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by Lp3m Lp3m

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Saraka

Mularwan University, Samarinda Indonesia

Biodata:

Saraka is recently an Associate Professor of English language education at Mulawarman University Samarinda. Earning a doctor degree, he teaches academic writing, entrepreneurship for English language, and curriculum development. He can be reached at sarakaunmul@yahoo.com.

Abstract

This research aims at coming up with an appropriate and detailed study of the importance of teaching Entrepreneurship of English language to the Indonesian students undertaking English as a foreign language (EFL). The project entails the importance of teaching the English language, the literature review detailing entrepreneurship training and its benefit to the EFL students, and the findings of the study. In addition, the study detail of entrepreneurship as a part of the undergraduate program in the university. In details, the research uses both the qualitative and quantitative approaches to present the findings. The researcher uses questionnaires to collect the data from a possible 50 respondents chosen randomly from the English languages department. Mostly, the respondents are the EFL students undertaking entrepreneurship education from the university languages department. The study analyzes a random sample of 40 respondents from the 50 contacted comprising of 35 students and 5 teachers. The researcher analyzes and presents the data obtained from the respondents using tables. The results from the research involve the enterprise units used in selling the English language as a product in the entrepreneurial environment. The units include English website used for research, online services as a form of business, and tourism involving use of the language for interaction. In addition, the results also include the perceptions on the

entrepreneurship students towards the subject, models in use during the entrepreneurship training, and the teaching methods involving the curriculum and teaching materials.

Keywords: *entrepreneurship, EFL, training, entrepreneurship education*

Introduction

This study reports the practices of teaching entrepreneurship for English as a Foreign Language (EFL) students in Mulawarman University, Samarinda Indonesia. The entrepreneurship scopes mainly focus on how English language can be sold as the product of sale for the global community. In the teaching scope of English language teaching, basically English language has been emphasized to sale in the area of teaching, curriculum, and materials development. In this project, English language is packaged into more professional offers the EFL students should innovate and achieve in the market.

The research on language ability in entrepreneurship has been the focus of entrepreneurship research, incorporating entrepreneurship education in higher education. Language ability and proficiency can be considered essential cultural resources for firms operating in landscapes dominated by intensifying internationalization and globalization to enable a strategic competitive advantage (Ernst and Young, 2015). Language ability directly relates to education that specifically shows the internal education systems. Therefore, language and education mutually reinforce one another. Language skills permit communication, dialogue and information exchange which affect trust, rapport and legitimacy in foreign markets (Johnstone, et al., 2018). In addition, Baptista & Naia (2015) assert that entrepreneurship education research is now more focused on what works in the classroom than on developing cutting edge theoretical contributions. Baptista & Naia (2015) have reviewed several researches on entrepreneurship all over the world and found the trends of entrepreneurship education. They summarize the methods in entrepreneurship courses or programs that include: case studies; readings, business plans, interviews with entrepreneurs, class discussion guest speakers, business visits and field trips, internships and working with entrepreneurs, development of business start-ups, and the computer-based simulations (Baptista & Naia, 2015).

The main significance of the study involves providing theoretical evidence on the importance of entrepreneurship education in the institutions of higher learning. Indeed, the study provides knowledge to various EFL students and the entire English department on how to improve the training of entrepreneurial education (Tarman, 2016). Mostly, the study will help Mulawarman

University in designing a detailed curriculum, coming up with effective teaching methods and teaching materials, and changing the perception of the EFL students towards the entrepreneurial education.

The background of the study includes an analysis of teaching the entrepreneurial education to EFL students in details stating its characteristics, models, and its importance in the business environment (Sujito, et. al, 2019). The study details how learning institutions in Indonesia are adopting the training for their graduates as a way of preparing them for the future through becoming self-reliance. The study also describes various variables in use in the research whereby the researcher will focus on the teaching of entrepreneurial education to various EFL graduates focusing on its benefits, methods, materials, and the perception of the students on the training of entrepreneurship to the EFL graduates. The variables constitute the expected results of the study.

