

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

In this chapter, discussed about the conclusion of all the statement that has been explaining in the chapter II and III. After analyzing the data from questionnaire, interviews, and observation checklist, the researcher can conclude all of the data. The first data in this study were questionnaire filled out by the participants of the need of Indonesian migrant workers for learning English in the 21st century. The second data was the results of interviews with instructors and the third data was the results of the observation checklist by staff of Indonesian labour service.

Based on the data from the questionnaire, the researcher conclude that the participants need the 21st century skills. With the amount of Yes (87.9%) and No (12.1%). Through the following aspects such as: Critical Thinking, Creativity, Collaboration, Communication, Information Literacy, Media Literacy, Technology Literacy, Flexibility, Leadership, Initiative, Productivity, and Social Skills. The question with the most (no) answers is question number 5, an indicator of creativity, *does workers needed writing paragraph/essay job related?* more than half answers of Indonesian migrant workers are (no) with 92.3% data results. According to the statement, it can be concluded that Indonesian migrant workers does not need writing paragraph/essay skills. In addition, the background of Indonesian migrant workers is also one of the factors that influence them to only immediately practice English from the instructor.

The data of the interview with instructors, the researcher conclude that the instructor already applied skills needed of the 21st century in the classroom that are in accordance with the needs of Indonesian migrant workers. These needs include several indicators of 21st century skills, including critical thinking, creativity, communication, collaboration, information literacy, media literacy, productivity, flexibility, technological literacy, leadership, initiative, and social skills. The use of these indicators is applied by instructors with the aim to fulfill the needs of worker

in learning English before they work. Fulfillment of the needs is appropriated to the situation of workers and currently times.

In addition, the data from interview with staff using observation checklist shows that Indonesian labor service preparing the need of Indonesian migrant workers including three aspect: qualified instructor, experienced instructor, providing an effective media. Qualified instructor that has been recruit by the Indonesian labor service is qualities of teaching, managing the classroom atmosphere, and providing the comfort class in the learning process, and also for the minimum education is senior high school but fluent to speak English. Next is experienced instructor, Indonesian labor service need an instructor who have more or at least 2years of experience working overseas. Because experienced instructors have the ability to help every Indonesian migrant worker to understand the job. Last is providing an effective media, there is only book as teaching media for workers to learning. In the book there is material that appropriate with the needs of workers.

4.2 Suggestion

Based on the discussions and conclusions described above, it is hoped that there are several things that are expected to be input for institutions, instructors, participants and for further research that focuses on the English learning process which is strengthened by 21st century skills for Indonesian migrant workers.

5.2.1. For Instructor and Students

Hopefully, the instructor can continuously teaching Indonesian migrant workers by according to the 21st skills (critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skill), and expected the students already to speak English fluently and work globally.

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.

5.2.2. For Future Resercher

Hopefully, this research can contribute to the next researcher who is get the interest in the same area (English language learning). Further researcher is challenged using different research methods, for example an analyzing the teacher's strategy to teaching Indonesian migrant workers in the 21st century.

