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Cultural Traits in Language Teaching: A Review of English Language Teachers and Entrepreneurs

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Abstract

This study attempts to search the cultural trait of entrepreneurship in theme-based and project-based teaching for English Teachers and the history, personal characteristics, business strategy, Corporate Social Responsibility(CSR), and or Corporate Philanthropy (CP)of successful Indonesian entrepreneurs. This study is qualitative by using the method of life story documents of Indonesian entrepreneurs taken from electronic notes and questionnaires for the Junior English Teachers(JT), Senior High School English Teachers (ST), and College English Teachers (CT). The result of this study showed that JT, ST and CT implemented theme-based and project- based teaching. The obstacles were the lack of cooperation with subject specialists, unavailability of entrepreneurship projects and absence of school's cooperation partner. Of the ten Indonesian entrepreneurs, they all started from a small business. They had personal, powerful, and tough characteristics with innovative business strategies. All of them contributed in the CSR and/or CP. English teachers could benefit from the role model values of entrepreneurs in teaching by practicing collaboration between and among courses in and out of the classroom. The researcher recommends to have more research on the collaboration of teachers from different courses with the successful entrepreneurs that become the role model of the students in relation with the impacts on students' achievement.

Keywords: language teaching, English Teacher, entrepreneur, Indonesia

Introduction

The number of entrepreneurs in a country is one indicator of the country state whether it is developing or developed. With the population of 262 million in 2017, Indonesia has 1.65 % entrepreneurs, - ideally 2 % of the population to reach the position of the developed country(Mc.Clelland,1998). Practically, Malaysia has 3 %, Singapore 7 %,and Japan has 10 % out of their population respectively(ANH, 2016).Specifically, the purpose of entrepreneurship in Indonesia is to add the number of new enterprises or entrepreneurs, and at the macro level,the deals with one of the government foci, which is entrepreneurship education (Mirzanti, Simatupang, & Larso, 2015). Experts state that entrepreneurship is crucial for the economic development (Acs, 2006; Acs & Naude, 2011; Amoros, Fernandez and Tapia, 2012; Audretsch, 2007). Similar opinions are put forward by Baumol and Strom (2007) and Carlsson, Acs, Audretsch, Barunerhjelm (2009). So do Kourilsky, Walstad, & Thomas (2007), Minniti & Lévesque (2010). Olaison & Meier Sørensen(2014) state that in entrepreneurship entrepreneurial success and failure are learning experience. Stam, Studdle, Hessel & Stel(2009), argue that literature reviews discuss the ambition of entrepreneurs and the public policy and the evaluation of high growth firms in USA and Netherland. In the long run entrepreneurial enterprises produce overproduction that affect regional employment growth rates (Van Praag and Versloot, 2007). Therefore entrepreneurial activity plays different role in the countries that have different stages of economic development (Van Stel, Caree&Thurik, 2005). In relation with entrepreneurial activity is a remarkable and important part forming production, so it needs new direction policy on tools to enhance entrepreneurship investment(Audretsch and Keilbac, 2004)

While Hessels & Van Stel, 2011) argue that in the developed country there is a positive relation between entrepreneurial activity and macroeconomic growth. In addition to that "entrepreneurship is the main vehicle of economic development" and "the engine of economic growth" (Anokin,Grichnik and Hisrich, 2008 p.117,

Holcombe, 1998, p.60). Entrepreneurship can affect economic growth in a number of ways. These can include knowledge indirect effect of expenditure, increased competition and increased diversity in terms of the product and service offering available (Audretsch & Keilbach, 2004). To produce something better Doran, Carthy & Conor (2018) state that entrepreneurs have a capacity in the awareness of new creation activity and assist in the choice by creating goods and services to the market.

Accelerating the number of entrepreneur education can play an important role by offering entrepreneurship courses. Such courses have been implemented by many faculties of economics and non-economics departments. In addition, the teaching of English, which has been offered at junior high schools, senior high schools, colleges, and universities as well as at English Departments, has also a strategic position to have entrepreneurship loads. This is because entrepreneurship has moral values which are very important for students and teachers (Joyner and Payne, 2002).