The research questions of the study come up with a detailed analysis of the view the EFL students at Mulawarman University have concerning entrepreneurial education. The objectives of the study include their perception on entrepreneurial training, the methods, and materials in use during training. The gaps of the study arise due to that the studies conducted on the teaching of entrepreneurship fail to come up with the best ways to develop a curriculum, acquire the teaching materials, and introduce proper methods to use in training the students. Therefore, this study helps solve these pending variables.

Research Questions

To achieve the research process comprehensively, this study has been guided by two research questions below:

1. How do students perceive the practice of teaching entrepreneurship to EFL students of Mulawarman University?
2. What kinds of practices of teaching entrepreneurship are expected to emphasis by EFL students of Mulawarman University?

Literature review

Entrepreneurship in a Global Perspective

Indeed, entrepreneurial education at the various universities aims at creating an entrepreneurial environment for the students and planting in them a business culture. In turn, that goes a long mile in the development of new business ideas and innovations that may have gone to waste if not clearly nurtured. Notably, with the large number of graduates from various Indonesian

universities and across the globe, employment opportunities become fewer. Hence, there is a need to develop innovations to create more opportunities for the graduates (Tarman, 2016).

According to Rosendahl et. al, (2012), the English language is acceptable globally whereby in almost all countries, it is taught in their learning institutions. Indonesia, the main language used is the bahasa Indonesian thus making English language a foreign language in the country. However, globally, the English language is the most used language and for anyone to be competitive globally, they have to learn the language in order to fit in the economical world (Sujito, et. al, 2019). The economical decision makers that control a countries entrepreneurial environment depend on the skills gained from undertaking a course in entrepreneurship.

An example of an institution of higher learning training entrepreneurship education to its students is the Mulawrman University in Samarinda East Kalimantan. The university offers the English language as an entrepreneurship product to the students who take English as a foreign language. The country has over seventy-seven English teaching centers thus the education sector has put emphasis on producing graduates who can compete globally (Rosendahl, Randolph & Sloof, 2012).

The tourism industry that sees visitors from various parts of the world requires local citizens who are competent in the English language to guide and interact with the visitors. This makes it attractive to various learners who wish to venture in the tourism industry. It also creates opportunities for the learners to work in other neighboring countries that use the English language as a mode of interaction. After graduating, the graduates enter the job market in such of opportunities; it is easier to nurture them for the entrepreneurship environment. This creates new opportunities for them and opens the economy for more job opportunities (Rosendahl, Randolph & Sloof, 2012).

According to the European commission, which is one of the international bodies supporting entrepreneurial training in learning institutions, there is need to ensure the world achieves the Entrepreneurship Action plan 2020. The action plan in collaboration with the Rethinking Education Communication are policies directing achievement of compulsory entrepreneurship training to all students before they complete their active learning years. This action plan applies to its member states and aims at installing an entrepreneurial environment in the society and mainly to the young people (European Commission, 2006).

Importantly, according to the UNESCO report, there is need to instill the entrepreneurship education to students as young as high school level. The report offers advice on the learning institutions developing an entrepreneurial exposure that will create career opportunities for the students in future. UNESCO is another international body that supports institutions to offer this

training to its young students. According to their report, future economical development for developing countries revolves around entrepreneurship training (UNESCO 2014).

The need to fit in the entrepreneurship environment creates a need for the students to enroll in these classes and be part of the changing environment. The university developed a model of teaching the undergraduate students ³¹ English as a foreign language in the attempt to bring out fully baked graduates (Yahya, Said, Yuyun & Masruddin, 2019). The department of languages in the university has a standard model developed to enhance its students to register for the EFL classes and become part of the global environment. Despite the many challenges facing the teaching of the language, the university has tried to come up with the best model to help the department in coming up with solutions to the obstacles (Setiawan, 2014).

With the growth in the entrepreneurial education sector globally, every institute of higher learning is diversifying to include its training to meet the competition. Therefore, at the Mulawarman University, there has been the need to include other subjects ²¹ such as entrepreneurship to the EFL students. This introduction comes from the urge to produce graduates who have the ability and an upper hand in the job market. Mostly, the students learn ways in which they can incorporate the language to develop entrepreneurial innovations for use in job creation. The university has taught Entrepreneurship for quite some time and thus introducing it to the EFL students is a step in the right direction (UNESCO, 2104).

