

Conference Paper

Integrated Methods for Improving Housemaids' Basic English: A Case at the Community Development Program in Kupang, Eastern Indonesia

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Abstract

Having qualified migrant workers to work abroad is necessary. Indonesia has been one among the other Asian countries to send most of its migrant laborers working in middle-class jobs in foreign countries. Pre-departure preparation is an important component in the preparation process and plays a key role in performing good personality in services. Despite their personal reasons and expectations for their life changes, most Indonesian migrant workers suffer from several major drawbacks. This study, therefore, gives an account of the integration of alternative methods for basic English teaching for housemaids candidates through a community development program in East Nusa Tenggara, Indonesia. It aims to enable the workers with basic English for intercultural communication in the mainstream job market in target countries with a diversity of language and cultures. To date, various methods have been applied to measure the participants' basic English ability and the participants are given basic English teaching for three months (March-May 2019). Thirty-five students departure were recruited for this study. To see if the selected methods are integrated for the practicality of basic English teaching, there was a comprehensive observation to find out whether the English teaching and learning run as contextual as possible. The results show that integrating Grammar-Translation Method, Contextual Language Teaching and Total Physical Response gives much to account for contextualizing students with a basic level of English to manage themselves in English for intercultural communication for housemaids tasks in the target countries. Findings of basic English teaching and learning practices are discussed contextually.

Keywords: housemaids, basic English, methods, community development

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1. Introduction

Migration has become a strong keyword in terms of people mobility across countries. Long before, Indonesia has been recognized as one of the biggest contributors of migrant workers. Their migration does not simply bring impact to the well being of own family, but also, increase the economic income of home country. An estimated account of USD \$9 billion marked the remittance of the Indonesian migrant workers to the country's

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income rate in 2016 (World Bank Report on Indonesian Migrant Workers, 2017). Despite a positive income flow towards the economic trend in this country; however, there are still many tasks to complete. The reason rests heavily on the fact that with approximately ten million Indonesian employees, most of them are categorized as low-skilled labours (World Bank Report on Indonesian Migrant Workers, 2017).

As Indonesia begins stressing the importance of protecting and managing its domestic workers over the past decades with the establishment of the. Having assisted from the International Labour Organization, BNP2TKI plays a complex task to protect and manage the migration processes (International Labour Organization, 2013). Noted from the complexity of problems hindering migrant workers, then, it becomes more necessary to put into importance partnership building among stakeholder to conduct such a developing program that brings impact to the quality of migrant workers before leaving to the receiving countries (Dewi and Sudagun, 2017; Marwati, 2017).

While the migration trend shows more innovative changes, the issue of gender has made the most striking segment to make a side note. Over the past decades, the number of Indonesian female workers dominates the trend from 2006 (upper than 80 per cent), then, marked a peak in the following three years before striking a decline in 2013. Since then, it shows a steady increase until 2016 (Purnamasari, 2017). Following the Indonesian government's serious protection and management, it is predicted that the increasing number would perform positive trend in the upcoming years.

Miglani and Awadhiya's (2018) study elucidate that the majority of employers (86.75 per cent) demand those of job seekers with life skills, comprising communication skills, critical thinking skills, problem solving skills and many more. With this in mind, pre-departure preparation should have not simply focus on the education and training on self-control, technical matters and entrepreneurships. They need communicative competence in order to make meaningful interactions in different contexts (Brown, 2002; Celce-Murcia, 2001). What is alarming from this notion is the parallelism between their foreign language ability and the problems affecting employees in the receiving countries. Once they have no background ability in English, then, they will not know what short of communication barriers are likely to occur. In 2016, the Jakarta EF released a global survey result of the English Proficiency Index (EF EPI) of 72 countries, where Indonesia ranked the 32nd position (Dinisari, 2016).

Following the World Bank's (Hamdi, 2013) finding on the Indonesian workers' lacking of English, it follows that problematic impact to their sense of insecurity overseas has become an ever-present issue. Their misinterpretation on what employers really mean leads them into miscommunications (Dinisari, 2016; Vristian, 2012). The more they work

under pressure, the more they emotionally react. In certain extreme case, they had to experience criminal cases.