In relation to language teaching, culture traits which is labelled as little c (Tomalin, 2008), is a skill that is ideally taught after listening, speaking, reading, and writing. With the interconnected world today, the interaction among people, business to business, entrepreneurs and entrepreneurs will be massive and intensive and this obviously and inevitably needs the skill of practicing cultural knowledge among world citizens, including entrepreneurs and educators (Urban, 2002). In supporting the success of creating new entrepreneurs, language teachers can explore culture in the narrow and useful points by giving materials which inspire the students. However, studies dealing with entrepreneurs and English language teaching are rarely conducted. This paper is an attempt to investigate the cultural trait in theme-based and project-based teaching, the history, the personal characteristics, business strategy, corporate social responsibility, and corporate philanthropy of successful Indonesian entrepreneurs.

The Entrepreneur's Characteristics and Competences

An entrepreneur is someone who is responsible for the success and failure of a business and can develop business plan and is capable of other demanded resources in the form of self-accounting and regards an important risk with the fair participation enterprise and reflects the dominant values of national cultures (Mc Cleland, 1991; Hisrich 2011; Eroglu & Picak, 2011). These features are positive and beneficial for students to learn. Therefore, many characteristics of entrepreneurs have to be nurtured to students who are naturally individuals in the development phase. Entrepreneurship features have special characteristics of enthusiasm, innovation and effectiveness, adaptability, excellent business expertise, risk tolerance, management, creativity, flexibility, and broadmindedness. Or, it might be that some individuals have talent on those skills and attitude (Agrawal, 2016); in addition, if they want to be successful, more characteristics of entrepreneurs are needed and they are the following: individual brilliance, innovation, creativity, efficiency, commitment, energetic, internal focus control, great courage, good in predictability, honesty and devotion. More characteristics which help better entrepreneurs are as follows: personality traits namely good communication, psychological strength, warmth, carefulness, and responsiveness to practice entrepreneurship (Royo, Sarip & Shaari, 2015). Meanwhile, similarly, in business practice, Beattie (2016) proposes these features: original commodity creation, development, and economical benefits for successful entrepreneurs.

Competence is classified into individual and informal categories in organization to achieve knowledge, skills, and it is driven by the need to gain requirement of knowledge, skill, abilities, experience, and personality (Frey and Rupert, 2013; Braum, Locke and Smith 2001). The entrepreneurship competence defines entrepreneurship as 'a horizontal capability, which implements to all life circles: from developing individual growth, to taking part in community, to arriving in employment market as a worker or as a non-staff person, and also to begin investment whether it is in the form of cultural, social or commercial (Bacigalupo, Kampylis, Punie & Brande, 2016). Braum, Locke and Smith (2001) emphasize that competence is the capability that can be classified as either particular capability or broad capability. Particular capability is professional and industrial skill whereas broad capability is supervisory moment of skill appreciation.

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Cultural Traits and Entrepreneur in Relation with Language Teaching

There are some differences in cultural traits in business motives. They are among others family tradition, motives, religion, family links, business and education. Even in some ethnic groups, the interrelation between culture and entrepreneurship is stronger than the others (Basu and Altinay, 2002). Education is one of the factors of the business motive. Therefore, teaching entrepreneurship is not only for the students of business but can be for all students of any department because it always investigates novelty and reply as a good chance (Drucker, 2007). There are qualities that can be developed such as creation, revolutionary mentality, speculation taking capacity, adjustability and guarantee (Singh and Ratvi, 2013).

In relation with language teaching, the 21st Century Skills Map which is designed in cooperation with the nation's world plan, there is a paradigm change of teaching language. In the past, teaching language solely meant that teaching the language in unaccompanied ethnical aspects, in the present-day, students learn the use of language, stressing on the connection among outlooks, implementation, and result of a civilization (21st Century Skills Map, n.d). In addition, the language teaching theme is interdisciplinary, and among others are commercial, monetary, work, and enterprising competences (21st Century Skills Map, n.d), and that post-training process of entrepreneurship for the students keeps high devotion and directs to business production (Gielnik, 2017).