English language on its own is a form of an enterprise unit that involves the use the language to earn an income such as through writing activities whereby students use the language to write business proposals. In addition, the students may use the language for tourism purposes whereby they act as translators for the English-speaking tourists. Indeed, the students can also use the language to develop website that favor the global market and use these websites to make promotions of their business idea. Hence, the EFL students have the advantage of becoming innovators through selling their idea in a language acceptable globally. With these skills, the students become self-reliant ensuring they penetrate the business environment with their business ideas (UNESCO, 2104).

The promotion of the English entrepreneurial education for the Indonesian economy involves the teaching of the subject in the institutions of higher learning. This effort gears towards promoting and producing graduates who fit in the business culture of the country. ³³ In order to ensure provision of adequate and quality training in the institutions of higher learning, the education sector came up with a curriculum. The curriculum details how various institutions should conduct their training ³⁶ with the aim of equipping the students with entrepreneur knowledge to operate and run businesses on their own (Manurung, 2015).

The entrepreneurship education at the university also aims at developing the awareness of the EFL students on how they can become self-employed as an opportunity to develop their career. Through this training, the students are able to realize their entrepreneurial qualities for use in the operation of their businesses and in developing their innovations. The qualities developed include the ability to take risks through venturing in a business environment with other players some who command an adequate market share. The ability to take risks is a quality many entrepreneurs fail to exercise for fear of the unknown. Hence, through proper entrepreneur education, the students develop a strong ability to take risks. This is through having a good understanding of the business environment and anticipating any eventualities that may arise (Utami, 2017).

According to various institutional curriculums, the entrepreneurial training mostly focuses on the operation of small business management. This has limited the learners to the ability of only small businesses ventures rather than the ability to open and run business empires with multilateral branches. This paves a way for future study on how the Indonesian government can come up with an elaborate curriculum that covers a large scope of the entrepreneurial education. The university department of languages should anticipate developing this scope as a start and invite other institutions of higher learning to adopt this strategy (Utami, 2017).

A framework developed by many institutional of higher learning to teach entrepreneurial education revolves around input-process-output. The inputs focused include resources, government laws and regulations, market share, the entrepreneurial abilities of the investor. The process involves research and development, financial implications, marketing abilities, and logistical issues. The output involves the inventions developed by the venture, market share captured, products and services produced, and the human resource requirements. These three factors aim at equipping the learners with the know-how of operating a successful venture through subjecting the inputs through a process to produce outputs expected by the venture established (Utami, 2017).

The university adopted a structured framework that has the ability to produce competent entrepreneurial graduates who can use their skills to develop themselves financially. In this regard, the university cannot take for granted the teaching of entrepreneurial education to EFL students. This is because of the need to be in the competitive edge of producing competent graduates who can compete for opportunities in both the business and jobs environment. In view of this, the university has classes that train entrepreneurial education to all students including the EFL students. There is the need to instill the entrepreneurial education skills to these young students as a means of molding their future (Utami, 2017).

The main way of allowing proper entrepreneurial education, the university creates an enabling training environment for its students to study. To achieve this, the university involves all the stakeholders within its horizons to facilitate creation of a proper learning environment. The stakeholders develop appropriate entrepreneurial training models such as proper teaching materials and learning environments for the students. The university also tries to motivate the students to become more vibrant in identifying new opportunities to invest. The university should also train the learners on how to mobilize the resources required to facilitate their idea and make functional (Kusmintarti, 2016).

The students should also be equipped with the skills on the outcomes to expect after various entrepreneurial inputs and ways on how to deal with them. In various instances, the outcomes may be adverse hence the need for the student to prepare for such eventualities and handle them accordingly. The other training should involve how to bring forth stakeholders to the established business opportunities in an aim of increasing the profit margin by improved investment. The challenges expected in the business environment is another factor to train the students hence making it easy for them to face and deal with these challenges when they arise (Kusmintarti, 2016).

