THE INTEGRATION OF ENTREPRENEURSHIP ASPECT
IN ENGLISH TEACHING ACTIVITY
AT SMP RAUDHATUL JANNAH SIDOARJO

THESIS

Submitted in partial fulfilment of the requirement for the degree
of Sarjana Pendidikan (S.Pd) in Teaching English

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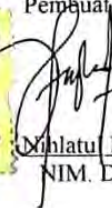Fakultas/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

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ABSTRACT

Izzatin Mala, Nihlatul. *The Integration of Entrepreneurship Aspect in English Teaching Activity at SMP Raudhatul Jannah Sidoarjo*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Rakhmawati, M.Pd and Muhtarom, M.Ed, Gred, Dip. Tesol.

Key Words: *integration, entrepreneurship aspect, English teaching activity, students' perception*

Teaching activity is essential for teacher to convey knowledge clearly and also to integrate another sector. Nowadays, entrepreneurship has become raise and learn in any level of education. This research discuss the integration of entrepeneurship aspect in English teaching activity. The aim of this research is to know the integration of entrepreneurship aspect in English teaching activity, aspects are learnt in English teaching activity, and the students' perception of teaching activity in classroom. This study uses descriptive qualitative design. The intruments are observation, interview, and questionnaire. The result are *first,* the integration of entrepreneurship aspect in English teaching activity is cognitive, they are some complaining and returning goods, ask students to make dialogue, and so on. In affective they are ask students read the expressions' sentence, give an example complaining politely, and practice the dialogue voluntary. Last is linguistic they are check students' work, and use understable vocabularies. *Second,* the aspects of entrepreneurship integrated in the English teaching activities can be implemented in knowledge through ask the students to recall the events to be identified. Skill by teach the ability to plan by making dialogue, communication while giving instruction and so on. In attitude by teach pro-activeness aspect by give them the chance ask freely, independence by give individual task, and so on. *Third,* the students' perception toward English teaching activities that integrated entrepreneurship is *Positive.* It means the students accept the way teacher implements the teaching activities integrated entrepreneurship in the classroom very well. The result can help teacher designing activities to integrate entrepreneurship aspect based on the students' perception.

ABSTRAK

Izzatin Mala, Nihlatul. *The Integration of Entrepreneurship Aspect in English Teaching Activity at SMP Raudhatul Jannah Sidoarjo*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Rakhmawati, M.Pd and Muhtarom, M.Ed, Gred, Dip. Tesol.

Kata kunci: integrasi, aspek kewirausahaan, aktivitas mengajar bahasa Inggris, persepsi siswa.

Aktivitas belajar adalah hal penting bagi guru untuk menyampaikan ilmu secara jelas dan mengintegrasikan bidang yang lain. Belakangan ini, kewirausahaan berkembang dan dipelajari dibeberapa tingkat pendidikan. Penelitian ini membahas integrasi aspek kewirausahaan dalam aktivitas mengajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui integrasi aspek kewirausahaan dalam aktivitas mengajar bahasa Inggris, aspek kewirausahaan yang dipelajari dalam aktivitas mengajar bahasa Inggris, dan persepsi siswa mengenai aktivitas mengajar di kelas. Penelitian ini menggunakan desain deskriptif kualitatif. Instrumen yang digunakan yaitu observasi, wawancara, dan kuisioner. Hasil penelitian menunjukkan, *pertama,* integrasi aspek kewirausahaan dalam aktivitas mengajar bahasa Inggris melalui kognitif seperti mengajukan komplain dan mengembalikan barang, meminta siswa membuat dialog, dan lain-lain. Pada afektif, siswa diminta membaca kalimat, memberi contoh komplain dengan sopan dan praktik dialog secara sukarela. Pada linguistik, guru mengecek pekerjaan siswa dan menggunakan kata-kata yang mudah dimengerti. *Kedua,* aspek kewirausahaan yang diintegrasikan dalam aktivitas mengajar bahasa Inggris diimplementasikan melalui pengetahuan dengan mengajak siswa mengingat peristiwa untuk diidentifikasi. Skill dengan mengajarkan kemampuan merencanakan melalui membuat dialog, komunikasi saat pemberian instruksi, dsb. *Ketiga,* persepsi siswa mengenai aktivitas mengajar bahasa Inggris dengan mengintegrasikan aspek kewirausahaan adalah *Positif.* Artinya siswa menerima pengajaran guru dikelas dengan baik. Hasil tersebut dapat membantu guru merancang aktivitas untuk mengintegrasikan aspek kewirausahaan berdasarkan persepsi siswa.
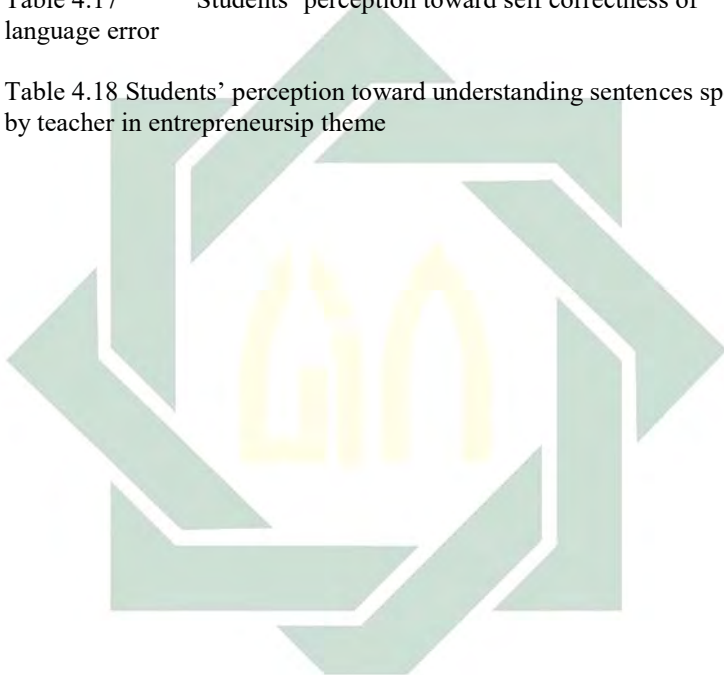
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CHAPTER I

