CHAPTER I
INTRODUCTION

1.1. Background of the Research

Language and humans inseparated in life, especially in the 21st century era. The 21st century is marked by the openess century or globalization. In this century, humans are required to be maximized in various fields, especially language. Language is one of the tool that can be used by humans to communicate at the international level, especially English. English as an international language that can bridge all aspects, whether educational, economic, political, social, and cultural (Himawati, 2018, p. 25).

The role of English language in globalization era is important, especially for people who desire to work abroad as an example Indonesian Migrant Workers. Indonesian migrant workers are every Indonesian citizen 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 teritory of Indonesia (Sejati et al., 2017, p. 1). Every year the increasingly of Indonesian migrant workers to work abroad are continues because overseas income is very sufficient and can increase the standard of living in Indonesia for Indonesian migrant workers and their families.

The main requirement for Indonesian migrant workers who choose Singapore as a destination country is to mastering English. English is of the tool that can be used to communicate with other people while abroad. English language training has been provided by the government through institutions that provide overseas departure services in order to people can understand English language even though they come from different backgrounds. Perhaps for workers who graduated from senior high school, it would be easier to learn English because they were a little familiar with the conversation, than workers who graduated from elementary school.

In this 21st century era, many media and institutions provide an English teaching services to improve language skills, especially since English as an international language for all people in the world. It is not unusual if at this time and in the 21st century era, many people want to learn English to work abroad for instance

Indonesian migrant workers which automatically requires the expertise to master the language.

Learners become one of the important things in a learning process. The learning process cannot run if there are no learners involved. Learners involvement indicated in a learning process by the various activities and participation they provide in class. Learners interaction is a learner who are actively involved in school which are manifested in behaviors shown in learning such as participating in extracurricular activities, being enthusiastic about assignments, having feelings of attachment to school, and being able to understand how to understand learning. Due to the very limited time for Indonesian migrant workers to learn English thoroughly before they leave to the destination country, learning is focused on how Indonesian migrant workers understand the simple language that will be used daily as the language of instruction during work.

In the current analysis that has been carried out by several experts from different clusters, such as **Teacher strategy** (Novita, 2019, Moradan, & Nezhad, 2016), **Less motivated** (Rachmawati, 2017), **Physical violence and abuse against Indonesian migrant workers** (Kusuma, York, and Wibowo (2015), **Explores 21st century skills** (Alismail, & McGuire, 2015, Boholano, 2017, Abdurrahman, Ariyani., Maulina, & Nurulsari, 2019), **Profile of teacher technique** (Mahadewi, Sudirman., & Wedhanti (2018), **Manual book development** (Najikhah & Ismaniati, 2019). Based on the clusters above, the problem in this case that has never been discussed in previous research is about the problems of the needs of English learning for Indonesian migrant workers especially in the 21st century. The needs of Indonesian migrant workers is important for analyze since indonesian migrant workers comes from different background of school that not all of them learn English effectively.

Based on the explanation above, the researcher not found any previous research that discussed the needs of Indonesian migrant workers in learning English, especially in the 21st century. In a real conditions, the Indonesian migrant workers extremely need English language instruction that appropriate with their needs as a provision to work abroad. Not only a simple lessons and few, they need more simple lessons but contain all their needs to communicate with their employers or people around them. The needs of Indonesian migrant workers must be supported by the existence of adequate facilities from the relevant training parties. The relevant training should provide a professional instructor in their field, because the needs of Indonesian

migrant workers are different from the needs of English learners in general. Indonesian migrant workers learn English for a limited amount of time to use over a long period of time.

Based on the all of reviews that explained above, the researcher interested to know what are the Indonesian migrant workers needs for learning English language. So, the researcher conducted the research entitled "Analyzing Need of Indonesian Migrant Workers for Learning English in the 21st Century".

