

Safrida Lubis

FBS –Unimed

1. Introduction

International migration is basically a phenomenon which represents family or individual efforts to maintain their existence, and desire to improve their quality of life (Nagayama, 1995). Today, this phenomenon is becoming increasingly important in Indonesia (Hugo, 1995; Spaan, 1994; Adi, 1995). International migration flows in Indonesia will continue to increase in the future due to the limited job opportunity, the increasing average level of education in Indonesia, proliferation of mass media, easy and cheap access to overseas countries, and developments in national and global transport systems.

This study deals with English for Specific Purposes (ESP) which is designed to improve the quality of Indonesian Domestic Workers particularly Female Workers who work overseas, especially Malaysia. ESP is seen as an approach, not a product, which means that we do not teach special form of a language but it can be identified as typical of a particular context of use. It is meant that the learners would likely to meet in the target situation (Hutchinson and Waters, 1986). ESP is not just a matter of science works and grammar for scientists, etc. but it is linked with performance and competence. It means that what people actually do with language and the range of knowledge and ability, which enable them to do it.

ESP is not different from any other language teaching; that is, based on the principle of effective and efficient learning. ESP course are providing the learners with competence of using English for specific fields of knowledge at the advantage level. It also concerns the design curriculum, using approaches, methods and techniques in advanced ESP and develops material for the syllabus: type of authentic scientific writing, grammatical features, vocabulary building and principles in the teaching and learning of ESP.

This study identifies the language skills required by the Indonesian workers to be able to work overseas and the teaching materials to fulfill the workers' needs. The information gathering on the needs to the Indonesian workers is limited to the female workers who would like to work overseas in this case Malaysia, do some house-works such as cleaning and polishing floors, washing, ironing, buying food and other domestic necessities, preparing food and serving meals. This study is expected to give some relevant contributions to the educationists who are willing to design materials of their own; the Indonesian community to be exist elsewhere –Malaysia; the Indonesian domestic workers to improve their quality so that they can move more freely in the international society.

2. Review of related literature

2.1 The ESP and Language Descriptions

Any ESP course makes use of explicit or implicit ideas about the nature of language. These ideas are drawn from the various language descriptions that have been developed by succeeding school thought in linguistics. Therefore, it is important to understand the main features of each of these descriptions in order to consider how they can be used most appropriately in ESP courses. The ESP and language descriptions are elaborated in the following subsections in order that it provides a clearer understanding about them.

Stevens (1988:9-10) presents four absolute and two variable characteristics of ESP. There are: (a) Absolute characteristics of ESP, and (b) Variable characteristics of ESP.

2.1.1 Absolute characteristics

ESP consists of English language teaching which is:

- 1) Designed to meet specific needs of the learner.
- 2) Related in content (that is in its themes and topics) to particular disciplines, occupations and activities.
- 3) Centered on the language appropriate to those actions in syntax, lexis, discourse, semantics and so on, and analysis of this discourse.
- 4) in contrast with General English

2.1.2 Variable characteristics

ESP may be, but is not necessarily:

- 1) Restricted as to the language skills to be learnt (for example speaking only, speech recognition only, etc.).
- 2) Taught according to any pre-ordained methodology (e.g. ESP is not restricted to any particular methodology although communicative methodology is very often to be the most appropriate).

At a 1977 Japan Conference on ESP, Dudley-Evans offered a modified definition. There revised definitions Evans and ST. John postulate is as follows:

2.1.3 Absolute characteristics

- 1) ESP is defined to meet specific needs of the learners.
- 2) ESP makes use of the underlying methodology and activities of the discipline it serves
- 3) ESP is centered on the language (grammar, lexis, register)m, skills, discourse and genres appropriate to these activities.

2.1.4 Variables characteristics

- 1) ESP may be related to or designed for specific disciplines.
- 2) ESP may use, in specific teaching situations, a different methodology from that general English.
- 3) ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level.
- 4) ESP is generally designed for intermediate or advanced students.
- 5) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners (1998:4).