The study of entrepreneurship is important for teachers as the agent of innovation, improving skill and knowledge to keep themselves motivated for ensuring strong students participation in class work, and this will be good for teachers to educate the students who will struggle based on their passion in the future (Erkoe and Kert, 2013). Entrepreneurship can be achieved through foreign languages and intercultural skills. This is because the ability to communicate with team members, the mastery of language and cultural skills of different nationalities is needed in global business (Fane, 2012). Advances in technology influence the study of entrepreneurship and the method of traditional teaching. Entrepreneurship is studied by both implementing the business plan and inviting entrepreneur guest speakers in the classrooms (Solomon, 2007). A successful person who speaks English well and does entrepreneurship is needed; thus EFL teachers can apply these two by implementing theme-based teaching to stimulate the students' mindset (Ozdemir, 2015). It is because entrepreneurship motivates the students and moves the individual attentiveness by learning lexicon career ability (Voorholt & Harris, 2014).

Theme-Based and Project-Based Teaching

The purpose of theme-based teaching is combining the topical content and the language skills taught by the teacher solely to advanced students' by selecting appropriate topics. (Brinton, Snow, & Wesche, 2003:14-19). Inserting topics to an entire course is a good way to learn a new subject, which is beneficial for the students and teachers to relate to the disciplines and their courses to minimize the gap in the literature in college of teaching and learning (Tessier and Tessier, 2015)

Project-based learning is a little bit more challenging by structuring the idea into action starting from needs analysis to the integration of some disciplines from the invention, model and the developed product in the real world (Zancul, Sousa, & Chauchick, 2017). To implement project-based learning in international business. It needs collaboration between the students' team and the corporation. The benefits are cost effective for the students; the provision of faculty expertise and competencies match the international business companies (Danford, 2008). English instructors can also implement content-based instruction which emphasizes learning content by means of language. This gives a wide opportunity for English instructors to teach other disciplines in using theme, adjunct and sheltered models of instruction (Brinton and Wesche, 2003).

Corporate Social Responsibility and Corporate Philanthropy

Corporate Social Responsibility (CSR) is the business devotion to provide to feasible profitable growth, working with workers, their parentage, the local community and society in general to revise the aspect of situation in ways both good for career and good for the growth (Public Sector Roles in Strengthening Corporate Social Responsibility, n.d). As a part of CSR corporate philanthropy can create moral wealth, contribute investors with

assurance-like protection for the benefits and provide to investors prosperity (Godfrey,2005).The approach which has supposed to do is dual abstraction patterns of tactical gathering, venture, and corporate philanthropy which is seen as distinctive abstraction and inspiration (Leisinger & Schmitt, 2011).

Methods and Procedures

The researcher uses descriptive method and documentation . The questionnaire is used to collect the information of English instructors in teaching entrepreneurship using theme –based, project-based and content-based instruction (CBI); The sample of the present study was 30 English instructors who teach English at universities, the college, vocational schools, and high schools in Malang in the academic year of 2017-2018.

Meanwhile the documentation in the form of electronic notes is used to collect the information of Indonesian entrepreneurs' successful life stories focusing on history, business strategy, personal characteristics, corporate social responsibility and or corporate philanthropy. The sample of the present study was 37 English instructors who teach English at universities, the college, vocational schools, and high schools in Malang in the academic year of 2017-2018. In addition, life stories of 10 Indonesian tourism and hospitality entrepreneurs were considered. Indonesian tourism is now catapulting the economy forward which can be seen in the influx of foreign tourists in the past six years. Data shows the following number of tourists during this period; 8,044,462 in 2012, 8,802,029 in 2013, 9,435,411 in 2014, 10,406,759 in 2015, and 12,023,971 in 2016 (Statistik Profil Wisatawan Mancanegara Kemenpar 2016). Domestic tourism also improved as evident in the 264,337,518 domestic tourists that visited different destinations in Indonesia (Statistik Profil Wisatawan Nusantara, 2016). This study limits itself in the representation of these tourism and hospitality entrepreneurs only.

With the goals of the study, I adopted Kouritzin's (2000) study on life-history research document for taking the data of life histories of Indonesian entrepreneurs on the history, business strategy, personal characteristics, corporate social responsibility and corporate philanthropy. The instrument for the English language teachers was questionnaires on theme- based teaching which had 9 items with four-point of Likert scale of Very Frequently (VF), Frequently (F),Rarely (R), and Never (N) with open questions. In addition, questionnaires on project-based teaching are used, which consists of 10 items with two-point scale of Yes and No with open questions. The questionnaires were distributed to Junior High School English Teacher (JT) (15), Senior High School English Teacher(15) (ST) and College English Teacher (7) (CT).