1.2. Identification of the Issue/Phenomenon

One of the factors that encourage Indonesian migrant workers to work abroad is economic factor. The increasing unemployment rate and lack of employment opportunities in Indonesia have made people want to find a work outside their home regions, especially abroad. According to Badan Pusat Statistik (2020), in the past year, unemployment increased by 60 thousand people, in contrast to the TPT (Tingkat Pengangguran Terbuka) which fell to 4.99 percent in February 2020, based on the educational background, TPT Vocational High School (SMK) is still the highest among other education levels, amounting to 8.49 percent, the working population of 131.03 million people, an increase of 1.67 million people from February 2019, employment that experienced an increase in proportion was mainly education services (0.24 percentage points), construction (0.19 percentage points), and health services (0.13 percentage point), meanwhile, the decline in employment was mainly in agriculture (0.42 percentage points), trade (0.29 percentage points), and other services (0.21 percentage points). Jobs from recruitment agencies and social work networks with higher salary offers are chosen by the community for the welfare of their economic needs. Many people, especially women, consider migration as the only way out of poverty for themselves and their families. Most workers leave with the aim of working abroad for a certain period of time so that they can meet their needs in their home area. Labour migration from Indonesia is classified as temporary migration, because although many of the Indonesian migrant workers leave with the intention of staying or settling in the destination country, they generally do not have this opportunity even if they change their mind. However, due to the high costs involved in obtaining employment overseas, temporary labor migration often turns into staying longer than expected and may take up to several years.

Before leaving for the destination country, Indonesian migrant workers are first given skills training and education. The program is provided to support Indonesian migrant workers in terms of knowledge. The weakness in education and training programs for Indonesian migrant workers is the result of failure to develop and implement a standard system of education programs that should be available to Indonesian migrant workers. The availability of material used in the learning process does not cover the challenges that Indonesian migrant workers will faced while working abroad. Without the national curriculum, it is highly unlikely that the training standards and materials provided will be of good quality. Many recruitment agencies do not have the capacity to provide quality training for Indonesian migrant workers.

The government policy on labor migration does not fully explain the process and requirements to improve the abilities and skills (including interpersonal skills) of prospective Indonesian migrant workers as requested by recruitment agencies. The government only provides an outline of the scope of education and training such as an understanding of possible events that may occur, working conditions, information about the rights and responsibilities of the intended Indonesian migrant workers. Broad indicators are not sufficient and do not govern the implementation of these requirements.

Therefore, based on the aforementioned issues, the researcher interested in examine what kind of educational and learning process that Indonesian migrant workers need in order to improve their communication skills while they are working in other countries for a long time.

1.3. Delimitation of the Research

The role of the students in learning English is not only determined by how quickly they receive the material. More than it, the role of the teacher in delivering learning material, the use of appropriate media, and the strategies given will greatly determine the success of learning.

Based on the explanation of background study above, the researcher focuses the limitation on what are the need of Indonesian migrant workers for learning English based on the 21st century skills in the classroom.

The subject of this research is the Indonesian society who decided to work abroad as an Indonesian migrant workers, especially who decided to choose Singapore.

1.4. Research Questions

Observing with the background and limitation of the study above, this study has some clear research questions described in this research as follow:

1. What is the Indonesian migrant workers' need for learning English in the 21st century?
2. What is the need of Indonesian labour service prepare Indonesian migrant workers for learning English in the 21st century?

1.5. Aims of the Research

Observing with the questions of the research above, this study has the aims described as follows:

1. To find the needs of Indonesian migrant workers for learning English in the 21st century.
2. To investigate Indonesian labour service to prepare Indonesian migrant workers need for learning English in the 21st century.

1.6. Significances of the Research

In this research has some significances described as follow :

1. Theoretical Significance

   The various results in this study can be a reference for anyone who wants to research in the needs of learning English for Indonesian migrant workers in 21st century field.

2. Practical Significances

   a. For the learners (Indonesian Migrant Workers), they know about what they need to learn English correctly to communicate with their employer.

   b. For the teacher (Instructure), provide appropriate and better teaching strategies in English for Indonesian migrant workers. It can also be an alternative strategy for choosing the next English language learning.

   c. For the researcher, get the new knowledge about an appropriate strategy, media, and etc. for teaching Indonesian migrant workers in English learning process.

1.7. Theoretical Foundation

1.7.1. 21st Century and English Learning

The progress of the times is the main reason for the development of all aspects. The wide impact in various aspects of life is very pronounced in this era of globalization, including the demands for education. The 21st century is marked as the century of openness or the century of globalization, means that human life in the 21st century has undergone fundamental changes, that are different from the previous century, the 21st century is a century that demands quality in all human efforts and results, and also by itself the 21st century demands quality human resources, which are produced by professionally managed institutions as to produce superior results, these all-new demands call for various breakthroughs in thinking, drafting concepts and actions (Wijaya, Sudjimat, Nyoto, 2016, p. 263). One of the real challenges is education should be able to produce human resources who have complete competence, it is called as 21st century competence. 21st century competence is the main competence that students must have in order to be able to take part in real life. In the 21st century, humans are challenged to be able to create education that can contribute to the thinkers generation who are capable of building social and economic orders, as well as realizing knowledge as befits world citizens in the 21st century.

