analysis the data, the researcher used data reduction, data display and conclusion.

The result of this research showed that teaching process for Indonesian migrant workers uses English for Specific Purpose strategies, namely input to output strategies and output strategies. Both strategies are good for Indonesian migrant workers, this is proven by only taking 2 to 3 months to master the skill and language. The Indonesian migrant workers only use the specific vocabularies in accordance with their job placement. Indonesian migrant workers only use the simple sentences when they communicate with the employers. Teaching English for Indonesian migrant workers only focuses on understanding the communication with their employers.

**APPROVAL SHEET**

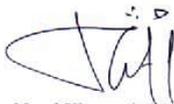
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language has an important role for human life. By using language, people will express their idea and opinion and it is used to interact each other. One of the international language is English. People can use English in other countries outside Indonesia to communicate each other. No exception for Indonesian migrant workers. As an Indonesian migrant workers, they should be capable in English Language.<sup>1</sup>

Indonesian migrant workers are every Indonesian citizens who is qualified to work abroad

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<sup>1</sup>Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language* (Boston: Wadsworth, 2003), 3.

in a work relation for a certain period of time by receiving wages. In other hand, Indonesian migrant workers are Indonesian citizens who work outside the territory of Indonesia<sup>2</sup>. The dispatch of Indonesian keep on increasing every year, because of a high salary will increase and improve standard of living for Indonesian Migrant Workers and their family.<sup>3</sup>

English language learning is an important thing for Indonesian migrant workers, especially Indonesian migrant who work in Singapore. To be proficient in English language, Indonesian migrant workers should learn English at short time. They learn English in 2 months to 3 months depending on their opportunities and available job vacancies.

Availability explanation one of an ex-migrant worker,

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<sup>2</sup>Satriyo Pringgo Sejati, Ahmad Baidhawi and friends, *Migrant Workers: Problem, Regulasi, Advokasi* (Yogyakarta: Magister Ilmu Hubungan Internasional, 2017), 1.

<sup>3</sup>*Ibid*, 2.

Indonesian migrant workers learn English language about two months in Indonesian Labor Services Company. Because Indonesian migrant workers learn English for work, they only learn specific material related to their work or job. Therefore, English language teaching for Indonesian migrant workers is included in English for Specific Purpose (ESP).

English for Specific Purpose (ESP) is a branch of English Language Teaching. English for Specific Purpose has been presented since the end of the second world war, because English language is used in technology and communication, therefore many people want to learn English language, in order to understand the technology and

communication.<sup>4</sup> The ESP is divided into English for Academic Purpose (EAP) and English for Occupational Purposes (EOP). EAP is the language tailored to the needs of those who study in English-medium environment at the level of higher education such as conferences, working in foreign institutions, post graduates studies and other.<sup>5</sup> EOP is the language is abroad variety of work-related settings, such as English for Bussines, English for Economics, English for Law and other types.<sup>6</sup>

ESP requires the teacher to have their own curriculum and strategis for the learners. Teaching strategies are the methods, procedures, systems that

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<sup>4</sup> Helen Basturkmen, *Ideas and Options in English for Specific Purposes* (London: Lawrence Erlbaum Associates, 2006), 126.

<sup>5</sup> Svetlana N. Kucherenko, "An Intregated View of EOP and EAP," *Teaching English for Specific and Academic Purposes*, 1 (2013), 2.

<sup>6</sup> *Ibid.*, 2.

the teacher used during classroom activities and during the teacher give instruction to the students.<sup>7</sup> Teaching strategies are needed to espose the teaching and learning process. Indonesian migrant workers need to learn English language to communicate each other during on the destination's country. To teach Indonesianmigrant workers, it is needed the ESP strategies, because it can focus only in their skill in order to get the result, that is use English language well.

In the researcher's observation on Saturday, November 17, 2018 and Monday, November 19, 2018 at Eka Management, it was found that the English for Specific Strategies for indonesian migrant workers are simple. According to the

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<sup>7</sup> Jeremy Harmer, *The Practice of Language English Teaching* (UK: Logman), 78-79.

instucture, English learning for Indonesian migrant workers is begun from identification number, clock and noun of workplace. For Indonesianmigrant workers graduated from Senior High School, the lessons are begun from daily conversation. English learning for Senior High School Graduates is easier than Elementary School Graduates.

Based on the all of reviews that explained above, the researcher interested to know how Indonesian migrant workers learn English language and what are the English for Specific Purpose Strategies that applied at learning process. So, the researcher conducted the research entitled “TEACHER’S STRATEGIES IN ENGLISH FOR SPECIFIC PURPOSE FOR INDONESIAN MIGRANT WORKERS”

## **B. Focus of the Study**

Based on the background of the study above, the researcher focuses on the teaching strategies or methods use in teaching English for Indonesian migrant workers during teaching learning process in the classroom.

The subject of this research is the Indonesian migrant workers at Eka Management who choose Singapore as the destination country.

## **C. Statementsof the Problem**

Concerning with the background of the study and focus of the study, this study has some problem statements described as follow

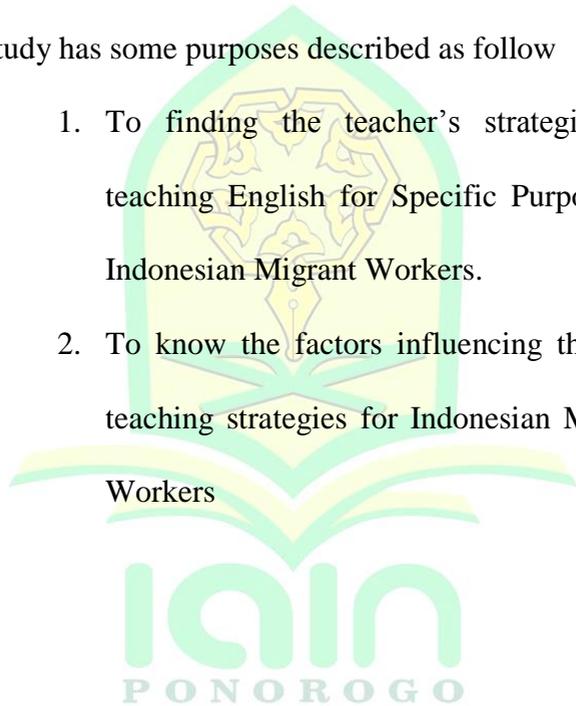
1. What kind of strategies employed by instructure for teaching English for Sprecific Purpose (ESP) for Indonesiant Migrant Workers?

2. What are factors influencing the ESP teaching strategies for Indonesian Migrant Workers?

#### **D. Objectives of the Study**

Concerning with the problem statements, this study has some purposes described as follow

1. To finding the teacher's strategies for teaching English for Specific Purpose for Indonesian Migrant Workers.
2. To know the factors influencing the ESP teaching strategies for Indonesian Migrant Workers



## **E. Significances of the Study**

This study has some significances described as follow

### **1. Theoretical Significance**

The result of the research can be used as reference for those who want to conduct a research in teaching English.

### **2. Practical Significances**

a. For the students (Indonesian Migrant Workers), learning English Language by using English Purpose Strategies can increase the students (Indonesian Migrant Workers) ability in using English Language.

b. For the teacher (Instructure), to provide better strategies in English for Specific Purpose Strategies for Indonesian Migrant

Workers. Also can be alternative to choosing the strategy in English Learning.

- c. For the researcher, get the new knowledge about English for Specific Strategies for Indonesian Migrant Workers in English learning process.

## **F. Organizations of Thesis**

To create the well organized research, this research consist of six chapters as follows

Chapter I. This chapter describes introduction. It explain the reason of reseracher why choose this research. It consist of background of the study, focus of the study, statement of the problem, purpose of the study, significant of the study and researche report. It this chapter should explain the research clearly.

Chapter 2. This chapter tells previous research findings and theoretical review. The researcher present the previous research finding that appropriate with this research and explain the theoretical review which utilize the theory from references. It consist of previous research finding and theoretical review.

Chapter 3. This chapter contains of research methodology. It explain approachment and strategies to get the information from subject and explain what should the researcher do as an actor in this research. It consist of approach and design, researcher's role, research location, source of data, technique of data collection, data analysis, research procedure and verivication of data validity

Chapter 4. This chapter tells the data explanation, that are the general data and the specific data. The general data is about profile of research

location. The specific data is about the research findings obtained from interviews and documentation to answer the statement of the problem

Chapter 5. This chapter tells discussions. It explain about research findings and describing about the English for Specific Purposed used in teaching English for Indonesian Migrant Workers.

