CONSTRUCTING ESP-BASED ENTREPRENEURSHIP CURRICULUM FOR TEACHER TRAINEES: A NEED ANALYSIS OF BUILDING CREATIVE LIFE SKILLS

Lilies Youlia Friatin*
liliesyoulia.2021@student.uny.ac.id
Universitas Negeri Yogyakarta

Jamilah
Universitas Negeri Yogyakarta

ABSTRACT

Today, entrepreneurship education is a crucial component of the Indonesian government's efforts to reduce the number of unemployment. Higher Education students are expected to show entrepreneurial skills as preparation for their future life as the nation's future leaders in 21 century. Global entrepreneurship competition encourages students to master English in order to become skilled entrepreneurs on both a national and international scale. Higher education gives big role in preparing human resources. Lesson plan as part of curriculum, should be designed in accordance with the students need of particular skill. The existing lesson plan as teacher guide is important to examine. Hence, the research question of this research is, "How does the existing lesson plan of ESP (English for Entrepreneurship) represent entrepreneur skill of learners? This research uses a qualitative approach, document analysis. The research instrument used is the English lesson plan of ESP (English for Entrepreneurship). The results showed that lesson plan of ESP (English for Entrepreneurship) represent entrepreneur skill of learners. It can be seen on course objective; a) Students understand the nature of entrepreneurship, b) Students are able to build relationship in business, c), Students are able to develop their interpersonal skills in entrepreneur, d) Students can communicate effectively as an entrepreneur, e) Students understand how to negotiate and win the negotiation in business, f) Students are able to speak in front of public to achieve the business goals. It's relevant with the basic need of entrepreneurs' skill.

Key words: ESP, entrepreneurship education, entrepreneurial skill

INTRODUCTION

The current competitive difficulty of realizing work prospects, particularly in Indonesia, with its millions of people, is a global concern. This position is critical in terms of national welfare, particularly in light of the disproportionate statistical presence of bachelor's

degree graduates in unemployment statistics. The Central Statistics Bureau (BPS) recorded the number of open unemployment in Indonesia reached 8,746,008 people in February 2021. That's an increase of 26.3% compared to the same period last year. The unemployment rate for bachelor graduates is one billion, which is regarded high and shows that ESP curricula must respond to employment need. The Indonesian government must concentrate on finding the best solution for all stakeholders in order to face the issue of bachelor graduate expectations and ensuring that these graduates are self-sufficient, future-oriented learners who expose entrepreneurship as a means of preparing for 21st-century occupation.

Learning English is necessary to meet two types of needs: those of students who need English to succeed in their academic studies and those of job requirements, environment, or workplaces (Hutchinson and Waters, 1987). Actually, there are some aspects which occur in EFL context i.e. business students' English Language problem, English Language needs, and language skills required in a proposed English Language syllabus for business students. Nonetheless, this research will focus on restructuring ESP syllabus in EFL university level.

A successful entrepreneur needs possess a variety of abilities, one of which is effective communication. As a result, improving communication skills is a top goal for maximizing entrepreneurship performance. University students, particularly teacher trainees students of English Education Program, are expected to demonstrate entrepreneurial skills as part of their preparation for future lives as the nation's future leaders. Because of the global competitiveness of the entrepreneurship industry, students must be able to communicate effectively in English in order to be successful entrepreneurs both nationally and internationally. As a result, in this situation, the necessity for the creation of an English for Specific Purposes course takes into account an emphasis on professional communication skills development Language education in ESP courses is frequently restricted to the acquisition of a particular lexicon and sentence structure. This study, on the other hand, introduces today's competitive learning materials, which are closely linked to future professional practice.

The research urgency is that university students' English ability levels must be enhanced, as international communication is increasingly used at its highest level in the entrepreneurship field, as previously stated. The difficulty students have learning English when they enter the employment of their chosen profession has underlined the necessity for an ESP course that emphasizes the relevance of language learning. Creating an ESP-based

learning course that will improve and ease student involvement with ESP course activities by using a learner-centred syllabus design. Since this research focus on restructuring ESP syllabus in EFL university level, there are two research questions i.e. "How does the existing lesson plan of ESP (English for Entrepreneurship) represent entrepreneur skill of learners?

An Overview of ESP

The definition of ESP must distinguish between four absolute and two changeable features. In contrast to General English, the absolute characteristics include learner-specific needs design, content-related materials, and linguistic difficulties (Johns and Dudley-Evans, 1991), the Meanwhile, variable characteristics show that this isn't limited to language learning, with respondents claiming things like "being focused on the learner's need," "wasting no time," "being relevant to the learner," "being successful in imparting learning," and "being more cost-effective than General English." The most significant parts of ESP instruction are course design and the provision of relevant resources (Javid, 2015). It has been suggested that a good ESP course design hinges on the complete participation of the ESP practitioner. Hull (2004) agrees, stating that the ESP practitioner's primary duty is that of a facilitator rather than a content presenter. The learner or participant's circumstance in learning language is studied during the design phase of an ESP course.