According to Mukhadis (2013, p. 115), the 21st century is also known as the knowledge age, which is the real state of an era that demands the ability to compile and synthesize various information into a knowledge proposition. The results of this knowledge proposition become a frame of mind to solve a various problems in the lives of individuals, community groups, institutions, national and state. In this era, all alternative efforts to suffice the needs of life in various contexts are more knowledge-based. Efforts to suffice the needs of knowledge-based education, knowledge-based economic development, knowledge-based social empowering, and knowledge-based industry development.

Real changes in the field of education can be seen in every activity. This change is a very rapid progression of the 21st century. The 21st century requires teachers, students, and various parties in the educational environment

to create more creative and innovative teaching. Tyas (2017, p. 3) stated that progress and innovation in the 21st century of learning brings a new face to the world of education which is experiencing changes in the role of learners, the role of teachers, and the learning process itself. Entering the 21st century learning, transforming in the world of education affects the content, process, and learning outcomes.

Interpersonal communication skills in a dynamic, complex, and always connected global world that must be developed in the 21st century learners.

This supports the integration of technology in education since learning media must also be adapted to the needs of the 21st century (Cator, 2010) (citation in Tyas, 2017). All of the access of information to technology allows learners to connect with teachers, fellow learners, learning media, and learning resources both in synchronous and asynchronous learning.

Learners must focus on 21st century skills based on the education system in order to be able to keep up with the times, this is a reason that is often associated with the following: (1) changes in labor from a production industrial model to a technology-based industry, and is interconnected with global economic growth, thus requiring competencies suitable for dynamic and unpredictable economic and social development, (2) emerging evidence on how to optimize learning, including the use of technological innovations to deepen and transform learning, (3) change in expectations in participants students who demand an education system that is more complex with technology and relevant to their daily lives (Priyanti, 2019, p. 484).

In this 21st century, the world of education is one that is required to change in its field. One of the changes in the world of education is the teaching and learning process, especially the process of learning English. Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience (Houwer, 2013, p.2). Learning can be applied for several aspects, such as English. Based on Nordquist (2020), English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines. Based on the statement above, learning

English is the behavior carried out with the aim of learning a language based on experience, both English as the main language and a second language.

In the 21st century learning, teachers can apply several learning methods that integrate technology in content creation so that the language learning process is more informative, easily accessible, and involves students to be active (Steven, 2011 (citation in Tyas 2017)). Moodle, Edmodo, Blackboard, and Schoology are open learning software and learning management that offer various interactive features to support the English language teaching process. The teaching and learning process in the 21st century is full of challenges and opportunities, especially when teaching students the new English language. Into these areas of challenge and change, teachers provide the foundation upon which all students, including English learners, must build the competencies and flexibility needed to succeed in the 21st century. The sketch depicts some of the technological tools now available to young people as they personally envision themselves in a productive future and express their dreams in multimedia format for sharing with others.

English instruction will be entertaining on the one hand and aimed at a high standard of achievement on the other. According to Suherdi (2016), students will be encouraged to contextualize their English communication in their real and valuable experiences. They have all the reasons for completing their assignments and learning experiences cheerfully because they feel the closeness of the teacher. Through a synergy of enthusiasm and discipline, they will climb the stage of success in mastering English and utilize technology in a productive level of use. Later they will become Indonesian who are ready to build international peace, justice and prosperity in fair cooperation with other nations.

1.7.2. Need Analysis

Need analysis is the techniques in identifying specific language feature and skills that the language learners need then it will be the base in designing a course (Indrasari, 2016, p. 165). Meanwhile, Hyland in Paltridge and Starfield (2013, p. 325) state his defition of need analysis as follows, needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It

is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation -the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways.

