

# English speaking activities for raising entrepreneurship awareness: EFL students' view

**Paskalina Widiastuti Ratnaningsih<sup>1\*</sup>**

*Paskalina Widiastuti Ratnaningsih<sup>1\*</sup>*

<sup>1</sup>Entrepreneurship Study Program, Universitas Dinamika Bangsa, Jambi, Indonesia; email: paskalina.widiastuti@unama.ac.id

## ABSTRACT

Speaking is as the part of English skills. Speaking English is important for communication. English is learned in the university level. Entrepreneurship study program students learn English to increase their English related to entrepreneurship. English is needed when they become an entrepreneur for communication. Speaking English well is also needed so that it can convey appropriate meaning. This study aims to discover students' views on entrepreneurship awareness through speaking English. The method used was survey research. The respondents were students of entrepreneurship study program. The questionnaire consisted of closed-ended questions and open-ended questions. The finding of this research was students' awareness of entrepreneurship increased in the process of speaking English. The students were motivated to start their businesses. They had mindset and attitude to be an entrepreneur. It was needed as the foundation to start business. Then, they became aware of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in starting their businesses. By analyzing SWOT, they became aware of the processes on how to start their businesses. Their speaking skill also increased along with the increase of their vocabulary, grammar, and pronunciation. Their vocabularies in entrepreneurship had increased. They could also use appropriate grammar in context and appropriate pronunciation. Their self-confident in speaking English also increased.

\*Corresponding Author:  
paskalina.widiastuti@unama.ac.id

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## INTRODUCTION

English is as international language nowadays. As an international language, English is used to communicate with people from other countries (Aziz & Kashinathan, 2021; Mega & Sugiarto, 2020). Speaking is used for communication to express thought and opinion (Jannah & Niati, 2022). Speaking is used for mutual understanding in communication (Wibowo & Khairunas, 2019). People need to communicate in social life (Mido, 2019). Speech is one of the types of communication. Speech is needed in the society for communication (Khan & Ali, 2010). Many people learn English in order to be able to communicate well both in academic field and working field (Sudarmo, 2021). English is also used in business area (Sudarmo, 2021). Hence, English has been used widely in the world.

In academic field, English is learned since kindergarten, elementary school, junior high school senior high school, and university. Students have learned English since young age. It is important to learn English since young age (Özdemir, 2015). They also learn vocabulary from the concrete objects. Concrete objects mean real objects that are used for learning vocabulary (Kainta & Rombot, 2020). In teenager, students learn more abstract lesson by

adding English grammar in the lesson. In the university, students learn more specific based on their study program. For example, engineering students learn English that relates to engineer. Another is entrepreneurship study program students learn English about entrepreneurship that can support their businesses in the future. Other than English major, English is learned based on specific purposes (Syaufika & Ambarawati, 2023).

Entrepreneurship study program is the study program in the economic field. Students in entrepreneurship study program learn English in order to be able to know English in economic context. Moreover, entrepreneurship study program has set the goal that the students will be an entrepreneur after they graduate from the university. Hence, English learning is focused in the entrepreneurship area for entrepreneurship study program students.

Entrepreneurship relates to the activity in an organization to provide values of the sources. "Entrepreneurship refers an activity to utilize the resources owned by a person or organization which aims to provide added value to resources in a sustainable way. Currently, to be an entrepreneur is a trend for young people" (Hamdani & Sari, 2023, p.132). University students are as young people that have entrepreneurship motivation. In order to fulfill their motivation to start the business, the university students need to be encouraged to have awareness of entrepreneurship to start their businesses. Entrepreneurship also means to start business and implement the creation in business (Sundarraaj & Subbalakshmi, 2023). Entrepreneurship relates to attitude and behavior to manage business (Mi'rajatinnor et al., 2022). Hence, if the students have awareness of entrepreneurship, they will have intention to start the business. Entrepreneurship intention relates to realize the business dan entrepreneurship intention can be enhanced in the process of learning in the class (Sartono et al., 2023).

