



Building 'Entrepreneurial Mindset' through Writing Ability in the EFL Classrooms

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ABSTRACT

Many educated people are found to be unemployed due to lacks of the job vacancy provided in accordance with their background knowledge at university or college. This can be a serious problem entailing the failure of building economic growth in society. This study investigated the students' entrepreneurial mindset seen from their essay writing products. This study also used a cross-sectional design. There were 25 subjects from English department of the Faculty of Letters, Universitas Negeri Malang. The instruments used were a questionnaire and a depth-interview. The results showed that most of the students did not have a good motivation, intention, and experience in doing business due to some factors like having no permission from the parents, no skills for practicing business, no social networks in business, and also feeling taboo to connect education with business in the life. However, the students' writing performance were mostly good. The study implies that entrepreneurial mindset can be the alternative topic to support the students' writing skill and be the solutions for leading them to be prosperous people with a bright future behind their education level.

Keywords: Entrepreneurial mindset, Writing ability, EFL classrooms.

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INTRODUCTION

The spread of the Covid-19 virus can indeed be controlled optimally at this time. The number of victims is decreasing from time to time. Every country is vying to restore the situation. The recovery efforts carried out by the government in each country are not only concerned with health problems, but also related to the deteriorating economic conditions due to the Covid 19 pandemic. One indicator of deteriorating economic conditions leads to an increase in the number of unemployed in Indonesia. This is because many companies went bankrupt, causing massive layoffs. As a result, the number of unemployed continues to increase to date. Unfortunately, the unemployment rate is dominated by young workers with college graduates. This of course requires a good solution. One solution that can be an alternative in solving problems related to unemployment is to build an entrepreneurial mindset.

The issue of the entrepreneurial mindset is still a debate in society (Wiklund et al., 2019; Krueger and Brazeal, 2018; Ferreira et al., 2015). One of the reasons why entrepreneurship is often a central issue in society is that the entrepreneurial mindset is considered an

alternative way to improve economic conditions in developing countries (Wardana et al., 2020; Mathias et al., 2015). This means that the entrepreneurial mindset provides opportunities for individuals and communities to become tools in improving their welfare.

However, public awareness to build an entrepreneurial mindset is still very low. The research conducted by Acs et al. (2017) reveal that Indonesia is ranked or number 94 out of 137 countries in the world as a country with a very minimal number related to the enthusiasm of citizens who want to do entrepreneurship. Most Indonesians feel more comfortable with being employees of an institution, especially since the institution is known as a government agency that is able to provide clarity and comfort to the income received.

Based on existing data, in 2020 there were 11.5% of vocational high school (SMK) graduates known to be unemployed, then followed by high school graduates (SMA) as many as 8.29%. Furthermore, the status of unemployment is also shared by university graduates with a figure of 5.54% of the total population of Indonesia which currently reaches more than 200 million (Statistics Indonesia, 2020). This condition is not something to be proud of where there are many intellectual unemployed in this country.

There are many factors that cause people to be reluctant to carry out entrepreneurial activities such as the influence of the family environment (Malach & Kristova, 2017; Wang et al., 2018), no supporting personal character (Murugesan and Jayavelu, 2017; Butz et al., 2018), and also no confidence in doing business (Farrukh et al., 2017; Nowinski et al., 2019). All of the above factors are the main obstacles for many people to do entrepreneurship. The solution is to build an entrepreneurial mindset through education. In this case, education must also be able to function as a bridge to build an entrepreneurial mindset for students so that they do not always depend on their fate or future to become employees or employees.

One of the steps that can be taken to build an entrepreneurial mindset for students majoring in English is to lead them to have ideas related to entrepreneurial activities. Students are directed to think or find ideas related to business establishment efforts that can be done. This can be done by means of writing activities. In this case, students are directed to show their writing skills by taking entrepreneurial ideas as the topic of their writing.