Chapter 6. This chapter tells conclusion. It explain the conclusion, contains an answer of statement of the problem and achievment of the research, therefore the conclusion should equal with the statement of the problem.

## CHAPTER II

### PREVIOUS RESEARCH STUDY AND THEORITICAL REVIEW

#### A. Previous Research Studies

There are two previous researchs that helped the researcher to conduct this research. First, Ana Maghfiroh, in her research “*Model Pembelajaran Bahasa Asing Oleh Eks-Tenaga Kerja Indonesia Korea di Lembaga Pendidikan Bahasa Korea Sarangheo*” explaine that learning method in Sarangheo Institucion are : Grammar Translation Method, Audiolingual and Direct Method. Start from introduction of Korean alphabet and followed by Korean Language Rules, the students should use a Korean language to comunicate each other while in the classroom and in every situation, then they have

become accustomed use Korean language. After student can understand Hangeul alphabet and use Korean language, they are given assessment to fill the ESP assessment. With that method, the students can pass the ESP test and they can go to work in Korea as Indonesian migrant workers.<sup>8</sup> This research is qualitative descriptive, the reseacher describe and analysed the data be based on Korean language learning. The method of collecting data is grounded research, it is mean that the researcher go directly in to the area of research. With this method, the researcher can immediately listen and record the data. The difference of this research is in the target language, the researcher will research the English language for Indonesian migrant workers.

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<sup>8</sup> Ana Maghfiroh, "Foreign Language Learning Methods by Ex-Indonesian Migrant Workers in Sarangheo Korean Language Institution".

Second, Abu Nasir, entitled “*Pembelejaran Bahasa Arab untuk Calon Tenaga Kerja Indonesia (CTKI) ke Timur Tengah*” explained that the purpose of Arabic learning is that students can communicate well when in The Middle East. The learning method used is communicative approach which focus on vocabulary and daily conversation. The instructor (teacher) make a simple syllabus and curriculum but it have covered all the material. The learning media used are interactive CD which display video conversations and tool appropriate with the sector.<sup>9</sup> This research is qualitative research with case study research. The researcher collect the data by interviewing, observing and documenting. To analyze the data form interview, observation and

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<sup>9</sup> Abu Nasir, “Arabic Learning for Indonesian Migrant Wrokers at The Middle East,” (Thesis, UIN Sunan Kalijaga, Yogyakarta, 2014),187.

documentation, the researcher used qualitative analysis technique and concludes the results of the research. The difference of this research is in the target language, the researcher will research the English language for Indonesian migrant workers.

From that previous research study, it can be concluded that the foreign language teaching is important for Indonesian Migrant Workers to understand the language and they can use the foreign language in the country where they work. The similarities of the two researches is the foreign language are needed for Indonesian Migrant Workers to be able to communicate each other in the outside Indonesia. The differences of the two researches is the researcher wants to observe or research the teacher strategies in English teaching for Indonesian migrant workers.

## **B. Theoretical Review**

### **1. The Definition of Teaching Strategies**

Teaching strategies are the methods, procedures, systems that the teacher uses during classroom activities and during the teacher give instruction to the students.<sup>10</sup> To achieve the goals of the teaching learning process in the classroom, the teacher should use the appropriate strategies. The term of strategies are defined as a detailed plan for achieving succes in teaching situation. There some terms in the teaching, they are:

#### **a. Approach**

According to Jeremy, an approach describes how language is used and how constituend parts interlock, in aother words it

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<sup>10</sup> Jeremy Harmer, *The Practice of Language English Teaching* (UK: Logman), 78-79

offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.<sup>11</sup>

b. Methods

According to Jeremy, a method is the practical realisation of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organisation. Methods include various procedures and techniques as part of standard fare.

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<sup>11</sup>*Ibid.*, 78

c. Procedures

According to Jeremy, a procedure is an ordered sequence of techniques. A procedure is a sequence which can be described in terms of a lesson.<sup>12</sup>

d. Techniques

According to Jeremy, techniques is the way the teacher teaches in the classroom, for example, the finger technique is used by some teachers who hold up their hands and give each of their five fingers a word.

The teaching strategies are needed to achieve the teaching process in the classroom and to evaluate the teaching process. One of the strategies which is used by the teachers should be successful to convey the lesson or materials.

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<sup>12</sup>*Ibid.*, 78.

## 2. The Definition of English for Specific Purpose

### a. Definition of English for Specific Purpose

English for Specific Purpose has been present since the end of the second world war, because English language is used in technology and communication, therefore many people want to learn English Language.<sup>13</sup> According to Tom Hutchinson and Alan Waters, English for Specific Purpose is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning<sup>14</sup>. English for Specific Purpose is different from general English. In general English, the students are

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<sup>13</sup> Tom Hutchinson and Alan Waters, *English for Specific Purpose: A learning-centred approach* (Australia: Press Syndicate of The University of Cambridge, 1991), 6.

<sup>14</sup>*Ibid.*, 19.

given the basic and standard English as a second language, but in English for specific Purpose, the lessons are more specific as the target of the students.

English for Specific Purpose is a branch of English Language teaching (ELT). English for Specific Purpose is divided into two main branches. First, English for Academic Purposes (EAP) such as Medicine, Engineering, Theology, etc. Second, English for Occupational Purpose (EOP) such as English for Secretary, English for Business, English for Technicians.<sup>15</sup>

English for Specific Purpose is design of pedagogical materials and activities for a

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<sup>15</sup> Alimorad Ahmadi and Mandani Rahimi Bajelani, "Barriers to English for Specific Purposes Learning among Iranian University Students".

group of adult learners within a specific context. English for Specific Purpose has the different curriculum and syllabus for the learners, it only focus on learner's skill to learn English. English for Specific Purpose is needed for all of the learners, it can start at any level including beginners, so they can study English eaesier and sooner.

b. There are some charateristic of English Specific Purpose:

- 1) ESP is designed to meet spacificed needs of the learner
- 2) ESP makes use of underlying methodology and activities of the discipline it serves

- 3) ESP is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities
- 4) ESP may be related to or designed for specific disciplines.
- 5) ESP may use, in specific teaching situations, a different methodology from that of General English.
- 6) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
- 7) ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the

language systems, but it can be used with the beginners.<sup>16</sup>

English specific purpose is need as approach for learners that focus on their skills, this means that the teacher concern with course design and syllabus for learners to make the learners capable in using English language which appropriate with theirskill.

### **3. Language System of English for Specific**

Languages system as a set of abstract structure present for all speakers and hearers that is prerequisite for the use of language. There are three language system evident in English for Specific Purpose teaching,

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<sup>16</sup>Chams Eddine Lamri, Faiza Bouabdallah-Heddami and Ebdelkader Bensafa, “English for Specific Purpose (1st Semester)”, (2016-2017).

a. Grammatical Structure and Core Vocabulary

Grammatical Structure and vocabulary seen as of central importance in scientific and technical writing. The approach was premised on the ideas that although scientific and technical writing has the same grammar in the English General, particular grammatical structures and vocabulary items are used more frequently.<sup>17</sup>

According to Helen, In language teaching instruction, a focus on grammatical structure is often seen in course based on structural syllabuses in

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<sup>17</sup> Helen Basturkmen, *Ideas and Options in English for Specific Purposes* (London: Lawrence Erlbaum Associates, 2006), 35.

wich particular grammatical structure are targeted and presented to the students.

#### b. Patterns of Text Organization

This section examiners structure underlying written or spoken texts. A text can be defined as a stretch of language. Patterns of text organizationn can be constricted as a set of structure similar to sentences structures. <sup>18</sup>

#### 4. Needs Analysis

According to Hutchinson and Waters in journal of Ken Hylann, Need analysis is what the learners needs or what the learner must do in order to learn, incorporating both the learner's startng point and his or her

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<sup>18</sup>*Ibid.*, 38.

perceptions of need.<sup>19</sup> English for specific purpose is understood to be about preparing learners to use English within academic, professional, or workplace environments. A key of English for Specific Purpose course design is that the syllabus is based on an analysis of the needs of the students. Need analysis is used to help the learners study English effectively and the learners can get the target of theirself during the training or English learning teaching.

There are two basic distinctions in need analysis, they are target needs and learning needs.

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<sup>19</sup> Ken Hyland, “English for Specific Purpose: Some Influences and Impact,” (Thesis, Institute of Education, The University London, UK)

a. Target Needs

Target need is what learners need to do in the target situation. In other word, the learners should know the goal of English learning-teaching. There are three competents to achieve the need analysis :

1) Necessities

Necessities is the type of need determind by the demands of the target situation, that is, what the learners has to know in order to function effectively in the target situation.<sup>20</sup> For example: An Indonesian migrant workers need to understand the food recipes then they

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<sup>20</sup>Tom Hutchinson and Alan Waters, *English for Specific Purpose: A learning-centred approach* (Australia: Press Syndicate of The University of Cambridge, 1991), 55.

should learn the recipes and should know the vocabulary of that recipe.