Entrepreneurial education to EFL students ³⁵ acts as a bridge between their higher education and the job world. Their reliance on the job opportunities will decline and in turn make them employers through established businesses and other investments. In the global business environment, a good entrepreneurial education is essential and any institution offering it has a competitive advantage in the education sector.

However, the universities only focus on theoretical materials that become hard for any students to apply in the practical world. In this view, the EFL students require some exposure to the real business environment through practical lessons in various established ventures. Therefore, as part of the university creation of a good learning environment, it should involve stakeholders from those ventures who will involve the students for practical lessons. The practical lessons will play an elaborate role in equipping the learners with the real-life experience on how the business environment operates (Kusmintarti, 2016).

The university has the competence-based learning where they allow the learners to go beyond the normal class work and put to work the skills learnt. This model emphasizes on developing a learner who has a clue on what the outside environment has to offer in terms of the entrepreneurial model. In addition, this model of learning allows the learner and the teacher to understand the idea in a common way without having differing views. The common view makes learning easier for both the teacher and the student and creates a good environment in

the class. The competence-based learning allows the teacher to come up with the best teaching materials, proper teaching strategies, and an elaborate course work for use during the training (Payumo, 2014).

However, a number of learning institution fails to adopt this model and still rely on traditional teaching methods. In turn, this de-motivates the students reducing their interest on the subject and causes poor results. The teacher depending on the rating they apply can only determine the competency of the students in entrepreneurial education. Therefore, the university should develop a clear guideline on how to rate the students thus leveling the playing ground for all students undertaking the entrepreneurial education. The levels of rating set by the university should be good enough to produce competent graduates that possess skills fitting the market requirements.

In some instances, the students fail to learn the English language because of the anxiety to speak a new language. The anxiety creates fear of uncertainty on the student in turn contributing to poor performances in the language. Therefore, it becomes hard to train them the entrepreneurship studies in the language they are anxious to speak and learn. In turn, it creates a hard time for the teachers to help such students learn the language and understand various concept of the entrepreneurship education (Payumo, 2014)

An Entrepreneurial training model

The government encouraged the training of entrepreneur education over the last two decades by attempting to produce self-reliance graduates. This allows the graduates to create new businesses rather than looking for job opportunities that are limited and competitive. The training involves teaching the students how to develop business ideas that fit the requirements of many consumers in the market. The development of the ideas should involve how to come up with a viable idea that attracts consumers and potential investors hence generating the desired income (Widodo, 2016).

The entrepreneurial training involves creating an entrepreneurship mindset on the students. The creation of the mindset involves making them understand how important it is to create their own income generating opportunities that they can manage. Hence, with the business mindset the students are in a position to think critically on the possibility of developing an idea that can translate to income when adequately implemented. The mindset creates the urgency in the students to become their own bosses through operating their businesses (Widodo, 2016).

According to Widodo (2016), the training should involve business function that involves creating a functional business that offers adequate services to its consumers. The business

function should revolve around making the students understand the types of businesses they should come up with and the business environment to operate their business. The business environment affects the outcome and development of the business hence the need to study effectively the environment before coming up with the appropriate business environment.

In addition, the entrepreneurial education should involve educating the students on the legal frameworks that govern the business environment in Indonesia. This mainly involves factors such as business registration, legal fees, and environmental laws among others that govern the business environment in the country. This factor requires a detailed training, as they are important for any business to start and continue with its operations legally. Hence, every entrepreneur student should have a detailed knowledge on the issue before starting any business (Widodo, 2016).

Additionally, the facilitator should train the students on how to develop a good business plan for use to start a business. A good business plan should involve factors such as the business idea, the target market for the products, the financial plan for the business, the expected team to operate the business, and the business type detailing the products and services on offer. A business plan is the framework for the entire business idea and facilitates its implementation and its growth and development.

Methods

Approach

This research used descriptive design whereby numerical and narrative data were analyzed using quantitative and qualitative approach. Numeric data were analyzed using descriptive statistics in terms of rata percentage. In addition, qualitative data were analyzed based on the themes and presented in the form of citation. The quantitative approach focused on perception of respondents assessed using frequency and rate percentage. Narrative data explored themes of respondents' answers and they were categorized on their themes.