In line with Hutchinson and Waters (1986:19), ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. In a more elaborate explanation of ESP, Hutchinson and Waters (1986:18) asset that:

- a. ESP is not a matter of teaching 'specialized varieties' of English. There are some features which can be identified as 'typical' of a particular content of use and which, therefore, the learner is more likely in the target situation
- b. ESP is not just a matter of science words and grammar for scientists. It is much more to communication than just the surface features that we read and hear. We need to distinguish as what Chomsky did between

'performance' and 'competence' that is between what people actually do with the language and the range of knowledge and abilities which enable them to do it.

- c. ESP is not different in kind from any other form of language teaching. It is based on principles of effective and efficient learning. Thus, the listening and speaking material meant for office administration students are designed so that they can give many practices that help students in their study as well as in their future

EOP refers to English that includes professional purposes in administration, medicine, law, and business. The emphasis is on the specialized vocabulary materials (texts and dialogues) accompanied by glossaries questions.

Richard (1992:76) says that course design is the development program or set of teaching materials. Designing a course is fundamentally a matter of asking question in order to provide a reasonable basis for the subsequent process of syllabus design, materials writing, classroom teaching and evaluation (Hutchinson, 1986).

Before planning course design, a wide range of questions (general and specific, theoretical and practical) need to be asked. Some of them will be answered based on research findings, while other rely more on the intuition and experience of the teacher, such as : (1) Why does the student need to learn?, (2) Who is going to be involved in the process?, (3) Where is the learning to take place?, (4) What potential does the place provide?, (5) What limitation does it improve?, (6) When is the learning to take place?, (7) How much time is available?, (8) Who will be distributed?, (9) What does the student need to learn?, (10) What aspect of language will be needed?, and how they be described?, (11) What level of proficiency must be achieved?, (12) What topic areas will need to be covered?, (13) How will the learning be achieved?, (14) What learning theory will underline the course?, (15) What kind of methodology will be employed?.

2.2 Needs Analysis

Needs analysis is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities (Richard, 1992). Needs analysis make use of both subjective and objective information (observations, questionnaires, interviews and tests) and seek to obtain information: (1) the situation in which a language will be used (who it will be used with), (2) the objectives and purposes for which the language is needed, (3) the types of communication that will be used and (4) the level of proficiency that will be required.

A Present Situation Analysis (PSA) may be posited as a compliment to TSA. A PSA seeks to establish what the students are like at the commencement of their language course, investigating their strengths and weakness. There are three basic sources of information: (1) the students themselves, (2) The language-teaching establishment, and (3) the stakeholders.

Target Situation Analysis (TSA) can be understood as tracer study that means to find out: (1) what the learner has to know, (2) what the learner knows already, and (3) what their needs are. TSA shall be relevant to the needs of learners and stakeholders. The language competences to be achieved are written and spoken whether formal and informal atmosphere. This competence will match to the needs of stakeholders.

3. Methodology

In this study, the writer conducted a qualitative research. Questionnaire were administered to get related data. Then the data were tabulated in an in-depth discussion in order to obtain the best solution in terms of preparing workers to work overseas. The study was conducted at Jl. Brigjend. Katamso Gang Sepakat No. 40 Medan. The study concerned with one of the agencies whose business is providing workers as requested by overseas employers. The population was all female workers who were waiting to be sent overseas by PT. Selodang Mayang Lestari. The number of workers ranged from 20-30. All the female workers were included in the study. So, a purposive sample was applied.

The data were collected through observation, interview, and questionnaires. The writer interviewed the agent about the study and arranged date and time for administering the questionnaires. The data were analyzed manually. The writer identified the main variables such as age, educational background, necessities, lacks and wants of the participants. Later, the data were used to analyze, evaluate, and design the syllabus and materials.

4. Discussion

With reference to the data collected from the 27 respondents, it was obvious that the workers needed to learn English in order to assist them in doing their jobs in Malaysia. The following tables showed the obtained data. It shows the age range of the workers, their educational background, work experiences, and country.

AGE	Number of workers	Percentage
21-25 years old	3	11
26-35 years old	17	63
36-45 years old	7	26
TOTAL	27	100

The age group describes that the workers were adult. This is to say that they were capable to adjust in a working environment compared to those who were much younger in age. It can be concluded that the older one is the better to the adjustment of the situation and working condition.