INTRODUCTION

This chapter presents the area of study that will be covered by background of the study to explain the reasons of accomplishing this research. It has contain research questions of some cases, objective of the study that point out the goals of this research, significant of the study. In addition, scope and limitation of the study are showed in this chapter. Finally, definition of key terms is describe the variable used to avoid misunderstanding of those terms.

A. Background of The Study

Entrepreneurship in Indonesia has increase in a few year. Based on data from "Badan Pusat Statistik", The ratio of entrepreneurial in Indonesia latest have increased to 7% more of the population of Indonesia. In the previous year (2014), the ratio entrepreneurial in the country is 1.55 %, then increased to 1.65 % in 2016, until the end of 2017 reaches more than 3.1 %.[1] So, the number of Indonesian entrepreneur in this decade is increase although still low than other country, because Indonesia is under Malaysia, Singapore and Thailand. For increasing the number of entrepreneur in Indonesia, it can be through education, because the students this year are generation in the next decade and they are prepared well to be entrepreneur. Entrepreneurship in Education is essential not only to shape the mindset of young people but also to provide the skills and knowledge that are central to developing entrepreneurial culture.[2] Through education, young people will have mindset, knowledge and skill of entrepreneurship.

Education of entrepreneurship for learners especially English learners become important because the students will be provided with other work out to survive the competition. Every learners do not know

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[1] Siprianus Edi Hardium,"Wirausaha Indonesia tumbuh jadi 7%",
(http://www.beritasatu.com., accessed on December 2, 2018)
[2] Ozdemira, Pinar., "A Combined Approach to Teaching English and Entrepreneurship",
Social and Behavioral Science, Vol. 199, 2015, 294

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what will happen for their career either to choose the choice after graduate, having a skill can help English learners more confidence in facing the future. Integrated entrepreneurship aspect in English teaching provides a view one of the things that can be controlled, it is also bring out the idea for learners in determining voting after graduation. English learners study entrepreneurship by the integrated entrepreneurship aspect in teaching process. The subject matter is learned by students according to the development of the demand from situation. The students have material from school of the current topics including entrepreneurship. The activity which is given to students became space to introduce entrepreneurship because it was one of the aspects that important in teaching.

English teaching activity as instrument used by the teacher to share the knowledge and improve the learners' skill. Another goal of teaching is to share another knowledge and skill beside the material stated, teacher using activity to relate the topic with the issues which has developed. Entrepreneurship become an issue which get more attention in this decade. Teacher tries to integrate entrepreneurship with the activity through material transferred. School as a place for learning helps the learners to grab all material and knowledge of outside. School which integrates entrepreneurship aspect in the teaching process is SMP Raudhatul Jannah Sidoarjo, it is located in Pepelegi, Waru, Sidoarjo. SMP Raudhatul Jannah has several themes to be integrated in teaching process, one of them is entrepreneurship. Each theme must accomplish the goal of students profile such as religiosity, visionary, thinker, responsibility, though, independent, discipline, creative innovative, communicative, pro-active, and patriotic. Entrepreneurship theme is held for 3 months and begin in fourth month of academic year. SMP Raudhatul Jannah has an activity such a seminar in the beginning of the theme to introduced the Entrepreneurship by learn it from the experts. School also has activity for students in out of class to developing the skill, students are divided into some groups to do the task from supervisor of entrepreneurship theme. Every grade has reward if completed the task and hit the target. In the entrepreneurship theme that be held, every group has to sell something in school or out of school, they must try to practice and collect money, if they complete the target they will get the reward such as holiday in some place in Indonesia. Entrepreneurship theme also integrated in teaching process in class, the teacher integrates the aspect

of entrepreneurship both in material to be delivered and the activity that engage students. So, the students are introduced the entrepreneurship both in general activity and in the classroom activity to raise the entrepreneurial mindset and mental.

