

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 English for Specific Purposes (ESP)

One of the key theories underlying this study is English for Specific Purposes (ESP), which emphasizes language teaching based on learners' specific needs and purposes. This theory is particularly relevant to this study, as it focuses on developing English learning materials for prospective Indonesian Migrant Workers (IMWs) preparing to work in the domestic sector in Singapore.

2.1.1.1 Definition of ESP

English for Specific Purposes (ESP) is an approach to teaching English that focuses on the specific purposes, needs, and contexts of language use for learners. Hutchinson and Waters (1987) argue that ESP is based on the idea that language teaching should be determined by the reasons why learners need to learn English. Similarly, Dudley-Evans and St. John (1998) emphasizes that ESP addresses the language and communication skills required in specific academic or professional settings. Supporting this view, Anthony (2018) explains that ESP aims to equip learners with practical language competencies that can be directly applied to real-life situations related to their fields of study or professions. More recently, Basturkmen (2015) highlighted that ESP seeks to prepare students to communicate effectively in target situations by providing learning experiences relevant to their future needs. In addition, Belcher (2009) explains that ESP is not merely teaching specialized vocabulary but also preparing learners to communicate effectively in authentic academic and professional contexts. Therefore, ESP instruction should integrate language knowledge with real-life communicative tasks relevant to learners' future occupations.

Bankole, Ayoola, and Adegite (2023) state that ESP materials should be designed to improve learners' communicative competence in specific professional contexts. In this study, ESP serves as an appropriate framework because prospective Indonesian migrant workers (IMWs) require English language skills directly related

to workplace communication and daily interactions in Singapore. Therefore, the Smart Migrant textbook was developed using practical, needs-based materials that reflect real-life situations frequently encountered by IMWs, including self-introductions, job interviews, workplace instructions, and everyday conversations. By aligning the learning materials with the learners' communication needs and their future work environments, this textbook is expected to facilitate more meaningful and effective English language learning.

2.1.1.2 Need Analysis in ESP

Needs analysis is a fundamental component of English for Specific Purposes (ESP) because it provides information about learners' goals, language requirements, and learning conditions. Hutchinson and Waters (1987) emphasize that effective ESP instruction must be based on an understanding of learners' needs, including what they need to learn, why they need to learn it, and how they will use the language in their target situations. They further classify needs into target needs which refer to the language required in real-life situations and learning needs, which relate to the knowledge and skills necessary to achieve those goals. Therefore, needs analysis serves as the foundation for designing relevant and meaningful learning materials.

Similarly, Richards (2001) argues that needs analysis plays a crucial role in determining learning objectives, selecting instructional materials, and determining appropriate teaching methods. Supporting this view, Nation and Macalister (2019) state that the development of instructional materials must be based on learners' actual language needs to ensure the effectiveness of the learning process. Recent studies also emphasize that needs analysis should be regarded as a continuous process throughout material development. Khalil and Elkhider (2016) argue that identifying learners' actual communication needs enables educators to design more relevant instructional materials and improve learning outcomes. In ESP, needs analysis is not limited to language skills but also takes into account learners' backgrounds, learning challenges, and the context in which the language will be used.

In this study, needs analysis is crucial because prospective Indonesian migrant workers require English language skills that are directly related to workplace communication and daily interactions in Singapore. Their communication needs include understanding workplace instructions, responding to employers, using common workplace expressions, and participating in simple everyday conversations. In addition, many learners face challenges such as limited study time, diverse educational backgrounds, and limited prior exposure to English.

Based on these considerations, the needs analysis conducted in this study serves as the foundation for the development of the “Smart Migrant Book”. This learning material is designed to emphasize practical communication skills that can be applied in real-world work situations. By aligning its content with the needs of learners and future communication demands, this book is expected to serve as a more contextual, accessible, and effective learning resource for prospective Indonesian migrant workers.

2.1.1.3 Instructional Materials in ESP

Instructional materials are an important component of the language learning process because they provide information, guidance, and opportunities for learners to practice language skills. Tomlinson (2011) defines instructional materials as all resources that facilitate language learning and support learners in developing their linguistic competencies. Similarly, Richards (2001) emphasizes that instructional materials serve as a framework for organizing learning content, guiding classroom activities, and supporting the achievement of learning objectives. In the context of English for Specific Purposes (ESP), instructional materials must be designed based on learners’ specific needs, target situations, and the intended purposes of language use.