Writing skill is one of the productive skills in English learning activities. Students will produce a variety of works in written form through these writing activities. However, the ability to write is not something that is easy to do. This is because writing activities will involve many actions or components as a bridge to express ideas and convey their message (Johns, 1990). The actions or components include spelling letters, giving punctuation correctly, choosing the right vocabulary, using grammar carefully, combining sentences correctly, and connecting between paragraphs correctly (Murcia, 2001; Brown, 2001). The complexity of these actions or components causes students to often have difficulty in writing. As a result, many students feel unmotivated to do writing activities or produce written works (Hedge, 2005).

Therefore, the teacher becomes an important individual figure in playing a role to assist students in developing students' writing skills (Kroll, 1990). The most important thing is that the teacher must know the technical writing that must be done by students. In this case, technical writing consists of process and product. The writing process includes pre-writing, writing, revising, editing, and sharing. Meanwhile, writing products consist of text modeling, writing control, organizing ideas, and finalizing written products (Harmer, 2004; Kamrul and Moniruzzaman 2010).

One of the writing products that often gets the attention of academics is essay writing. In writing an essay, there are main elements that the writer must know, namely the introduction, content, and conclusion. Murray & Murray (2012) explain that The introduction becomes a place or place for the author to prepare a writing framework that will be placed in the content

section of the essay. In the introduction, the writer must be able to convey the main idea which is the most important as a reference in developing the content of the planned essay. With the main idea, the author feels that he has a barrier that will regulate the content of the writing that must be written and prevent the author from developing ideas that are deviant or too broad so that they are not connected or controlled properly. Furthermore, the content section is a place for the author to express all explorations of the main ideas contained in the introductory paragraph. This content is the essence of the information that will be conveyed by the author in detail and clearly. In other words, the content of the essay is the development of the main idea written in the introductory paragraph (Murray & Murray, 2012). The final part is the conclusion. The conclusion is not a new idea that is poured by the author that can deviate from the main idea and content of the essay that will be made. However, the conclusion is a restatement of the main idea written in the introductory paragraph with other expressions or the structure of the sentence is not the same. Sometimes, too, the conclusion requires a little information related to follow-up or suggestions from the topic being discussed in the essay (Zemach & Carlos, 2004). Thus, the act of writing an essay carried out by the author must meet the correct procedure or concept.

Essay writing products produced by students can be of various themes or topics. Among the many themes or topics that have not been chosen by many authors is related to the development of an 'entrepreneurship mindset' among students. Students are more interested in writing themes or topics about the environment, culture, and others. Business related themes or topics are still rare for students to choose. This is due to certain inhibiting factors such as students' low motivation, experience, and business skills.

Furthermore, what happened at the State University of Malang as one of the universities that has the status of a Legal Entity State University (PTNBH) which must support one of the government programs in the form of Merdeka Belajar Kampus Merdeka (MBKM) to become an independent campus in managing and determination of internal policies. One of the things that must be considered as part of the Key Performance Indicator (Indikator Kinerja Utama) is the existence of an entrepreneurial mindset or mindset for all existing academicians. Therefore, the entrepreneurial mindset must be built and developed optimally.

This condition can be the cause of the emergence of various problems and difficulties in writing for students in learning English (Yunhadi, 2016; Qonitatu, 2016; Alharbi, 2019). Thus, this can be a very urgent matter to be researched as an illustration of education for sustainability (Wamsler, 2020). For this reason, the author tries to formulate research questions as follows.

1. How is the students' ability in writing opinion essays responding to their entrepreneurship mindset?
2. What is the students' opinion on using the entrepreneurship mindset issue for writing opinion essays?

METHOD

This study used a cross-sectional design that led to a mixed-method design by integrating quantitative and qualitative data (Creswell, 2012). Concretely, this research combined quantitative data sourced from questionnaires given to participants with interpretation of qualitative data (Mingying Zheng, 2015). The participants of this study were 30 students majoring in English Literature at the State University of Malang who were taking essay writing courses as one of the compulsory subjects that students had to take.