ESP has been a separate aspect of Teaching English as a Foreign Language (TEFL) since the 1960s, owing to the fact that English has become the current lingua franca. Thus, the rapid spread of English for Academic Purposes (EAP), to which ESP initially belonged, was aided by the growing need for English as a medium of communication and the beginning of governmental mass educational programs in which English was the first or even the sole language. According to Celce-Murcia (2001), ESP is a movement founded on the idea that all language courses should be adapted to the individual learning and language usage needs of specified groups of learners, while also taking into account the socio-cultural context in which these learners will use English. Because it satisfies the demands of (mainly) adult learners who need to acquire a foreign language for usage in their respective fields, such as nursing, science, technology, hospitality, academic learning, and so on, ESP is characterized as a learner-centered method. Business English (English for Business Purposes) is a new branch of ESP (English for Specific Purposes), a sort of ELT (English Language Teaching), that has emerged in response to a rising awareness of particular types of learners with specialized needs that are not met by General English courses. English for Specific Purposes

(ESP) is a method of language instruction. The demands of learners play a critical role in determining how lessons and content are implemented. The needs are then separated into three categories: target circumstance, current situation, and learning situation.

The teaching of Business English, which is closely tied to the professional needs of learners and employers, has begun to be accompanied and guided by a large body of theoretical literature. As a result, Palmer (1964) highlights ESP's selective focus on specific language skills and abilities; Strevens (1977, 1980) provides a comprehensive definition of ESP; Robinson (1980) provides a thorough review of theoretical positions and what ESP meant at the time; and Coffey (1985) updates Strevens' work and places ESP in the context of communicative language teaching.

ESP Course Design

Course design, according to Hutchinson and Waters (1987), is the act of interpreting raw requirements analysis data to create an integrated series of learning experiences that leads learners to a specific state of knowledge. The ESP course design must include features such as meeting the learners' specific needs, employing the learners' discipline's implicit methodology and activities, and emphasizing the teaching of language skills (grammar, lexis, register, skills, discourse, and genres) relevant to those disciplinary activities (Dudley-Evans and St John, 1998).Many studies have focused on ESP discussions, including Wu, Liao, and DeBacker (2016), discovered that task-based instruction in ESP courses was purpose-fit to meet student needs in raising their competencies, particularly in speaking and listening, whereas reading competency was not considered to have a significant difference during the learning process. Task-based training has been shown to increase student feedback and, as a result, predict future language learning needs. Second previous study was conducted by Nurania, Yohanna, Irfansyah (2019), An ESP-Based Learning Design for Student Entrepreneurial Enhancement. This research aims at the conceptualization of an ESP learning design for vocational high school students at SMK PGRI 20 Jakarta that will enhance their entrepreneurial skill. The research results reveal that student entrepreneurial skill can be enhanced through an ESP-based learning design with a learner-centred syllabus as its main focus. The third previous study was conducted by Daksayani A/P Ganeson (2018) A Needs Analysis of English for Business Students at A Private University in Malaysia. The main aim of this study is to identify a) the English Language problems of the business students, b) the

English Language needs and c) the language skills required in a proposed English Language syllabus for the business students.

Strevens (1988) described ESP by presenting numerous qualities, which were then criticized by Dudley- Evans and St John (1998: 4-5) who proposed additional variable characteristics while eliminating one absolute characteristic. ESP is classified in the following way for them: 1) Absolute Characteristics: a. ESP is adapted to the learner's individual needs; ESP draws on the discipline's underlying methodology and activities; b. ESP is focused on the language (grammar, lexis, and register), skills, discourse, and genres that are appropriate for these activities. 2) Variable Characteristics: a. ESP may be connected to or designed for specific disciplines; b. ESP may use a different methodology than general English in specific teaching situations; c. Adult learners, whether at a tertiary level institution or in the workplace, are likely to benefit from ESP. It could, however, be for secondary school students; d. Most ESP courses presume some fundamental knowledge of the language system, though it can be utilized with beginners; e. ESP is generally developed for intermediate or advanced students.

Curriculum design is the process of conveying, supervising, and implementing the core principles of a teaching plan. The remaining phases are built on the foundation of the needs analysis. A well-established curriculum design should begin with a thorough examination of learners', teaching organizations', and society's needs. Business English, as one of the most important branches of ESP, is evolving at a breakneck pace. English majors and Business English majors can take Business English courses to assist students compete in their future careers. In order to develop multi-discipline Business English talent and provide better Business English courses, need analysis theory should be used as a guideline to consider the demands of many stakeholders while developing Business English curriculum.

