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CULTURAL TRAIT IN LANGUAGE TEACHING : A REVIEW OF ENGLISH LANGUAGE TEACHER AND ENTREPRENEUR

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Abstract

¹
This study is an attempt 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 Indonesia entrepreneurs. The method is qualitative by using life stories document of Indonesia entrepreneurs taken from electronic notes and questionnaires for the Junior English Teachers(JT), Senior High School(ST) and College English Teachers (CT). The result of this study showed that JT, ST and CT had implemented theme-based and project-based teaching. The obstacle was the lack of cooperation with subject specialists, lack of making entrepreneurship project and lack of having school's cooperation partner. Of the ten Indonesian entrepreneurs they all started from small business, had personal, powerful and tough characteristics with innovative business strategies. All of them contributed in the CSR and or CP. The English Teachers could benefit from the role model value 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 role model in relation with the impacts on the students' achievement.

Keywords: language teaching, English Teacher, entrepreneur, Indonesia,

Introduction

The number of entrepreneur in a country is one of the indications of whether the country is developing or developed. With the population number of 262 million in 2017, Indonesia has 1.65 percent entrepreneur which is ideally 2 percent of the population number to reach the position of the developed country (Mc.Clelland, 1998). Practically Malaysia has 3 percent, Singapore 7 percent and Japan has 10 percent out of its number of population (Indonesia butuh lebih banyak wirausaha baru, "Berita satu", 2016). The purpose of entrepreneurship in Indonesia is to add the sum of new enterprise or entrepreneurs and at the macro level one of the government focusses is entrepreneurship education (Mirzanti, Simatupang, and Larso, 2015).

To accelerate the number of entrepreneurs education can play an important role by offering entrepreneurship subject which has been implemented by many faculties of economics and non economics department. English which is offered at Junior, Senior High Schools, College Universities and at English Department has also strategic position to have entrepreneurship content. This is because entrepreneurship has moral values which is very important for students and teachers.

In relation to language teaching culture trait is a skill that is ideally taught after listening, speaking, reading and writing which is labelled as little c (Tomalin, 2008). With the interconnected world today the interaction between person to person, business to business, entrepreneur and entrepreneur will be massive and intensive and this needs the skill of practicing culture among world citizens. 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. ² 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 Indonesia entrepreneurs.

The Entrepreneur's characteristics and competence

An entrepreneur is someone who is responsible for the success ¹⁵ 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 culture (Mc. Cleland, 1991, Hisrich 2011, Eroglu and Picak , 2011). Therefore many characteristics have to be nurtured such as they have to have special characteristics of enthusiasm, innovation and effectiveness, adaptability, excellent business expertise, risk tolerance, management, creativity, flexibility and broadminded. Or it might be they have talent on those skills and attitude (Agrawal, 2016) and in addition if they want to be successful more characteristics that are needed are 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 personality traits namely good communication, psychological strength, warmth, carefulness, and responsiveness to practice entrepreneurship (Royo, Sarip and Shaari, 2015). While in the similar way in business practice Beattie (2016) proposes original commodity creation, development, and economical benefits for successful entrepreneurs.

Competence is classified into individual and informal in organization to achieve knowledge, skills and is driven by the need to gain requirement of knowledge, skill, abilities, experience and personality (Frey, Rupert, 2013 Braum .et.al.2001). The entrepreneurship competence defines entrepreneurship as 'a horizontal capability, which implements to all life circle: 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 (The entrepreneurship competence framework, 2016)

Braum *et al.* (2001-16) -12 emphasize that competency 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.

Cultural Trait 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)

⁵ In relation with language teaching, 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 is solely meaning that teaching the language in unaccompanied

ethnic 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 theme is interdisciplinary, and among others are : commercial, monetary, work and enterprising competence (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 innovativeness, 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). With the change of fast technology it influences the study of entrepreneurship and the method of traditional teaching. Entrepreneurship is studied by both implementing the business plan and inviting of entrepreneur guest speakers in the classrooms (Solomon, 2007). To be a successful person speaking English well and entrepreneurship are 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 and Harris, 2014)

Theme- Based and Project -Based Teaching

The purpose of theme based is combining the topical content and the language skills taught by the teacher solely to advanced students' by selecting appropriate topics. (Brinton, Snow, and Wesche, M 2003, pp14-19).

And inserting topics to entire course is a good way to learn news subject and this 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 and the benefits are cost effective for the students, the provision of faculty expertise, and skills competencies match the international business companies (Danford, 2008). English instructors can also implement content-based instruction which emphasizes learning content by means of language gives a wide opportunity for English instructors to teach other disciplines using theme, adjunct and sheltered (Brinton and Wesche, 2003)

14 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 at 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 and Schmitt, 2011)

Methods and Procedures

Method of the Study

The reseracher uses descriptive method and documentation . The questionnaire is used to searcach the information of English instructor in teaching entrepreneurship using theme – based, project - based and content based instruction (CBI) and documentation is used to search the information of Indonesia entrepreneurs sucesesful life stories (10) focusing on history, business strategy, personal characteristics, corporate social responsibility and or corporate philanthropy.