Table 1. Demographic Profile

Characteristics		C	%
Department	English Literature	30	100
Gender	Male	5	15
	Female	25	75
Class Participation	Active	25	75
	inactive	5	15
Age	18-19	30	100

There were 25 female and 5 male students in the 2020 English Literature Offering C. However, there were only 25 active students to be involved in this research through discussion activities held.

This research used a questionnaire, writing test, documentation, scoring rubric, and also interviews as the instruments. The questionnaire made had an internal consistency of Cronbach alpha, namely 0.87, which stated that the items had high internal consistency. The instrument was used to collect data from 25 respondents in this study. Meanwhile, the Cronbach alpha value showed 0.815, which meant that this instrument was very consistent. The questionnaire had 15 questions consisting of 5 dimensions which are listed in table 2 below.

Table 2. Item distribution

Dimension	N item
No permission from parents	5
No skills for doing business	4
No experiences in doing business	4
No social connections for business	3
Having other choices for planning success	2

Each item used a 5-point Likert scale, which ranged from strongly agree (point 5) to strongly disagree (point 1) without using negative statements.

The second instrument was a writing test. The students were given a picture as a prompt containing 5 dimensions about the factors that became the main obstacle to build an entrepreneurial mindset for students. The next instrument was documentation. In this case, the researcher attempted to document the students' writing process through the stages of pre-writing, writing, revising, editing, and sharing. Researchers also acted as active readers of student writing. After that, the researcher conducted a research process on students' writing as a whole by reading, identifying, compiling, and classifying the data based on indicators. Then, the data in the form of students' writings were analyzed using the essay element as an assessment indicator.

The next instrument was a scoring rubric. The scoring rubric was based on an agreement on the conversion of assessments made by a team of English Literature lecturers, Faculty of Letters, State University of Malang. The score analysis focused on 5 items consisting of content, organization, accuracy, grammar, and mechanism. Each assessment item had a different score weight, namely 30% for content, 20% for organization, accuracy, and grammar, and 10% for mechanism. The last instrument was an interview. Researchers conducted unstructured interviews related to students' opinions in building an entrepreneurial mindset. The participants were given the freedom to provide answers to the

questions in the interviews posed by the researcher. Interviews were carried out directly with the format of face-to-face meetings with participant representatives.

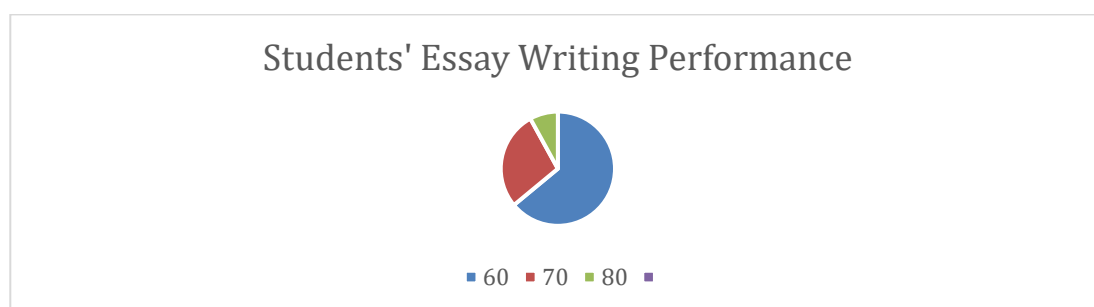
Data collection techniques were carried out by researchers depending on the type of instrument used. Questionnaires were given to participants in the form of a Google form application after they finished writing their essays. Writing test was an essay writing instruction given to participants. Documentation was obtained by collecting the results of students' essays from the beginning to the end of writing processes. Rubric assessment was carried out after obtaining students' essays. To support the assessment of the rubric, the researcher also used a coding system to distinguish the parts of the essay that were assessed such as preliminary data, content, and conclusions. And interview data were obtained after conducting interviews with students.