## 2) Lacks

To identify necessities alone, it is not enough, since the concern in English for Specific Purpose is with the needs of particular learners. The teacher also need to know what the learners know already<sup>21</sup>, so that the teacher can make an appropriate strategy and syllabus for the learners.

The teacher also know the what the competence the learners wish to achieve the goal of learning English.

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<sup>21</sup>*Ibid.*, 56.

### 3) Wants

The teachers have considered target needs only in an objective sense, with the actual learners playing no active role. In this target, the learners should know what the goal in learn English.

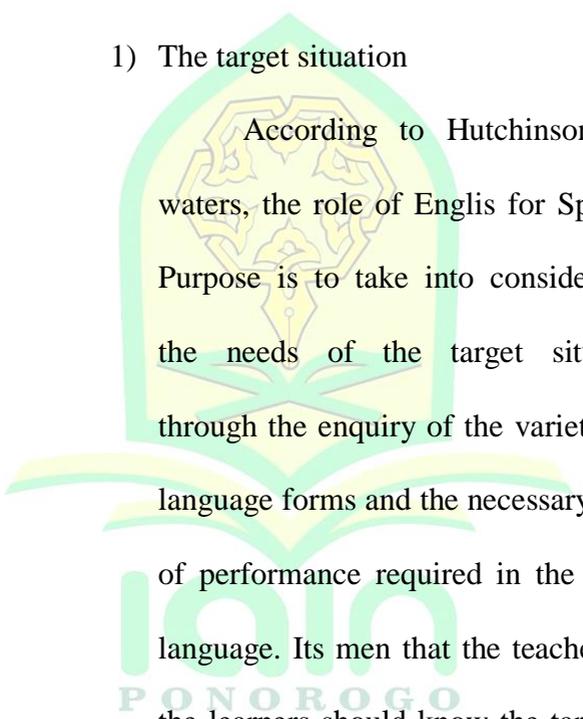
#### b. Learning Needs

According to Hutchinson and Waters, learning needs is a relevant needs analysis of the target situation.... , its mean that the teacher should know how the learners will learn English well and also the teacher should know what the learners need during the training or in the English learning teaching. The teacher

should give the available strategy and materials to get the target of the learners.

There are three components in learning needs, they are:

1) The target situation



According to Hutchinson and Waters, the role of English for Specific Purpose is to take into consideration the needs of the target situation through the enquiry of the variety, the language forms and the necessary level of performance required in the target language. It means that the teacher and the learners should know the target or the goal of the learning English in order to get the result.

2) Learners

According to Hutchinson and Waters, the teacher has to determine learners' language lacks, investigate their wants and attitude concerning language course , taking into consideration their language ability. It is mean that the teacher should really know the situation of the learners in order to achieve the target of English teaching learning.

### 3) The learning situation

According to Hutchinson and Waters, the learning situation is broadly reveals significant information regarding the learning environment and specifically the teaching situation, the available materials and the time

volume. It is mean that all of them should equal in order to get the target of the English learning teaching.

## **5. Course Design of English for Specific Purpose**

According to Hutchinson and Waters, courses design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching –learningexpereinces,the ultimate aim is to lead the learners to a particular state of knowledge. In practical terms this entails the use of the theoritical and empirical information availbale to produce a syllabus, to sellect, to adapt or to write the materials in accordance with the syllabus, to develop a methodology for teaching those materials and

to establish evaluation procedures by which progress towards the specified goals will be measured.<sup>22</sup>

There three main types of course design :

a. Language centred-course design

The language course design process aims to draw as direct a connection as possible between the analysis of the target situation and the content of the English for Specific Purpose.

b. Skills-centred course design

The skills-centred model is reaction to the idea of specific registers of English as a basis of English for

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<sup>22</sup> Ibid, 65.

Specific Purpose and to the practical constraints on learning imposed by limited time and resources. In essence it sees the English for Specific Purpose course as helping the learners to develop skills and strategies which will continue to develop after the English for Specific Purpose course itself. Its aim is not to provide a specified corpus of linguistic knowledge but to make the learners into better processors of information.<sup>23</sup>

There are two role in this course design. Firstly, it provides a basis to get the competence that enable people to know the target situation. Secondly, it provides the teacher to find the potential

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<sup>23</sup>*Ibid.*, 70.

knowledge and abilities of the students during the learning process.<sup>24</sup>

c. A learning-centred approach

According to Hutchison and Waters, the learners-centred course design is based on the principle that learning is totally determined by the students. The teacher can influence the students, but the students should get the target by themselves. Learning is an internal process which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it.

The target situation analysis has had a direct determining influence on the

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<sup>24</sup>*Ibid.*, 70.

development of syllabus, materials, methodology and tests. The course design should more dynamic and interactive.

## 6. Syllabus in English for Specific Purpose

The syllabus of English Specific Purpose should be adjusted to the target students and it should more specific. According to Hutchinson and Waters, a syllabus, particularly in English Specific Purpose syllabus gives moral support to the teacher and learners, it can make the language learning task appear manageable.<sup>25</sup> The syllabus should appropriate with the approach of the course design, that are, a language-centred approach, a skills-centred approach and a learning centred-approach. A

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<sup>25</sup> *Ibid.*, 94.

syllabus is a working document or a material document that should be used flexibly and appropriately to maximise the aims and process of the teaching and learning.

The syllabus is needed to have some way to teach the English language, also the syllabus can give the moral support to the teacher in order to make the language learning task appear manageable. According to Hutchinson and Waters, syllabus provides a set of criteria for materials selection or writing, it defines the kind of texts to produce the items in exercise. It is meant that, a syllabus is very important for teacher during the training or in study English to gate the appropriate material for the learners in order to get the goal or the target of English

teaching. Also the syllabus should have criteria that appropriate with the target needs, learning needs and also course design.

## **7. English for Specific Purpose Strategies**

English for Specific Purpose require the teacher to have the own curriculum and strategies for the learners. There are some strategies of English for Specific Purpose, they are :

### **a. Input-Based Strategies**

Input based strategies rest on the idea that learning occurs primarily through exposure to language input in the form of written or spoken texts and language descriptions.

There are two kind of this strategies, that are :

### 1) Predominantly Input

In this strategy, students are primarily provided with language input as much as exposure to its is understood to promote learning.<sup>26</sup>

According to Helen Basturkmen, teaching can simply provide positive evidence about how language works or is used by exposing student to authentic texts and engaging them in comprehension activities. Or teaching can go beyond simple exposure to language input and aim to help students or learners notice

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<sup>26</sup> Helen Basturkmen, *Ideas and Options in English for Specific Purposes* (London: Lawrence Erlbaum Associates, 2006), 115.

specific language features or forms in it through the use of awareness-raising activities (alternatively termed *consciousness-raising* activities). Through the use of such activities teachers aim to direct students' or learners' attention to the targeted form or features in the input so that the students will develop explicit knowledge of them. There are a number of techniques for awareness raising, such as input flooding (exposure to multiple samples of the feature) and input enhancement (the features is highlighted in the text).<sup>27</sup>

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<sup>27</sup>*Ibid.*, 115.

Also, heightened awareness of the forms or features by the students or learners understood to be beneficial. It is not expected that once students or learners have become aware of linguistic item, they will immediately produce it but rather that repeated noticing will enhance learning.<sup>28</sup> It means that, when the learners get some material from students, such as vocabulary or example of daily conversations, the learners should repeat practice in order to can understand the English language well.

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<sup>28</sup>*Ibid.*, 115.

The important for learners are to reexposed to language items in multiple samples over time. The use of reading and listening texts are one way to achieve the material. There can gap between learners' understanding or becoming aware of a linguistic item and actually activating this knowledge into some from production.<sup>29</sup>

## 2) Input to Output

In this strategy, students are provided with input as the basis for production (output). The teacher specific items as the focus instruction.

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<sup>29</sup>*Ibid.*, 115-116.