Education background	Number of workers	Percentage
Elementary school	22	80
Junior high school	5	20
TOTAL	27	100

This is a fact that with their very low qualification, it would be impossible for them to do a better qualified job, and with such a qualification, it is likely that they would face problem, especially work with an established family. In picture of the overall projection of schooling experience, it is obvious that they had no English language experience because English is not taught in the state school of the elementary level.

Home country	Numbers of workers	Percent
Sumatra	9	33
Java	18	67
TOTAL	27	100

These numbers showed that more people would come to Medan, North Sumatra, and then they would be sent to Malaysia, because of the close destination, Medan and Malaysia. The fact reveals that the workers need to be well-trained before being sent to Malaysia. Two observations were conducted at the office, PT. Selodang Mayang Lestari, and the workers' accommodation. It was intended to discover an in-depth view about the workers and the training that were given to them.

From the interview to the one of the staff of PT. Selodang Mayang Lestari, the writer obtained the data which shows that the workers' need to focus on the listening and speaking ability. The workers need to learn vocabularies and simple expressions in relation to domestic service (such as cooking, washing, ironing, serving food and drink, baby and child-caring, and answering telephone calls). The situation where the workers use the language is face to face and in the telephone conversation. Since the workers stay longer at home, so they need to learn expressions related to serving the employers and family members. In short, the workers need to have a basic communication in terms of informal conversation.

Based on the data analysis, the writer designs a syllabus which is appropriate to tailor the learners' needs. This syllabus design illustrates the procedures for deciding what will be taught in language program (English) for the Indonesian workers who plan to work as domestic workers in Malaysia. The syllabus design

includes the study of the purposes for which the workers need language (needs Malaysia); the setting of objectives and the development of a syllabus, materials and teaching-learning method. The syllabus is intended not only to the 27 respondents but also other workers who plan to work as domestic workers in other foreign countries. The approach used in designing the syllabus is based on the learning-centered approach and the criteria used to design the syllabus are based on the criteria for topical and situational syllabus. However, the approach is not narrowly based on only one theory of learning. Instead, what is best from each theory is taken, and the teacher's experience is applied to adjust to the classroom situation.

Need analysis is normally required before a syllabus is developed for language teaching. By means of need analysis, the writer determines the needs for which the learners require a language and arrange them according to priorities. With reference to the data from observations, questionnaires and interviews, the writer obtained information on the situations in which the language will be used, the objectives and purposes for which the language is needed, the type of communication that will be used (written, spoken, formal, informal) and the level of proficiency that will be required.

There are three types of needs that could be identified based on the data that the writer collected from the twenty-seven respondents. First, they need to have familiar with vocabularies in conjunction to their works. Secondly, they need to understand instructions on machines which are commonly written in English.

The table below describes a target situation analysis framework of the needs analysis of the respondents. It describes the respondents' aim at learning a foreign language, medium, channel, and types of discourse required by them.

Why?	For work
How?	Medium :listening and speaking Channel face to face and telephone Types of discourse: informal conversation
What?	Subject:cooking, washing ironing, child-caring, watering plants, serving food and drinks, answering telephone calls. Level: elementary and junior high school
Who?	Receiver:non-native Level of knowledge:expert ,layman Relationship:superior
Where?	Physical setting:home Human contact:on telephone Linguistic context:abroad
When?	Working overseas