According to Indrasari (2013, p. 164), there are two basic distinctions in need analysis, they are: target need (what the learner needs to do in the target situation) and learning need (what the learner needs to do in order to learn).

a. Target Need

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 (Novita, 2019, p. 34). There are three competents to achieve the need analysis:

1. Necessities

Neccessities 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. For example: An Indonesian migrant workers need to understand the food recipes then they should learn the recipes and should know the vocabulary of that recipe.

2. Lacks

The teacher need to know what the learners know already, so that the teacher can make an appropriate materials for the learner. The teacher also know what the competence that the learners need to achieve the goal of learning English.

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 Need

According to Hutchinson and Waters (citation in Novita, 2019) 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 (citation in Novita, 2019), the role of English 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. Its mean 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

   The teacher has to determine learners language lakcs, investigate their wants and attitude concerning language course, taking into consideration their language ability (Hutchinson and Waters (citation in Novita, 2019)). 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

   The learning situation is broadly reveals significant information regarding the learning environment and specifically the teaching situation, the available materials and the time volume (Hutchinson and Waters (citation in Novita, 2019)). It is mean that in order to get the target of the English learning teaching, all of them should equal.

1.7.3. Indonesian Migrant Workers

The increasingly of Indonesian migrant workers to work abroad every year are continues since overseas income is very sufficient and can increase the standard of living in Indonesia. Indonesian migrant workers are every Indonesian citizen 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 teritory of Indonesia

(Sejati et al., 2017, p. 1). Therefore, English language training is needed by prospective Indonesian migrant workers so that they can communicate well while working.

According to Novita (2019, p. 61), there are two models of Indonesian migrant workers, they are legal Indonesian migrant workers and ilegal Indonesian migrant workers, Indonesian migrant workers legal are the society who want to find work abroad by following the procedures and rules as well as legal mechanisms that must be followed to get permission to work outside, workers are also accompanied by official documents stating permission to work abroad, legal Indonesian migrant workers will receive legal protection, both from the Indonesian government and from the government of the receiving country, whereas illegal Indonesian migrant workers are the society who work abroad but do not have official permission to work in that place, they are not follow the procedures, mechanisms and existing laws in Indonesia and the host country.

a) **Documents**

According to Article 51 of Law number 39 of 2004, in order to be placed abroad, prospective migrant workers must have documents which include:

a. Identity card, latest education diploma, birth certificate or birth recognition letter;

b. Certificate of marital status for those who are married, attaching a copy of the marriage book;

c. Certificate of permission from husband or wife, permission from parents, or permission from guardian;

d. Work competency certificate;

e. Health certificate based on the results of health and psychological examinations;

f. Passport issued by the local Immigration Office;

g. Work visa;

h. Work placement agreement;

i. Work agreement, and

j. KTKLN (Migrant Workers Abroad Card)

In order to become Legal Indonesian Workers, Indonesian citizens who want to work abroad must take care of existing regulations and documents, so that Indonesian Migrant Workers have legal protection, both from the Government of Indonesia and from the Government of the receiving country.

b) **Requirements**

According to Law Number 14 of 2010 concerning the Implementation of Placement and Protection of Indonesian Workers Abroad, migrant workers as referred to in paragraph (1), must meet the following requirements:

a. At least 18 (eighteen) years old, except for Indonesian migrant workers who will be employed as individual users who are at least 21 (twenty one) years old, as evidenced by a National Identity Card (KTP) and birth certificate / birth recognition letter from the agency. standard ones;

b. Certificate of health and not in a state of pregnancy from a doctor for prospective female workers;

c. Permit letter from husband / wife / parent / guardian known to the Village Head or Lurah;

d. Have a registration card as a job seeker (AK / I) from the agency district / city; and

e. Has the qualifications / educational requirements as required by the user.

1.7.4. The relationship between Indonesian migrant workers and English learning

A learner is not only a person who in a formal class learning. More than that, a learner is someone who has the desire to acquire new knowledge, but not necessarily through the education in a formal institutions. According to Bafadhol (2017, p. 71) formal educational institutions are a structured and tiered educational pathway consisting of primary education, secondary education, and higher education. A learner cannot be categorized as only a student in a class of formal school, Indonesian migrant workers who are