According to Helen Basturkmen, in instruction based on this strategy, the focus is on the students acquiring explicit knowledge of preselected language item. The teacher selects specific items (target linguistic forms or features) as the focus of instruction. The items are presented or highlighted by the teacher. This is followed by some form of practice activity in which the students produce the items. The input can take various forms such as a language description, analysis of a genre. Or teacher led discussion of features in a text. The input provides accurate

samples of how the language works and how it is used. The students become aware of a gap between how they currently understand or use the linguistic form or feature and the equivalent feature in target language use. The teacher then requires the students to produce (output) the targeted item, generally within the same lesson or the following lesson.<sup>30</sup>

There is a research for this strategy from Henry and Roseberry (1998) report a study in which two groups of students were given classroom instruction using the same

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<sup>30</sup>*Ibid.*, 119.

set of authentic texts. Student in group A were given explicit, form-focused instruction analyzing the organization of moves in the genre of the tourist information texts. Instruction for students in group B involved reading the text and meaning-focused activities (close exercise and sentence joining). Following the instruction , the students were required to produce their own tourist information texts. Result showed that students in group A outperformed students in group B on two measures of success: ability to sequence information and ability to produce cohesive text. Students in

group A were also reported to have higher levels motivation toward the instruction in students group B.<sup>31</sup>

b. Output-Based Strategies

Output-based instruction takes as its starting point students' effort to communicate in the target language. There are two strategies, that are:

a. Predominantly Output

Students are placed in situations that require them to perform production tasks at the outset of lesson or activity. The rationale is that through producing language, students or learners can identify where their interlanguage

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<sup>31</sup>*Ibid.*, 119.

(developing language system) is sufficient for the performance or production task and where is not.<sup>32</sup>

Investigations of students in French immersion classes Canada revealed that they often failed to develop their grammatical and sociolinguistic accuracy despite many years of plentiful exposure to input. Swan (1985), also argued that this failure was due to the fact that the students had received few opportunities to produce language. Most of the interaction in the classes had been teacher-led. Swain proposed that in addition to

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<sup>32</sup>*Ibid.*, 124.

comprehensible input, learners need to be pushed to use their language in communicative situations. Teaching needs to provide learners with opportunities to use whatever linguistic resources they have at their disposal.<sup>33</sup>

b. Output to Input

In this strategy, students perform a task and feedback is provided to show a more native-like performance. The aim is that the students notice how their own output differs from the more native-like model, the feedback stage may be

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<sup>33</sup>*Ibid.*, 124.

followed by a further optional stage in which students reperform.<sup>34</sup>

This strategy does not involve a focus on prespecified linguistic items. No particular language forms are targeted for instruction, although a general may be (for example, how to make request). Feedback may be given on any number of language items.

Teachers may collect example of errors or interesting aspects of language use. There are to give feedback to the whole class or

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<sup>34</sup>*Ibid.*, 126.

individual students, pairs and groups.<sup>35</sup>

In an output to input strategy, learning activity or task functions to create the conditions for students to “notice a hole” in their linguistic repertoire and produce “data” for feedback. Activities in input stage provide opportunities for students or learners to notice the gap by comparing their output with more native-like performance. Once they have notice the gap, they are psychologically ready for information provided feedback (the input stage) because they have

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<sup>35</sup>*Ibid.*, 127.

experienced difficulty, recognized a hole in their linguistic repertoire and thus have sharpened to the input provided.<sup>36</sup>

In English for Specific Purpose strategies, there are four macrostrategies for teaching: predominantly input, input output, predominantly output and output to input. Two of these strategies were input-based. The first, predominantly input was linked to the idea that learning occurs through students being exposed to samples of language use. The second, input to output strategies was linked to the idea that learners need first notice language forms and features and then use them in their own production. The

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<sup>36</sup>*Ibid.*, 127.

teacher selects which items are to be presented for students to notice and thus learn.<sup>37</sup>

Two output-based strategies were described. Predominantly output was linked to the idea that learning occurs through students struggling to communicate and being pushed to reach their ceilings. The output-to-input strategy was associated with the idea that learners are ready to acquire new language when they have experienced a hole in their linguistic repertoire and are offered a solution to that problem in the form of feedback.<sup>38</sup>

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<sup>37</sup>*Ibid.*, 130.

<sup>38</sup>*Ibid.*, 130.

## 8. Definition of Indonesian Migrant Workers

According to Law number 39 of 2004, Indonesian Migrant Workers are every Indonesian citizens who is qualified to work abroad in a work relation for a certain period of time by receiving wages, in other hand Indonesian Migrant Workers are Indonesian citizens who work outside the territory of Indonesia.<sup>39</sup>

The dispatch of Indonesian keep on increasing in every year, because of a large salary will increase and improve standard of living for Indonesian Migrant Workers and their family, therefore, the prespective Indonesian Migrant Workers should attend

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<sup>39</sup> Satriyo Pringgo Sejati, Ahmad Baidhawi and friends, *Migrant Wrokers: Problem, Regulasi, Advokasi* (Yogyakarta: Magister Ilmu Hubungan Internasional, 2017), 1-2.

the training to be able to use English language.

Indonesian Migrant Workers are one of the source of foreign exchange. Indonesian Migrant Workers are government programs which aim to reduce unemployment. Placement and Protection of Indonesian Migrant Workers are managed with BNP2TKI (Badan Nasional Penempatan dan Perlindungan Tenaga Kerja Indonesia).

There are two models of Indonesian migrant workers, they are legal Indonesian migrant workers and illegal Indonesian migrant workers. Legal Indonesian migrant workers are Indonesian migrant workers who want to work abroad by following legal procedures, rules and mechanisms that should

be taken to get permission to work abroad. The workers also accompanied by letters official who declare permission to work abroad.<sup>40</sup> Illegal Indonesian Migrant Workers are Indonesian workers who want to work abroad but do not have official permission to work in the destination country of work, these Indonesian migrant workers do not follow legal procedures and mechanism that exist in Indonesia and the destination country of work.<sup>41</sup>

According to Article 1 of Law number 39 year 2004, there some documents which must be owned by Indonesian migrant workers,

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<sup>40</sup>[http://www.academia.edu/6347270/JURNAL\\_KURNIA](http://www.academia.edu/6347270/JURNAL_KURNIA), accessed on January 30, 2019

<sup>41</sup>*Ibid.*, 3.

- a. Identity Card, last education diploma, birth certificate
- b. Certificate of marital status for married people and attaching a copy the marriage book.
- c. Certificate permission from husband or wife, parental permission, or guardian's permission.
- d. Work competency certificate
- e. Health certificate based on the results of health and psychological inspection
- f. Passport which published by The Immigration Office
- g. Work Visa
- h. Work placement agreements

i. Work agreement<sup>42</sup>

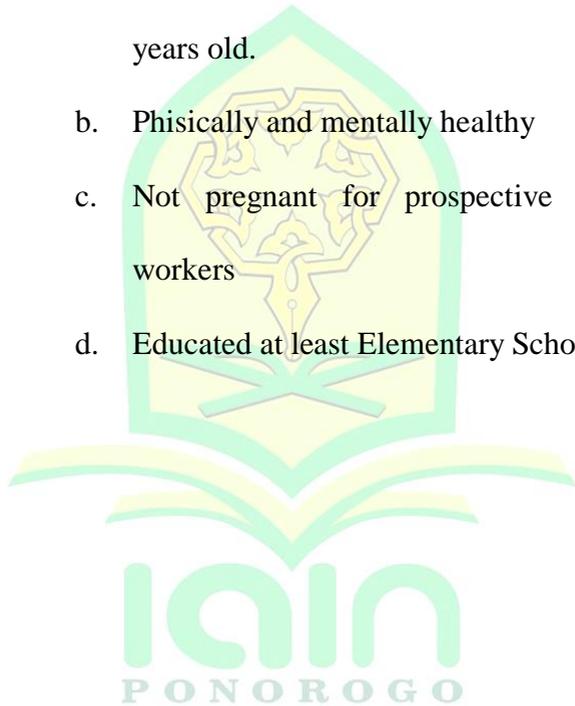
To be a Legal Indonesian Migrant Workers, The Indonesian citizens who want to work abroad should fulfill the rules and the documents, so that the Legal Indonesian Migrant Workers get the legal protection, both from The Indonesian Government and from The Government of the recipients country.

Also, according to Law number 39 of 2004, concerning the Placement and Protection of Indonesian Migrant Workers that every prospective of Indonesian Migrant Workers who will register to work abroad should fulfill the prerequisites below

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<sup>42</sup> Law number 39 of 2004.

- a. Aged at least 18 (eighteen) years old, except for prospective Indonesian migrant workers who will be employed by individual users at least 21 (twenty) years old.
- b. Physically and mentally healthy
- c. Not pregnant for prospective female workers
- d. Educated at least Elementary School.<sup>43</sup>



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<sup>43</sup>*Ibid.*, 5

## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Design

This research applied a qualitative research that the researcher find the unique phenomenon. This research conducted the unique phenomenon in Indonesian Labour Service. Indonesian migrant workers could understand the English material for Indonesian migrant workers' Singapore within two to three months. If they have mastered all the material, they can work in Singapore. The researcher carried out the pre-research about Indonesian migrant workers in Indonesian Labor Service. From that pre-research, the researcher found difference and

variation of English for Specific Purpose Strategies in English learning.

