

An ESP-Based Learning Design for Student Entrepreneurial Enhancement

Siti Nurani^a, Larisa Yohanna^b, Puput Irfansyah^c, ^{a,b}Department of English Education, ^cDepartment of Informatics, ^{a,b}Faculty of Languages and Arts, ^cFaculty of Engineering and Computer Science, ^{a,b,c}Universitas Indraprasta PGRI, Jalan Nangka No. 58C, Tanjung Barat, Jakarta Selatan 12530, Indonesia, Email: ^arani_siti16@yahoo.com, ^blarisayohanna@gmail.com, ^cirfandot@gmail.com

Entrepreneurship education today plays an important role in supporting the Indonesian government program to alleviate poverty and unemployment. As the future generation that will lead the nation, high school students are required to demonstrate entrepreneurial skill as provision for their future lives. Global competitiveness in the entrepreneurship field forces students to master English to become skilled entrepreneurs in both the national and international sphere. 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 participants of this research were 40 students in the twelfth grade Automotive 2 class. The research method carried out four key stages in an ESP learning design: needs analysis, course (and syllabus) design, materials selection (and production), as well as teaching and learning evaluation. As a contribution to student success in learning ESP, a thorough needs analysis was conducted. Questionnaires were distributed to gather data about student language needs which were found to include three significant aspects: Present Situation Analysis (PSA), Learning Situation Analysis (LSA) and Target Situation Analysis (TSA). 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.

Key words: *ESP learning design, needs analysis, entrepreneurship education and entrepreneurial skill.*

Introduction

The current competitive challenge to realize job opportunities, particularly in Indonesia, with a population of millions, is an issues of global concern. This situation is critical in the context of national welfare, specifically in regard to the dominant statistical presence of vocational high school graduation students in unemployment data. Kusuma (2018) explains that, consistent with the Head of Central Bureau of Statistics (BPS) Suhariyanto, the unemployment level of vocational high school (SMK) graduates is 8.92% which is considered high and indicates a need for SMK curriculum to respond to employment needs. The Indonesian government must focus on the best solution for all parties to meet the challenge of how to fulfil high school graduate expectations and ensure that these graduates are independent learners who are futures focused and demonstrate entrepreneurship as preparation for 21st Century employment.

A good entrepreneur must have sufficient entrepreneurial skills, one of which is effective communication. Hence, increasing the quality of communication skills is a priority to maximize performance in the entrepreneurship field. As the future generation that will lead the the nation, high school students, specifically vocational high school students, are required to demonstrate entrepreneurial skill as provision for future lives. Global competitiveness in the entrepreneurship field forces students to master English to become effective entrepreneurs both nationally and internationally. Therefore, the demand for design of an English for Specific Purposes course in this situation takes into account a focus on developing professional communication skills. Frequently, language instruction in ESP courses are limited to the learning of a specialized lexicon and sentence structure. However, this research introduces today's current competitive learning materials, deeply related to professional use in the future.

ESP could be defined as the specific learning and language use needed for an identified group of learners who have similar interests or occupation. Lantolf, Poehner, and Swain in Kinnear (2018) state that the demands of ESP design are influenced by a number of factors such as an increase of global business issues, education field development and the conceptualization of language use. For the occupational purpose, technology such as software or applications would be very helpful as a learning device to teach ESP. Complimentary technologies facilitate practitioner recording, collection and analysis of real interactional data and the generation of teaching materials from those actual occupational situations, such as lawyer/client, businessperson/customer and so forth (Belcher, 2004).

Accordingly, Johns and Dudley-Evans (1991) state that the definition of ESP needs to differentiate four absolute and two variable characteristics. The absolute characteristics comprise learner specific needs design, content-related materials and language issues in contrast to General English. Meanwhile, variable characteristics show that this is not restricted to language learning only and that some claims were made by respondents such as 'being

focused on the learner's need', 'wastes no time', 'is relevant to the learner', 'is successful in imparting learning' and 'is more cost-effective than General English'.

Course design and provision of relevant materials are the most important aspects of ESP teaching (Javid, 2015). It has been argued that a good ESP course design really depends on the ESP practitioner's full involvement. This is supported by Hull (2004) who identifies that the ESP practitioner has a significant role as facilitator rather than presenter of content. Designing an ESP course involves a prerequisite phase where the learner or participant situation in learning language is analyzed. This phase is commonly known as needs analysis or student analysis. Malicka, Guerrero, and Norris (2017) assert that needs analysis typically collects information about the general focus and goals of the task characteristics and outcomes.

