**English Teaching and Learning for Singapore Migrant Workers at PT. Sarim adu Jayanusa Cilacap**

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This study was to describe English teaching and learning for Singapore migrant workers at PT. Sarimadu Jayanusa Cilacap and to found out the difficulties faced by Singapore migrant workers at PT. Sarimadu Jayanusa Cilacap during the English teaching and learning process. This study was conducted in PT. Sarimadu Jayanusa Cilacap, using the descriptive qualitative method. This study used observation, interview and documentation delivered to the head office, the tutor and the migrant workers. There were three main steps of data analyzing such as data reduction, data display, and conclusion. The result showed that the process of English teaching and learning for Singapore migrant workers was conducive, the tutor used *Tarik Ulur* strategy, and memorization. This study showed that the difficulty came from the migrant workers and the material, the difficulties were about the different education background of each migrant workers, and the migrant workers as adult learners. It concluded that the process of English teaching and learning was enjoy if the English tutor used the catch strategy. The strategy used memorization, so the migrant workers required to memorize the materials. The response of migrant workers during the process were active, they could answer the questions from the English tutor well. The English tutor used *Tarik Ulur* strategy to made the class atmosphere comfortable and fun to learnt English.

## A. Background of the Study

Hutchinson and Waters (1987: 2) define, "ESP like any form of language teaching, is primarily concerned with learning. But it was our view that in its development up to know. ESP has paid scant attention to the question of *how* and *what* people learn". The use of ESP in certain fields helps foreign learners focus more on what they learn. For example a doctor focuses on English about health, an engine mechanic focuses on English about machine and also the English teacher or learner focuses on English education. It means ESP is commonly used in teaching foreign languages for specific uses in certain fields of science and professions. This purpose is generally understood as a benefit in the role of English as a communicative tool both oral and written. Therefore, ESP should be seen as an approach, concept and method during English teaching and learning process that is different from general English. ESP approach also used in PT. Sarimadu, it can see how the tutor teach the migrant workers. In PT. Sarimadu was held English teaching and learning process for Singapore migrant workers.

English teaching and learning is one activity that study and teach how to speak, write, and listen English. Usually, this activity is done by people

whose first language is not English. Now, English is one of important language in the world. In close connection to the fact, during the past few decades, globalization has grown significantly, more and more adults of different nationalities seek the help of English instructors because some people want to find employment abroad, to communicate more effectively at work, to resort to overseas travels, or just to enjoy various types of social situations. For the other purposes, English learning is important for career development of someone. In Indonesia, some people who want the better job and get high salary, they will work abroad for a period time and usually they learn English to get job easily. In PT. Sarimadu the English teaching and learning process covers the strategy, method, materials, the response, the improvement skill, and the difficultiy.

Migrant workers are person who regularly works away from their own home, even they have a home. Now, the migrant workers problem happens almost in a part of the world including Indonesia. In Indonesia almost 148.285 migrant workers that work in other countries (BNP2TKI January-August 2017). The number of migrant workers tends to increase each year. A drastic increase occurred in 1997-1998 concomitant with the economic crisis occurring in Indonesia. The push factors why so many migrant workers work abroad such as the income in their villages is uncertain and is not enough to fulfill their daily living expenses, the number of jobs offered overseas is much higher as well as more varied and more promising, following in the footsteps of family or friends who have already migrated earlier, influenced by agents whose role is significant in recruitment process and to gain a higher social status.

Skill and language training is the important thing before the migrant workers go abroad to work, in this part they will learn and increase their soft and hard skill. The training will be held in a training center and will be given by mentors. Training for migrant workers is also done to improve the competence who are dignified, skilled, resilent and competitive. In addition to the demand of basic skills in the field that is occupied, the world of work requires the skill of employment. Where conceptually employability skill is the ability of individual active adjustment to certain job so as to enable individual to survive and realize the opportunity to succeed in work. The skill of worker is considered very important, because the job demands the initiative, flexibility, and ability of a person to handle different task. It means that the skills processed by migrant workers should not be specific, but more service-oriented and more importantly have high social skills. Worker will improve the skills before get a job, they will be quarantine for a time in a training center.

PT. Sarimadu Jayanusa Cilacap is one of the training centers for candidate migrant workers to improve their soft and hard skill before working abroad. It has several branch offices in several cities in Central Java, such as in Cilacap, Kebumen, Majalengka, Cirebon and several other cities. It is quite reliable in handling candidate migrant workers who will go abroad. In this

stage, migrant workers must develop their language, service, communicating skill, team work, and the other skill which will be needed on the work place.