Repondents

To achieve this, the researcher collected data from the selected respondents, measured the data, and analyzed it to come up with findings for the research. A sample size of 40 respondents was recruited for the study, as the data collected from the respondents are adequate for analysis. The sample size was a selection from 50 respondents contacted whereby the researcher eliminated some respondents depending on the data they provided from the questionnaires. The researcher reduced the respondents after receiving all questionnaires hence they did not have

knowledge of their elimination. The researcher only worked with the fully completed questionnaires selecting the best 40 to represent the rest of the respondents.

Research Procedures and Analysis

The research method used to collect the data for analysis was through administering questionnaires to a target population of 50 respondents. The questionnaires sought to provide the researcher with information from both the teachers and the EFL students on how they perceived entrepreneurial education through analyzing its benefits, challenges, and solutions to the challenges. The contents of the questionnaire included:

- Detail of the respondents such as name(optional), gender, residence
- Whether the respondents undertake or teach an entrepreneurship course
- Course they are undertaking
- The benefits they believe arises from studying entrepreneurship
- The how perception affects training for entrepreneurship
- The best models to use for training
- The variables involved in entrepreneurship training

²⁹ For the data analysis, the researcher used both qualitative and quantitative data analysis methods involving preparing the data to make it applicable for the research. The preparation involved validating the data for authenticity, editing it, and coding it to fit the requirements of the research. The procedures to analyze the data include the following. Data of perception on the entrepreneurship were tabulated, allowing descriptive statistics to apply for the analysis. Basically, the analysis worked to find the frequency and the rate percentage. In addition, list of problems and descriptions on entrepreneurship practices was identified and sorted based on the themes. This way, a main evidence obtained from the respondents' point of view was cited as the basic finding. Finally, data of students perception obtained from the list of problems ²⁸ were used to answer the first research question stating: "How do students perceive the practice of teaching entrepreneurship to EFL students of Mulawarman University?". Further, data on the practices of the entrepreneurship obtained from the questionnaire ²⁸ were used to answer the second research question, namely: "What kinds of practices of teaching entrepreneurship are expected to emphasis by EFL students of Mulawarman University?"

Results and Discussion

Perception on the Practice of Teaching Entrepreneurship

The first research question of this study regards the perception of students toward aspects of entrepreneurship course and its development. The responses indicate that students consider seven aspects that faculty should take into account. They are:

- Gender distribution
- Distribution of course undertaken
- Benefits of training
- Perception of the learners
- Creation of entrepreneurship units
- Curriculum development
- Training models

Gender and role distribution

The researcher conducted an analysis involving a sample of 40 respondents to get a clear view of the challenges from a direct audience. The sample comprised five entrepreneurial education and English teachers and 35 EFL students in an aim to ascertain the challenges they face during the learning process.

The table 1 below shows the representation in terms of gender for the respondents used for the study. The analysis shows that there were a total of 18 males and 22 females with 3 males and 2 females being teachers.

Table 1. Gender distribution

	Teachers	EFL Students
Male	3	15
Female	2	20
Total	5	35

Distribution by course undertaken

The table 2 below shows the representation of the students and teachers concerning if they are part of the ³²entrepreneurial education at the university. The table 2 shows that all the students undertake ³²entrepreneurial education at the university whereas one of the five teachers is not part of the trainers of entrepreneurial education.

Table 2. Distribution of course undertaken

	YES	NO
Teachers	4	1
Students	35	0

The results from the study and their discussion entail looking at a number of factors brought about by the study of entrepreneurship in the university. The factors include benefits of training entrepreneurship, perception of the learners, curriculum development, training models, and creation of enterprise units. These variables form the basis for this research study and give the significance of the study to the university languages department.

Benefits of training entrepreneurship

When asked on the benefits of undertaking a course in entrepreneurial education, the respondents gave compelling replies to the open question. Among the benefits they presented, the most compelling and applicable to this research include, job creation whereby they felt that the skills earned makes the graduates with entrepreneurial skills become marketable in the job market. The developed ventures seek the graduates to continue the development of the business. Economical growth and development dictated by the emergence of new ventures that will create flow of money to the economy hence developing the economy positively. Ensuring social justice such as reduction of crime rates as the youths, gain skills that help them counter idleness that may lead to social injustices and drug use. Business management skills whereby the training prepared the students to become entrepreneurs hence creating business opportunities from the investment ventures they run.