Entrepreneurship education is one of the ways to increase students' awareness of entrepreneurship. Awareness of entrepreneurship refers to the attitude and mindset as an entrepreneur (Fallah et al., 2022). Personal values influence people's attitude of entrepreneurship (González et al., 2022). It is also stated that entrepreneurship education can enhance entrepreneurship attributes (Pham et al., 2023). Entrepreneurship knowledge also shapes students' mindset and attitude to be an entrepreneur (Ratnamiasih & Rohmah, 2023). The growth mindset is an important factor to comprehend opportunities in starting business (Mulyani et al., 2023). Attitude relates to the extent to behavior (Amofah & Saladrigues, 2022). "Entrepreneurial knowledge is an intellectual that is obtained and owned by an individual through entrepreneurship education which can later help an individual innovate and enter the field of entrepreneurship" (Febriani & Sagoro, 2020, p.7).

Entrepreneurship awareness can enhance entrepreneurial interest. Entrepreneurial interest is based on entrepreneurship literacy (Setiawati et al., 2022). By having the awareness, the students have readiness to start their businesses. It is stated that entrepreneurial readiness is caused by students' motivation (Wulandari et al., 2022). Entrepreneurial motivation is an important factor to attain goal to be an entrepreneur (Mulyani et al., 2023). Entrepreneurial awareness can make the students have entrepreneurial intention. Entrepreneurial intention emerges with self-efficacy (Hutasuhut, 2018). Self-efficacy relates to people's belief to be able to do something. Self-efficacy has an influence to entrepreneurial intention (Hazudin et al., 2015).

In entrepreneurship, SWOT analysis is important when preparing to start a business. "SWOT analysis at a strategic stage, try to identify and examine the existing resources, both internally and externally, investigating their trends and patterns that may have either positive or negative impacts to businesses" (Namugenyi et al., 2019). SWOT consists of S (Strengths), W (Weaknesses), O (Opportunities), T (Threats) (Poniwatie et al., 2022). Strengths relate to internal factors that can reach goal, weaknesses relate to internal factors that hinder the goal, opportunities relate to external factor that can help to achieve the goal, threats relate to external factors that become barrier to achieve the goal (Benzaghta et al., 2021). SWOT analysis is used for planning business. "This accuracy is seen in the ability of the company's

decision makers to maximize the role of strength factors and take advantage of opportunities which also acts as a tool to minimize the weaknesses that exist in the company and suppress threats that arise from outside” (Poniwati et al., 2022).

English is learned in the university, including in entrepreneurship study program. English learning is divided into English skills and English components. English skills consist of receptive skills and productive skills. Receptive skills consist of Listening and Reading. Productive skills consist of Speaking and Writing. Those are four English skills (Husna, 2021). There are also English components, namely Grammar, Vocabulary, and Pronunciation. In order to have good English, students must understand all skills and components. Grammar, vocabulary, and pronunciation are needed in speaking English (Kasmainsi et al., 2023). Students need to understand diction and word form for vocabulary, to use correct pronunciation, to use correct sentences and phrases, and to be fluent in speaking English (Kasmainsi et al., 2023). It is important to speak English accurately and fluently (Safitri & Misdi, 2021).

Self-confidence is one of the factors that make students would like to communicate in English (Mega & Sugiarto, 2020). There are four factors of self-confidence, namely identity, self-concept, self-esteem, and self-efficacy (Mega & Sugiarto, 2020). It is also stated that self-efficacy is one of the difficulties in speaking English (Jannah & Niati, 2022). Students have less confident to speak English as a foreign language. One of the factors that students are not confident is afraid to make mistakes and nervousness (Meinawati et al., 2020).

There are eight indicators of speaking assessment. They are choosing the topic, delivering purpose, providing supporting materials, using drafting patterns, using appropriate language, using good tone, using correct grammar and pronunciation, and having good attitude (Mega & Sugiarto, 2020). Three reasons that students have intention to speak are the students have opportunities to speak in front of the class, there is feedback after speaking, the students have chance to use language elements (Parmawati & Inayah, 2019). Speaking consists of accuracy and fluency. Accuracy consists of the use of correct vocabulary, grammar and pronunciation, while fluency refers to the ability to speak continuously (Parmawati & Inayah, 2019). Comprehension of the topic delivered is also important in speaking English (Sihotang et al., 2021).