The research will be conducted in PT. Sarimadu Jayanusa Cilacap. The writer focuses on English teaching and learning process for Singapore migrant workers. In other word, the writer focuses how Singapore migrant workers improve their English language skill. The above explanation leads the writer to conduct a research about English teaching and learning process in nonformal education under the title "English Teaching and Learning for Singapore Migrant Workers at PT. Sarimadu Jayanusa Cilacap".

This study has several research questions, which are: How is the process of English teaching and learning for Singapore migrant workers at PT. Sarimadu Jayanusa Cilacap and what are the difficulties faced by Singapore migrant workers at PT. Sarimadu Jayanusa Cilacap during the English teaching and learning process?

The objectives which the writer has are stated as follows: To find out the strategy used and the kind of material during English teaching and learning process for Singapore migrant workers at PT. Sarimadu Jayanusa Cilacap. To find out the difficulties faced by Singapore migrant workers at PT. Sarimadu Jayanusa Cilacap during the English teaching and learning process.

**B. Theoretical Study**

The writer uses some theories related to English for Specific Purposes (ESP) approach, teaching and learning English, and definition of migrant workers.

**1. ESP Approach**

ESP is a relatively new discipline within applied linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. Hutchinson and Waters (1987: 2) state, "ESP like any form of language teaching, is primarily concerned with learning. It focuses on the questions of how people learn and what people learn".

Mackay and Mountford in Lamri (2016: 1) say, "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose." That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of speciality.

Lamri (2016: 1) state that generally someone study English "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes" (Robinson, 1991: 2). In ESP, "Language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (Basturkmen, 2006: 18).

Based on Eddine Lamri (2016: 4), ESP teaching approach is known to be learner-centred where learners' needs and goals are of

supreme value, whereas General English approach is language-centred, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community. In ESP teaching, some basic elements have to be taken into consideration, the most important of which are the learner needs, goals and motivation. Furthermore learners" attitudes towards learning and learning strategies are emphasized and seen as fundamental to the ESP process.

In ESP teaching, some basic elements have to be taken into consideration, the most important of which are the learner needs, goals and motivation (Eddine Lamri, 2016: 6). Furthermore, learner' attitudes towards learning and learning strategies are emphasized and seen as fundamental to the ESP process. In ESP, the nature of the content is extracted from real life situations in which the syllabus designers have to select the most relevant language discourses that will supply for learners target requirements. However, "It is necessary to introduce what is known as common-core language (Miliani, 1994) selected according to students own needs" (Benyelles, 2009: 64) in order to provide basics of language knowledge. Accordingly, "One might begin with grammar and pronunciation only, as one does in a structural approach, but introduce work in the language functions, and in discourse skills fairly early, and in time increase the component of the course" (Yalden, 1987:94). In order to assist and guide ESP teachers in producing adequate materials, Hutchinson & Waters (1987: 106-108) identify some defining principles that should be stated as purposeful objectives in designing pedagogical materials:

a. Good materials give a stimulus to learning; in other words, they do not teach but, encourage learners to learn, they will, therefore, contains of interesting texts, enjoyable activities which stimulate the learners' thinking capacities;, opportunities for learners to use their existing knowledge and skills, and a content which both learner and teacher can cope with.

b. Adequate materials provide a comprehensible and rational unit structure which will conduct both the teacher and the learner through a range of activities in such a way as to maximize the chances of learning. Accordingly, "A materials model must be clear and systematic, but flexible enough to allow for creativity and variety" (Ibid, 1987: 107).

c. Materials should represent a vision of the nature of language and learning, and reflect the teacher considerations and feelings about the learning process.

d. Materials should reveal the nature of learning tasks and should "Create a balance outlook which both reflects the complexity of the task, yet makes it appear manageable." (Ibid, 1987: 108).

e. Materials should introduce the teachers to the use of new and updated teaching techniques.

f. Materials should supply appropriate and correct representation of language use.

In ESP, the analysis of the target situation provides the basic data that leads the material designer to establish the process through which the course will be presented. By the combination of the different outcomes related to the learners needs, the learning environment and the pedagogical approach, it will be possible to produce the needed ESP course with an appropriate content.

Normally, ESP course has specified objectives, which have to be assessed and measured in terms of how well these objectives have been provided and served. Targeting at helping the ESP practitioners and achieving these stages Hutchinson & Waters (1987: 145) propose a complementary procedure based on two levels:

a. Learner Assessment

This procedure main task is to measure the learners' performance and level of proficiency, in other words what they actually know in terms of language knowledge at this level of the course achievement. Assessment, also elicits learners' linguistic problems and difficulties, and sets other views for pedagogical solutions in the next courses.

b. Course Evaluation

ESP course itself needs to be evaluated, whether the sets of objectives designed were achieved or not, to reach the course aims both learner assessment and course evaluation facilitate and help providing the teacher with feedback on the efficiency of the course, the teaching methods and materials, and the improvement of the necessary revisions in the ESP course design.