Robinson (1991) points out that needs analysis is conducted not only to determine the objectives of the language teaching but also to build the formative process and should be repeatedly conducted. Furthermore, Dudley-Evans and St. John (1998) explain three major notions of ESP needs analysis: Present Situation Analysis (PSA), Learning Situation Analysis (LSA) and Target Situation Analysis (TSA). PSA refers to the learners' strengths and weaknesses in language, skills and learning experiences. Furthermore, LSA is defined as an effective way of learning the skills and language. Lastly, TSA discusses learner tasks and activities when using English as a target language.

Graves (2000) notes that the design of a language course should initiate which maps the whole process of learning a language from the beginning to its implementation. The organized activities in ESP course design are the results of needs analysis distributed as the preliminary tool for practitioners to gather learner information of what to include and not to include in a language course (Belcher, 2006). Many studies had highlighted ESP discussions including Wu, Liao and DeBacker (2016) who found through their research 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 is not considered to have a significant difference during the learning process. Task-based instruction is proven to induce student feedback and thus project future language instruction needs. Accordingly, Khoshshima, Saed, and Ghassemi (2014) stated that needs analysis and materials evaluation are essential stages in meeting student specific needs in curriculum design at tertiary education. Furthermore, Rahman (2012) asserted that language needs analysis helps undergraduate students increase their reading skill through the exploration of three fundamental elements, that is, Target Situation Analysis, Present Situation Analysis and Learning Situation Analysis.

As outlined about, the research urgency is that vocational high school student English skill levels must be developed since international communication is increasingly used at maximum level in the entrepreneurship field. The English language problem that students face on entering

the workforce of their chosen profession has highlighted the need to design an ESP course that focuses on the importance of language learning. This research aims to design an ESP-based learning course that will enhance student entrepreneurial skills with a learner-centred syllabus design to improve and ease students engagement with ESP course activities. An increase of English language skills through the design of an ESP-based learning course is the outcome of this research.

Method

This was qualitative research which examined the ESP approach as its data analysis. There were 40 students in twelfth grade Automotive 2 class selected as the research participants. This study was carried out at SMK PGRI 20 Jakarta and aimed to design an ESP-based learning context in the Entrepreneurship subject with a learner-centred syllabus as its focus for student entrepreneurial skill enhancement.

The resultant ESP course is designed in accordance with the key stages of Dudley-Evans and St. John (1998) who define four procedures as the followings:

1. Needs Analysis

Highlights the importance of student situation analysis and prior to conducting the ESP program, questionnaires were distributed to determine their relative strength and weaknesses which included three primary elements: Present Situation Analysis (PSA), Learning Situation Analysis (LSA) and Target Situation Analysis (TSA).

2. Course (and syllabus) design comprising two main learning activities, course activities and course assessment.

3. Materials selection (and production)

The course materials are selected to fulfil student need during program design.

4. Teaching and learning evaluation

This evaluation phase is carried out to evaluate the ESP program that students have undergone as feedback on their learning activities.

Results and Discussion

Needs Analysis

To determine its contribution to student success in learning ESP, a thorough needs analysis was conducted. A questionnaire was distributed that was then analysed to assess whether student needs were met. The students' Present Situation Analysis (PSA) indicated that most students had not undergone an English course or training. As relatively few of them had enrolled in an English course previously, they still had a need for an ESP course to master specific English content, that is, ESP in entrepreneurship learning. Moreover, it was also



ascertained that students' writing and speaking skills were weak as they were considered the most difficult skills to achieve. The listening and reading skills were reported to be at a satisfactory level. Both the knowledge of grammar and vocabulary were also at a good level. Thus it was concluded that writing and speaking skills should be the students' focus in order to also provide a comprehensible intake of skills such as listening, reading, grammar and vocabulary.

With respect to the Learning Situation Analysis (LSA), most of students preferred to learn speaking by practicing the skill with their peers. The preferred learning method was through repetition and drilling of identified difficult words to minimize their errors in speaking. Audio-visual aids were posed as the best devices to increase listening skill level. Most respondents were likely to engage in listening activities by listening to English materials via tape recordings and to watch English programs on television. Accordingly, the Target Situation Analysis (TSA) showed that most of the students claimed that English is needed for their future career, such as communicating with native and non-native clients and handling documents or reports. The highest level of demand to learn English was for job promotion whereas personal development was only a subsidiary learning objective.

The written or printed course materials are related to students' entrepreneurship learning are more preferred when dealing with their ESP course. They assume that such written materials will be very helpful to complete project work in their assigned course reading and writing tasks. The completion of writing-focused exercises was related to entrepreneurship in such examples as writing reports and business plans and in handling other documents and was the best way to improve their writing skill. With respect to the knowledge development of grammar and vocabulary, the students preferred to complete grammar and vocabulary-focused exercises that were assigned by the instructors in the course. Hence, there was extended observation time for the completion of project work. The instructors were expected to be subject specialists in the course to help students comprehend more in-depth information, in particular language items used in the entrepreneurship field. Project work was preferably conducted through discussion with peers where they could share their thoughts and give feedback to each with the intent of minimizing their language learning weaknesses.