The sample was 30 English instructors who teach English at universities, the college, vocational school, and high school in Malang in the academic year of 2017/2018, and life stories of 10 Indonesia tourism and hospitality entrepreneurs

Instrument of the Study

In order to meet the goals of the study the researcher adopted Kouritzin(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 of theme based teaching which has 9 items with four-point of Liker scale of VF:Very Frequently, F : Frequently, FC : Frequently Enough, and N: Never with open question and project based teaching which consists of 10 items with two-point scale of Yes and No with open questions.

The questionnaires were distributed to JT:Junior High School English Teacher(13), ST: Senior High School English Teacher(17) and CT: College English Teacher (10)

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 records and clipping supported by the first party report, the third party report, and the reseracher report
- (3). Distributing the instrument in the form of questionnaires
- (4). Analyzing the results questions of the study;
- (5). Drawing conclusions and recommendations according to the results of the study.

Limitations of the Study

This study is limited to English teachers in Malang, Indonesia who were teaching English at Juior 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.

Finding and Discussion

Table 1. Theme- based teaching done by Junior High School Teachers , Senior High School and College Teachers

No.		Teacher	VF	F	FE	N
1.	Teaching based on syllabus	JT	6	8	1	-
		ST	5	6	4	-
		CT	4	3	-	-
2.	Teaching based on certain theme	JT	3	8	4	-
		ST	5	9	1	-
		CT	5	2	-	-
3.	Teaching based on of hot issues theme	JT	2	1	9	3
		ST	6	6	2	1
		CT	-	4	2	1
4.	Teaching <i>listening</i> with a certain theme	JT	2	5	6	2
		ST	3	6	5	1
		CT	1	4	2	-
5.	Teaching <i>speaking</i> with a certain theme	JT	3	10	2	-
		ST	2	11	2	-
		CT	2	5	-	-
6.	Teaching <i>reading</i> with a certain theme	JT	3	10	2	-
		ST	2	11	2	-
		CT	2	4	1	-
7.	Teaching <i>writing</i> with a certain theme	JT	4	9	2	-
		ST	3	6	5	1
		CT	-	4	3	-
8.	Teaching in cooperation with other subject specialists	JT	1	4	6	4
		ST	2	11	2	-
		CT	1	2	3	
9.	Teaching <i>entrepreneurship</i> theme	JT	2	4	2	7
		ST	2	8	4	1
		CT	-	-	2	5

Note:

JT : Junior English Teacher (n:15), ST: Senior High School English Teacher (n: 15),

CT: College English Teacher(n:5).

Junior High School English Teachers' Finding on Theme –based Teaching

The 15 Junior High School English Teachers (henceforth, JT) already teach based on the syllabus on the theme based in listening, speaking, reading and writing but not relating to the hot issues(3), having cooperation with subject specialist (5), and entrepreneurship is still not quite favorite theme (8)

In the open questions on the experience in implementing the theme based the comments of 15 JTs stated that it was interesting however when the preparation was short the teachers and students became confused, one teacher stated that if the students got confused he would associate with medias to make the students understand , however there was still difficulty in understanding the theme for the students. In relation with topic which becomes the interest of the students all JTs agreed and it would make the students have spirit, and be enthusiastic in learning.

Senior High School English Teachers' Finding on Theme-based Teaching

The 15 Senior High School Teachers(hence forth, ST) already teach theme based based on the syllabus on the theme based in listening, speaking, reading and writing they related with the hot issues (12), having cooperation with subject specialists(13), and entrepreneurship theme is favourite (14).

In the open questions on the experience of theme based teaching and the students' response the 15 STs stated that it was interesting. One teacher atated it was the challenge for teachers, and needed creativity, it should be followed by sharing session. Another teacher stated the obstacle was the problem with syllabus, because the theme did not not always match.

College English Teachers' Finding on Theme-based Teaching

The 7 College English Teachers(henceforth CT) taught using theme based based on the syllabus in listening, speaking, reading and writing, taught hot issues, they had cooperation with subject specialist but only 2 teachers were teaching entrepreneursip theme.