Most teacher training courses contain four basic elements:

a. Selection

Initial and terminal, is necessary because not every human being would become an adequate language teacher. Each teacher has continuing responsibility throughout a career which can last for thirty years or longer.

b. Continuing Personal Education.

Teachers should be well-educated people. Minimum standards accepted for teachers vary from country to country. There are variations in how the trainee's personal education is improved – either simultaneously with his/her professional training; or consecutively where first two or three years of study with no elements of training as a teacher are followed by the fourth year containing methodology of foreign language teaching or one year post-graduate course of teacher training; or, as in many countries, by in-service courses.

c. General Professional Training as an Educator and Teacher.
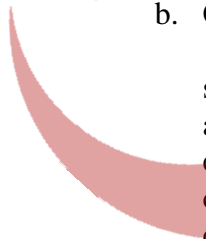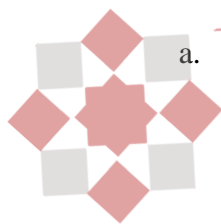
This element involves what all teachers need to know regardless of which subject they teach – the components are as follows:

1) Educational Psychology

     The study of child development, social psychology, and the principles of educational thought – the component intended to lead the trainee to understanding of the nature of education.

2) An outline of the organization of education in a particular country, the teacher should be aware of the different kinds of schools, of normal and unusual pathways through educational network, of responsibility, control and finance, of sources of reform and change, of the main features of history of education in the country where he will teach.

3) An awareness of the moral and rhetorical function of the teacher: the building of standards, character, enthusiasm.

4) Knowledge of, and skill in, class management, discipline and handling of various groups of students.

5) Knowledge of, and skill in, basic instructional techniques, and understanding teacher-learner interaction

6) Acceptance of the fundamental need for the preparation of lessons.

7) Understanding the role of curriculum, syllabus and teaching materials.

8) A teacher should be committed to keeping in touch with the teaching profession.

d. Special Training as a Teacher of a Foreign or Second Language.

     The complexity of this training which constitutes the core of most teacher training courses can be made simpler if the distinction is to be made between three aspects of it. They are:

1) The skills component which includes three different skills required by the teacher:

   a) Command of the language the teacher is teaching – this component must ensure that teacher's command of foreign language is at least adequate for class purposes.

   b) Teaching techniques and classroom activities – the major part of teacher training is to assimilate a great body of effective techniques.

   c) The management of learning – it is a crucial part of teacher's classroom skills to learn how to assess from moment to moment the progress of each individual in the class and how to manage the classroom activities so that most able learners are not frustrated by being held back, while the slowest are not depressed by being left behind. The skills component requires practical training in performing the skills themselves.

2) The skills component requires practical training in performing the skills themselves. There is a great range of activities which can be summarized as follows: The observation of specially-devised demonstrations of specific techniques and of complete lessons, the observation of actual class, practice in the preparation of lesson plans, micro-teaching – the teaching (by the trainee) of several items or techniques with the possible use of camera recordings, peer group teaching (i.e. teaching fellow-trainees) as a form of exercise, being a teacher's assistant in real class, teaching real classes under supervision, discussion of the trainee's teaching, post-training, in-service courses of various kind (ESP courses for teaching EMP or EBP).

## 2. English Teaching and Learning

English is not the most widely spoken language in the world. Pillai (2008: 52) states that there are many more native English speakers, however English is the most widespread language in the world. It is difficult to estimate exactly how many English speakers there are, but according to one estimate there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language (a language used in everyday life, even though it is not the native language) or foreign language (a language studied but not used much in everyday life). English has gained the status of enabling individuals to negotiate their own salaries with their Multi-national employers. Call center, Medical Script Transcription,

Goodwyn and Branson (2005: 1) state that everyone agrees that the subject 'English' is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life. Teaching is an interaction between students and teacher and the source of the study (UU RI No. 20 year 20013, about National Education System), "Learning is a mechanical process of habit information and proceeds by means of the frequent reinforcement of a stimulus-response sequence". In the other hand, cognitive theory says that learning is a process in which the learner actively tries to make sense and the learner has managed some sort of meaningful, interpretation, or pattern on the data.

Douglas Brown (2006: 20) states that learning is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. And teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. While based on Pillai (2008: 61) classroom English is the English used by a teacher in a classroom situation. It certainly is a language for special purposes which have to be learned especially.

