

INTEGRATING THE ENTREPRENEURIAL SKILLS INTO SPEAKING CLASS IN THE HIGHER EDUCATION

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ABSTRACT

This paper discusses the benefits of entrepreneurship education in actualizing the goal of self reliance as stipulated in the National Policy On Education. According to this paper, the higher education level should be implemented the entrepreneurial skills into the curriculum. Suggestions regarding ways in which entrepreneurship skills can be integrated into the speaking class in higher education. The samples of speaking activities on entrepreneurship skills were also provided. The paper recommends the training of speaking teachers (that will take on this new role in the classroom) as the way forward towards the development of entrepreneurial mindsets and skills in Indonesia students.

Keywords : Entrepreneurial Skill, Speaking Class, Higher Education

INTRODUCTION

Entrepreneurship has the importance role to the human being, it is related to all dimension of life. The Entrepreneurship intention is for stimulating the innovativeness and development to make better community, a better nation and a better world. To achieve this objective, government strategies ought to concentrate on the educational aspect and human potential for business which is existed in every general public. Indonesia as one of the developing country faces the problem of economy and employment. The solution to overcome these problems is creating the “entrepreneur” to young generation in Indonesia.

In fact, Angga Ranggana (2014) indicated that “ the interest in graduate education institutions for entrepreneurship is very low, which is for high school graduates (22.63 %) and higher education (6.14 %). While those who had elementary and junior high schools have the autonomy to try it yourself (32.46 %). There is a tendency for young high school education (61.87 %) and graduate (83.20 %) choose to become workers or employees than to be entrepreneurs”. It means the higher a person’s education level, the lower the self-reliance and motivation to become entrepreneurs. This is the challenge for teacher of basic education to higher education in Indonesia for blending the entrepreneurship skill to the curriculum for infusing the entrepreneurship mindsets.

THE BENEFIT OF ENTREPRENEURSHIP

Entrepreneurship is an employment strategy that can lead to economic Self-sufficiency for people. Self employment provides people and their families with the potential to create and manage business in which they function as the employer or boss, rather than merely being an employee.

Nearly 80 % students would be civil servant or works in big enterprises. An interview recently conducted by the researcher to students found that 75 % of 50 students, want to be civil servant, 10 % want to be entrepreneur and 15 % want to work at private company as shown as the table below.

| No | Item | Student's response % |
|----|--------------------------------------|----------------------|
| 1 | I want to be an entrepreneur | 75 |
| 2 | I want to be employed by Government | 10 |
| 3 | I want to work for a private company | 15 |

Most Indonesian people prefer to work as employees to entrepreneurs. In Indonesian society, there is still general mindset that a successful person is the one who work as a civil servant (PNS) or an employee in a big company. As long as the government or an institution guarantees their life, they are willing to do any casual jobs that they never have dreamed before.

The entrepreneurship culture is weak in Indonesia. However, this is primarily due to lack of entrepreneurial spirit. It caused of the lack information about entrepreneurship as the career option in Indonesia.

Entrepreneurship education offers a solution. It seeks to prepare students to be responsible, enterprising individuals who become entrepreneurial thinkers by immersing them in real life learning experiences where they can take risks, manage the results, and learn from the outcomes. (Oduwaiye 2005, Kirby 2004, Kyro, 2003). Through entrepreneurship education, students, learn organizational skills, including time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by employers. Other positive outcome according to (Ifedili and Ofeogbu 2011, Hessel and Auke 2008, Akanwa, 2006) include:

- improved academic performances, school attendance; and educational attainment
- increased problem-solving and decision-making abilities
- improved interpersonal relationships, teamwork, money management, and public speaking skills
- job readiness
- enhanced social psychological development (self-esteem, ego development, self-efficacy), and
- perceived improved health status