carrying out a learning process at the training venue can also be said to be learners. Indonesian migrant workers are every Indonesian citizen 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 (Sejati et al., 2017, p. 1). In a learning process to gain new, broader knowledge, Indonesian migrant workers must know what they need so that they can fully understand learning. Analysis of their needs in accordance with their abilities is called a need analysis. Need analysis is the techniques in identifying specific language features and skills that the language learners need then it will be the base in designing a course (Indrasari, 2016, p. 165). In the process, need analysis focuses on the need for learning English as a means of communication for Indonesian migrant workers who wish to work overseas. This need, of course, must be in accordance with the times that are happening or commonly referred to as the 21st century. Due Indonesian migrant workers are learners living in the 21st century, it is not unusual when an Indonesian migrant worker receives a more modern teaching and more appropriate with the current era. The 21st century is marked as the century of openness or the century of globalization, means that human life in the 21st century has undergone fundamental changes, that are different from the previous century, the 21st century is a century that demands quality in all human efforts and results, and by itself the 21st century demands quality human resources, which are produced by professionally managed institutions as to produce superior results. These all-new demands call for various breakthroughs in thinking, drafting concepts and actions (Wijaya, Sudjimat, Nyoto, 2016, p. 263). The 21st century requires teachers, students, and various parties in the educational environment to create more creative and innovative teaching.

1.7.5. The Indonesian Migrant Workers' Need in Learning English

In preparing good and qualified Indonesian migrant workers, it is not only the duty of Indonesian labour service but also the support of Indonesian migrant workers themselves. According to Trilling & Fadel (2009, p. 48), the

core subjects and interdisciplinary 21st century themes are surrounded by the three sets of skills most in demand in the 21st century, there are:

1. Learning and Innovation skills

    a. Critical Thinking

    Critical thinking skills is the ability to analyze, interpret, evaluate, summarize, and synthesize all the information. Critical thinking give the understanding to a person independently about what has been conveyed. By critical thinking, a person can be said to be able to understand various opinions and ideas from various points of view or different sides.

    b. Communication and Collaboration

    Communication and collaboration skills can be learned through a wide variety of methods, by directly communicating and collaborating with others, either physically, face-to-face, or virtually, through technology.

    c. Creativity

    Creativity is based on something that virtually everyone is born with: imagination. Creativity and innovation can be nurtured by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures.

2. Information, Media, and Technology skills

    a. Information Literacy

    The set of skills needed to find, retrieve, analyze, and use information is known by Information literacy. Due to the obvious explosion of information and information sources, the twenty-first century has been dubbed the information era. Despite special information literacy skills, it is inadequate to define the study's objectives.

    b. Media Literacy

    According to the Center for Media Literacy, media literacy skills provide a framework to access, analyze, evaluate and create messages in a variety of forms, build an understanding of the role of media in society, as well as (develop   n `) the essential skills of inquiry and self-expression. Media literacy refers to the medium of delivering messages (print, graphics, animation, audio, video, web sites, and so on).

c. Technology/ICT Literacy

Technological literacy is a term used to describe an individual's ability to assess, acquire, and communicate information in a fully digital environment. Technological literacy refers to familiarity with digital information and devices, which is increasingly important in modern learning environments.

3. Life and Career skills

a. Flexibility

Flexibility is an adjusting and adapting strategies to accommodate new circumstances that everyone must develop in fast-changing times. The ability to adapt can turn the unexpected to the advantage, resulting in uniquely creative solutions and true innovations that can help meet the 21st century demand for fresh ideas and approaches.

b. Initiative

Initiative is the ability to be resourceful and work without always being told what to do. Students must prepare for the reality of 21st century work and develop deeper levels of initiative and self-direction skills as they progress through school It means using your mind, and having the drive to achieve it.

c. Social Skills

Social skills is an essential 21st century life skill that have the ability to work effectively and creatively with team members and classmates regardless of differences in culture and style. Understanding and accommodating cultural and social differences, and using these differences to come up with even more creative ideas and solutions to problems, will be increasingly important throughout our century.

d. Productivity

Productivity and accountability are important skill sets that all 21st century students and teachers need for success in school, work, and life. Productive workers and learners have been in demand in both business and education down the centuries. Setting and meeting goals, prioritizing work, and using time well are all skills that support working and learning equally well.

e. Leadership

Leadership is a person's ability to inspire others to act according to a plan as achieve the goals that have been set. Leadership refers to the patterns or habits of a person who inspire others. This pattern has turned into an inspiration for people to achieve what they want to do.