According to Parel and Jain (2008: 40), learning is a meaningful process of relating new events or item to already existing already cognitive concept. Learning a language requires the operation of an innate capacity possessed by all human beings. In some schools many subjects are taught. English taught as second language because particular practice is given to the students to learn English. Learning takes place fast if a correct response is given the students. Anthony in Mukminatien (1963: 4) explains these terms by definition quite easy to understand then. The approach is placed on the first level of the three elements of hierarchy in English education. In his view the approach is a group hypotheses related to the type of learning and language teaching. After the approach, he sets the "method" in second place. In his view, the method is the general picture / plan of the presentation systematic language learning and based on that approach selected. The last term is "technique." In Anthony's sense, techniques are activities that are realized in the classroom. Technique should be specific and has a rhythm that is consistent with the method and in short. So, we can say that this technique is implementation of the assumptions and plans. The following figure illustrates the relationship between approach, method, and technique. Richards and Rodgers (2001: 19) state:

> "An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. Method is an overall plan for1 the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. In addition, a technique is implementation that which actually take a place in a classroom".

Language is a tool used for creation and maintenance of social relation. In addition, Richards and Rodgers (2001: 21) say:

> "Language can be called the interactional view. It sees language as a vehicle for the realization of interpersonal relation and for the performance of social transactions between individuals. Interactional has been central to theory of second language learning and pedagogy since the 1980s".

Teaching language must be creative and use the right method based on the learners' need. In order, what method developers have written in order to determine precisely what criteria are being used for teaching activities, what claims are being made about learning theory, and what type of syllabus is being employed.

Methodology is systematic and scientific way of teaching any subject. According to W.E Mackey, "A Method must include four things viz., Selection of Linguistic Material, and Gradation of Linguistic Material, Techniques of presentation, and Practice by people." The types of methods are:

a. The Grammar-Translation Method:

The Grammar-Translation Method is the oldest method of teaching English. This method is also known as the Classical Method. The Grammar-Translation Method dominated European and foreign language teaching from the 1840s to the 1940s. It modified form it continues to be widely used in some parts of the world today.

b. The Direct Method

An attempt to teach the language as one could in learning mother tongue is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called Direct Method. This method was against of Grammar-Translation method.

c. The Bilingual Method

In the Bilingual Method, two languages are the mother tongue and the language to be learnt are used. In this method, the mother tongue is used only to explain the meanings go difficult words. Mother tongue equivalent of English words are given and the use of the mother tongue is gradually dropped as the students' progress in learning the language.

d. Total Physical Response (TPR)

According to Noor, et al (2007: 28), total physical response is a method used by way of ordering the student to do something. This method is used for the beginning learner who learns foreign language.

e. The Reading Method

The reading method consist of some methods which are silent reading, also very complex skill but the learner needs silent reading not oral reading as they do to get knowledge. Reading material is the material that enable learner to read was developed and they were called readers.

f. The Situation Method

The situation approach is also known as situational language teaching. British applied situational approach developed by linguists. This approach is based on the structural view of language.

g. Communicative Language-Teaching

Communicative Language-Teaching, aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and bay acknowledging the independence of language and communication.

Teaching techniques is important in teaching learning process insisting on the way of teaching. The result of teaching and learning process is not only determined by teacher and students' competence but also by inappropriate techniques. There are four skills should be taught to
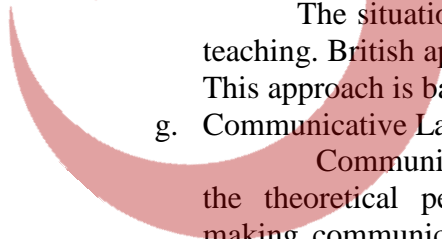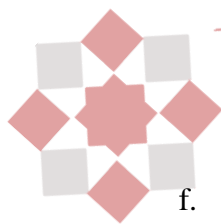
the learner in learning English, the skills are listening, speaking, reading and writing.

## 3. Definition of Migrant Workers

Morgan and Nolan (2011: 3) define, "Migrant workers are the man or woman who work on abroad within a period of time certain under an employment agreement through the Labor placement". While according to Sul Ahn (2004: xi),

> "Worker migration is one of the key features of the globalized world. Millions of people around the world have left their home countries in search of employment and unaccountable numbers are aspiring and preparing for migration to foreign countries to achieve their dreams of success".

Most migrant workers are not low skilled, although many do low-skilled jobs. The total number of migrant workers, inclusive of refugees and permanent immigrants, is estimated at 174.9 million. Women constitute around 50 per cent of migrant workers in Asia and Latin America, and their numbers in other parts of the world are growing.