According to John Cresswell, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data. The final written report has a flexible structure.<sup>44</sup>

This research is case studies research, case studies are a strategy of inquiry in which the researcher explores in depth a program, event,

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<sup>44</sup> John W. Cresswell, *Research Design: Quantitative, Qualitative and Mixed Methods Approaches* (USA: SAGE Publications, 2009), 4.

activity, process, or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.<sup>45</sup> The researcher focused on the teacher's strategies that applied by the teacher to teach the English language for Indonesian migrant workers.

## **B. Researcher's Role**

In this research, the researcher as an observer. The researcher observed the situation of English teaching process in the classroom, also the researcher observed the strategies that applied by the instructor in the classroom. The second role of the researcher as an interviewer. The researcher interviewed the learners and the instructor or the teacher to get informations, in particular what kind

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<sup>45</sup>*Ibid.*, 13

of English for Specific Purpose Strategies applied in the classroom.

The researcher noted the data and arranged the text data systematically with appropriate situation that happen during learning process and interview along with observation.<sup>46</sup> The researcher noted the situation and strategies applied by teacher to the students during learning and teaching process. Then, the researcher had to do approachment and interaction with instructor or teacher and students, that are Indonesian migrant workers.

### **C. Research Location**

The researcher did the research in Indonesian Labor Services Company at Eka Management. It is located at Jalan Raya Madiun-Ponorogo, RT 20 /

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<sup>46</sup>*Ibid.*, 196

RW 20, Geger, Madiun. The researcher choose this location based on some reasons :

1. English learning is applied;
2. Dormitory and class are available;
3. The instructor or the teacher and the student are welcome to conduct the research;
4. Eka Management has the most students from all Labor Services Company at Ponorogo;
5. Eka Management has distributed many Indonesian migrants workers to Singapore.

#### **D. Source of Data**

##### **1. Primary Data**

The primary data is gotten from interview and observation. The researcher will get the information from subject, that are Indonesian migrant workers and the teacher or the instructor of Indonesian Labor Services Company.

The data source in primary data are the words or the texts that are appropriate with the situation during the interview and action that get from observation during English learning process. The data should answer the statement of the problem of this research.

## 2. Secondary Data

The secondary data is gotten from books or documents, syllabus and curriculum, references and picture wich relevant with this research. The data should answer the statement of the problem of this research.

## **E. Technique of Data Collection**

In qualitative data, the researcher identified the participants (Indonesian migrant workers and the instructors) that would best help the researcher to understand the phenomenon and the situation.

The data would help the researcher to answer the statement of the problem. In this research, the researcher did the technique of collecting data as follows :

### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research sites.<sup>47</sup> The researcher observed and interacted with object that are Indonesian migrant workers and the instructor. This observation consist of activity, behavior and action of object. From the observation, the researcher should conclude the observation become a good conclusion. The researcher observed the situation of teaching

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<sup>47</sup>John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 213.

learning process for Indonesian migrant workers in the classroom.

## 2. Interview

A qualitative interview occurs when researcher ask one or more participants general, open-ended questions and record their answer. The researcher then transcribes and types the data into a computer file for analysis.<sup>48</sup> The researcher asked the questions to the participants, that are Indonesian migrant workers and the instructors. The researcher recorded and wrote their answer. After that the researcher identified the result. The researcher interviewed 6 students, 2 teachers, 1 secretary of Eka Management and director of Eka Management. The researcher gave some questions to them about focus of the research that have been

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<sup>48</sup> Ibid., 217

prepared. In this research, the researcher interviewed about the strategies that applied by teacher or instructor to teach the Indonesian migrant workers. In the interview, the researcher did approachment and asked the participants in order to get deep information.

### 3. Documentation

A valuable source of information in this research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals and letters. These sources provide valuable information in helping researchers understand central phenomena in

qualitative studies.<sup>49</sup>This research used the documentation for collect the data. The data obtained from learning module, lesson plan, test book, website of Eka Management, video and photo. From that documents, the researcher got some informations to evaporate the data from observation and interview. The documentation also included history of Eka Management.

#### **F. Technique of Data Analysis**

There are three data analysis of this research, that are:

##### **1. Data Reduction**

Data reduction is a stage of summarizing, classifying and focusing on essential things. In data redution, the researcher focused on the data of subject that would be analysed. The data that

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<sup>49</sup> Ibid., 223.

would be reduced is about the teacher's strategies in teaching learning English for Indonesian migrant workers in English for Specific Purpose.

## 2. Data Display

Data display is a stage of organization data into pattern of relationship. The data display can make the collected data easier to be understood. In this stage, the researcher presented the English for Specific Purpose for Indonesian migrant workers.

## 3. Conclusion

In this stage, the researcher presented a conclusion and recommendation. This conclusion explains or answers the problem statement of this research.

## G. Checking of Data Validity

To get the valid and credible data, the researcher used the triangulation. Triangulation involves the use of different methods and the researcher compares the belief degree of information that is gotten through observation and interview. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data prespective from participants, then this research can be claimed as adding to the validity of the study.<sup>50</sup>

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<sup>50</sup> John W. Cresswell, *Research Design: Quantitative, Qualitative and Mixed Methods Approaches* (USA: SAGE Publications, 2009), 91.

## H. Research Procedure

There are four Procedure of this research

### 1. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument and relates research ethis. The researcher should do the first research before doing the real research to know the situation of at the location of the reseach. The researcher interviews the instructure or the teacher to get the information about this research.

### 2. Application

- a. Observing the teacher strategies in English for Specific Purpose that applied by teacher or

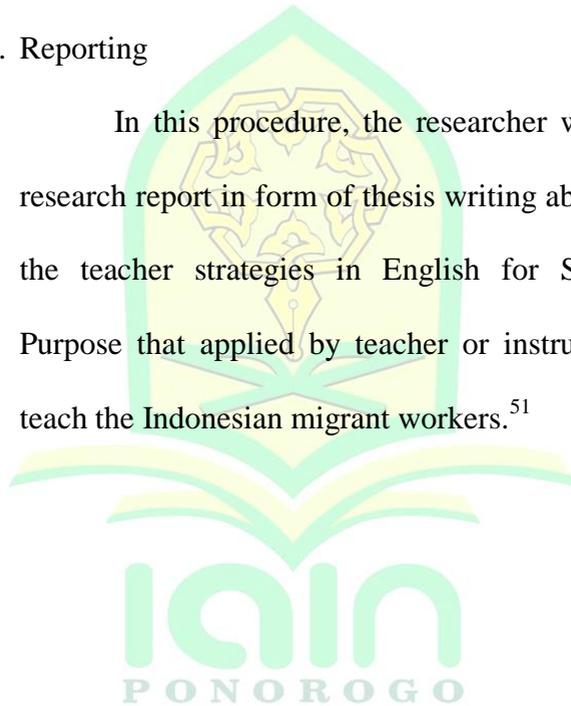
instructor to teach the Indonesian migrant workers.

b. Analyzing data.

c. Conclusion and suggestion

### 3. Reporting

In this procedure, the researcher writes a research report in form of thesis writing about the the teacher strategies in English for Specific Purpose that applied by teacher or instructor to teach the Indonesian migrant workers.<sup>51</sup>



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<sup>51</sup>*Ibid.*, 176-177.

## CHAPTER IV

### RESEARCH FINDINGS

#### A. General Data

##### 1. The History of Eka Management

Eka Management was established in 2001. Eka Management is one of the biggest Indoensian labor services. Eka Management is one of the provider of Indonesian labor distribution service. For 17 years, Eka Management continued to grow and give the best service for Indonesian migrant workers in accordance with the destination country. Through an education-based service and protection program, Eka management strive to Indonesian migrant workers by focusing on the

quality of mental readiness and the ability for Indonesian migrant workers to achieve the goal. As the commitment “We Are Family”, Eka Management always strives to maintain the trust and expectations of Indonesian migrant workers. Holding trust to always provide the best service and protection to the users and Indonesian migrant workers.

Eka Management has some destination countries for Indonesian migrant workers according to job and ability. They are, Brunei Darussalam, Hongkong, Taiwan, Malaysia and Singapore. The process of recruitment and selection of Indonesian migrant workers in accordance with the standard 39 government regulations and users.