Speaking conveys ideas in proper words (Mido, 2019). Speaking English is also aimed to have successful career (Mulyani et al., 2019). The students with good English tend to have good communication. Teacher can enhance language activity by problem solving (Khan & Ali, 2010). There are six ways to improve English speaking, namely articulation, eye contact, interlocutors, body language, empathy, emotion, and atmosphere (Sihotang et al., 2021). Speaking attentively by paying attention of what is saying makes people have awareness of their speaking (Sudarmo, 2021).

There were six previous studies. Firstly, combining theme-based English in the form of short dialogue and role play and entrepreneurship increased students’ entrepreneurship mindset (Özdemir, 2015). Secondly, entrepreneurship motivation could increase by using entrepreneurial role model in speaking (Rifah et al., 2021). Thirdly, language use and entrepreneurial education enhanced entrepreneurial perspective (Johnstone et al., 2018). Fourthly, language learning and entrepreneurship related each other (De Costa et al., 2016). Fifthly, students’ selling ability increased after learning entrepreneurship in English (Yugafiati, 2022). Sixthly, English learning increased students’ entrepreneurial intention, mindset, self-efficacy, and outcome expectations (Fallah et al., 2022). The previous studies focused on language learning on English speaking and the relation to entrepreneurship. However, there was no study that focused specifically in speech of speaking English and the relation to entrepreneurship awareness. Hence, this study would like to focus on this area.

Since speaking English is important and it is needed for entrepreneurship study program students, this study would like to explore this research question: What are students’ views of speaking English and entrepreneurship awareness? Through this study, it is expected to meet the contribution to the body of knowledge, bringing new perspective on conveying

entrepreneurship awareness through speaking English, which was not studied previously. It builds a new concept in which speaking English can enhance awareness in certain area. The limitation of this study is English speaking is focused on speech.

## METHODS

### Research Design

The method used was quantitative study with survey research. Survey research is “procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population” (Creswell, 2012, p.376). This study used survey research to gather students’ opinion of entrepreneurship awareness through speaking English.

### Research Instrument

This study used questionnaire. The questionnaire consisted of English learning and entrepreneurship. The items of English learning consisted of 8 questions. The items of entrepreneurship consisted of 9 questions. The questionnaire was constructed based on theoretical reviews and the previous studies. The questionnaire used Likert scale. Scale 5 meant strongly agree, scale 4 meant agree, scale 3 meant neutral, scale 2 meant disagree, scale 1 meant strongly disagree.

### Data Collection

The respondents of this research were entrepreneurship study program students. There were 40 students that filled in the questionnaire. The procedure of this research was the researcher made the questionnaire based on English learning specifically in speaking and entrepreneurship. Then, the questionnaire was spread to the students of entrepreneurship study program. The questionnaire was distributed with Google form to the students. The students filled in the questionnaire.

### Data Analysis

After respondents filled in the questionnaire, each item of the questionnaire consisted of five scales. The total of each scale in each item was calculated. Then, the number of each item was given the percentage. The highest percentage in each item was considered as the perception of the students in each item in closed-ended questions. Then, the frequents answers in open-ended questions were as the representative answers in each question.

## RESULTS AND DISCUSSION

The findings of this research are divided into two parts. The first is the percentage of closed-ended questionnaire. The second is the findings of open-ended questionnaire. The respondents consisted of 47.5% male and 52.5% female. Their average age was 19 years old.

The table below shows the result of questionnaire items in closed-ended questionnaire.

**Table 1.** Percentage of closed-ended questionnaire

No.	Item	1	2	3	4	5
<b>English Speaking</b>						
1.	I am happy to speak English with entrepreneurship as the topic.	2.5%	7.5%	27.5%	<b>42.5%</b>	20%