Perception of the learner

The respondents had different views concerning their attitude towards entrepreneurship training and the effect the perception has on the results of the training. The perception differs from various students whereby most of the have a positive attitude to the subject whereas the rest feel the training is just an extra course to keep them busy in school. The difference in the perception affects how they respond to the training whereby those with a positive attitude are quick to understand the subject and put an extra effort. However, the negative attitude towards the training arises from their lack of understanding on the importance of the subject.

In most instances, the perception affects their innovations ability whereby a positive attitude will increase innovation ability and vice versa. The self-reliance nature arising from learning entrepreneurship creates an all rounded graduate who has an ability to compete in the business environment. This arises when the students are in a position to come up with innovations that have a competitive edge in the industry.

Creation of enterprise units

The training of entrepreneurship creates opportunities through various enterprise units such as making the students to become innovators who can mould an idea to profitability levels. The innovations end up as business opportunities that act as an income to them. The units include translators who help in communication between two parties that share a different language. In turn, the translator ends up making an income from the translation.

In addition, the establishment of websites that are in the English language enabling them to reach the global markets is also another enterprise unit an English student can develop. The creation of websites is a business venture a graduate can use to make an income. The writing services are another source of income to many graduates involving academic writing, research, and proposals for business ideas and innovations.

Curriculum development

The respondents stated that there was need to come up with a defined curriculum on entrepreneurship training for use in the institutions of higher learning. The curriculum should include details on how to implement the training effectively and ensure a complete transition of the graduates from the university to the business world.

The curriculum developed should include defined teaching materials and teaching methods that the trainers should use when training the EFL students. Indeed, the university needs to adopt modern training methods that are learner-centered and activity-based. The methods should involve the learners becoming part of the training as a means of ensuring they become part of the process. The university should also acquire materials such as advanced and up to date revision books for the training process.

Training models

The models for use during training should meet the desired criteria hence influencing the level of professionalism desired by the trainers. Indeed, every trainer should define a standard training model they will use in class to achieve the expected results. The models should

conform to the curriculum and the teaching methods in use during the training process. As a result, the proficiency levels of the EFL students will be high hence improved results. The model should involve teaching entrepreneurship using both theoretical and practical activities such as allowing the students to independently develop a business idea and work on it towards profitability.

The Practice of Teaching Entrepreneurship

The second research question of this study deals with the practice of teaching entrepreneurship to EFL students. The results indicate that students have their own expectation to describe how an entrepreneurship should be operated. As the basis of the entrepreneurship is English language, the expected areas include: English as a profession, Scope of entrepreneurship materials, and Teaching models.

When asked about the role of English proficiency to serve a profession, the following 14 professions are listed by students and teachers (Table 3).

Table 3. Perception on entrepreneurship unit appropriate for EFL graduates

No	Kind of Profession	Teacher N=5		Student N=35	
		F	%	F	%
1	English teacher	5	100	35	100
2	English trainer	4	80	30	85
3	English course enterprise unit developer	5	100	35	100
4	Professional Translator	5	100	35	100
5	Film translator	3	60	30	85
6	Interpreter	5	100	35	100
7	Tourist guide	5	100	35	100
8	Online English services	3	60	20	57
9	Academic writing	3	60	18	51,4
10	Teaching material developer	4	80	20	57
11	Curriculum and teaching consultant	2	50	22	62,8
12	Course-book writer	4	80	35	100
13	Online journal article writing service	2	40	15	42,6
14	English training program developer	3	60	28	80

As table 4 suggests the profession listed above is very common to serve by people whose English language proficiency is strong. Each option grows along with the level of English proficiency a person has. Though very often capital is the main need to operate an English proficiency services, in this context of entrepreneurship, students believe that level of proficiency will take a substantial role to success. In addition, the higher the level of proficiency in English a student has, the more opportunity the student will get.