Morgan and Nolan (2011: 3) state that the Indonesian migrant worker recruitment system is robust recruitment agencies officially are licensed by the Indonesian government and use a formal system with processes and controls to recruit young adults based on job orders placed by employers in destination countries such as Malaysia. At the village level, the village head confirms that an individual is eligible to migrate abroad for work, and the individual's family also gives written consent. The local authority then processes the request. The migrant worker signs a contract and is given pre-departure training on local customs, language, and expectations of work in the destination country. In practice, however, there is significant variability in the process variability that can contribute to less-than-ideal outcomes for workers:

a. Recruitment Fees

There is no standard that controls the amount or percentage of recruitment fees that workers must pay, nor are there standards that dictate how such fees are to be repaid. In some instances a fee is deducted from the worker's paycheck over the first six months of work with an arbitrary interest rate applied (this can range from as low as 7 percents to as high as 50 percents). In other cases the repayment period is longer than six months. In still other cases the end employer (that is, the employer in the destination country) covers these fees entirely. The conditions surrounding recruitment fees significantly impact the workers' net income, and subsequently determine the amount of funds they are able to send back to their families in Indonesia.

b. Contracts and General Preparation

Not all workers sign contracts with end employers. In some instances, contracts are signed with a recruitment agency, or a labor outsourcing company. In many instances there is limited

transparency around contract terms and clauses, which can lead to contract substitution, pay discrepancies, and even fraud at the expense of the worker.

c. Grievance Processes and Recourse Avenues

If and when a problem arises in the destination country (for example, a pay dispute), the manner in which a grievance is raised and managed varies considerably. In some cases the worker raises the issue directly with his/her employer, who may pass it on to the recruitment agency. In other cases, the worker may raise the issue directly with the recruitment agency. In still other cases, a worker may raise an issue with the Indonesian embassy in Malaysia, which then follows up with the recruitment agency or directly with the employer. Generally speaking, the mechanisms available to workers to raise grievances and address issues can be opaque and somewhat ad hoc in nature.

## A. Previous Studies

In this study the writer uses two previous studies. The first previous study is from Mihaela Cozma a student Department of English Language, West University of Timi oara, Romania. The research was published in 2015 as Journal International. The title was "The Challenge of Teaching English to Adult Learners in Today's World". The research question was how the cognitive, attitudinal, behavioural and methodological characteristics presented by the adult learners of English in today's world. The objective of the research was to find the cognitive, attitudinal, behavioural and methodological characteristics presented by the adult learners of English in today's world. The significance of the research was to arrive at conclusions that are relevant for the English teachers involved in the process of preparing adults for the different situations which require a good knowledge of this foreign language. To collect the data the researcher used questionnaire. The source of data was twenty experienced English teachers, who had the opportunity of working both with children and with adult students. The researcher used a qualitative research approach. The analysis came through the answers gathered in this way pointed to the fact that, when it came to teach English to adult learners. The researcher found spite of the difficulties that might occur, the process of teaching English to adult learners can prove to be very interesting and, at the same time, rewarding. These learners' motivation, determination and life experience can bring a wide range of benefits to the context of instruction. However, it was obvious that instructors must be more flexible and more responsive in adult educational contexts. It was only in this way that teachers could really contribute to the success of their students' learning by creating a positive climate which made adults feel emotionally safe, and which offered them the type of instruction that they expected.

The difference between this study and the previous research is that this study focuses in teaching and learning process, while the previous research focused only on teaching process. Then, this study uses technique of

data collections which are documentation, interview, document, image, and voice recorder whereas the previous research only used questionnaire. This study uses students to collect the data and the previous researcher only used the teachers to collect the data.

The second previous study is from the researcher subjects thesis created by Ai Fauziatul Maghfiroh (2014) entitled "*Pembelajaran Bahasa Arab bagi Tenaga Kerja Wanita (TKW) di PT. Farhan Al-Syifa Jakarta Timur*". The objectives of the study were to know how learning Arabic at PT. Farhan Al-Syifa Jakarta Timur was and the method used during learning Arabic, and to know the difficulties faced during learning process. The respondent was the main director of PT. Farhan, the learners (TKW), the Arabic teachers, and the vise of director. The research used qualitative method. The data were taken by using observations, interview, and documentation. The finding was the learning process was charged to the learners, in this PT learning method used Direct Method and Practice Method and the difficult faced during learning process was pronunciation, to solve this problem the teacher often trained students to speak Arabic correctly.

The difference between this study and the previous research is the language as the research. The previous researcher study focused on Arabic learning and the method whereas the writer focuses on English teaching and learning process.

## B. Theoretical Framework

A theoretical framework is a collection of interrelated concept, as the main instrument to guide the research. It is related to descriptive qualitative research. Qualitative research is exploring attitude, behavior, and experiences through such methods as interviews or focus group (Dawson, 2002: 14).