In the open questions on the experience of theme based teaching and the students' response the 7 CTs state that it was interesting. One teacher stated it was a challenge for the teacher, because topic should be decided and 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 JT did not relate it to the hot issues, ST and CT did it. JT and CT had lack of cooperation with subject specialists, and ST had it. Entrepreneurship for JT and CT was not favourite but for ST it was favourite. Entrepreneurship subject is not provided at Junior High School's curriculum but it is *crafting* neither is in 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 School there is a subject called *crafting and entrepreneurship* (Permendikbud no70, 2013 Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas /Madrasah Aliyah).The English syllabus does not mention entrepreneurship explicitly but it covers cross discipli in learning, attitudes and behavior at home, in the society and the value of role model (Silabus SMA Kurikulum 2013 Revisi 2016 Bahasa Inggris). Therefore entrepreneurship is more acknowledged among teachers including English teachers at Senior High School.

At the College only one English teacher taught entrepreneurship theme 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 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 in other subjects' name although the portion is still little. This has been supported 21 st century skill maps(n.d) which states learning language nowadays has to be interdisciplinary, and among others are : commercial, monetary, work and and enterprising competence.

Table 2 : Project Based Teaching

No.		Teacher	Yes	No
	Project Based Teaching			
1.	Knowledge of project-based teaching	JT	12	3
		ST	11	4
		CT	6	1
2.	Deciding theme project based on syllabus	JT	12	3
		ST	12	3
		CT	6	1
3.	Forming students' team	JT	12	3
		ST	12	3
		CT	6	1
4.	Project based on students' capability	JT	14	1
		ST	13	2
		CT	6	1
5.	Supervising in <i>writing</i> project	JT	5	10
		ST	11	4
		CT	6	1
6.	Supervising in presenting project(<i>speaking</i>)	JT	9	6
		ST	9	6
		CT	6	1
7.	Supervising from the beginning until the end	JT	6	9
		ST	7	8
		CT	4	3
8.	Cooperation with other subject specialists based on project theme	JT	8	7
		ST	4	11
		CT	3	4
9.	Making entrepreneurship project in teaching	JT	5	10
		ST	4	12
		CT	2	5
10.	Cooperation with other institution/industries	JT	7	8
		ST	6	9

		CT	3	4
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Note:

JT : Junior English Teacher (n:15), ST: Senior High School English Teacher(n:15),
CT(n:5): College English Teacher

Junior High School English Teachers’ Finding on Project-based Teaching

Of the 15 Junior High School English Teachers 12 teachers understood and had ever implemented Project-based teaching of English for entrepreneurship in their classroom, 5 teachers supervised in planing (writing) 9 teachers supervised in presenting the project (speaking), 6 teachers supervised fully, 5 teachers made Entrepreneurship project and only 8 teachers had cooperation with subject specialist, 7 schools had cooperation with other institution in implementing Project-based teaching.

Concerning the students’ respons 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.

Senior High School English Teachers’ Findings in Project Based Teaching

Of the 15 Senior High Shool English Teachers 11 teachers knew understood Project Based Teaching and they followed some steps however only 11 teachers supervised in planning (writing) and 9 teachers supervised in presenting the project or (speaking) 7 teachers supervised from the beginning until the end. Concerning teaching Entrepreneurship in English, only 4 teachers made entrepreneurship project, 8 teachers had cooperation with subject specilists and only 6 schools had cooperation with other institution in entrepreneursip project based teaching.

About the students response on English for Entrepreneurship the teachers (5) they students were enthusiastic in learning entrepreneurship, they were not bored, they got new experience, they got entrepreneurship work in English, and finally that they got both English and entrepreneurship.

College English Teachers’Finding in Project-based Teaching

Of the 7 English College Teachers 4 had applied Project-based Teaching, and they followed the steps from forming the team, planning (writing) and presenting the project(speaking) 2(two) teachers did not supervise fully. Two teachers(2) made entrepreneurship project, and the college 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 inserted in implicit topics such as *English for Hotel and Tourism for the Colledge* and *ESP for English Department*.The insert of Entrepreneurship should be more to familiarize creatitve 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 model teaching 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 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 souvenir who have national and international reputation. What they have conducted contributes a lot as a foundation of education and 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 6, 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, Apriantono, 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 4: The Company of Transport, Tours and Travel, Tourist Attraction

Company	Susi Air	Bluebird Taxi	Kathulistiwa Tours and Travel	Trans Studio	Taman Impian Jaya Ancol
HT	Bed cover, fishery business in 1983 now has 50 airlines and 2 runaways	Traditional transport of 1 bemo in 1971, now has 20.000 taxis	Education tour for students and professional 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 fisherman assisting human beings in disaster	Management of passenger, staff, community	Freecharge training for students	Contributing alms to make business run well	Contributing treasure for education

Note:

HT: History, PC : Personal Characteristics, BS: Business Strategy,
 CSR/CP: Corporate Social Responsibility/Corporate Philanthropy

Table 4 : Food and Beverage, Hotel and Souvenir

	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

Note: HT: History, PC : Personal Characteristics, BS Business Strategy,
 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. All of them had strong personal characteristics of tough, keeping struggling, no hopeless, and high optimism. They also 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 unsuccessfulness 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 been started since kindergatten and is arranged to be national planning, 4 day theory and one day entrepreneurship practice, and 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 window of the world and it is already the time to practice, synthesize , integrate, innovate English language teaching methods.