1.7.6. Previous Study

The researcher describes several previous study which are relevant to this research to make the arrangement of this research easier and to avoid repeating the same study.

First, the thesis entitled "Teachers Strategies in English for Spesific Purpose (ESP) for Indonesian Migrant Workers" written by Ciptaning Bella Novita (June 2019), explained about teacher's strategies in teaching English for Specific Purpose for Indonesian Migrant Workers, especially Singapore destination, at BLK (Balai Latihan Kerja) Eka Management and to know the factors influencing the ESP teaching strategies for Indonesian migrant workers. This research not explain what the needs of Indonesian migrant workers for learning English. 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 collecting the data. The finding of this research shows that teaching process for Indonesian migrant workers uses English for Specific Purpose strategies, namely input to output strategies and output strategies. She stated that both strategies are good for Indonesian migrant workers, this is proven by only taking 2 to 3 months to master the skill and language. Teaching English for Indonesian migrant workers only focuses on understanding the communication with their employers.

Second, the journal entitled "The effect of English and Cantonese speaking ability of the Indonesian female migrant workers in Hongkong toward people around them" by B. Rachmawati (2017). In her research, describes that self preparation for the migrant workers before they left is an important thing and main addition to administrative completeness. Self preparation can consist of learning a new language that will use by Indonesian migrant workers as a tool for communicate. In this research, Rachmawati, as the writer used cross sectional survey which the information data is collected only on certain

moments. Rachmawati collecting the data through interview with some female migrant workers. Based on the research, the finding are 1). The Effect of English and Cantonese speaking ability of female migrant workers toward the fellow. Most of female workers speaking Cantonese in daily communication but there are also fellows who speak English with the reasons that English is more important to be communicated in the world. In order to understand English and Cantonese they must understand what means of speakers (fellow) in order to avoid misinterpretation. By good communication, the female migrant workers will be easy doing their job, so the fellows will be kind to be female migrant workers. 2). The Effect of English and Cantonese speaking ability of female migrant workers toward the colleague. The female migrant workers speak bahasa when they communicate with Indonesian. But when they met with people from antoher country they speak English and sometimes they speak Cantonese as local language. 3). The Effect of English and Cantonese speaking ability of female migrant workers toward the other people. In training center (BLK) foreign language are taught pronounciation of articulation sounds to express their idea or feelings . The technique uses the form of imitate teacher utter sounds. The teacher corrects the articulation then students will imitate what the teacher utter (drill pattern).

Third, the journal entitled "Violence against Indonesian migrant workers - a causal analysis". This research provide a basis to understanding physical violence and abuse against Indonesian migrant workers overseas from a policy and government perspective. This research did not show the problem of the speaking needs by Indonesian migrant workers when they work abroad. This research focuses on the welfare that Indonesian migrant workers get from the government or the protection provided by the government for Indonesian migrant workers while they work abroad. While the findings of this research is Indonesia has a large and increasing number of migrant workers overseas which is placing pressure on the government to act and implement regulation and policy capable of addressing these issues of abuse (Kusuma, York, and Wibowo, 2015, p. 56).

Fourth, the closest previous study is the research from Yogyakarta state university written by Najikhah & Ismaniati (2019). This research is about development of a manual book as an independent learning resource for

indonesian migrant workers with malaysian destinations. This study aims to design and develop a manual book to improve Indonesian migrant workers with destination Malaysia. The needs of Indonesian migrant workers did not mention in this research. This research only focus on adjusting the layout, typography, design, illustrations and language according to the characteristics of migrant workers so as to make it easier to understand, less boring and portable. This research using two methods, qualitative and quantitative. Quantitative data were obtained from pretest and posttest scores and the questionnaire from expert validation and user. Descriptive qualitative data analysis techniques were used to process the data observation. Quantitative data analysis was used to examine the scores obtained from the pre and posttest. The research produced (1) a manual book design and (2) a product of manual books which has been tested for its effectiveness and practicality in improving Indonesian migrant worker knowledge.

Based on the explanation of the previous studies above, it is important to learn English for Indonesian migrant workers, especially the effective learning and most of the learning needed by Indonesian migrant workers. The similarity of the previous studies above is that Indonesian migrant workers need appropriate learning in order to improve the quality of their language. The difference from the research that will be carried out with the research above is that the researcher wants to know what the need of English language for Indonesian migrant workers in the 21st century to help them acquire a new language before they work on their destination country, Singapore.