Ary, et al (2010: 640) explain, "Descriptive research as research that asks questions about nature, incidence, or distribution of variables, it involves describing but not manipulating variables." In this part, the writer explains about the stages in research process based on Ary, et al (2010: 31-33) as follows:
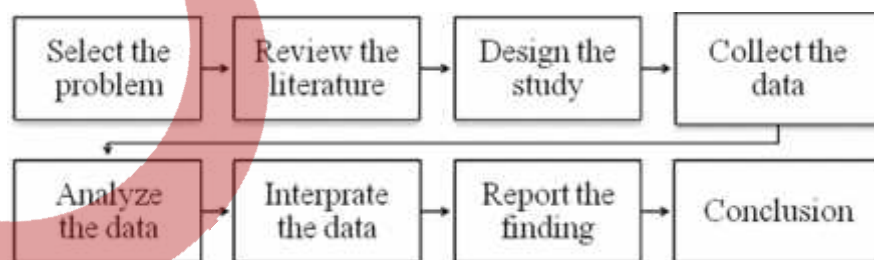


Figure . 1. The Typical Stages in Research Process

The research process above is explained as follows:

1. Selecting the Problem

   The writer conducted some activities, as follows:

   a. Deciding the general problem area.
   b. Choosing the question for investigation.

   c. Making the research question.
2. Reviewing the Literature
    The writer conducted some activities, as follows:
  a. Defining the theory of ESP approach.
  b. Defining the theory of teaching and learning English.
  c. Defining the theory of migrant workers.
  d. Seeking the previous study.
  e. Making the theoretical framework.
3. Designing the Study
    The writer made the plan to proceed the data. The writer made the interview sheet and observation field notes.
4. Collecting the Data
    The writer conducted some activities, as follows:
  a. Observing in the classroom.
  b. Making an interview.
  c. Taking a documentation.
5. Analyzing the Data
    The writer conducted some activities, as follows:
  a. Reducing the Data.
  b. Displaying the Data.
  c. Making conclusion.
6. Interpreting the Data
    The writer conducted in some activities, as follows:
  a. Reflecting the word and acts of the study's participant.
  b. Abstracting the important understanding from the study.
7. Reporting the Findings
    The last step was reporting the finding, the writer analyzed and reported the data.

## C. Research Design

    Qualitative research focuses on the study of social phenomena and on giving voice to feelings and perceptions of the participants under study. According to Moleong (2011: 4), qualitative method is a kind of research procedure which produces descriptive data such as as written words or oral from the people or behavior observed.

    A qualitative approach is exploratory and seeks to explain 'how' and 'why' a particular phenomenon, or program, operates as it does in a particular context. As such, qualitative research often investigates. The writer believes that use qualitative research can lead the writer to answer the research questions about the process and the problem of English teaching and learning for Singapore Migrant Workers.

### 1. The Source of Data

    In this study, the writer was take the data from the persons including the person, the paper, and the place.

1. Person

The first source of data is person. Person is the source of data who gave information in form of verbal information through interview or trough written answers through questionnaire.

a. The Singapore Migrant Workers at PT. Sarimadu Jayanusa Cilacap

The Singapore migrant workers were acted as the source of data who were studied at PT. Sarimadu Jayanusa Cilacap. The migrant workers were asked about how they learn at PT. Sarimadu Jayanusa Cilacap.

b. The English Tutor of PT. Sarimadu Jayanusa Cilacap

The tutor were asked about the method, program, and support during teaching the migrant workers.

c. The Head Office of PT. Sarimadu Jayanusa Sidareja Cilacap

The head office were asked to got information about the teaching and learning activities at PT. Sarimadu Jayanusa Cilacap.

2. Paper

In this research, the writer used papers to documents from PT. Sarimadu Jayanusa Cilacap,

3. Place

It is a part of source of data where the writer observed the data. The writers collected the data in several places such as PT. Sarimadu Jayanusa Cilacap on JL. Urip Sumoharjo No. 22, Mertasinga. Cilacap Utara and BLKLN PT. Sarimadu Jayanusa Cilacap on Jl. Tentara Pelajar RT 05 RW 02 Tritihkulon, Cilacap Utara.

2. **The Technique of Data Collection**

The write used observation, interview and documentation to collect the data.

1. Observation

According to Patilima (2011: 63), observation is a new data collection techniques require that the writer drops spaciousness observe related matters to the required data. Expressed by Herdiansyah (2010: 13), observation is the behavior that looks and objectives to be achieved.

The writer used observation to obtain information or data and to verify the information previously obtained. In this research the writer observed teaching and learning between students and teacher in the classroom. The writer used field notes as the method of observation.

2. Interview

Interview is a form of data collection in which questions were asked orally and subject response were recorded, either verbation or summarized.

It is commonly used by qualitative research. In this type of interview, the writer wants to know the specific information which can be compared and contrasted with information gained in-other interview.