Procedures of the Study

The researcher applies the following procedures in order to collect data:

- (1). Determining the sample of the study
- (2). Adopting Kouritzin study(2000)in using documents of electronic notes about Indonesian successful entrepreneurs
- (3). Distributing the instrument in the form of questionnaires of theme –based teaching and project based teaching of entrepreneurship to 15 English Teachers at Junior High School 15 Senior High School, 7 College Teachers
- (4).Analyzing the results of electronic documents on the history, business strategy, personal characteristics, corporate social responsibility and or corporate philanthropy
- (5). Analyzing the results of the recommendations according to the results of the study.

Limitation of the Study

This study is limited to English teachers in Malang, Indonesia who were teaching English at Junior High School, Senior High School and in the College, in the in the second semester2017-2018, and the success story of ten (10) Indonesian Entrepreneurs in tourism and hospitality. Therefore, the generalization of the results of the study is applicable to similar populations only.

Findings and Discussion

Table 1 summarizes the results of the data analysis collected from the respondents regarding their representation on the theme-based teaching.

Table 1. Theme-Based Teaching by Junior High School Teachers, Senior High School and College Teachers

Points to ask	Teacher	VF	F	FE	N
Teaching based on syllabus	JT	40	53.3	6.6	-
	ST	33.3	40	26.6	-
	CT	57.1	42.8	-	-
Teaching based on certain theme	JT	20	53.3	26.6	-
	ST	33.3	60	6.6	-
	CT	71.4	28.5	-	-
Teaching based on of hot issues theme	JT	13.3	6.6	60	20
	ST	40	40	13.3	6.6
	CT	-	57.1	28.5	14.2
Teaching <i>listening</i> with a certain theme	JT	13.3	33.3	40	13.3
	ST	20	40	33.3	6.6
	CT	14.2	57.1	28.6	-
Teaching <i>speaking</i> with a certain theme	JT	20	66.6	13.3	-
	ST	13.3	73.3	13.3	-
	CT	28.5	71.4	-	-
Teaching <i>reading</i> with a certain theme	JT	20	66.6	13.3	-
	ST	13.3	73.3	13.3	-
	CT	28.5	57.7	14.2	-
Teaching <i>writing</i> with a certain theme	JT	26.6	60	13.3	-
	ST	20	40	33.3	6.6
	CT	-	57.1	42.8	-
Teaching in cooperation with other subject specialists	JT	6.6	26.6	40	26.6
	ST	13.3	73.3	13.3	-
	CT	28.5	28.5	42.8	-
Teaching <i>entrepreneurship</i> theme	JT	13.3	26.6	13.3	46.6
	ST	13.3	53.3	26.6	6.6
	CT	-	-	28.5	71.4

Note:

JT : Junior High School English Teacher (n:15)

ST: Senior High School English Teacher (n:15)

CT: College English Teacher(n:7).

Findings on Junior High School English Teachers with Theme-Based Teaching

Based on the questionnaire on theme based, the 15 Junior High School English Teachers (100%) already teach based on the syllabus on the theme-based in listening, speaking, reading and writing, only 20 % teachers relating to the hot issues and 33.3% teachers having cooperation with subject specialists. Entrepreneurship is still not quite favorite theme (53.3%),

In the open questions of the questionnaire about the experience in implementing the theme-based 100% of Junior High School English Teachers stated that it was interesting teaching using themes; however, when the preparation was short, the teachers and students became confused. One teacher stated that if the students got confused, he would associate the idea with media of entrepreneurship to make the students understand. In relation with the topic which becomes the interest of the students all Junior High School English Teachers agreed and it would make the students motivated and enthusiastic in learning English.

Findings on Senior High School English Teachers with Theme-Based Teaching

Based on the questionnaire on theme-based teaching of entrepreneurship the 15 Senior High School Teachers (100%) already teach theme-based on the syllabus on the theme-based instruction in listening, speaking, reading and writing. The teachers related the themes with the hot issues (80%), and the 13 teachers had cooperation with subject specialists (86%), 14 teachers set up favorite entrepreneurship themes (92%).