THE IMPORTANCE OF ENTREPRENEURSHIP BLENDED LEARNING TO HIGHER EDUCATION CURRICULUM

In developing countries, the high unemployment rate of university graduates has become a major issue. United Nations Educational, Scientific and Cultural Organization (2012) pointed out that more than 20 percent of university graduates in Indonesia were unemployed or categorized as the non-labor force in 2009, excluding for those furthering study. If these graduates obtain the necessary skills to start up their own businesses, the unemployment rate will decline and more work-places will be created within the local community, leading to a stimulated local economy and narrowing of social gaps (Kaneko, 2012)

Alarmed by the worsening unemployment trend in the country, the Ministry of Education in Indonesia developed a broad based school curriculum for secondary level students to university student. Subjects like trade and entrepreneurship skills have been inputted in the new curriculum in a renewed bid by the government to promote entrepreneurship education among student.

Every University has freedom to develop the entrepreneurship program on their curriculum. It has 2 credit points in each semester, but regarding adds the credit point of entrepreneurship program in each semester, the important thing is created the entrepreneurship atmospheres around the student. The reseacher believed that entrepreneurs are not born, they are made and can be made through teaching.

Watson,Hogarth-Scott and Wilson's (1998) and Morrison's (1999) studies that entrepreneurial spirit needs appropriate social and cultural background to initiate motives for venture creation and aspiration for excellence in various academic areas in order to create successful venture (Lee et all 2005).

Blended learning is one of the options to gain this challenge, entrepreneurship spirit must be created in the students learning activities. The Entrepreneur program blended into all subject of lesson. Therefore, the entrepreneurial skills can be infused in the University curriculum in order to give this generation and other future generations the opportunity to become more successful entrepreneurs.

INTEGRATING ENTREPRENEURSHIP SKILLS INTO SPEAKING CLASS

Entrepreneurship skills can be integrated into the speaking class by providing speaking tasks and activities that will encourage, stimulate and get students interested in business. Teachers need to identify what can work for students within a particular class level by considering the semester of the students, their interests and abilities, the time they have to devote to entrepreneurial activities, the available fiscal and human resources (i.e, community support, business support).

It means, the process of reviewing potential textbook, material and resources, might be designed by the teacher. Brown (2007,p.157) citing Cunningsworth (1995) suggests the following criteria as set guidelines :

1. They should correspond to learners' needs
2. They should reflect the uses (present or future)that learners will make of the language

3. They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method
4. They should have a clear role as support for learning

PROPOSED SPEAKING ACTIVITIES

The table below indicates some entrepreneurial skills that should be taught and inculcated in students’ speaking class to make them succeed as entrepreneurs. The following content should be developed by teachers as speaking activities. Care should be taken in simplifying the language of each task to suit the level of pupils or students.

| Entrepreneurial skills | Teacher Instruction | Students’ activity |
|---|--|---|
| Display Self-awareness | Teachers create a speaking activities on self awareness with this content. An entrepreneur must be able to recognize their own strengths and weakness and hire their missing skills within their team. | Students do the discussion with their friend how to gain the weaknsess and strenghtness in business |
| Creative Thinking | Teachers create a speaking activity on creative thinking. An entrepreneur has to be able to think through the innovative idea and deal with the many variables facing the business – global market, technological change and diverse work force etc. | Students create n innovative product and present the strenghtness of the product and persuade their frind to buy this product. |
| Recognizing opportunity | Teacher creates a speaking activity on how students can recognize opportunities and take action on them. | Students brainstorm on possible solutions to identifiable problems/challenges. |
| Marketing skills i.e selling products and services to customers. | Teachers create speaking activity on how students can market their products or services to attract customers to their future business. | Students design and write captions for their handbills, posters and bill boards. They also produce and demonstrate jingles for radio. |
| Effective Communication | Teachers create a speaking activity that will teach student how to communicate effectively to the consumer. | Students practice communicating to the consumers using some expressions, i.e gratitude, offering something |
| Art of giving back to the society | Teachers create a speaking activities to demonstrate the art of giving back to others, putting smiles on other peoplee faces. Teach them that successful business provides benefits to more than just its owners. | Students discuss the advantages of giving back to the society and how to implement it to the real life. |

THE SAMPLE OF SPEAKING ACTIVITIES

To create classroom speaking activities that will develop communicative competence, the teacher need to incorporate a purpose and an information gap and allow for multiple forms of expression.