3. Documentation

The documentation was written or text-based artifacts (textbook, noels, journals, meeting minutes, logs, announcements, policy statements, newspaper, transcripts, etc) or non-written records (photograph, audiotapes, videotapes, computer images, etc).

In this research, to complete the data the writer took several pictures and voice recorder when conducting interview with the head office, the tutor and the migrant workers

3. **The Technique of Data Analysis**

Based on Sugiyono (2016: 147), qualitative data analysis is an activity at and after collecting the data in the period. The technique used to analyze the qualitative data was taken from observation, interview, use of document, image and voice recorder. Miles and Huberman (1994: 10-12) define, "Qualitative analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification".

A. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription (Miles and Huberman, 1994: 10). In this study, the reduce data were taken from data collection covering observation, interview and documentation that make the data clearer.

The writer focused and simplified the data from the result of the observation and the interview from the head office, English tutor and the migrant workers. Next, the writer abstracted and transormed the data into the written in a table,

B. Data Display

The second step of analysis activity is data display, Miles and Huberman (994: 11) state, "A display is an organized, compressed, assembly of information that permits conclusion drawing and action". The writer analyzed information from data reduction then formulates a temporary conclusion.

C. Conclusion Drawing and Verification

The last step in this analysis is conclusion and verification. According to Miles and Huberman (1994: 11), conclusion is new finding that has not been drawn before. Conclusion is also verified as the analyst proceeds. In this study, the writer used conclusion to explain this study clearly and try to verify with ESP approach.

D. **Interpretation**

The interpretation consists of the process of English teaching and learning for Singapore migrant workers and the difficulty faced by the migrant workers and how to overcome it.

1. The Process of English Teaching and Learning for Singapore Migrant Workers.

English as the foreign language is hard to learn by students. It was because English is not the native language. English teaching and learning is a process that happen in a migrant workers' training center before the

candidate migrant workers work abroad. The result of the research shows that migrant workers' need of learning English is influenced by the responsibility of working abroad. These migrant workers' necessities can be achieved by having creative English teaching activity. PT. Sarimadu has strong intention which can be identified from its serving facilities that the migrant workers who cannot follow the material well. They can get more courses of English until the migrant workers are able to improve their skill of English and pass the final test. Every migrant workers of PT. Sarimadu have different basic of English, to achieve teaching goal the institution does a test to know who has slow learning and fast learning ability. Based on analysis, the writer found several processes:

a.  The Strategy or Method

Strategy was very needed to learn something. Learning English as second language needed appropriate strategy especially if living in a non-native English country. Many difficulty faced by learners during learning second language, therefore the learners should use the appropriate strategy or way to learning it well as informal learning to get various skills.

According to Majid (2016: 107), method is part of teaching strategy, teaching method is used the learning method serves as a way of presenting, describing, giving examples, and giving training on the side to achieve a particular goal, but not every method can  be used or appropriate to achieve a particular learning objective. This study showed the most method used to learn English was memorization, it conclude to direct method. This method used to vocabulary building and speed up the migrant workers' skill to master the language. The migrant workers told that they were enjoyed the process because the English tutor used the right strategy.

Further, the writer found that the English tutor also development the four skills in teaching learning English such as writing, reading, speaking, and listening. To increase the writing skill, the migrant workers asked to make some sentences pattern. For speaking skill, the migrant workers asked to memorize some paragraphs or some materials and they would come forward to the class and presented their worked. The reading skill would help pronunciation of the migrant workers.

b.  The Kind of Material

This study shows that English teaching and learning process at PT. Sarimadu provides migrant workers' need of learning English such as the material. The material used in English teaching and learning process is a module designed by its institution. English material is based on the program indoor and outdoor activity. According to Hutchinson & Waters (1987: 106-108), good materials give a stimulus to learning. English material depends on teaching objective, students' need and interested. Based on the information was got by the researcher, the module contains material and exercise. This

study showed the materials that had been given by the English tutor were rooms, foods, fruits, vegetables, seasoning, kitchen set, nursing tools, adverb of time, adverb of place, conjunction, public place, daily conversation, daily activity, greeting and introduction. In this English teaching and learning process, the migrant workers are given some facilities which are able to help and study matching with their skill's need and especially speaking English. It serves anything which is needed by the migrant workers to purpose that the migrant workers who learn at PT. Sarimadu can have skill appropriate to English skill.

In addition, the writer found the material that had been given by the tutor to the new migrant workers was introduction and the senior migrant workers learnt about how to making sentence pattern, paragraph, and practice to speak English.