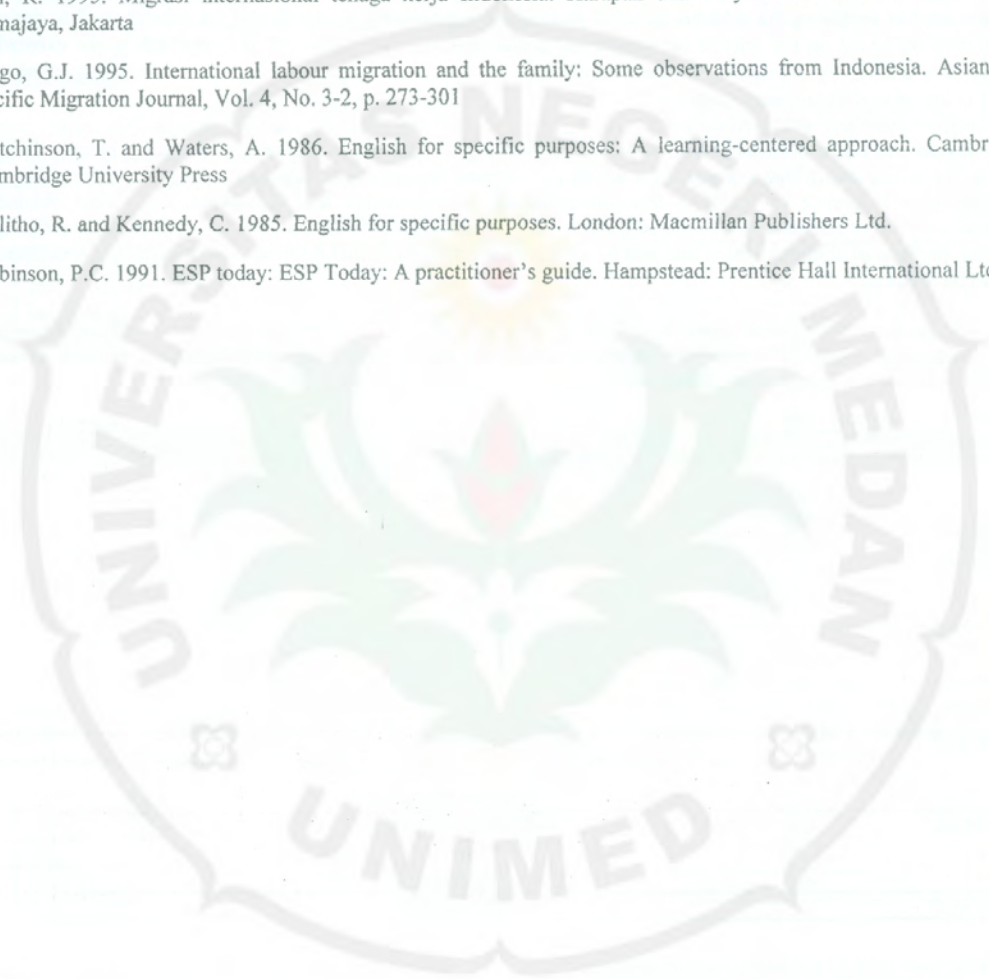
The approach in designing the syllabus is learning-centered approach (Hutchinson and waters, 1986), because this approach considers learners in every stage. Since the learning-centered approach is used to design the syllabus, then the criteria in designing the syllabus is topical/situational syllabus. There are six units of the syllabus and each unit is designed for two meetings. The syllabus consists of six topics –cooking, washing, telephoning, child –caring, watering plants, and serving food and drinks.

5. Conclusion and recommendation

The questionnaires and interviews results suggested that the workers need to be trained in order to be able to communicate in English. Therefore, an ESP textbook for domestic workers need to be planned and designed by ESP practitioners. It is expected that the workers' low quality in terms of education and foreign language needs to be considered by the government of Indonesia as well as the formal recruiters before employing the workers to destination country.

References

- Adi, R. 1995. Migrasi internasional tenaga kerja Indonesia: Harapan dan kenyataan. Pusat Penelitian Unika Atmajaya, Jakarta
- Hugo, G.J. 1995. International labour migration and the family: Some observations from Indonesia. *Asian and Pacific Migration Journal*, Vol. 4, No. 3-2, p. 273-301
- Hutchinson, T. and Waters, A. 1986. *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press
- Bolitho, R. and Kennedy, C. 1985. *English for specific purposes*. London: Macmillan Publishers Ltd.
- Robinson, P.C. 1991. *ESP today: ESP Today: A practitioner's guide*. Hampstead: Prentice Hall International Ltd.



THE
Character Building
UNIVERSITY