Course (and Syllabus Design)

The outline of course design was obtained from the students' responses regarding expectations from their learning. Some parameters in the course design needed to be investigated, beginning with the course objective, course timetable, types of assessment and course materials as well as the participants involved in the course.

a. Course Design

The ESP course in the present research is designed as a *short, extensive, one-off* course delivered for a particular group and not repeated. The course is conducted during the Entrepreneurship subject timetable delivery due to the limitations of the learning timetable and as such is designed as one and a half hours of the three hour total scheduled time. The one and half hour length is considered enough for students to complete several activities assigned by the instructors. The students will be treated as participants in the ESP training course.

The participants are 40 twelfth grade Automotive 2 students undertaking the Entrepreneurship subject. They are not yet experienced with the language because for the most part, they have not undergone a prior English course and for this reason, the researchers conducted the course extensively so that it ran in parallel with the subject course and generally remained flexible. The course is of a *fixed* course design due to students' learning timetable limitation since many course materials have to be covered within a defined time period. The focus of the course will be *narrow* in the learning aspects of speaking and writing skill identified as the students' language skills deficit as presented in Table 1 below. The students claimed that both speaking and writing skills are the most difficult language areas to cover and these two skills represent the weak category. The students' performance in speaking skill, writing skill and other skills will be assessed only once, that is only at the end of the course, in a final test. The students are asked to write reports or documents and to give a presentation related to the specialized language items which are commonly used in the entrepreneurship field of their target learning. The test is assigned to measure the progress of both students' speaking and writing skills.

Table 1: Course Details

An ESP Course Design for Students' Entrepreneurship Learning

Course duration	: 8 days
Course length	: 12 hours
Course frequency	: 8 meetings, 1.5 hours/day
Size of group	: 40 students
Resources	: hands out/copied materials
Participants	: twelfth grade students of Automotive 2 class
Assessments	: daily assignments, participations and final test (dealing with documents and presentation)
Course objective	: to enhance students' entrepreneurial skill through an ESP-base leaning design concerning to their language use importance a their entrepreneurship learning such as dealing with reports documents or letters that is English as the main language use

b. Syllabus Design

Syllabus design was analyzed 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-centered syllabus which encompasses all students' learning process expectations, see Table 2 below for further description.

Table 2: English in Entrepreneurship Learning at SMK PGRI 20 Jakarta Learner-Centered Syllabus Design

Meeting	Language Function and Skill	Grammar	Vocabulary
I, II	(Reading) <i>The Market</i>	<ul style="list-style-type: none"> parts of speech head and modifiers 	consumer, market target, transaction, to sell, to buy, etc.
	<i>Marketing Strategic</i>	<ul style="list-style-type: none"> complement clauses conjunction 	sales, margin, benefit, to achieve, etc.
III, IV	(Listening) <i>Business Overview</i>	<ul style="list-style-type: none"> causative verbs indirect speech 	business, opportunity, to gain, to get, etc.
	<i>Packaging</i>	<ul style="list-style-type: none"> speech situation 	product, to wrap, to send, etc.
V, VI	(Writing) <i>Business Plan</i>	<ul style="list-style-type: none"> main clause 	plan, to manage, to calculate, etc.
	<i>Advertisement</i>	<ul style="list-style-type: none"> subordinate clauses 	ads, sponsor, to persuade, etc.
VII, VIII	(Speaking) <i>Product Knowledge</i>	<ul style="list-style-type: none"> conditional sentence 	product specifications, to describe, etc.
	<i>Promotion</i>	<ul style="list-style-type: none"> statement of cause and effect 	discount, to bargain, to promote, etc.



Final Test

Materials Selection (and Production)

The course materials use learning content from students' assigned books as their authentic texts, such as students' worksheets and assigned projects. The materials used are selected with the intent of meeting students' needs. The materials should not be too easy or too difficult and the course content should focus on the language used in entrepreneurship learning. The students are expected to be active in engaging with the course language interaction opportunities.

Teaching and Learning Evaluation

After attending the course, the students are given an evaluation questionnaire to assess their comments or opinions of the language learning process they have been taught throughout the course. This is useful to evaluate students' language learning progress with their own English proficiency. The evaluation questionnaire consists of two sections. In Section 1, information about their language improvement aspects is questioned while comments or opinions about language learning outcomes are the focus of Section 2.