This hints that Indonesian prospective worker required English training for qualified competency (Rafiq, 2016). Bearing in mind that they are adult learners of English, then, it is somewhat important to seek for best strategies that best fit to their background and needs. Theoretically speaking, adult learners are the ones who leave their families, they afford for being familiar with new culture, in so doing, they need such a participatory approach which directs their orientation towards learning experiences (Auebarch, et al, 1996, cited in Johns and Price-Machado, 2001). In this sense, teachers should be familiar with who they are and what sort of existing potentials they have for learning (Weinstein, 2001). Understanding the affecting factors towards their oral communication should underline teacher's background knowledge.

To date there has been little resources on English strategies for empowering Indonesian migrant workers during pre-departure preparation; this paper seeks to trace the strategies applied by an English instructor to integrate several underlying methods in teaching basic English for women migrant workers in East Nusa Tenggara province of Indonesia.

2. Method

Qualitative method offers an effective way of exploring the evidences on the integration of relevant methods that best fitted to Basic English teaching for the prospective migrant workers participants - the participants of the study. To date various methods had been integrated, the participants were given basic English teaching for three months, started from March until May 2019. They were selected on the basis of a degree of homogeneity of taking pre-departure preparation prior to their leaving for three target receiving countries, i.e., Malaysia, Singapore and Hongkong. They are based in an official training center in Kupang, East Nusa Tenggara. The training center is responsible for their recruitment, pre-departure preparation, education and trainings before departure to target countries (Rider & Klaeyesen, 2015). Data for this study were retrospectively collected from Survey and Observation. All the data was searched from March until June 2019. The study, therefore, uses qualitative analysis in order to gain insights into the summing up of the integration of methods for Basic English teaching. To see if two or more teaching methods are used, the data was plotted and described comprehensively.

3. Findings and Discussions

3.1. Needs Analysis Results

At the beginning of Basic English Teaching and Learning, there was needs analysis, which aimed at exploring their goal for taking Basic English, their existing level of English and the difficulty in its use for communication. Having conducted the needs analysis, the result shows that 90 percent participants are dominantly unskilled women originated from rural areas with low levels of education. They are lacking of English competence, therefore, becoming very difficult to communicate in this foreign language. The aim of taking the Basic English is also vary. For several former women migrant workers, they wish they could take it to be familiar with language functions in accordance with the grammatical rules. Further analysis result on their goal to go abroad indicates that the majority (83 percent) of participants want to make their parents happy. Twelve percent participants believe that being an overseas worker could bring about changes in their whole lives. The rest ones express that they will be more independent and success, and, of course, are more responsible for their family.

3.2. Integrated Methods

The results shown that Basic English for Indonesian Women Migrant Workers integrated several teaching methods, i.e., Grammar-Translation Method (GTM), Contextual Language Teaching (CLT), Total Physical Response (TPR), Direct Method (DM), Audio-Lingual Method and Multiple Intelligences (Larsen-Freeman, 2000).

The observation result of the integrated methods is outlined in the following table.

The integration of these methods allows learning to occur on the plane of communicative and practical way. Initially, the use of every single method has shown changes in the light of EFL teaching and learning practices. The role of instructor, on the other hand, is simply as the facilitator and/or communicator (Larsen-Freeman and Anderson, 2011). The most striking result to emerge from the data is that the weaving of these methods promotes various atmosphere of the use the English for housemaids. Besides, it helps them to use everyday vocabularies due context.

TABLE 1: Integrated Methods on Basic English for Women Migrants

Teaching Methods	Techniques	Focus
GTM	Literal Translation	Words, phrases, expressions; Negotiation of meanings
	Memorization	Familiar with things outside a house
Audio-Lingual Method	Dialogue memorization	Repetition drill
Multiple intelligences	Visual	Interpersonal activities: group discussions
	Logical	Reasoning well, Guessing
Audio-lingual Method	Modelling, Role play	Repetition drill, Modelling pronunciation
Communicative Language Teaching	Language games	Preposition vocabulary game; Matching object due functions
	Authentic Materials	Introducing real English to lower level participants
	Role Play	Expressions for talking on the telephone
TPR	Command	Showing position
	Demonstrations	Prepositions
	Action sequence	Rehearsing
Direct method	Reading aloud	Reading Task
	Repetition drill	Modelling

4. Conclusion

Overall findings show that integrating methods is an alternative strategy for realizing meaningful learning of English for prospective women migrant workers in Eastern Indonesia.

5. Suggestion

Further work is required to establish these helping program activities for empowering this group of overseas job seekers during pre-departure preparations.

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