2. The Difficulty in English Teaching and Learning.

Based on the analysis in findings, the English tutor and the migrant workers faced several difficulty while the process of English teaching and learning. This study found several difficulty that coming from several sources.

a. The Difficulty Faced by The English Tutor

From the data above, the writer found that the problems faced by the English tutor was about the understanding abilities of migrant workers. Some migrant workers had good abilities, and some were slow. It could be a reason the English tutor to apply the different strategy for each migrant workers. The differences in abilities were also influenced by the different education backgrounds of each migrant workers. The next difficulties was lack of English provision, it was because of many of the migrant workers were only elementary or junior high school graduates and some of them senior high school graduates that little bit know more about the English, so they can help the other migrant workers that couldn't understand the material.

Difficult to follow the pronunciation was the next difficulty, that problem caused because the migrant workers were not familiar with English sound thus they difficult to imitate it. The next difficulty was illiteracy, this problem commonly happened in the elderly people who had assumption that education was less important thus literacy awareness was still lack as happened. The last difficulty in learning English was forgetfull, most of the migrant workers were adult and they were easy to forget what they had learned, because the strength of their long-term memory was not as strong as while they were young. The next problem was increase migrant workers' vocabulary. It was the effect of migrant workers' background of study or their basic English. They have little vocabulary to encourage their skill in English especially in speaking, it was difficult to find an activity that suit all migrant workers in the class. Each of the students has various interests that are reflected in their claims and expectations.

b. The Difficulty Faced by the Migrant Workers

This study showed that the difficulty faced by the migrant workers in English teaching and learning were lack of vocabulary and memorization, because the migrant workers were adult learners, the ability to understand slightly slowed down. At least, some of migrant workers had vocabulary and memorization problems. In addition, they would solve the problems by study hard, and learn with friend. The English tutor would help to solve the problems, the English tutor would open general discussion to discuss the hard material.

In addition, some migrant workers that new in dormitory had problems to introduce themselves. There were six new migrant workers who have been living at dormitory for a week that interviewed by the writer. They were new and they had not been met many problems, the hard material only introduction. At least some of migrant workers had not been problems. They lived at dormitory as assistant English tutor, and they were waiting for job. Some of them were new migrant workers so they have not found the problem.

This study showed the migrant workers helped each other. They would make discussion with the other migrant workers or the English tutor. The migrant workers also learnt by themselves, they learnt if there were a spare time. The migrant workers would make a lot of practices, such as practice to speak, write or read the English. They learnt English with friends, tour guides and the English tutor directly and sometimes they made a speech community inviting the English tutor to learn English together and shared the knowledge about English.

The result from study together of the migrant workers with friends saved in their short and long term memories because they only counted on their memorization ability to remember all of the material (English). To strengthen their memories about English, they used repetition method since they had problem in age and easy to forget what they have learned. Herewith to the findings, learning process through memorization and repetition method belong to strategy of informal learning used by the migrant workers.

## E. Conclusion

Based on the findings and interpretation on the previous chapter, this study focuses to discuss the process of English teaching and learning for Singapore migrant workers and the difficulty. In this part the writer describes them in brief explanation.

As we know English as the foreign language is hard to learn by the migrant workers. It is because English is not the native language. This study showed how the process of English teaching and learning is enjoy if the English tutor used the precise strategy. The strategy used memorization, the migrant workers required to memorize the material. The response of migrant workers during the process is active, they can answer the questions from the English tutor well. The English tutor used *Tarik Ulur* strategy to make the class atmosphere comfortable and fun to learn English.

The difficulty faced by the English tutor is the different ability each migrant workers. The English tutor cannot apply the similar strategy to each migrant workers. To solve the problem, the English tutor always open discussion to discuss the hard material, or the migrant workers can tell their private problem, the English tutor certainly help.

On the other hand, the difficulty faced by the migrant workers is difficult to understand some materials, difficult to memorization and sometime they have mispronunciation. To solve the problem, the migrant workers usually learn with friends or consult with the English tutor.

## F. Suggestions

According to the finding above, the writer would like to give several suggestions that could be useful. The suggestions were as follows:

1. For the English Tutor

The English tutor could use the other strategy that suitable with the migrant workers' need. The English tutor should improve their ability to teaching the migrant workers but still maintaining the previous strategy, develop the method for English teaching and learning. Moreover, the English tutor have join the events such as seminar, training, workshop or develop the ability by the internet media.

2. For the Migrant Workers

The migrant workers should practice more to speak, read, write or listen about English. It is because their problems relate with the skill above. The migrant workers should improve the English language skill by the other source such as the internet, songs, books, movies and social media.

3. For the Next Researchers

The next researchers could use this study as their references to make the similar study in the wide cope. This study could increase their spirit to make a better study. The writer hopes the next researchers could make the similar study in the other grade and place. Still, they could find more interesting discussion of process English teaching and learning. Moreover, the next researchers could get the new process in education, especially for process of English teaching and learning for migrant workers.

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