Eka Management has Preparation of expertise, work ability and increased mental readiness for all Indonesian migrant workers in accordance with Government Regulations and users in the Job Training Center that has been provided. The work or vocation that has been provided are nurse of elderly, babysitter or nanny, culinary art, gardener, driver, industrial machinery operators, and building construction.

In its journey to improve the quality of human resources, Eka Management has collaborated with several parties, either individuals or other educational institutions. Eka Management has Work Training Center located in several cities in Indonesia, supported by staff, teachers or instructors who are competent in their ability. Work Training

Center of Eka Management is equipped with training equipment that accordance with the standards and request for the destination countries.

## **2. Geographical Location of Eka Management**

Eka Management is one of biggest Indonesian Labor Services to distribute the Indonesian migrant workers to the destination country of vocation. It is located in Babadan village, Ponorogo, East Java Province. Eka Management is located at:

Street : Seloaji

RT/RW : 03/02

Village : Babadan

Regency : Ponorogo

Province : East Java

### Limits area of Eka Management

West : 800 meters to Seloaji Bus  
Station

North : 3,5 kilometers to Campus  
II of IAIN Ponorogo

South : 4 kilometers to Campus I  
of IAIN Ponorogo

East : 21,2 kilometers to Ngebel  
Lake Ponorogo

Location Eka Management is 5  
kilometers from central city, then it is easy to  
find the location of Eka Management.

### **3. Vision, Mision and Commitment of Eka Management**

Eka Management has vision, mission and  
commitment to achieve the goal. Vision of Eka

Management is preparing Indonesian migrant workers according to reegulations and standards that is set by users. Mision of Eka Management is encouraging the active role of Indonesian migrant workers as a professional and proposional resource. Commitment of Eka Management is dedicated and maximum working Indonesian migrant workers are priorities work health and safety of Indonesian Labors are the main points of the Indonesian Labor Service process.

#### **4. Teaching English in Eka Management**

Eka Management has seventeachers or instructor. They have their own skill in accordance with their expertise. There are two

teachers or instructors of English. They are Mrs. Endang and Mrs. Siti.

Teaching English for Indonesian migrant workers is non-formal education. Teaching English for Indonesian migrant workers is emphasized in accordance with skill and job or vocation. The vocation that has been provided are nurse of elderly, babysitter or nanny, culinary art, gardener, driver, industrial machinery operators, and building construction. The material taught is also accordance with the vocation or job. For example, for babysitter or housemaid, the materials are daily conversation, how to bathe a baby, how to take care a baby, how to make a milk for baby, how to cook, and others.

Teaching English language for Indonesian migrant workers is started from identification number, clock and noun of workplace. Then, they will be introduced to daily conversation according to their job or vocation.

## **5. The Instructors and The Students Condition**

### **a. The Instructors Condition**

To create a competent Indonesian migrant worker is needed a competent teacher. Eka Management has a competent instructor in accordance with skill. English instructor in Eka Management is ex-Indonesian migrant worker who worked for many years and also the instructor understand how the condition and the employer's habits. The instructor should be equipped with the

certificate which explain the ability. Without certificate, the instructor can not teach the Indonesian migrant workers.

b. The Students Condition

Indonesian migrant workers in Eka Management should physically and mentally healthy, because it will affect at their work. According to the SKKNI (Standart Kompetensi Kerja Nasional Indonesia) Eka Management only accepts junior high schools graduates to become an Indonesian migrant workers, it aims to avoid incompetent Indonesian migrant workers.

## **B. Data Description**

Data description is collected from interview, observation and documentation. For collecting the

specific data, the researcher conducted the interview on February 11, 2019 until May 2, 2019.

The specific data that have been collected are analyzed through data reduction, data display and conclusion of teacher's strategies for Indonesian migrant workers. After conducting the interview and observation, the researcher got the result as follows

**1. The data of the teacher's strategies employed by instructor for teaching English for Specific Purpose for Indonesian migrant workers**

The implementation of teaching English in Eka Management for Indonesian migrant workers, especially the destination of Singapore is adjusted to the ability, expertise and the destination. Before the Indonesian migrant workers learning, they are selected in advance according to the chosen destination country and

job placement, then they learn and study according to the work that they will do there. In the class of destination to Singapore, there are six until eleven students. In one class of Singapore, consisting of several graduates from junior high school and senior high school. There are 6 students graduated from junior high school and 5 students graduated from senior high school. As for those who ex-Indonesian migrant workers and wanted to work in Singapore as Indonesian migrant workers, their class and material were put together.

According to the Mrs. Endang: “Material and lesson of English teaching should appropriate with the rules in accordance with regulations determined by the government in SKKNI”

According to the interview with Mrs. Endang, English teaching process should

accordance with SKKNI (Standart Kompetensi Kerja Nasional Indonesia). SKKNI is a formulation of work capabilities that includes aspect of knowledge , skills and attitudes that are relevant to the implementation of tasks and vocation requirements accordance with the provisions of the applicable legislation.<sup>52</sup> Before the instructor gave the material to the students, the instructor should make the syllabus, lesson plan and module that is accordance with SKKNI. Furthermore, the material that is given to students by teacher should be in accordance with SKKNI already set.

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<sup>52</sup>[http://www.kemenperin.go.id/kompetensi/skkni\\_idx.php](http://www.kemenperin.go.id/kompetensi/skkni_idx.php)



Picture 1.1. The Interview to Mrs. Endang

Mrs. Endang said in the interview:

“Teaching English in Eka Management is focused on language that will be used while working. English learning process is carried out for 5 hours a day, that is started at 8 a.m until 1 p.m. Learning and teaching process is started on Monday until Saturday.”

According to the interview with Mrs. Siti and Mrs. Endang as English teachers, teaching English in Eka Management is focused on language that will be used while working.

English learning process is carried out for 5 hours a day, that is started at 8 a.m until 1 p.m. Learning and teaching process is started on Monday until Saturday.

Based on observation in April 9, 2019, in teaching process, the teacher or instructor began with greetings, then the students answered it. After greetings, the instructor asked and repeated the material that has been given before. The instructor asked about Indonesian vocabularies, then the students answered it with English. In accordance with observation, the instructor is given the material about vocabularies and sentences about housemaid. After repeating the material, the instructor gave the material about babysitter, that is how to bathe a baby and how to make a milk for baby.

“Before starting the lesson, instructor will give an example, include the vocabularies and sentences accordance the material”

First, the instructor gave the detailed example to bathe a baby, then the instructor gave an example by practicing and explaining in detail. Each step exemplified will be followed by a sentence describing the step. After gives an example to the Indonesian migrant workers, the instructor asks to them to practice in front of class one by one. For one student practice, the others should give feedback as correcting mistakes and justifying her immediately. All of the Indonesian migrant workers practiced, then the instructor asked to the student which parts that they do not understand. If all students understand, then the instructor continued to the next material. All of learning process during

practice used English language to explain the steps. After all students practiced in front of the class, the students should tidy up the practicing equipment. In the last lesson, the instructor conducted student feasibility test in bathing babies. As a closing activity, the instructor gave the conclusions of the material presented.



Picture 1.2. The Instructor gives an example of material “take a bath a baby”

In the next observation, in April 11, 2019, teaching English for Indonesian migrant workers is begun with the explanation from the instructor that they discussed about house keeping: making bed. First, the instructor gave the explanation about making bed. The instructor explained the definition of making bed and parts of bed. The instructor gave explanation by using English language, then followed with Indonesian language. In this part, the instructor will give the vocabularies related to the making bed as follows:

**Table. 1.1. The vocabularies of making bed**

No	Indonesian Language	English Language
1	Kotak pegas	Spring box

2	Matras	Mattress
3	Kepala tempat tidur	Head bed/base bed
4	Kerangka tempat tidur	Bed frame
5	Sarung untuk menutupi spring box	Bed skirt
6	Sarung untuk melindungi matras dari keringat	Red pad
7	Sarung untuk pembungkus matras	Lower sheet/bottom sheet
8	Sarung untuk melindungi	Middle sheet/second sheet

	blanket dari bawah	
9	Blanket	Selimut
10	Sarung untuk melindungi blanket dari atas	Top sheet/circle sheet
11	Bantal	Pillow
12	Selimut tebal	Bed cover
13	Melipat	Fold
14	Merapikan	Tidy up
15	Membersihkan	Clean

According to the interview with Mrs. Siti: "Indonesian migrant workers should really know the vocabularies, and they should really understand the material. They would be given the specific material accordance with their job"

From that vocabularies, the students should really understand and memorize the part of vocabularies. After that, the instructor gave

the example of making bed. It is started from how to folding the mattress its part, how to use vacuum cleaner to clean the bed from dust and how to put up the mattress. All of explanations from the instructor used English and followed with Indonesia. After the explanation, the students practiced it one by one. During practice, the instructor saw and corrected the mistakes made by students immediately. After all of students practiced, then the instructor gave the conclusions from the material.