Students also identify scope of entrepreneurship materials they deem mostly requested by the customers. The scopes are shown in table 5.

Table 5. Expected scope of entrepreneurship materials

No	Scopes of teaching materials	Teacher N=5		Student N=35	
		F	%	F	%
		1	Improving English skills proficiency	4	80
2	Public speaking	5	100	28	85
3	Academic writing	4	80	35	100
4	Digital skills in teaching materials and media	5	100	35	100
5	Website linkage development	4	80	32	85
6	Motivation and strategy to operate an entrepreneurship	5	100	35	100
7	Finding an entrepreneurship capital	4	80	35	100
8	Online marketing strategy	3	60	34	57
9	Creating business ideas	5	100	30	85
10	Finding and maintaining linkages	3	60	32	85

Table 5 suggests that scopes of entrepreneurship areas according to students are mostly begun by improving students' English proficiency (100%), academic writing (100%), motivation and strategy to operate an entrepreneurship (100%). In addition, public speaking, website linkage development and creating business ideas as well as finding and maintaining linkages, each achieves 85% to perceive. This finding indicates that knowledge in English language and strategies to operate business is two required skills that are considered balanced.

Regarding the teaching model, table 6 provides analysis presenting kinds of teaching model and frequency the students and teachers expect. Evidently, there 9 teaching models that are deemed appropriate for the entrepreneurship teaching at Mulawarman University. However, of 9 teaching models, students and teachers categorized into two models. The first model include digital syllabus, entrepreneur speakers, field work, google classroom, google browsing, you tube and whatsApp group. Each of the first category receives 100% good perception. Other methods that receives good perception on 85% are digital teaching materials and android basis. (Table 6).

Table 6. Teaching models of entrepreneurship course

No	Kind of teaching model	Teacher N=5		Student N=35	
		F	%	F	%
1	Digital syllabus	3	100	35	100
2	Digital teaching materials	5	100	30	85
3	Entrepreneur speakers	5	100	35	100
4	Field work on entrepreneurship	5	100	35	100
5	Android basis	5	100	30	85
6	Google classroom	5	100	35	100
7	Google browsing	5	100	35	100
8	YouTube	5	100	35	100
9	WhatsApp/Facebook Groups	5	100	35	100

Conclusion and Implications

In conclusion, the teaching of entrepreneurial education to the EFL students in Indonesia is a crucial development that all institutes of higher learning should adopt. The training prepares the students to develop business ideas and create opportunities for use in income generation. The training instituted during the entrepreneurial education prepares the EFL graduates to acquire skills to use in handling the business environment. The high rate of unemployment to formal jobs has lead to the need of introducing and focusing on entrepreneurial education to all students of higher learning.

Therefore, the university should use the study to identify the various factors connected to the study of entrepreneurship that form the variables of this research. The institution should

understand the benefits of teaching entrepreneurship of English language to EFL students in Indonesia such as how it prepares them for the business environment. The university should also come up with ways to develop a detailed curriculum for use in training the entrepreneurship students.

In addition, the models for use in the training also determine the proficiency of the students undertaking the course. The other variable is the perception the students have towards the training that determines their response towards the training. The perception and their attitude towards the subject either reduce or improve their levels of understanding of the training. Therefore, there is a need to come up with ways to improve the perception and attitude the students have concerning the entrepreneurship education.

Therefore, the Mulawarman University should apply strategies how to improve the entrepreneurial education to EFL students as a way of promoting and preparing them for the future business environment. The students will gain a competitive edge in the job and business environment, as they will have an extra skill earned through their education in the higher institutions.

Pedagogical Implication

Entrepreneurship for EFL students has been devised to offer English language as a commodity of innovation in the field of teaching and other professional areas. The practice of entrepreneurship education requires syllabus, teaching materials, teaching methods and high proficiency in English. This implies that the faculty should prepare the instructional design as well as the demands of entrepreneurship trends. The inclusion of digital systems and online marketing as the students and teachers expect gives an implication that using IT in teaching entrepreneurship is mandatory. English language as the potential commodity of entrepreneurship course should be linked to the teaching programs in any level of proficiency.

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