In the open questions of the questionnaire on the experience of implementing theme-based teaching. The Senior High School English Teachers stated that it was interesting. One teacher stated it was the challenge for teachers, and it needed creativity, and should be followed up with sharing sessions. Another teacher stated the obstacle was the problem with syllabus because there is no topic which is entitled entrepreneurship although teachers can make innovation using let say advertisement t which is then developed into e-commerce or other topics related to entrepreneurship.

Findings on College English Teachers with Theme-based Teaching

Based on the questionnaire of theme based teaching the College English Teachers (100%) taught using themes based on the syllabus in listening, speaking, reading and writing. They taught hot issues. Also, they had cooperation with subject specialists. However, only 2 teachers (28%) were teaching entrepreneurship themes.

In the open questions of the questionnaire on their experience of implementing theme-based teaching, the 100% College English Teachers stated that it was interesting. One teacher stated it was a challenge for the teacher, because the topic should be decided. In between teaching learning process the teacher had to supervise in order that the theme is not out of the topic being discussed.

The similarities of theme based-teaching at Junior, Senior High School and College were that the three institutions had implemented theme-based teaching. The difference was that the Junior High School English Teachers did not relate it to the hot issues, while Senior High School Teachers and College English Teachers did it. The Junior High School English Teachers and College English Teachers lack of cooperation with subject specialists, and Senior High School Teachers had it. Entrepreneurship for Junior High School English Teachers and College English Teachers was not favorite but for Senior High School Teachers, it was favorite.

Entrepreneurship as a subject is not provided at Junior High School's curriculum but it is *crafting* neither is in the English syllabus. The English syllabus stresses on the use of language functions with the general topics

(Silabus Bahasa Inggris SMP edisi revisi 2017).

In the curriculum of Senior High Schools there is a subject called *crafting and entrepreneurship* (Permendikbud No. 70. 2013 *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*). The English syllabus does not mention entrepreneurship explicitly but it covers cross disciplines in learning, attitudes and behavior at home, in the society and the value of role modelling (*Silabus SMA Kurikulum 2013 Revisi 2016 Bahasa Inggris*). Therefore, entrepreneurship is more acknowledged among teachers including English teachers at senior high schools.

At the college, only one English teacher taught entrepreneurship themes. This is because at the college, entrepreneurship is an independent subject and what they teach contains entrepreneurship topics (*Kurikulum Diploma Pariwisata Universitas Merdeka Malang, 2017/2018*). At the English department of some universities, it is provided in *Tourism and Guiding* (*Kurikulum UIN 2017/2018*), in *ESP* (*Katalog S1 Program Bahasa Inggris UM, 2017, S1 Program Bahasa Inggris Unisma, 2017*) and in English for Business and Office, English for Hotel and Tourism (*Katalog Universitas Terbuka, 2010*). This means that at English Departments, entrepreneurship is already applied with other subjects' name although the portion is still little. This has supported the 21st Century skill maps (n.d) which states learning language now days has to be interdisciplinary, and among others cover commercial, monetary, work, and enterprising competences.

Table 2 summarizes the results of the data analysis collected from the respondents regarding their implementation on the project-based teaching.

Table 2 :Project-based Teaching by Junior High School English Teacher, Senior High School English Teacher and College English Teacher

Points to Ask	Resp		
		Yes	No
Knowledge of project-based teaching	JT	80	20
	ST	73.3	26.7
	CT	85.7	14.2
Deciding theme project based on syllabus	JT	80	20
	ST	80	20
	CT	85.7	14.2
Forming students' team	JT	80	20
	ST	80	20
	CT	85.7	14.2
Project based on students' capability	JT	93.3	6.7
	ST	86.6	13.4
	CT	85.7	14.2
Supervising in writing project	JT	33.3	66.6
	ST	73.3	26.6
	CT	85.7	14.2
Supervising in presenting	JT	60	40

project(<i>speaking</i>)	ST	60	40
	CT	85.7	14.2
Supervising from the beginning until the end	JT	40	60
	ST	46.6	53.3
	CT	57.7	42.3
Cooperation with other subject specialists based on project theme	JT	53.3	42.7
	ST	26.6	73.3
	CT	42.8	57.2
Making entrepreneurship project in teaching	JT	33.3	66.6
	ST	26.6	73.3
	CT	28.5	71.4
Cooperation with other institution/industries	JT	46.6	53.3
	ST	40	60
	CT	42.8	57.2