Technical analysis of the data was carried out by following the procedure proposed by Miles & Huberman (1994) which included data collection, data reduction, data presentation, and conclusion. Related to the questionnaire data and the results of students' essay writing scores, the researchers used statistical software with 3 raters which showed that the result of the Cronbach alpha coefficient among the three raters is 0.626. As stated by Taber (2018), in science education, the alpha value between 0.61-0.65 is considered adequate. The students' scores used in this study are those the average between three raters. To decide the students' level of performance, the researchers used the faculty grading standard.

FINDINGS

Student Writing Ability Performance

The performance of students' writing skills was seen from the results of their essay writing. The students were instructed to write an essay with a theme or topic about building an entrepreneurial mindset. The method of assessing student essays was based on 3 raters which were also converted according to the faculty's standard scores consisting of excellent, very good, good, fair, and poor categories. The results of the assessment of students' writing ability performance can be seen in the following diagram.



Picture 1. Students' Essay Writing Performance

Based on the data above, it is known that 65% of 25 students got a score of 60 in the good category, 25% of students got a score of 70 in the very good category, and 10% of students got a score of 80 in the excellent category.

Table 4. Tests of Normality

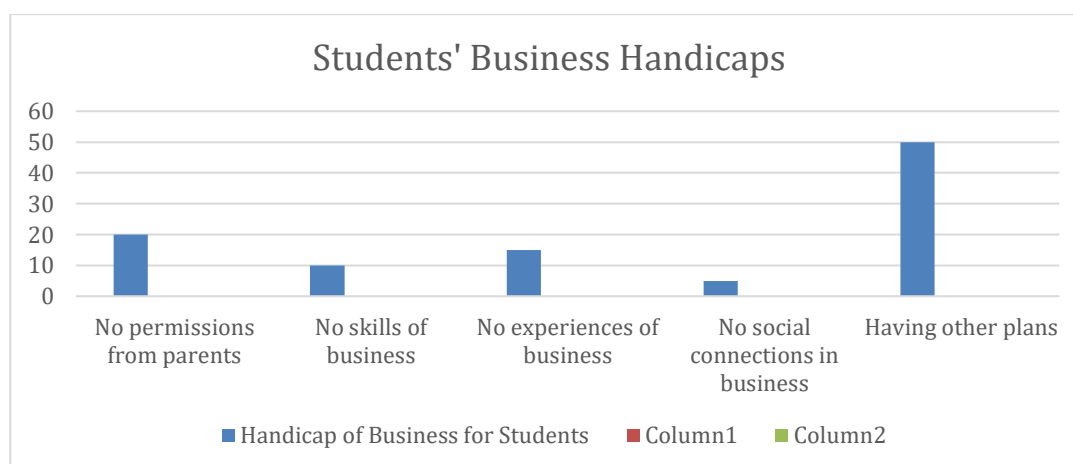
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing score	.118	25	.200*	.916	25	.216

What can be seen from the descriptive statistics computation is that there existed an outlier in the group. It also showed that there was homogeneity in students' writing performance from the result of the normality test above. In other words, the students' writing scores were normally distributed.

Student's Opinions on Entrepreneurship Mindset

Regarding students' opinions on the entrepreneurship mindset as outlined in their essays, it was known that students still did not feel interested in becoming entrepreneurs in the future. They were more likely to become teachers according to the scientific background they were currently studying, namely learning English. They also worried about the degree they had if their work did not match the degree they earned. However, there were several supporting factors causing them to have such a mindset which consisted of no permission from their parents, no business skills, no business experience, no business social connections, other plans related to their knowledge and degrees.

