

DESIGNING OF A DIGITAL VIDEO FOR BASIC ENGLISH TEACHING TO MIGRANT MAID CANDIDATES FROM EAST NUSA TENGGARA PROVINCE

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Abstract. This paper describes the design of a digital video for prospective migrant maids in Kupang, Eastern Indonesia. The study answers the problem of what is the design process of a digital video for migrant maid candidates to learn Basic English. It aims to elucidate the design of a digital video for teaching Basic English. The study applied a descriptive qualitative approach. The study participant was a tutor at an official training center for migrant maid candidates in Kupang, East Nusa Tenggara province of Indonesia. The research instruments are documentation and interview. The design of the video comprises needs analysis, design, preliminary evaluation, Development and evaluation, and final Development. Analysis of the data applied descriptive qualitative research. Data for the analysis is derived from every phase of the design video process. The study's findings reveal that the study is based on the needs analysis results of Basic English teaching in the context. The design video process involves related key parties among the tutor, an English lecturer, and a vocational school student. The evaluation results, namely content, layout, language, and writing mechanics, serve as underlying references for video design. The Development of the video design carries out a multilingual video composed of Indonesian language, English, and Cantonese. Moreover, the present study also reveals that English tutor needs more multilingual content videos in English to teach Basic English among migrant maid candidates from East Nusa Tenggara context.

Keywords: Migrant, Maids, Basic English, Digital Video, Design

INTRODUCTION

Being a migrant worker in other countries has become a dream for many Indonesian workers today. Target countries such as Malaysia, Singapore, Hongkong, and Saudi Arabia have marked numbers of Indonesian migrant workers. To get into these foreign countries, the Indonesian state supports its migrant workers with legal guarantees (Arista et al., 2022)—however, several leave without a legal document. As a result, they need to get their rights fully. What is more disgraceful is that many are exposed to violence (Sa, 2019). This has established the fact that most migrant workers are focusing on how to get into their target countries. Numerous studies confirm their strong motivation is economical (Arisman & Jaya, 2020; Bustami & Wekke, 2016; Kiling & Kiling-Bunga, 2019; Mas' udah, 2020). This drives them to leave their families to earn a

living in other countries (Arisman & Jaya, 2020) without caring about their well-preparedness before leaving.

Data shows that out of the total, 72 per cents are from rural areas (World Bank, 2017). Surprisingly, 77 per cents of them are women (BNP2TKI, 2019). This working group places several professions, such as daily laborers, caregivers, shop assistants, and waitresses. These confirm that they work in informal sectors (Daniel et al., 2017) to complete tasks with low skills demands (Goh et al., 2017; Latief, 2017). The tasks customize their existing abilities and their low education levels (Daniel et al., 2017). Migrant workers must have in their excellent work skills and communication skills. Intensive training before leaving for target countries is the priority (Lan, 2018; Lorente, 2017). East Nusa Tenggara province is widely known as one of the contributors to migrants, where the majority are from rural regions (Metboki & Hambandima, 2019). Zakiah's study (2018) suggested that migrant worker candidate requires relevant skills. Meanwhile, Widyawati (2018) stressed that those who have returned must also take more training.

Pre-departure centers are established in several regions in the East Nusa Tenggara province. It aims to welcome local migrant worker candidates who wish a leaving for certain target countries. An official center is in Kupang, the capital city of the province. It provides pre-departure programs during the pre-departure term. In addition, its language training runs an intensive language teaching of English and local languages of target countries, such as Malay for Malaysia and Cantonese for Hongkong.

In preparing qualified migrant workers, the training center collaborates with other related parties. Theoretically speaking, collaboration places prime importance on elevating expected competencies for migrant worker candidates required by workplaces in receiving countries. Collaborative work can contribute necessary inputs of knowledge and skills considering their low educational background (Hastuti et al., 2018; Wispandono et al., 2018). It can promote the Development of work-related and survival skills in destined countries. Education actors are critical players among stakeholders who have capacities on pre-departure matters for Indonesian migrant workers. Several higher education educators have reported their work. For example, training for cooking (Puspitasari, 2021), caregiver (Muslihudin et al., 2021), language training (Marsella et al., 2023; Novita, 2019), character education (Metboki & Ledo, 2019), and training on the use of electronic equipment (Rahmayanti, 2021).