The ESP development process, as an English course, is divided into many sections. The steps are needs analysis, goal and objective formulation, content conceptualization, selection and development of materials and activities, organization of content and activities, and assessment and evaluation, according to Graves (1996), Jordan (1997), and Dudley-Evans and St John (1998). Each stage will be covered in detail below.

1. Needs assessment

Hutchinson and Waters (1987) divide learners' needs into three categories: necessities (what the learner needs to function properly), lacks (what the learner currently knows and doesn't know), and wants (what the learners believe they need). These are discovered through a variety of methods, including testing, questioning, and interviewing; recalling previous performance; consulting employers, teachers, and other stakeholders; collecting and analyzing data, such as textbooks and manuals that learners will be required to read; and investigating the situations in which the learners will use the language.

2. Objectives and Goals

The aim, according to Graves (1996: 17), is a general statement of the course's overall, long-term objectives. As a result, they are linked to the eventual acquisition of a job or communication with members of the target language community (Harmer, 2001). They should aim towards the development of a good attitude toward language and culture as well as the acquisition of specific knowledge and skills. The particular manner in which the aims will be fulfilled, on the other hand, are described as objectives. They can refer to a variety of activities, skills, and linguistic types, or a combination of all three.

It's critical to figure out why a course is being taught and what the students will gain from it. Goals can be stated in broad terms at first, then expanded upon when the course content is considered. Additional consideration is that the objectives must be realistic; otherwise, the students will become demotivated. The objectives should be in line with the aims and related to how the teacher views the course's material (Nunan, 1988).

3. Conceptualization of content

The substance of the course, as well as what should be included in the syllabus, is the next topic to be addressed. Reilly (1988) offers the following suggestions for selecting and designing a syllabus: a). Define what students should be able to perform as a result of the instruction as precisely and realistically as possible. b) Rank the syllabi in order of significance based on the desired outcomes. c.) Assess existing resources and link them to the syllabi. d.) Designate one or two syllabi as the most important. e.) Examine how different forms of syllabuses can be combined and integrated, and in what proportion. f.)Turn decisions into real-world teaching units.

4. Material and activity selection and arrangement

Materials selection can entail the creation of new materials, the collection of varied materials, or the adaption of existing materials. According to Graves (1996), the following issues should be considered while selecting materials: a) Efficacy in attaining the course objectives. b) Appropriateness of the material, in order for the students to feel at ease. This means that the content will be tailored to their interests and language proficiency. c) Feasibility, so that the material is appropriate for the students' skills and the course is not too challenging for them.

The processes involved in acquiring information that will serve as the foundation for building a curriculum that will suit the learning needs of a specific set of learners are referred to as needs analysis. Needs analysis, according to Johns (1991), is the initial step in curriculum design since it can give validity and relevance for all subsequent curriculum design activities.. It is recognized as an essential component of a well-planned curriculum (Brown et al., 2001). Nunan (1994, p. 54) claims "A collection of processes for establishing the parameters of a course of study is known as a requirements analysis. The criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, course length, and intensity and duration are all examples of such parameters."

A number of ways have been explored for identifying students' needs in an ESP context. The first is Target Situation Analysis (TSA), which describes what students must do in a given situation. It comprises requirements, deficiencies, and desires. Necessities, according to Hutchinson and Waters (1987), refer to what students need to know in order to perform successfully in the goal setting. The term "lacks" refers to the difference between a student's current proficiency and the desired outcome (what students do not know). Wants describe what students believe they want to learn, which may be at odds with needs and deficiencies. (3) Present Situation Analysis (PSA), which is used to describe "what the learner needs to do in order to learn" (Dudley-Evans & St Johns, 1998; Robinson, 1991); (4) Learning Needs Analysis (LNA), which is used to describe "what the learner needs to do in order to learn" (Dudley-Evans & St Johns, 1998; Robinson, 1991). (Hutchinson & Waters, 1987, p. 54).

METHOD

The current study's research design is content analysis. In qualitative data, content analysis is a research approach for determining the presence of specific words, topics, or concepts (i.e. text). Content analysis allows researchers to quantify and analyse the presence, meanings, and correlations of specific words, themes, or concepts. It is the process of condensing and reporting textual material in the form of important messages and content. In this example, content analysis saves time and money by interrogating and summarizing material from both old and new sources in order to build or test a theory, as well as using categories and emerging themes (Cohen, 2007, p475). It looks at the existing lesson plan of ESP (English for Entrepreneurship) represent entrepreneur skill of learners in a private university of English Education Programme. Syllabus design analysed using the guideline for course designers to implement teaching activities. The syllabus is arranged based on the students' needs through reflection of the learning objectives. In line with this, the syllabus is designed as a learner-cantered syllabus which encompasses all students' learning process expectations.
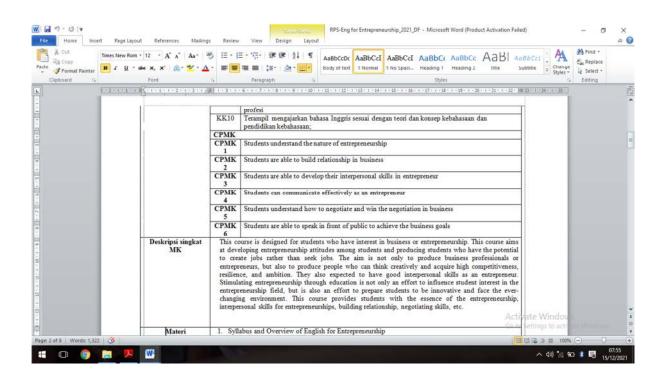
FINDING AND DISCUSSIONS