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Picture 2. Students' Business Handicaps

The diagram above showed that students encountered various barrier factors to build an entrepreneurship mindset within themselves. The biggest factor, around 50%, came from the existence of other plans related to the knowledge and degrees they had. In this case, students were more likely to become teachers according to the knowledge they were currently studying and the degree they had. Currently, they were studying English to become teachers according to their dreams. A further barrier of 20% came from the absence of parental consent. This was in line with their current activities as students studying at universities. Parents wanted their children to focus and concentrate on learning in order to gain achievements and competencies to achieve their dreams in the future. 15% of the obstacles to the development of an entrepreneurship mindset stemmed from the lack of experience in doing business. This was a concern about the risks they faced later if they did business. Furthermore, 10% of the obstacles to the development of the entrepreneurship mindset of students led to the absence of skills in doing business. This made them pessimistic and created a fear of doing business. They worried about the losses that were suffered because they did not have enough good skills in business. The last factor around 5% led to the absence of business connections which caused confusion in their transactions. This was also due to the limited type of community they had due to the focus of their current learning activities.

DISCUSSION

Writing skills are skills in learning English that cannot be underestimated. This is because the purpose of learning English is to be able to use English as a means of communication and interaction both orally and in writing. Therefore, students' writing skills must be developed optimally in order to build their creativity and productivity in learning English. The important thing is how teachers can improve students' writing skills. Writing activities cannot be separated from the theme or topic that becomes access to generate ideas or ideas to be written. Of course, the theme or topic to be chosen must be related to the trend of life or the problems currently being faced in students' lives. One of them is related to efforts to build an entrepreneurial mindset in students which has often been a debate.

Themes or topics related to efforts to develop an entrepreneurial mindset have proven to be a special attraction for students to write. The results of this study indicate that all the subjects of this study have successfully completed their essay writing successfully. However, related to the assessment score for truth in writing essays, there are variations. It is known that writing skill in English is a skill that is not easy to do (Setyowati & Sukmawan, 2016; Toba et al., 2019). In this case, students need a pretty good ability to understand many things such as choosing vocabulary, using grammar, and also organizing good paragraphs.

The results of this study indicated that the participants' writing skills led to unsatisfactory results. Concretely, students had difficulties in finding ideas related to the theme or topic being discussed. This was evidenced by the use of inappropriate vocabulary, poor grammar application, and improper paragraph organization. In short, the results of this study were in line with what was found by Yunhadi (2016) which revealed that students were not able to make good and coherent paragraphs. The results of Qonitatun's research (2016) also found the same thing related to the difficulties of students in writing essays. In fact, many elements of sentences and paragraphs were wrong. In other words, students' writing skills were not supported by skills in understanding the organization of ideas, the use of diction, and good content (Liunokas, 2020).

The uniqueness that can be found in this study was the influence of students' reluctance and low motivation to think about entrepreneurship. This became a strong enough impetus to make them have difficulty in finding and developing ideas in their essay writing. It was found that most of the students felt naive to do business. This was caused by many factors such as the influence of the family environment (Malach & Kristova, 2017; Wang et al., 2018), unsupportive personal character (Murugesan and Jayavelu, 2017; Butz et al., 2018), as well as self-confidence. less (Farrukh et al., 2017; Nowinski et al., 2019).

CONCLUSION

The existence of an entrepreneurial mindset in students will be access for students themselves to be able to create an entrepreneurial profession in themselves. The need for an entrepreneurial profession is something that is very urgent today. This is due to a decrease in the number of job vacancies in the education sector. One very terrible characteristic in the world of education is related to job opportunities for college graduates in the field of education. A teacher or lecturer will not be able to be replaced except for 3 things, namely death, retirement, or resigning for some reason. This causes job opportunities to become increasingly narrow and not proportional to the number of graduates who continue to increase from year to year. As a result, the number of unemployed in the productive age will increase and will have a negative impact on the economic development of the community and the state. Therefore, the entrepreneurial mindset needs to be developed optimally in the lives of students in college.

One way that can be done is by inviting students to express their ideas and ideas through writing skills. Writing skills are now a very important icon to measure the development of learning English. Ideas or ideas to build an entrepreneurial mindset that become the material or theme for honing students' writing skills can be recommended as a very significant tool to build the attractiveness of students to become entrepreneurs in the future. Thus, students' writing skills will improve along with changes in the mindset and attractiveness of students towards efforts to become entrepreneurs in the future.

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