Basturkmen (2020) argues that ESP instructional materials should reflect authentic communication tasks and prepare learners to function effectively in academic or professional settings. Furthermore, McGrath (2013) explains that instructional materials should not only provide language input but also create opportunities for meaningful language use through contextual learning activities that reflect learners’ future communication needs. Therefore, ESP instructional

materials must be practical, contextual, and directly relevant to learners' future communication needs. By incorporating language forms, skills, and situations that learners are most likely to encounter, teaching materials can enhance the relevance and effectiveness of the learning process.

2.1.1.4 Characteristics of ESP Learning Materials

ESP instructional materials are designed to meet learners' specific communication needs and the contexts in which the language will be used. Unlike general English instructional materials, ESP materials emphasize language functions, skills, and expressions directly related to learners' academic or professional activities. Dudley-Evans and St. John (1998) explain that ESP teaching materials must be learner-centered and closely related to situations that learners are likely to encounter in real life. Therefore, the content and learning activities must reflect the learners' goals and the communication requirements they aim to achieve. Gilmore (2007) argues that authentic learning materials enable learners to bridge classroom learning with real-world communication because they expose learners to genuine language use in meaningful contexts.

Another important characteristic of ESP instructional materials are their relevance and practicality. Richards (2001) argues that effective instructional materials must be systematically organized, easy to understand, and aligned with learning objectives. In addition, ESP instructional materials should provide opportunities for active language use through meaningful exercises, problem-solving activities, and contextual tasks. Instructional materials that are relevant to learners' needs can increase motivation and facilitate more effective learning outcomes.

Authenticity is also considered a key feature of ESP instructional materials. Hutchinson and Waters (1987) emphasize that instructional materials must depict realistic situations that learners are likely to encounter in their future academic or professional environments. Similarly, Basturkmen (2020) states that ESP teaching materials must prepare learners to communicate in target situations by incorporating authentic language use and context relevant to their professions.

Therefore, ESP teaching materials must not only develop language knowledge but also equip learners with the communication skills needed in real-world situations.

2.1.1.5 Learning Book

A learning book is a form of instructional material specifically designed to support the teaching and learning process by presenting content, exercises, and activities that guide learners toward achieving specific learning objectives. In language learning, a learning book typically integrates vocabulary, grammar explanations, dialogues, and practice exercises to help learners develop their communicative competence. With the advancement of digital technology, learning books have evolved beyond their conventional printed form into digital formats known as e-books. E-books are digital versions of printed books that can be accessed via electronic devices such as smartphones, tablets, and computers. Compared to conventional books, e-books offer greater flexibility and accessibility, allowing students to access learning materials anytime and anywhere according to their learning needs.

The integration of digital technology has also contributed to the development of digital learning environments. According to Alhumaid (2019), technology-supported learning enables learners to access instructional materials more flexibly and independently. Furthermore, Clark and Mayer (2023) explain that digital learning materials become more effective when they combine various media elements, such as text, audio, and visuals. Similarly, Mayer (2021) states that multimedia learning can enhance students' understanding and retention of information by presenting content through multiple channels. Another advantage of e-books is their ability to support self-paced learning, as learners can review materials repeatedly and adjust their learning pace according to their abilities and schedules. In language learning, digital materials equipped with audio features can also support pronunciation practice, listening comprehension, and speaking development. Recent studies also indicate that digital learning environments encourage learners to become more independent and actively engaged during the learning process. Bond, Bedenlier, Marín, and Händel (2021) found that technology-supported learning promotes learner autonomy, flexibility, and active

participation in educational settings. Therefore, the integration of digital and multimedia features can contribute to more effective and meaningful language learning experiences. Likewise, Sailer and Homner (2020) explain that digital learning technologies positively influence learners' motivation, engagement, and academic achievement when appropriately integrated into instruction.

2.1.1.6 Syllabus in ESP Material Development

A syllabus is an essential component of the teaching and learning process because it provides a framework for organizing learning objectives, content, activities, and assessment. Richards (2001) explains that a syllabus functions as a guide for determining what should be taught and the sequence in which learning materials should be presented. Through a well-organized syllabus, learning can be conducted in a systematic and structured manner.