In the context of East Nusa Tenggara province, there has been concrete evidence of support to prepare migrant worker candidates. The English Education Study Program of Artha Wacana Christian University has served several programs at the training center in Kupang City. One is the intensive Basic English for migrant maid candidates to three neighboring countries: Malaysia, Singapore, and Hongkong (Metboki & Ledo, 2019; Metboki & Hambandima, 2020). Here, the first author, a student volunteer in the program and a video designer, found that language tutors at the training center need digital media for language teaching, especially in English. It is well-noticed from their instructions that the learning media they used are conventional means. Stemmed from

the needs, the first author was inspired and motivated to propose this collaborative work.

Theoretically speaking, studies have shown that video could make the language training process for migrant workers more contextual (Lorente, 2017; Mintarsih, 2019). In addition, it facilitates learning for migrant candidates about cultural practices in other countries (Vignoli., et al., 2021). Based on the background and the needs, the present study provides a comprehensive description of the design of a digital video for tutors' Basic English teaching for the prospective migrant maids.

METHOD

The present study applied a qualitative approach. The approach allows for designing a digital video based on a simple model of research and Development (Borg & Gall, 2003), which begins with needs analysis, design, Development, and evaluation.

The data collection instrument utilized documentation and interview. Documentation was applied to gain supporting document (s) of Basic English teaching materials from the tutor at the training center. Next, it applied an interview to recount relevant information from an evaluator and the tutor during the design and development process. The interview with the evaluator, an English language expert, adapted Riyana's (2007) guidelines to evaluate the design of a video. Besides, the interview for the tutor aims to gain input and comments on the designed video to meet the need for Basic English teaching at the training center.

Data analysis of the study applied descriptive qualitative analysis. The presentation of information on the analysis refers to the results that emerged from each phase of the video design, comprising needs analysis, design, evaluation, and Development.

RESULT AND DISCUSSION

The first part of this section describes the results of the video design for Basic English teaching for migrant maid candidates. The following section is a comprehensive discussion of the results.

1. Needs analysis results

The needs analysis results cover identified learning objectives of Basic English teaching, namely "having the ability to communicate using the language of the target country" and "being able to clean the guest room and bedroom." Both objectives are stated on the teaching syllabus. The tutor addressed them as instructional needs to guide the maids to use English to communicate and get housekeeping-related done. Besides, the needs analysis arises from a review of Metboki & Ledo's (2019) work on English teaching in their community service project. The review figures out the maids' characteristics. The review reveals that they are adult learners of English. Their fundamental English level requires English teaching to get housemaids' services done. Rooted on the needs analysis results above, the authors mapped out the needs and affirmed the video designer to submit the information into accounts of a design process.

2. Design

The video design began with editing the contents using Filmora 9, a video design application. This process involved a vocational student in the city of Kupang, Indonesia, majoring in media. He helps with editing while giving suggestions and tips on making the video design as expected. In several editing processes, he stresses techniques to make the video more straightforward and green on the screen. As the final editing is complete in 10 minutes, it goes further to have a preliminary evaluation from an evaluator.

3. The preliminary evaluation

The preliminary evaluation of the video participated Mrs. ZAT, a lecturer from the English Education Study Program of Artha Wacana Christian University. As a book editor, she evaluates the design of the video. The evaluation instrument adapts Riyana's (2007, p. 8-11) guidelines for a video design. The followings are extracts of the evaluation. First, Content. The evaluator suggested, "Try to make the content clearer to make the learners understand." Second, Image Selector. It refers to the brightness of images. Again, the evaluator offers, "Please find the clear images due to some of the images being blurred." She argues, "*Clear images are needed for everyone who learns to be able to understand clearly*" (See Image 1 of the blurred image).



Image 1. Blur images

Third, Video Display. It is about the position of text, as the evaluator says, "*The text should be put bellow the screen not on the middle of the screen in order not to hide the images of content.*" Very few images need editing in this respect (See Images 2 and 3).



Image. 2. Position of text (before)



Image 3. Position of text (After)

Fourth, mechanics of writing. Again, the evaluator suggested, “*Please capitalize the first letter of common nouns.*” For example, the nouns of ‘inggris’ and ‘kantonis’ (See images 4 and 5).



Image 4. Word ‘inggris’



The evaluative information is input for another stage of Development on the video design, as discussed in the section below.