De Porter (2000) stated that organizing the information is really important for achieving the objective of the study. In addition, the teacher need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Through well-prepared communicative output activities, the teacher can encourage students to experiment and innovate with the language, and create a supportive entrepreneurship atmosphere. This will contribute to their self-confidence as speakers and to their motivation to learn more. There are some samples of speaking activities :

1. Visualize Your Future - Activity

All students should have an opportunity to dream about their future while they are still preparing for it. This activity can be used with youth of any age, but will need some modification regarding the number of years from now they are to think about for their future.

Procedures:

- 1. Students will sit with their eyes closed and visualize themselves as a grown person in response to questions asked by the teacher.*
2. After visualizing the future students should take 5 - 10 minutes to write down the answers to the "Questions About My Dream". Encourage them to think seriously about their ideas.
3. Now divide the students into groups of about 5 and ask them to compare their ideas about the future. Each group should identify one person to report to the whole class in a summary of what the group as a whole learned in the process of visualizing their futures.

2. Business Start-up Simulation

This simulation is designed to involve all participants in the activities of setting up a business. There are tasks for the entire class that will integrate the decisions of the whole business team.

This activity is designed to give students a real experience in starting a business while they are learning about the skills and planning their own business.

Each business will be expected to make a 20-minute presentation to the "potential investors" in a group session on the last day. This should be seen as a role-playing demonstration of the group presenting their business plan to a real banker or investor. Actually the teachers or community advisors will serve in this role. They should be prepared to ask the business teams some questions about their plans.

RECOMMENDATION

The key learning lesson is for student to enjoying compete and develop in business and work at getting people interested in their product, and to understand that rewards are in

the learning experiences and success should be measured in more ways than the money earned. There are some recommendations for the teacher in gaining blended entrepreneurial learning into speaking class :

1. Teachers need to be equipped with the right skills, knowledge and attitudes to relevant pedagogies and learning environments that will help them to acquire entrepreneurial competences. The development of the entrepreneurship competence is not simply a question of knowledge acquisition. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviors are perhaps more important than knowledge about how to run a business. In short, entrepreneurship education means developing a culture for and about entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be more or less a passive recipient. They require active, learner-centered pedagogies and learning activities that use practical learning opportunities from the real world. Entrepreneurship skills should be taught in all teacher training institutions to prepare teachers to competently teach entrepreneurship skills in higher education. Specialist reading teachers should be trained in teacher training institutions to cope with this new demand.
2. Entrepreneurship skills should be taught as a theme in speaking class at all stages and levels of education. Specific training should be organized for teachers in order to make entrepreneurship education generally available and effective. This will enable teachers to take on a new role in the classroom as “facilitators” of learning. They should use innovative and entrepreneurial methods of teaching to help young people to develop entrepreneurial mindsets and skills.
3. Speaking teachers should show their students the excitement and fun of turning their ideas into successes.
4. Teacher must be varied the speaking activities in the classroom.
5. Curriculum planners should ensure that entrepreneurial skills are included in higher education curriculum.

Conclusion Every learner needs to acquire the knowledge and skills of entrepreneurship. Entrepreneurship should be taught in the higher education. Entrepreneurship forces student to think „outside the box“, create unique solutions and lead others. This will make student has self confidence and self reliance. Teachers should be adequately trained to cope with this new classroom challenge. Therefore, the training of speaking teachers at the higher education is indeed a sine qua non to the effectiveness of entrepreneurship education in Indonesia. Enterprise and entrepreneurship are keys to sustainable growth and development 2014 of the nation’s economy. Hence the entrepreneurial skills needed should be taught across the speaking curriculum for higher Education.

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