Note:

Resp: Respondent

JT : Junior English Teacher (n:15)

ST: Senior High School English Teacher(n:15)

CT: College English Teacher(n:7)

Findings on Junior High School English Teachers with Project-based Teaching

Of the 15 Junior High School English Teachers(80%) understood project-based teaching, and 80% teachers had ever implemented project-based teaching for entrepreneurship in their classroom, 33.3% teachers supervised in planning writing, (60%) teachers supervised in presenting the project and 40% teachers supervised speaking), 40% teachers supervised fully, 33.3% teachers made entrepreneurship project and only 53.3 % teachers had cooperation with the subject specialist, 46.6% schools had cooperation with other institution in implementing project-based teaching.

Concerning the students' response, they were all interested in English for entrepreneur project-based teaching. Four teachers stated that it was interesting; three teachers stated that the students had new experience, dual knowledge of entrepreneurship and English, and made entrepreneurship work and the students also had the experience in presenting their work.

Findings on Senior High School English Teachers with Project-Based Teaching

Of the 15 Senior High School English Teachers,73 % teachers understood project-based teaching. They also taught based on the also followed some steps;93 % teachers supervised in planning (writing) and 60 %English teachers supervised in presenting the project or (speaking), (40.6%) English teachers supervised from the beginning until the end. Concerning teaching entrepreneurship in English, only 30.6% teachers made entrepreneurship projects;50.3% teachers had a cooperation with subject specialists and only 40% schools had a cooperation with other institutions in entrepreneurship project-based teaching.

About the students response on the open questions of questionnaire of English for entrepreneurship 30.3 % teachers stated that the students were enthusiastic in learning entrepreneurship. They were not bored. Also, they got new experiences and entrepreneurship work in English. Finally, they felt that they got both English and entrepreneurship.

Findings on College English Teachers with Project-based Teaching

Of the 7 English College Teachers 73.3 % knew had applied Project-based Teaching. In addition, they followed the steps from forming the team, planning (writing) and presenting the project (speaking). But, 28% teachers did

not supervise fully. Other two teachers (28.5%) made entrepreneurship projects. The college where they worked had no cooperation with another institution/industry in project-based teaching. All teachers had not taught English for entrepreneurship it is because it has been included in implicit topics such as *English for Hotel and Tourism for the College* and *ESP for English Department*. The inclusion of entrepreneurship should be more to familiarize creative allocations of disciplinary application and approaches from the disciplinary cultures as a substitute of linguistics and language teaching (Bhatia and Brumner, 2012). So, for the teacher education program it is necessary to have three analytical aspects of close consistencies and synthesis among programs, between program work and scientific work in and out of schools that relate theory and practice to create models of teaching with field-based experiences (Darling, 2006).

In developing teacher-based model experiences, integration among courses and both course work and scientific work can be conducted by students by learning many sources and one of them is from success stories of entrepreneurs. The table below shows the 10 successful Indonesian entrepreneurs of transport, tours and travel, tourist attraction food and beverage and souvenirs who have national and international reputations. What they have exerted contributes a lot as a foundation of education and a role model for the students. The sources were taken from their success stories and biographies.

Belows are the sources:

1) Susi Air, (Kisah sukses Susi Pudji Astuti membesarkan bisnisnya, 2014); 2) Blue Bird Taxi (Kisah sukses pengusaha Taxi Blue Bird yang awalnya Armada Bemo, 2016); 3) Khatulistiwa Tours and Travel, (Pemilik Khatulistiwa Tours & Travel: Kepak Sayap Wisata Edukasi, Wahyudi, 2012); 4) Trans Studio, (Biografi Chairul Tanjung si anak singkong dan kata-kata motivasi, Kusuma, 2017); 5) Taman Impian Jaya Ancol (Kisah sukses Ciputra salah satu pengusaha properti tersukses di Indonesia, 2017); 6) Kebab Turki (Kisah Sukses Hendy Setiono Menciptakan Bisnis Kebab, Ilkha 2014); 7) Bakso Malang (Dari Malang Cak Man sukses dorong bakso Malang, Agriantono, 2014); 8) Ice Teler 77, (Mengintip Kisah Sukses Es Teler 77 Sebagai Inspirasi Bisnis n.d); 9) Sofyan Hotel (Biografi Riyanto Sofyan, Leadership Management Zulkifri, 2015); 10) Batik Danarhadi (Kisah sukses Santosa Doellah mengibarkan bisnis Batik Danar Hadi, Permadi, 2014).