In English for Specific Purposes (ESP), the syllabus plays a crucial role in ensuring that learning materials are aligned with learners' needs and target situations. Since ESP focuses on specific communication purposes, the syllabus should reflect the language skills, expressions, and contexts that learners are likely to encounter in their future academic or professional environments. Nation and Macalister (2019) further emphasize that syllabus and material development should be based on learners' needs in order to support effective learning outcomes.

Therefore, a syllabus serves as an important foundation in ESP material development because it helps organize learning content systematically and ensures that the materials remain relevant to learners' communication needs and future workplace demands.

2.1.2 Instructional Material Development

Another theory relevant to this study is Instructional Material Development, which underlies the process of designing the "Smart Migrant Book" as the learning product developed in this research. This theory guides how learning materials should be systematically designed, organized, and adjusted to meet the specific needs of prospective IMWs preparing to work in Singapore.

2.1.2.1 Definition of Instructional Material Development

Instructional material development is the process of designing and organizing learning materials to support learning objectives and learners' needs. According to Tomlinson (2011), instructional materials include anything used to help learners understand and use a language, such as textbooks, worksheets, audio materials, and digital media. Therefore, instructional materials should be developed systematically and adjusted to learners' goals, abilities, and learning contexts.

Richards (2001) states that effective instructional materials should be clear, organized, and relevant to learners' needs. In English for Specific Purposes (ESP), materials should focus on practical communication skills that learners can apply in real-life situations. Therefore, the materials developed in this study are designed based on the communication needs and learning conditions of prospective Indonesian Migrant Workers (IMWs).

In this study, the instructional materials are developed in the form of an English learning book entitled "Smart Migrant Book". The book contains basic vocabulary, self-introduction materials, interview guidance, workplace instructions, and exercises related to workplace communication in Singapore. The materials are designed to be simple, practical, and easy to understand in order to support learners in improving their English communication skills.

2.1.2.2 Development of ESP Materials

The development of English for Specific Purposes (ESP) materials should be based on learners' specific needs and the situations in which the language will be used. Hutchinson and Waters (1987) state that ESP materials are designed to help learners achieve particular communication goals related to their academic or occupational purposes. Al-Abdullah (2022) explains that ESP materials should be designed by integrating learners' occupational needs, authentic communication tasks, and contextual learning experiences to prepare learners for professional communication. Therefore, the materials should focus on practical language use rather than general language learning.

In developing ESP materials, learners' backgrounds, abilities, and learning limitations should also be considered. Richards (2001) explains that effective

materials should be relevant, understandable, and connected to learners' real-life situations. For this reason, ESP materials are commonly developed using contextual topics, simple language, and activities that encourage practical communication.

Graves (2000) emphasizes that instructional materials should be developed based on learners' needs and learning objectives. In this study, the ESP materials are developed for prospective Indonesian Migrant Workers (IMWs) who will work in Singapore. The materials focus on daily communication and workplace situations, including basic vocabulary, self-introduction, interview preparation, and workplace instructions. The materials are also supported by exercises and voice-over features to help learners improve their understanding and pronunciation skills.

2.1.3 Indonesian Migrant Workers

2.1.3.1 Definition of IMW's

According to Law Number 18 of 2017 concerning the Protection of Indonesian Migrant Workers, Indonesian Migrant Workers (IMWs) are Indonesian citizens who will, are currently, or have worked abroad while receiving wages outside the territory of Indonesia. IMWs may be employed by companies, individual employers, or domestic households in destination countries with the aim of obtaining better employment opportunities and improving their economic well-being.

Manullang (2021) explains that many Indonesian migrant workers come from areas with limited employment opportunities and economic resources, making overseas employment an alternative strategy for improving family income and living standards. In addition to benefiting individuals and their families, migrant workers contribute significantly to the national economy through remittances sent back to Indonesia. Similarly, the International Labour Organization (ILO, 2021) highlights the important role of migrant workers in supporting economic development in both origin and destination countries through labor contributions, income generation, and skills transfer.