Conclusion and Recommendation

Theme-baed teaching and project-based teaching had been implemented by JT, ST and CT in teaching entrepreneursip with the lack of cooperation between English Teachers and subject specialists, lack of making entrepreneurship project in project-based teaching, and lack of cooperation with school's 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) of integration between, among courses among English Teachers and non English Teachers in and out of the classroom.

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 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 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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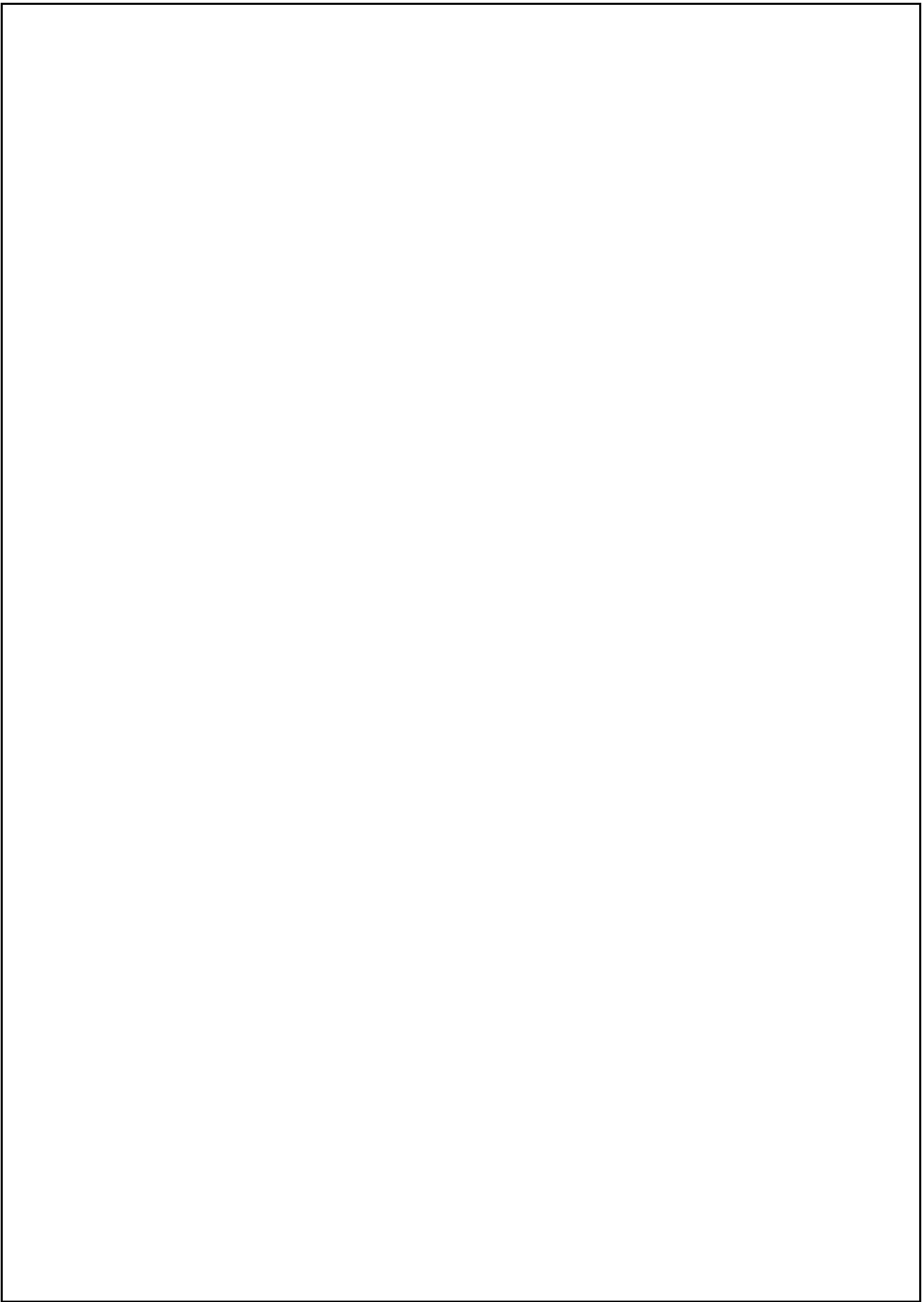
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