4. *Development and Second Evaluation*

The Development focuses on four areas: content, image selector, video display, and writing mechanics. Having completed the Development, there is another evaluation from the existing evaluator, where her response was, *'According to me this was good keep on going to give to the tutor of women migrant workers to revise again as her needs.'*

The developed video was then shown to the tutor. It aims to gain further inputs and necessary information to do the final Development of the video. These are evaluation results from the tutor. Her initial comment goes to writing, as she said, *"On the screen, some words in Cantonese are typos."* For example, " *Hengtai Fong* " must be "Hak Teng." The next one is on the sound effect. Finally, she needs recommended two language versions, English and Indonesian. She expected that the video's content design would make her learners more familiar with English pronunciation.

Regarding these needs, she appeals that further Development will set up the Indonesian & English sound, while Cantonese is given unvoiced. Moreover, she commented on the length of the sentence. Some sentences, as she found, are complex. Therefore, she asked to string only a few words in a sentence that suits her learners' English ability. These are remarks from the evaluation for the final Development of the video design.

5. *Final Development of design*

The final Development of the video design focuses on the form of writing, sound effects, and the length of sentences. The final video development was shown to the tutor for the last evaluation. Her impressive response was, *"Thank you for the video revision that has been made..... this video is handy for women migrant workers to improve their communication skills with the employer"*. The positive response proves that the video design process has significantly supported interactive media for her Basic English teaching.

The results show that the current study begins with the needs analysis. It places an overview of the stated learning objectives and units or topics of learning. There was a sharing session with the tutor to ensure that the needs analysis results aligned with the study's objective. Besides, there was an overview of previous works on Basic English teaching at the training center by the second author through a community service project. The overview results contribute a deep understanding of the needs for designing the video.

The design of the video utilizes Filmora 9. To make it a-10 minutes video, a vocational student participated, mainly to guide the editing process with techniques to make it more interactive due to the needs. Having the design completed, there was a preliminary evaluation from an English lecturer at Artha Wacana Christian University. Her suggestions are, notably, referring to the due content of the video, the brightness of images, the video display, and the mechanics of writing.

Next, there was a development in the areas of the evaluation. Having it completed, the same evaluator terminated her second evaluation with a positive response, so it was ready to share with the tutor. Initially, with her strong background understanding of her students, the tutor ordered a significant input to provide the sound effect in both English and Indonesian. Besides, she preferred it as a simple video for her students, who are beginners in English. These evaluation results remain tasks in their final Development. This mightily, the Development took the latest evaluation results and relevant elements from previous versions as remarks to finalize its final design. As a result of the Development, there was an appreciation of the work coming from the tutor. She believes the available video is what she has long expected to ease her Basic English teaching practices.

Overall, the findings and discussion reveal that the research is part of a scientific work that sustainably provides an overview of efforts to meet the needs of partners of the English Education Study Program of Artha Wacana Christian University in integrative and sustainable pathways. Each stage has a continuous process that intersects to produce a final video that answers the defined needs of English teaching in the context. Next, the study participated in key supporting parties, including the tutor, a community service program expert, English language lecturers, and even a young digital native who was still majoring in a vocational school. Each party, with their roles, has shown their contributions to the designing process of the multilingual video under the needs in the primary English teaching for migrant maid candidates in the south-east context of the archipelagic country.

Last, the tutor's response alarms more responsive attention from English students and lecturers on how significant contribution the English Education Study Program should have put into consideration to address further assistance and service to communities with English needs in this context.

CONCLUSION

The current study evolves from an attempt to fill the gap in the need for English tutors at a training center in Kupang, East Nusa Tenggara province of Indonesia. The idea of the study arises from the motivation of the first author, a student of the English Education Study Program of Artha Wacana Christian University, Kupang, Indonesia, to help prepare an interactive English material in the form of a video for teaching Basic English among migrant workers candidates. As part of the dedication to the local English community, the present study offers another picture of collaboration among different figures.

The series of activities demonstrate that efforts to answer the community's needs require a systematic scientific step, practicing an integrative way with various cooperation strategies between related parties. Furthermore, each working process entails an underlying reference for further steps to the end; therefore, the video design becomes acceptable according to the English learning needs at the training center.

The present study addresses the local government to collaborate with higher education institutions and training centers regarding well-preparing migrant workers from this context. This will create an English language training process that reflects answers to requirements before working overseas.

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