“The instructor gave the material about introduce theirsself, to the Indonesian migrant workers and they should practice it one by one in fornt of the instructor. They will repeat it until they can introduce their self”

Based on observation, in May 2, 2019, teaching English for Indonesian migrant workers is begun with greeting and the students

answered it. The same as previous learning, the instructor also asked to the students about material that has been taught before. In this learning process, the instructor began the learning process by giving the material about introducing self to the interviewer and the employer. First, the instructor gave text introducing self which contains name, age, the purpose of working, duration of study in BLK, ability and skill (cooking skill, cleaning skill and others). After the instructor gave an example, the students should make a sentences which contains the biodata of self-introduction. Then, the Indonesian migrant workers practiced to introduce themselves in front of the instructor one by one. If the Indonesian migrant workers made mistakes in pronunciation and

vocabularies selection, the instructor tried to make students find the mistake with asking repeatedly, if students really can not answer the question, then the instructor corrected and justified it. After all students practiced in front of the instructor, the instructor asked for the assignment that has been given before, which is to make 10 sentences based on the vocabularies that has been given. The students showed the assignment to the instructor one by one, and the instructor gave the questions about sentence in Indonesian language, then the students should answered and translated it with English.

After all, the instructor gave the second material about time, the instructor gave the vocabularies related to the material. Then, the instructor gave the example of pronunciation and

the students will follow it. The pronunciation of vocabularies should be correct so that there will be no errors while working. Based on observation, the vocabularies are given by instructor as follows:

Table. 1.2. The vocabularies of time

No	Indonesian Language	English Language
1	Waktu	Time
2	Hari ini	Today
3	Kemarin	Yesterday
4	Besok	Tomorrow
5	Besok lusa	The day after
6	Kemarin lusa	The day before
7	Minggu depan	Next week
8	Minggu lalu	Last week

9	Pagi	Morning
10	Siang	Afternoon
11	Sore	Evening
12	Malam	Night
13	Tengah malam	Midnight
14	Tanggal	Date
15	Bulan	Month
16	Tahun	Year
17	Jam	Hour
18	Menit	Minute

The vocabularies list must be memorized by students and they should use the vocabularies during the activity. In the last activity of learning process, the instructor gave conclusions about the material and gave motivation to the students that

is should practice the material outside the learning process.



Picture 1.3. Practice in front of the Instructor about  
“introduce self”

The others data is from documentation.  
According to the documentation of module book, the vocabularies are given to Indonesian migrant workers, as follows:

Table 1.3. House Equipment

No	Indonesian Language	English Language
1	Alat pel	Mop handle
2	Cermin	Mirror
3	Ember	Bucket
4	Kain lap	Napkin
5	Kain pel	Mop
6	Kunci	Key
7	Lap debu	duster
8	Mesin cuci	Washing Machine
9	Papan setrika	Ironing board
10	Pemanas air	Water heater
11	Penadah sampah	Dust pan
12	Penghisap debu	Vacum cleaner
13	Radio	Radio

14	Sapu	Broom
15	Setrika	Iron

Table 1.4. Kitchen Equipment

No	Indonesian Language	English Language
1	Piring	Plate
2	Piringkue	Cake plate
3	Pisau	Knife
4	Pisau daging	Meat knife
5	Pisau roti	Bread knife
6	Rak	Shelf
7	Rice cooker	Rice cooker
8	Saringan	Strainer
9	Sendok	Spoon
10	Sendok kuah	Sopu Spoon

11	Sendok teh	Tea spoon
12	Sotel	Ladder
13	Sumpit	Chopstick
14	Teko	Pot
15	Teko teh	Tea pot
16	Talenan	Chopping board
17	Termos	Thermos
18	Tong sampah	Garbagecan
19	Wajan	Frying pan
20	Botol	Cottle
21	Cangkir	Cup
22	Ceret	Cettle
23	Garpu	Fork
24	Gelas	Glass
25	Kantong plastik	Plastic bag
26	Kantong sampah	Garbage bag

27	Kompor gas	Gas stove
28	Kompor listrik	Electric stove
29	Kulkas	Refrigerator
30	Lengser	Tray
31	Mangkok	Bowl
32	Mangkok sup	Soup bowl
33	Mikrowave	Microwave
34	Mixer	Mixer
35	Panci	Pan/pot
36	Pemanggang roti	Toaster
37	Pembuka blek	Can opener

Table 1.5. Bathroom Equipment

No	Indonesian Language	English Language
1	Bak mandi	Bath tub

2	Gantungan baju	Hanger
3	Gantungan handuk	Towel handler
4	Gayung	Water cup
5	Handuk	Towel
6	Kondisioner	Conditioner
7	Pasta gigi/odol	Toothpaste
8	Rak kaca	Glass shelves
9	Sabun bubuk	Detergent powder
10	Sabun cair	Detergent liquid
11	Sabun cuci	Washing detergent
12	Sabun mandi cair	Shower shoap
13	Sampo	Shampoo
14	Sikat	Brush
15	Sikat gigi	Toothbrush
16	Tisu toilet	Toilet paper
17	Wastafel	Wastafel

Table 1.6. Verb

No	Indonesian Language	English Language
1	Bangun	Get up
2	Bangun tidur	Wake up
3	Belajar	Study
4	Berbaring	Lie
5	Berdiri	Stand
6	Berjalan	Walk
7	Berkelahi	Fight
8	Berlutut	Kneel
9	Bicara	Speak
10	Cemberut	Long face
11	Istirahat (tidur)	Take a nap
12	Cepat	Hurry

13	Duduk	Sit
14	Ingin	Want
15	Istirahat (duduk)	Take a rest
16	Lambat	Slowly
17	Lari	Run
18	Lompat	Jump
19	Makan	Eat
20	Mandi	Take a bath
21	Marah	Angry
22	Meletakkan	Put
23	Melihat	See/look
24	Mencincang	Chop
25	Mengetim	Steam
26	Mendengar	Hearing
27	Mengantar	Bring/send

28	Mendidih	Boil
29	Mencuci	Wash
30	Mengepel	Moping
31	Menggoreng	Fry
32	Menggulung	Round
33	Menguliti	Peel
34	Menjemur	Dru up/ Han up
35	Menjemput	Pick up
36	Mengerti	Undrestand

According to the observation, the Indonesian migrant workers should know and understand all of the vocabularies that is given by the instructor. The Indonesian migrant workers should use the vocabularies in learning process and while doing activities in the outside of learning process in order to accelerate the

process of understanding by Indonesian migrant workers. Example, when speak each others, they should communication with English language in kitchen, bedroom, bathroom and wherever they are.

**2. The data of factors influencing the ESP teaching strategies for Indonesian migrant workers.**

To be a competent Indonesian migrant workers, the appropriate learning and training are needed for approximately 2 to 3 months. In learning process, not everything runs smoothly. According to the observation and interview, there are some several factors that influencing the success of those are internal factors and external factors.

Mrs. Endang said: “Indonesian migrant workers should have a high motivation in learning English language, they should confidence that they can understand all of the material.”

Based on observation and interview in April 22, 2019<sup>53</sup>, there are some internal factors include those from Indonesian migrant workers themselves. They are:

a. Age and school graduation

In the class of destination Singapore, there are six until eleven students which consist of several ages, most of them are housewives more than 25 years old. Beside that, a school graduation also important, because it will affect previously the known vocabularies. In also support by interview with the instructor, the minimum graduation

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<sup>53</sup>Observation April 22, 2019.

to be an Indonesian migrant worker is from junior high school, it is aim to avoid incompetent Indonesian migrant workers.

b. Self-awareness

Self-awareness in learning is needed during the learning and training process, in order to achieve satisfying goals. Especially the Indonesian migrant workers who will work for years in Singapore.

According to the observation in April 22, 2019,<sup>54</sup> besides internal factors, there are external factors that support the success of Indonesian migrant workers. They are:

a. Teacher

The instructor is one of the most important factors in the learning process

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<sup>54</sup>Observation April 22, 2019.

.especially in the transfer of material, because if the transfer of material is wrong then the students will get the wrog material and can not apply it properly.

b. Environment

In the learning process, a conducive environment is needed for students, because it will facilitate the material. In Eka Management, the Indonesian migrant workers should adapt to their environment in order to shape their ability and skill easier.

Besides all of the factors mentioned, there is an important that influence the Indonesian migrant workers, that is a strong desire to learn so that they can quickly and immediately work in Singapore.