Syllabus is a set of plans and arrangements for the implementation of systematic learning and assessment that contain interrelated components to achieve mastery of basic competencies. Syllabus can also be interpreted as the elaboration of core competencies and basic competencies into subject matter / learning, learning activities, and indicators of competency achievement for assessment. Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including community life, the business world and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills, and vocational skills is inevitability.

To support the achievement of these goals, the development of learners' competencies is adjusted to the potential, development, needs, and interests of learners and environmental demands. Having a central position means learning activities centered on learners. Broadly speaking, the syllabus includes core competencies, basic competencies, indicators, learning materials, and learning activities. The logical relationship between the various components in the syllabus of each subject is a step that must be prepared to achieve the standard of graduate competence.

Interpersonal skills, known as people skills or soft skills, are the abilities that allow us to engage with others. Soft skills, on the other hand, are employed both at work and outside of it, whereas hard skills, or occupational skills, are concerned with our capacity to do certain activities and duties at work.

A successful entrepreneur must be able to communicate, sell, focus, learn, and strategize successfully. The ability to learn new things on a regular basis is not just a useful entrepreneurial talent, but also a significant life skill. Growing a firm necessitates a well-thought-out strategy based on innate business knowledge and abilities. Relevant with this (Contreras, 2013) the competences are included in interpersonal skills, which are behavioural in nature: a) the ability to communicate, b) The ability to establish a rapport with others, c) Conflict resolution that works, d) Ability to negotiate, e) Personal stress management is number five, f) Persuasion abilities, g) Ability to Work in a Group, h) Think strategically, i) creative problem solving. The existing lesson plan represents entrepreneur skill of learners. It can be seen on course objective; a) Students understand the nature of entrepreneurship, b) Students are able to build relationship in business, c), Students are able to develop their interpersonal skills in entrepreneur, d) Students can communicate effectively as an entrepreneur, e) Students understand how to negotiate and win the negotiation in business, f) Students are able to speak in front of public to achieve the business goals.

CONCLUSIONS

From the findings, it is concluded that lesson plan of ESP (English for Entrepreneurship) represent entrepreneur skill of learners. It can be seen on course objective; a) Students understand the nature of entrepreneurship, b) Students are able to build relationship in business, c), Students are able to develop their interpersonal skills in entrepreneur, d) Students can communicate effectively as an entrepreneur, e) Students understand how to negotiate and win the negotiation in business, f) Students are able to speak in front of public to achieve the business goals. It's relevant with the basic need of entrepreneurs' skill. Assertive approaches effectively communicate a message in a professional manner that is both accepted and comprehended.

REFERENCES

Dudley-Evans, T., & St John, M. J. (1998). Developments in English for Specific Purposes: A Multi-Disciplinary Approach. Cambridge: Cambridge.

Graves, K. (2000). Designing Language Courses: A Guide for Teachers. Boston: Heinle and Heinle.

Contreras, Melissa. 2013. *Interpersonal Skills for Entrepreneurs*. Bookboon.com

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes. Cambridge: Cambridge University Press.

Hull, M. (2004). Changing the paradigm for medical English language teaching. International Symposium of English for Medical Purposes, Xi' an, China. 2005. http://www.usingenglish.com/teachers/articles/whose-needs-are-we-serving.html.

Javid, C. Z. (2015). English for specific purposes: role of learners

Mackay, R. 1978. Identifying the nature of the learner's needs. In R. Mackay & A. Mountford (Eds.), English for Specific Purposes (pp. 21-42). London: Longman.

McDonough, J. 1984. ESP in Perspective: A Practical Guide. London: Collins. Nunan, D. 1990. Using learner data in curriculum development. ESP Journal, 9, 17-32.

Field, K. (ed.) 2000. Issues in Modern Foreign Languages Teaching. London: Routledge

Falmer. Graves, K. 2000. Designing Language Courses: A Guide for Teachers. Boston, Mass.: Heinle & Heinle Publishers.