Table 3: The Company of Transport, Tours and Travel, Tourist Attractions

Com-pany	Susi Air	Bluebird Taxi	Kathulistiwa Tours and Travel	Trans Studio	Taman Impian Jaya Ancol
BT	Bed cover, fishery busines s in 1983 now has 50 airlines and 2 runawa ys	Traditional transport of 1 bemo in 1971, now has 20.000 taxis	Education tour for students and now has professional tour in 2009	Small trading of books and photocopy, shoes in 1987, now has Mega bank, Trans TV, Trans Studio	Property business in 1963, successful in property and create tourist attraction of Taman Impian Jaya Ancol with 80.000

					tourists in weekend
PC	Keep struggling, tough, persistent	Hard work, being honest, high optimism, spirit, strong motivation	No hopeless, detailed field survey and calculation, struggling, learning	Hard work, positive thinking, honesty, trust, hard, smart and sincere work, mother's prayer	No hopeless, start business soon, think positively, tough, hardwork
BS	Excellent product and service	Being consistent to land transport business	Uniqueness, learn and fun, ecotourism, education based tourism	Network, managerial, entrepreneurial	Innovation, creativity, opportunity
CSR/CP	Foundation for fishermen assisting human beings in disaster	Management of passenger, staff, community	Free charge training for students	Contributing alms to make business run well	Contributing treasure for education

Note:

1. HT: History
2. PC : Personal Characteristics,
3. BS: Business Strategy
4. CSR/CP: Corporate Social Responsibility/Corporate Philanthropy

Table 4 shows that the entrepreneurs started their business from the small business then developed into the big business. Susi Air started from bed cover business, fishery and now is developing into 50 airlines and 2 runaways. Bluebird taxi started from 1 bemo and is developing into 20.000 taxis. Khatulistiwa started from educational tour for the students and is now developing into professional tours, and Trans Studio started from photocopy business and now is developing into Trans Studio, so did Taman Impian Jaya Ancol which started from property business to tourist attraction with 80.000 tourist in the weekend.

They all have good personal characteristics, unique business strategy which is different between one entrepreneur to other entrepreneurs, and all pay attention a lot on the welfare of community in which they express in corporate social responsibility and or corporate philanthropy.

Table 4 : Food and Beverage, Hotels and Souvenirs

	Kebab Turki	Bakso Kota	Ice Teler 77	Sofyan Hotel	Batik Danarhadi
HT	1 outlet in 2003 now has 1000 outlets in the country and abroad	Bakso Street vendors in 1986, now has 15 branches and 90 partners	Family business in 1989, mother in law inspiration, now has 300 outlets, 3000 workers in the country and abroad	Family business 1989, now has 17 syaria hotels and travel agents	Family company in 1967, now has 1000 workers, outlets in the country and abroad
PC	Strong passion, commitment, courage, advanced innovation, qualified, uniqueness	Tough, diligent, keep learning,	Keep struggling	Obedient to parents, keep struggling, wholehearted	Solution, no hopeless, being thankful to God
BS	Take away concept, opportunity, observe, adopt, evaluate, modify, availability and affordability	Managerial team, franchising, product innovation, sensational event	Franchising, best service and product	Syaria concept, enlightenment, wisdom, professionalism, spirit of excellence	Market taste, creation of excellent product
CSR/CP	Providing learning workshop	Bakso workshop venue for trainees	Social activities in the outlet	Management of staff, guest, community	Batik museum, palace for common people