No.	Item	1	2	3	4	5
<b>English Speaking</b>						
2.	I pay attention to my English grammar when I speak English.	0%	2.5%	22.5%	<b>52.5%</b>	22.5%
3.	I learn new vocabularies about entrepreneurship when I speak English.	0%	7.5%	15%	27.5%	<b>50%</b>
4.	I understand the topic of entrepreneurship when I speak English.	0%	10%	<b>45%</b>	30%	15%
5.	I am self-confident when I speak English in front of the class.	2.5%	2.5%	<b>45%</b>	30%	20%
6.	I pronounce English words correctly when I speak English.	0%	10%	<b>42.5%</b>	25%	22.5%
7.	I get feedback after I speak English.	0%	5%	22.5%	35%	<b>37.5%</b>
8.	I am motivated to increase my skill in speaking English.	0%	0%	12.5%	25%	<b>62.5%</b>
<b>Entrepreneurship</b>						
9.	I want to be an entrepreneur after I graduate from university.	0%	0%	7.5%	25%	<b>67.5%</b>
10.	When preparing for speaking English with entrepreneurship topic, I think about a business that I will start to open and how to develop it.	0%	2.5%	22.5%	32.5%	<b>42.5%</b>
11.	I analyze SWOT (Strengths, Weaknesses, Opportunities, Threats) in starting my own business as part of the topic for speaking English.	0%	2.5%	35%	<b>47.5%</b>	15%
12.	I become aware of strengths that I have in starting my business.	0%	0%	15%	<b>47.5%</b>	37.5%
13.	I become aware of weaknesses that I have in starting my business.	0%	0%	17.5%	40%	<b>42.5%</b>
14.	I become aware of opportunities that I have in starting my business.	0%	0%	25%	<b>40%</b>	35%
15.	I become aware of threats that I have in starting my business.	0%	0%	30%	<b>37.5%</b>	32.5%
16.	I am motivated to start my own business.	0%	0%	20%	27.5%	<b>52.5%</b>
17.	Speaking English with entrepreneurship topic increases my awareness to be an entrepreneur.	0%	2.5%	32.5%	30%	<b>35%</b>

It could be seen from the questionnaire above about English speaking. Firstly, the respondents agreed that they were happy to speak English with entrepreneurship as the topic (42.5%). Secondly, the respondents agreed that they paid attention to their English grammar when they spoke English (52.5%). Thirdly, the respondents strongly agreed that they learned new vocabularies about entrepreneurship when they spoke English (50%). Fourthly, the respondents were neutral that they understood the topic of entrepreneurship when they spoke English (45%). Fifthly, the respondents were neutral that they were self-confident when they spoke English in front of the class (45%). Sixthly, the respondents were neutral that they pronounced English words correctly when they spoke English (42.5%). Seventhly, the respondents strongly agreed that they got feedback after they spoke English (37.5%). Eighthly,

the respondents strongly agreed that they were motivated to increase their skills in speaking English (62.5%).

It could also be seen from the questionnaire above about entrepreneurship. Firstly, the respondents strongly agreed that they wanted to be an entrepreneur after they graduated from university (67.5%). Secondly, the respondents strongly agreed that when preparing for speaking English with entrepreneurship topic, they thought about a business that they would start to open and how to develop it (42.5%). Thirdly, the students agreed that they analyzed SWOT (Strengths, Weaknesses, Opportunities, Threats) in starting their own businesses as part of the topic for speaking English (47.5%). Fourthly, the respondents agreed that they became aware of strengths that they had in starting their businesses (47.5%). Fifthly, the respondents strongly agreed that they became aware of weaknesses that they had in starting their businesses (42.5%). Sixthly, the respondents agreed that they became aware of opportunities that they had in starting their businesses (40%). Seventhly, the respondents agreed that they became aware of threats that they had in starting their businesses (37.5%). Eighthly, the respondents strongly agreed that they got motivation to start their own businesses (52.5%). Ninthly, the respondents strongly agreed that speaking English with entrepreneurship topic increased their awareness to be an entrepreneur (35%).

There were also three open-ended questions. The first was respondents' experiences in speaking English with entrepreneurship as the topic. The respondents answered that they were able to speak English well and they learned new vocabularies and how to make good sentences. It was also stated that vocabulary was needed in speaking English (Kasmainsi et al., 2023). However, some of them were nervous to speak in front of the class and tried to be self-confident. They also got feedback from the lecturer after they finished speaking. It was as stated that self-confident was needed for communication (Mega & Sugiarto, 2020). Other respondents answered that they were motivated to start a business, they were motivated to be an entrepreneur, they got vision and broaden their knowledge on their future business, and they became aware of their SWOT (Strengths, Weaknesses, Opportunities, and Threats). The second was whether the respondents were motivated to start their business after speaking English. The respondents answered that they were motivated and determined to start their businesses or continue family business based on the speaking topic and they became enthusiastic to have a business. It was stated that entrepreneurship awareness related to mindset and attitude to start business (Fallah et al., 2022). They would also like to start the business and develop it, they thought about appropriate business that they would like to open, and they thought about SWOT analysis to start a business. It was as stated that entrepreneurship related to starting business (Sundarraaj & Subbalakshmi, 2023). The third was business types that the respondents would open in the future time. The respondents answered that they would like to open businesses in the areas of food and beverage, clothes, fashion, groceries, skin care, catering, fishing, furniture, culinary, farming, accessories, and bakery.