1.7.7. Frame of Thought

The researcher illustrates the framework of thinking in this research by presenting:

Table 1.7 Frame of Thought

English Language 21st century

Learning English in the Indonesian labor service

↓

Indonesian migrant workers need for learning English
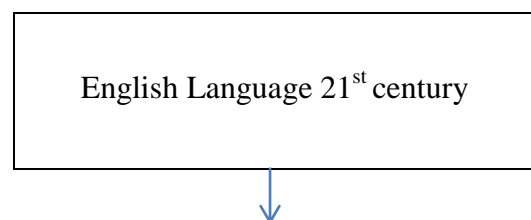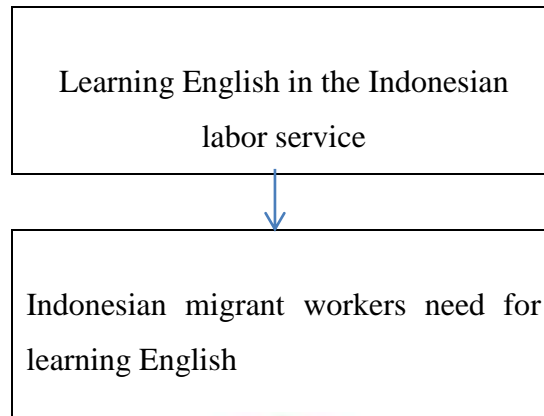
The fundamental ideas of this research start from the focus of English language teaching in the 21st century. Then, a more spesific topic of this research is the need of Indonesian migrant workers for learning English in the 21st century, because learning English not only held in the formal school, as a student, Indonesian migrant workers also should giving an attention for learning English epecially in the 21st century. Then, as teaching process, Indonesian labor service also regard the teacher strategy, materials, and students need for learning English. The last as a result provides detailed information concerning the need of Indonesian migrant worker for learning English in the 21st century and the need of Indonesian labour service prepare Indonesian migrant workers for learning English in the 21st century.

1.8. The Methodology of Research

1.8.1. Research Method

This research used a descriptive study with a qualitative approach to obtain the beliefs, feelings and desires of the respondents regarding their needs during the English learning process through questionnaire, interviews, and documentation. Qualitative research is research that is intends to understand the phenomenon about what is experienced by the subject research, for example: behaviour, perception, motivation, action and other holistic, and by way of description in the form of words and language, on a special context that is natural by making use of various methods natural (Moleong, 2011, p. 6). Cresswell (2003) defines quantitative research is one in which the researcher primarily uses post positivist claims for developing knowledge for example; cause and effect thinking, reduction to specific variables and

hypotheses and questions, use of measurements and observations, and the test of the theories. Researchers will find the needs for learning English in the Indonesian labor service through respondents, where the respondents can understand the English material for working in Singapore within two to three months. The respondents will be prospective Indonesian migrant workers who are currently training at the Indonesian labour service in Cirebon, West Java.

1.8.2. Sources and Types of Data

Data is something that is obtained from participants through a technique. Sugiyono (2017, p. 213), stated that sources of data analysis are classified into two types, there are:

1. Primary Data

Primary data obtained from interviews and questionnaire, in the primary data, the data sources obtained are in the form of words or texts conducted by researchers with competent parties which will be processed for research purpose (Sugiyono, 2017, p. 213). In this research, primary data collected in accordance with the situation during the interview.

2. Secondary Data

The next data source is secondary data. Secondary data is a data source that does not directly obtained to data collectors, for example through other individuals or via documents (Sugiyono, 2017, p. 213). Secondary data obtained from photos to obtain incomplete data from interview and questionnaire. The data must answer the problem formulation of this research.

1.8.3. Data Collection Techniques and Instrument

a. Data Collection Techniques

In this research, data collection is used to collecting data that researcher obtained. Data collection is carried out when the direction and objectives of the research are clear and also when the data source, namely informants or participants, has been identified, contacted and has received approval of their desire to provide the required information (Semiawan, 2010, p. 108). Creswell (2012, p. 212) stated that, the varied nature of

qualitative forms of data when they are placed into the following categories: observations, interviews and questionnaire, documents, and audiovisual materials. In this research, the researcher use the technique of collecting data as follows:

1. Questionnaire

   According to Creswell (2012, p. 242), the open-ended responses, permit the researcher to explore reasons for the closed-ended responses and identify any comments people might have that are beyond the responses to the closed-ended questions. The type of questionnaire used in this study is an open-ended questionnaire, there is a questionnaire that is presented so that respondents can provide the reasons according to their needs and circumstances in the column provided..