## CHAPTER V

### DISCUSSION

In this chapter, the researcher explains the result of this thesis which is conducted at Eka Managemet as Indonesian Labor Services. The discussion gives the explanation for the research problem which has been stated in Chapter I as follow:

#### **A. The Analysis of The Teacher's Strategies Employed by The Instructors for Teaching English for Specific Purpose for Indonesian Migrant Workers.**

According to the data description, learning process for Indonesian migrant workers has been used English for Specific Purpose strategies, English for Specific Purpose is used in specific teaching and

learning, because English for Specific Purpose is designed to meet a specific material for the students. The Indonesia migrant workers only use the specific vocabularies in accordance with their job placement. Example, the work available for Indonesian migrant workers is Singapore is Babysitter and housemaid, so they will be given the vocabularies about babysitter and housemaid.

In teaching English for Indonesian migrant workers, the grammar used is simple grammar, such as, simple present tense. Indonesian migrant workers only use the simple sentences when they communication with the employer. Teaching English for Indonesian migrant workers only focuses on understanding the communication with their employer.

Teaching English in Eka Management for Indonesian migrant workers is needed to support their ability to be more competent at work. For the creation of a competent Indonesian migrant workers, good quality teachers are needed. The teacher to teach is ex-Indonesian migrant workers who have worked in Singapore for many years, the teacher or the instructor who will teach must be accompanied by certification.

Before starting the learning process, the instructor should make a syllabus and lesson plan to achieve the learning goals. From that syllabus and lesson plan, the instructor will find the strategies that support the success of the Indonesian migrant workers. According to Helen Basturkmen in English for Specific Purpose, there are 4 strategies, they are: predominantly input strategies, input to output

strategies, predominantly output strategies and output to input strategies. According to the observation, there are two strategies that applied in English for Specific strategies for Indonesian migrant workers. They are;

#### 1. Input to output strategies

According to Helen Basturkmen, input to output strategies is focused on students that are provide with input from teacher or instructor as the basis for production (output). According to the observation, some student will understand with the material after the teacher give an example of the material (example of practice and example of pronunciation). The instructor will give an example of the material that will be make easier for students to understand. The input provided accurate samples of how the language works and

how it is used. The output from the students as according to input from the teacher. For material of introducing self, the instructor also give an example in the first learning process, then the students should practice in front of the teacher, it will make the students more understand.

Because the instructor give an example and the students always practice it, then the teacher use input to output strategies.

## 2. Predominantly Output

According to Helen Basturkmen in predominantly output strategies, students are placed in situations that require them to perform production tasks at the outset of lesson or activity.

The rationale is that through producing language, students or learners can identify where their interlanguage (developing language system) is

sufficient for the performance or production task and where is not. Because the specific goal of the Indonesian migrant workers is can work with a good ability and skill, then the students should practice the material repeatedly, that is one reason of the Indonesian migrant workers can understand the material within 2 until 3 months. Some students will understand the material only with once until twice explanation.

In this research explains that the teacher also use predominantly output to teach English for Indonesian migrant workers, because students are placed in situations that require them to perform or practice production tasks or material (to produce input) at the outset of a lesson or activity.

English teaching for Indonesian migrant workers is different from General English. The

Indonesian migrant workers need specific material that is directly applied when working in Singapore. The strategies that is applied by the instructor also different from general English.

### **B. The Analysis of Factors Influencing The ESP Teaching Strategies for Indonesian Migrant Workers.**

In the learning process, to achieve the goal of learning is needed some factors, as well as learning for Indonesian migrant workers. There are so many factors that influencing the English for Specific strategies for Indonesian migrant workers. Among other are age and school graduation, self-awareness, teacher and environment.

According to the observation, age and school graduation will affect the ability and skill of the

Indonesian migrant workers. At the age of 18 until 25 years, learning process can be easily implemented and they can easily understand the material, because English learning for the Indonesian migrant workers should understand all of the vocabularies. But, for more than 25 years old, it is very difficult to understand vocabularies. Beside that, a school graduation also important, because it will affect previously the known vocabularies.

The second factor is self-awareness, the Indonesian migrant workers should know their self-awareness, then the learning process can run easily. If the Indonesian migrant workers do not have self-awareness for study hard, then they can not achieve the goal of learning English and they will study longer and they will not immediately depart for working in Singapore.

Teacher is also can influence the process of learning, according to what was stated before, For the creation of a competent Indonesian migrant workers, good quality teachers are needed. The teacher to teach is ex-Indonesian migrant workers who have worked in Singapore for many years, the teacher or the instructor who will teach must be accompanied by certification. With that certification, it will be seen that the teacher or instructor is competent or not.

The last factor is environment, the environment around the Indonesian migrant workers will affect the success of learning process. If the Indonesian migrant workers have a friend with those who are active in learning, then it will encourage them to be even more active.

From that all factors influencing of ESP strategies, the most influential is self-awareness. This caused by agreement when they master English well enough, they will be faster go to work to Singapore.



## CHAPTER VI

### CONCLUSION

#### A. Conclusions

##### **1. The Teacher's Strategies Employed by Instructor for Teaching English for Specific Purpose for Indonesian Migrant Workers.**

The result of this research is the teacher's strategies in English for Specific Purpose for Indonesian migrant workers used are input to output strategies and output strategies. Input to output strategy is focused on students that are provide with input from teacher or instructor as the basis for production (output). In this research explains that the teacher also use predominantly output to teach English for Indonesian migrant

workers, because students are placed in situations that require them to perform or practice production tasks or material (to produce input) at the outset of a lesson or activity. Both strategies proved to be good for learning for Indonesian migrant workers, this is proven by only taking 2 to 3 months to master the skill and language. The observation shows that English for Indonesian migrant workers is more specific than General English, it can be seen from giving specific vocabularies to the Indonesian migrant workers according to the job or vocation. Indonesian migrant workers only study about simple grammar, that is simple present tense. Teaching English for Indonesian migrant workers only focuses on understanding the communication with their employer.

## **2. The Factors Influencing The ESP Teaching Strategies for Indonesian Migrant Workers**

There are many factors to that influenced the English for Specific Purpose for Indonesian migrant workers, they are, age and school graduation, self-awareness, teacher, and environment. These four factors greatly influence the process of teaching learning process. From that all factors influencing, the most influential is self-awareness. Because, if the Indonesian migrant workers has enthusiasm to be faster and understand so they will be faster go to work to Singapore. From that all factors influencing, the most influential is self-awareness. Because, if the Indonesian migrant workers has enthusiasm to be faster and understand so they will be faster go to

work to Singapore. Even though their language is less, they try to study harder in order to more understand the material.

## **B. Suggestions**

### **1. For Institution**

Because of limited time to study (2-3 months teaching process), the process of English teaching in Eka Management for Indonesian migrant workers is not accordance with grammar pattern, they focus on how Indonesian migrant workers understand the language that will be used while working, but Eka Management produces Indonesian migrant workers who are competent in their skill and expertise.

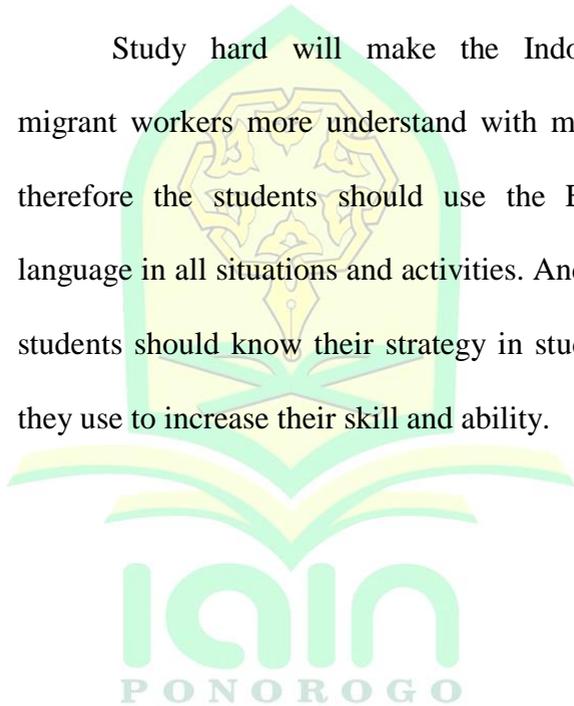
### **2. For Teacher**

English language for Indonesian migrant workers is more specific than general language

understanding the communication with their employer. Therefore the teacher or instructor should provide their pronunciation.

### **3. For Students**

Study hard will make the Indonesian migrant workers more understand with material, therefore the students should use the English language in all situations and activities. And all of students should know their strategy in study that they use to increase their skill and ability.



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