This study supported the previous studies that language learning specifically in speaking English increased students' awareness of entrepreneurship. It was as stated that English was learned for specific purposes for study program other than English major (Syaufika & Ambarawati, 2023). This study added new finding from the previous study that English speaking in the form of speech could improve students' awareness of entrepreneurship. In the previous studies, speaking English was in form of short dialogue, role play, and conversation in relation to entrepreneurship (Özdemir, 2015; Rifah et al., 2021; Yugafiati, 2022). This study found that speech could increase entrepreneurship awareness. It was also as stated that English was used in the scope of business (Sudarmo, 2021). In this study, entrepreneurship awareness increased in the process of preparing the speech and during the speech. In preparing the speech with the topic of entrepreneurship, the students became aware of the businesses that they would like to open. It was as stated that topic and delivering purpose were needed in speaking assessment (Mega & Sugiarto, 2020). They also became aware of SWOT (Strengths, Weaknesses, Opportunities, Threats) to start their businesses. It was as stated that SWOT analysis was needed in business planning (Benzaghta et al., 2021;

Namugenyi et al., 2019; Poniwatie et al., 2022). They analyzed SWOT while planning their businesses. Then, they got motivated to have a business after they graduated. It was stated that entrepreneurship awareness increased readiness to open business (Wulandari et al., 2022). It was also as stated that entrepreneurship related to start a business (Sundarraaj & Subbalakshmi, 2023). They had mindset and attitude to start the business (Fallah et al., 2022). They had thought about business field that they would like to open in the future time. It was as stated that realizing business related to entrepreneurship intention (Sartono et al., 2023). Intention emerged since there was motivation inside. Furthermore, their English speaking also increased. English speaking for communication was needed when they started their businesses to communicate with many people. It was as stated that there had to be mutual understanding in the speaking process (Wibowo & Khairunas, 2019). They improved their vocabularies in the area of entrepreneurship, they increased their methods to form sentences with good English grammar, and they improved their pronunciation. It was as stated that vocabulary, grammar, and pronunciation were needed for speaking English (Kasmainsi et al., 2023). Some students had self-confident and some did not have self-confident yet in speaking English since they needed to overcome nervousness. It was as stated by Meinawati et al. (2020) that nervousness affected self-confident. The students also got feedback after speaking to increase their speaking skill (Parmawati & Inayah, 2019). Feedback was essential for students to understand their progress in speaking. The students were more fluent and accurate in speaking English. It was as stated that fluency and accuracy were important in speaking English (Parmawati & Inayah, 2019). All in all, from the findings of this research, a need analysis regarding the English-speaking activities in details are urgently needed as it will portray the actual need of the students as a study conducted by Candra and Khoiriyah (2024). Need analysis is crucial since English for specific field will meet the target students.

## CONCLUSION

Based on the findings and discussion above, it can be concluded that awareness of entrepreneurship increases through speaking English. There is the shift of mindset, attitude, and intention to start business. English speaking skill in entrepreneurship context has also increased. The topic given for speech has influenced them to think about their businesses in the future. They also think about SWOT analysis of their business and how to develop their business. Furthermore, their ability of speaking English also increases well. They also increase their vocabularies with entrepreneurship topic and also grammar and pronunciation.

This study has pedagogical implication in which English lecturers can provide related topics to increase students' certain skill and mindset. The students actively participate and the awareness shift occurs during the learning process. Future research can explore other English skills, namely Listening, Reading, Writing in the relation to entrepreneurship. In each skill, it can find another method to increase entrepreneurship awareness by using English learning.

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## CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

## AUTHOR CONTRIBUTIONS

Ratnaningsih, P.W.: Conceptualization (lead), methodology (lead), writing – original draft

(lead), review (lead), editing (lead), reviewing (lead), and securing funding (lead).

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