The domestic sector is a form of informal employment carried out within private households rather than formal institutional settings. The ILO Domestic Workers Convention (No. 189) defines domestic work as work performed in or for

a household, covering tasks such as house cleaning, cooking, laundry, and caregiving for children, the elderly, or sick family members (ILO, 2011). Domestic workers known in Indonesia as *pekerja rumah tangga* work inside the private sphere of an employer's home and are rarely bound by the fixed working hours or institutional supervision found in formal sectors. In this study, the domestic sector refers specifically to informal household work undertaken by prospective Indonesian Migrant Workers (IMWs) preparing to work in Singapore. Their tasks range from caring for infants and young children to attending to elderly household members, alongside general housework such as cleaning and cooking. Because this work takes place within the private household, IMWs communicate directly with their employers on a daily basis, often in English, which functions as the main language of interaction in many Singaporean households. Understanding the characteristics and needs of IMWs in this sector therefore becomes a foundation for developing English learning materials relevant to their communication needs.

2.1.3.2 Characteristics and Challenges of IMW's

Indonesian Migrant Workers (IMWs) generally come from different educational and social backgrounds. Many prospective IMWs have limited English proficiency and minimal experience in learning English before joining training programs. In addition, they often have limited time to study because they must prepare administrative requirements and work-related training before departure.

Castles (2014) explains that labor migration is commonly influenced by economic factors, including limited job opportunities and income differences between countries. This condition encourages many Indonesians to work abroad in order to improve their living standards. However, language barriers often become one of the main challenges faced by migrant workers in destination countries.

In the context of working in Singapore, prospective IMWs need practical communication skills to understand instructions, interact with employers, and perform daily tasks effectively. Therefore, English learning materials for IMWs should be designed using simple language, contextual topics, and practical communication activities that are relevant to workplace situations.

2.1.3.3 LPKS Nur Mutiara Bangsa

Lembaga Pelatihan Kerja Swasta (LPKS) Nur Mutiara Bangsa is an officially registered job training institution located in Kebumen, Central Java, Indonesia. Established in 2018, the institution provides training and preparation programs for prospective Indonesian Migrant Workers (IMWs) before their departure to destination countries. Since its establishment, LPKS Nur Mutiara Bangsa has successfully placed more than 800 Indonesian migrant workers in several countries, including Singapore, Hong Kong, Taiwan, and Malaysia.

Among these destinations, Singapore is one of the most popular choices for prospective IMWs. Each destination country requires different language competencies to support communication in the workplace. Migrant workers in Hong Kong generally use Cantonese, those in Taiwan use Mandarin, and those in Malaysia use Malay. In contrast, English functions as the primary language for workplace and daily communication in Singapore. As a result, English proficiency has become an essential skill for prospective IMWs preparing to work in the country. This condition makes LPKS Nur Mutiara Bangsa a relevant setting for the development of the “Smart Migrant Book”, which is specifically designed to support the English communication needs of prospective Indonesian Migrant Workers preparing to work in Singapore.

2.1.4 Singapore as Destination Country

Singapore is one of the primary destination countries for Indonesian Migrant Workers (IMWs), particularly those employed in the domestic and service sectors. The country is known for its strong economy, modern infrastructure, and demand for foreign labor. In addition, wage levels in Singapore are generally higher than those in Indonesia, making it an attractive destination for workers seeking better economic opportunities and improved living standards.

Geographically, Singapore is located at the southern tip of the Malay Peninsula and is close to Indonesia, allowing easier access to transportation and communication for migrant workers and their families. Singapore is also a multicultural and multilingual country with four official languages: English, Malay, Mandarin, and Tamil. According to EF Education First (2024), Singapore is among

the countries with the highest English proficiency in Asia. This indicates that English communication skills are highly valuable for individuals, including migrant workers, who intend to work in Singapore. However, English functions as the main language of education, government administration, and workplace communication (Ministry of Education Singapore, 2020). As a result, English proficiency is considered an essential skill for migrant workers to communicate effectively in both professional and daily-life situations.

Furthermore, Singapore regulates the employment of foreign workers through policies administered by the Ministry of Manpower (MOM), contributing to a structured and regulated working environment. Considering its economic stability, geographical proximity, employment opportunities, and widespread use of English, Singapore remains one of the most preferred destination countries for Indonesian Migrant Workers. Therefore, prospective migrant workers need adequate English communication skills to support their adaptation and workplace performance in Singapore.