1. HT: History

2. PC : Personal Characteristics,

3. BS: Business Strategy

4. CSR/CP: Corporate Social Responsibility/Corporate Philanthropy

Table 4 shows that the entrepreneurs started their business from the small business then developed into the big business (Kebab Turki started with one outlet and is developing into 1000 outlets), Bakso Kota used to have 15 branches and now is developing into 90 branches so do Ice Teler 77, Sofyan Hotel and Batik Danarhadi. All of them had strong personal characteristics of tough, keeping struggling, no hopeless, and high optimism. They have their business strategy in which the key words are innovation, creativity, uniqueness opportunity, and

network. To develop their businesses they constructed foundation, workshop, education to assist community to be successful in their lives. To learn more about CSR Bill Gates is the champion by giving his 95 % wealth to voluntary organization (Thorpe, 2012), Ma (2014) that the company is going to be evaluated by how much improvement the company bring to the world. However there are still many unsuccessful in entrepreneurship due to schools does not admit unsuccessfulness but entrepreneurship. So the best to do in teaching entrepreneurship is to encourage the students to be serious in and out of the classrooms to get business people with authentic troubles, to blend drilling, training and trying out (Yang, 2016)

Therefore, Ciputra (Alvin, 2015) proposes that entrepreneurship education ideally has to be started since kindergarten and is arranged to be national planning: 4 days for theory and one day for entrepreneurship practice. Take an example from Korea where the income is from international trading.

The 5 character building main values of..... "religius (being religious), integritas (integrity), gotong royong (working together), mandiri (being independent) dan nasioanlis" (and being nationalist (Budhiman 2017, p.11) can be found in successful entrepreneurs, as the shortcut of learning entrepreneurship. To learn more from pioneers of the role model of entrepreneurs English teachers are demanded to be more "out of box". Why "more" because with English, they already see through the window of the world and it is already the time to practice, synthesize, integrate, and innovate English language teaching methods.

Entrepreneurship is therefore a valid and important subject of study for development scholars, and the development is a worthwhile subject of study for entrepreneurship and management scholars. It is also the media for collaboration across discipline (Naude, 2011). In the development of the entrepreneurship there are three grand developments, economics, explicit and implicit program and an important subject for development scholars and important subject for management scholars(White, 2011). Rapid economic development determined by country's entrepreneurs to immerse and innovatively adjust international technological knowledge to increase the speed of the development (Naude, Szirmai, Goedhuys, 2011).

How to implement entrepreneurship in education is by developing partnership forms of curriculum reform in order to develop teacher's training, school /work partnership and local curriculum work (Seikkula, 2011). The teaching and working methods are significant in many ways and the perception of teachers education and skills on entrepreneurship is closely related to the implementation of entrepreneurship education(Ruskovaara and Phikala, 2013).

Conclusion and Recommendation

Theme- based teaching and project-based teaching had been implemented in schools up to college levels. However, in teaching entrepreneurship there has been the lack of cooperation between English teachers and subject specialists, the lack of making entrepreneurship projects in project-based teaching, and the lack of cooperation with schools partners specifically in project-based teaching. As what Bhatia and Brummer (2012) suggest that language teaching methodology has to encourage innovation of disciplinary cultures and Darling (2006) states the need of integration between, among courses among English Teachers and non-English Teachers in and out of the classroom. This is one of the ways to equip the human resources with functional life skills to meet the needs of industry and academic concern (Aniroh, 2017).

This study is limited to English teachers in Malang, Indonesia who were teaching English at Junior High Schools, Senior High Schools and in the college level, in the second semester 2017/2018, and the success story of ten (10) Indonesian Entrepreneurs in tourism and hospitality. Therefore, the generalization of the results of the study is limited.

The attitude and behavioral values of personal characteristics of being tough, keeping struggling, catching the opportunity, having strong commitment, having courage and other good manners are all inspiration for teaching. So are business strategy of uniqueness, excellent product, adopting, evaluating and some other amazing business

strategies. One thing that should be noted of the 10 entrepreneurs is that they help other people by implementing CSR and or CP as they all believe that it is the way to sustain their business. This is also the inspiration for teaching and valuable sources for English Teachers and students. The implementation can be started from having cooperation with successful local entrepreneurs, and is then continued by the research on the implementation of teaching in and out of the classroom and the impact on the students' learning achievement.

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