2. Interview

   A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 2012, p. 217). In this research, the researcher ask the questions to the instructors. The researcher record and write their answer about the need of Indonesian migrant workers for learning English in the 21st century.

3. Documentation

   The documentation used as supporting data in this research such as photos and so on to obtain incomplete data from interview and questionnaire. In this research the researcher uses a camera to take some photos and videos about the need of Indonesian migrant workers for learning English.

b. Instrument of the Research

   For collecting the data, instrument is being an important thing. Researchers act as human instruments that serve to determine the focus of research, select informants as data sources, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions from what is found in the field (Anggito & Setiawan, 2018, p. 76). In this research, the researcher identified the participants (Indonesian migrant workers and the

instuctors) that help the researcher to understand the needs. The data help the researcher to answer the statement of the problem.

1.8.4. Data Analysis Technique

After all the data were obtained, the next step is analyze the data. Data needs to be analyzed in order to determine the accuracy and completeness of the organization of a data in order to facilitate understanding of the data presented. According to Sugiyono (2015, p. 338), there are three components of analyzing the data, that are:

1. Data Reduction

    First step for analyzing the data is data reduction. Data reduction is a sensitive thinking process that requires intelligence, breadth, and high depth of insight (Sugiyono, 2015, p. 339). In data reduction, the researcher focused on the data of subject that would be analyzed. The data that would be reduced is about the needs of Indonesian migrant workers for learning English in the 21st century.

2. Data Display

    Data display in qualitative research is the process of presenting data in the form of brief descriptions, charts, relation between the categories, flowcharts and etc (Sugiyono, 2015, p. 341). The data display can make the collected data easier to be understand. In this stage, the researcher presented the indicator of 21st century skills that Indonesian migrant workers need for learning English.

3. Data Verification (Conclusion)

    Data verification is a process to obtain evidence that has been thoroughly examined. Conclusions of the data were obtained can be in the form of a description or description of an object that was previously unclear, so that after being examined, the data will clearly (Sugiyono, 2015, p. 345). In this section, the researcher presented a conclusion and recomendation.

4. Descriptive Statistics

    Arikunto (2015, p. 277) stated that descriptive statistics are statistics that aim to "describe or "explain" the symptoms of research results.

Descriptive statistics are very simple in the sense that do not calculate and generalize the results of the study.

Based on the opinion above, the statistics used by the researcher in this study are only as a complement or a tool for calculating, especially in the analysis of questionnaire data given to respondents. The descriptive statistics used are not very in-depth but only calculate the percentage of an answer to the research questionnaire.

According to Sugiyono (2012, p. 173) there is a simple calculation formula in descriptive statistics to calculate the percentage of an answer. That is by using the following formula:

$$P = \frac{f}{n} \ x \ 100\%$$

Description:

P = Percentage

F = Frequency of each answer that has become the respondent's choice

N = Total respondents

1.8.5. Research Timeline

One meeting for instruments used by researchers to collect data is the time allocated for the analysis. Both questionnaires and interviews are conducted at various times, since it takes a lot of time for the interview to be done individually. Thus the data collection takes about 3 months to complete.

Table 1.10
Research timeline

	Activities	Month													
		June					July				August				
		1	2	3	4	5	1	2	3	4	1	2	3	4	5
1	Preparing research proposal	■													
2	Instrumental development of research proposal	■														
3	Instrumental try out of research proposal		■													
4	Revision of research proposal		■													
5	Asking agreement to the chairman of the selected branch		■													

No	Activity														
	for doing survey		▓												
6	Survey in the Indonesian labor service environment and conducting interview			▓	▓	▓									
7	Analyzing data from interview						▓								
8	Sorting data from interview						▓								
9	Conducting classroom observation and documentation							▓	▓	▓	▓				
10	Analyzing data from classroom observation and documentation											▓			
11	Sorting data from classroom observation and documentation												▓		
12	Making data conclusion												▓		
13	Finalisation of research													▓	