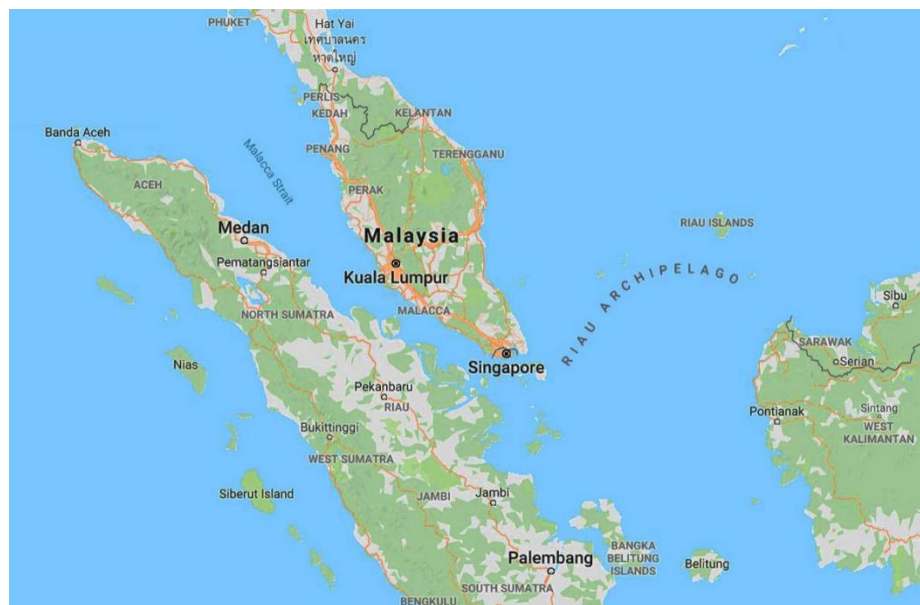


Figure 2.1 Map of Singapore

2.2 Previous Studies

A number of studies have emphasized the significance of English language learning for Indonesian Migrant Workers (IMWs) and the need to provide learning support that corresponds to their communication demands. Nahartini et al. (2021) investigated English training materials for prospective migrant workers and reported that the available materials tended to prioritize theoretical knowledge rather than practical communication. The study suggested that English learning resources should be designed based on learners' actual workplace communication needs and future job requirements.

Nernere, Astuti, and Kristianto (2023) examined the implementation of an English training program for beginner-level Indonesian Migrant Workers. Their findings indicated that the program contributed to the improvement of participants' basic communication skills and increased their confidence in using English. The researchers also highlighted the importance of accessible and practice-oriented learning materials for learners with limited English proficiency.

In a similar context, Maliki et al. (2022) found that English training programs supported migrant workers in developing communication skills needed for workplace interactions and everyday conversations. The study emphasized that language instruction for migrant workers should focus on practical expressions and communicative functions that are directly applicable to their working environment.

Likewise, Afriani and Maimunah (2020) reported that English language training played a significant role in enhancing the communication competence of Indonesian Migrant Workers and preparing them for employment abroad. The study further demonstrated that English proficiency can facilitate adaptation and improve work performance in destination countries.

Although previous studies have demonstrated the importance of English training for migrant workers, most of them concentrated on training activities and language skill enhancement rather than the development of a comprehensive learning product. Moreover, limited research has focused on creating English learning materials specifically intended for prospective Indonesian Migrant Workers who plan to work in Singapore, particularly in the domestic work sector.

To address this gap, the present study develops the “Smart Migrant Book”, an English learning resource designed for prospective Indonesian Migrant Workers preparing to work as domestic workers in Singapore. The content of the book is organized based on the results of a needs analysis involving both learners and stakeholders, ensuring that the learning sequence reflects the communication demands encountered during recruitment and employment. In addition, the book combines practical topics such as self-introduction, employer interviews, workplace instructions, caregiving-related vocabulary, and daily communication, supported by QR-code-based audio materials. Law and So (2010) explain that QR codes facilitate quick access to multimedia resources and promote more interactive learning experiences. Therefore, this study contributes a contextual and needs-based learning resource that is tailored to the specific occupational and communication requirements of prospective Indonesian Migrant Workers in Singapore.