The students claimed good improvement for listening, reading, grammar and vocabulary skills and only moderate improvement for speaking, writing and cultural issues as reported in the evaluation questionnaire distributed after attending the course. It was reported that drilling and role play were the best activities to increase student speaking skill and audio-visual devices were really helpful in improving their listening skill. Assigning vocabulary focused, grammar-focused, writing focused and reading-focused exercises as relevant to their competency needs was the best solution to respective skill deficit.

Most students like to engage with projects that involve direct application to the field related to their entrepreneurship learning. The students also expected instructors to be both subject specialists as well as to be evaluators during the learning process. Further, the students agreed that by practicing English skill more often, either formally or informally, directly or indirectly, with natives or with non-natives, with or without guidance, English proficiency improved. They worked from the assumption that the important application of their English learning is to practice or to apply English in every context. The students are expected to practice their speaking skill continuously in the course and to develop their knowledge of specific language items used in their relative disciplines. The exercises are assigned either in the form of



grammar-focused exercises, vocabulary-focuses exercises, writing-focused exercises or discussions for reading sessions.

Conclusion

The research results reveal that students' entrepreneurial skill can be enhanced through an ESP-based learning design with a learner-centred syllabus as the main focus. With respect to the key stages as the parameters of designing an ESP course, the needs analysis consisted of three main elements which highlight the importance of PSA and identified that most students found themselves weak in four English skills. It was found that enrolment in an ESP course to improve their English proficiency in the entrepreneurship field needed to focus primarily on writing skills. In the TSA, the students agreed that English is needed for their future career with job promotion as the highest stake in achieving their future goals. Moreover, the LSA shows that most participants prefer to learn all English skills by practicing the skills with their peers. Project work is the best context for student assessment tasks for all four English skills.

In the course (and syllabus design), the course will be designed as a *fixed, short, extensive, narrow* and *one-off* course for which students' performance is assessed only once after the course activities are completed. The syllabus design is considered to be learner-centred as determined by students' expectations. In the materials selection (and production), the course uses specific learning content material that is drawn directly from the students' entrepreneurship learning which will focus on the language used in entrepreneurship learning. In the teaching and learning evaluation, students reported strong improvement in listening, reading, grammar and vocabulary areas and only moderate improvement for speaking and writing. The students agree that by practicing their English skills more often, their proficiency would show significant improvement. The students also expected the instructors to be subject specialists as well as evaluators of all ESP course activities they experienced. The instructors were further expected to facilitate student learning of the specific language items used in their entrepreneurship learning.

Acknowledgement

The researchers would like to say our best gratitude to Research and Technology Ministry of Indonesian Republic for the donated fund which is delivered through the scheme of Hibah Penelitian Dikti (Penelitian Terapan Unggulan Perguruan Tinggi) that is distributed by Direktorat Pendidikan Tinggi. Moreover, the researchers also would like to say thanks to the academic civitas of Universitas Indraprasta PGRI who gives us support to this developmental research.



REFERENCES

- Belcher, D. D. (2004). Trends in teaching English for specific purposes. *Annual Review of Applied Linguistics*, 24, 165-186. DOI: 10.1017/S026719050400008X.
- _____. (2006). English for specific purposes: teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *Tesol Quarterly*, 40(1), 133-156.
- 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.
- 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, teachers and teaching methodologies. *European Scientific Journal*, 11(20), 17-34.
- Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: international in scope, specific in purpose. *Tesol Quarterly*, 25(2), 297-314.
- Khoshsima, H., Saed, A., & Ghassemi, P. (2014). The application of ESP principles on course design: the case of English for students of Management and Fisheries. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 5(2), 163-175.
- Kinnear, P. (2018). *English for Specific Purposes*. England: Routledge.
- Kusuma, H. (2018). Pengangguran RI 6,87 Juta Orang, Paling Banyak Lulusan SMK. <https://finance.detik.com/berita-ekonomi-bisnis/d-4009017/pengangguran-ri-687-juta-orang-paling-banyak-lulusan-smk>. Accessed 2 September 2018.
- Malicka, A., Guerrero, R. G., & Norris, J. M. (2017). From needs analysis to task design: insights from an English for specific purposes context. *Language Teaching Research*, 1-29. DOI: 10.1177/1362168817714278.
- Rahman, M. (2012). The English language needs of Computer Science undergraduate students at Putra University, Malaysia: a focus on reading skills. *English for Specific Purposes World*, 12(34), 1-25.



- Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Wu, X., Liao, L., & DeBacker, T. K. (2016). Implementing task-based instruction in ESP class — an empirical study in Marine Engineering English. *Journal of Language Teaching and Research*, 7(5), 936-945. DOI: <http://dx.doi.org/10.17507/jltr.0705.14>.