Several researchers regarding to this issue have been widely conducted. A research by Pinar Ozdemira with the title was "A COMBINED APPROACH TO TEACHING ENGLISH AND ENTREPRENEURSHIP" and has the aim to show that lesson can be design to teach English and creating an entrepreneurial mindset.[3] This Pinar's research showed entrepreneurship-based exercise has been used for a certain period of time, and the attitude of students entrepreneurship has been compared before and after the activities. The research revealed that embedding theme-based activities on entrepreneurship in classes can be the way to stimulate entrepreneurship spirit and to promote entrepreneurship mindset of the students. This research involved 44 participants of EFL students in Turkey. The research from Pinar is focus on speaking skill of students however the current research is cover all four skill of English.

Second research is from Cindy Patika, UIN Syarif Hidayatullah Jakarta, under the title "PENANAMAN NILAI-NILAI ENTREPRENEURSHIP DI SMPI MENTARI INDONESIA BEKASI UTARA". This research is aimed to understand the implementation of value investment of entrepreneurship in SMPI Mentari Indonesia Bekasi Utara, also to detemine the factors of supporting and inhibiting the process of implementation the value.[4] The result showed that some strategy to implement entrepreneurship value, one of them is integrating in lesson to be learnt and the course book. In the English lesson, teacher inserts the entrepreneurship value such as self-confident and integrity in teaching process and assessment. Cindy Patika's research was took place in SMPI Mentari Indonesia Bekasi Utara, however this research was took place in SMP Raudhatul Jannah Sidoarjo. Furthermore, factor of implementation entrepreneuship were analyzed while this research is focus on the activity used by teacher to integrate entrepreneurship aspect.

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[3] Ozdemira, Pinar., "A Combined Approach to Teaching English and Entrepreneurship", *Social and Behavioral Science,* Vol. 199, 2015, p.293
[4] Cindy Patika, "Penanaman Nilai-Nilai Entrepreneurship di SMPI Mentari Indonesia Bekasi Utara" (UIN Syarif Hidayatullah Jakarta, 2016). p.8

The research from Xiaoyu Huang and Xinyue Hu with the title "TEACHERS' AND STUDENTS' PERCEPTION OF CLASSROOM ACTIVITIES COMMONLY USED IN SPEAKING CLASSES", Beijing Forestry University. This research has aim to investigate students' and teachers' perception of the use of classroom activities in English speaking classes.[5] From this research, the writer revealed that both students and teachers agreed to have classroom games or activities of some kind the activities. Therefore, although students were aware that these activities are helpful in promoting their communicative competence, some changes and innovations are needed in design to arouse their interest. The research from Xiaoyu and Xinyue was focus on activities used in speaking, while this research is gather the students perception of English lesson. They gathered the data from college students while this research is completed by Junior High School students in SMP Raudhatul Jannah Sidoarjo. Also, their research is focus on students and teachers' perception but this research only focus on students' perception.

Another research is under the title "DISCOVERING STUDENTS' PREFERENCE FOR CLASSROOM ACTIVITIES AND TEACHERS' FREQUENCY OF ACTIVITY USE" by Nahum Samperio Sanchez. This research explored the preference students have for English classroom activities and the frequency in which teacher include certain classroom activities in their practicum.[6] This research revealed that learners prefer activities in which the teacher provides and facilitates knowledge. Nahum's research is focus on both students and teachers about their perception of activities used in English class, however this research is only focus on perception from students.

The last research is thesis written under the title "STUDENTS' PERCEPTION ON THE USE OF ROLE TECHNIQUE IN SPEAKING CLASS IN THE ENGLISH EDUCATION STUDY PROGRAM OF SANATA DHARMA UNIVERSITY" by Silvestra Maria Indrat Yessy Adipranata, Sanata Dharma University. This research was aimed in understanding the role play technique as a

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[5] Xiaoyu Huang and Xinyue Hu, "Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes", *Canadian Center of Science and Education*, vol. 6, no. 1 (2016), p. 87.

[6] Samperio Sanchez Nahum, "Discovering Students' Preference for Classroom Activity", *Colombo Application Linguistic Journal*, vol. 19, no. 1, p. 51.

process in learning speaking and finding out the students' perception on the use of role play technique in speaking class in English Education study program in Sanata Dharma University.[7] The type of role play that used was Simple Role Play, they must perform the role play after prepare script and property. The result showed that the implementation of role play was good and perception of students on the use of role play in speaking class were good or positive. Silvestra was focus on the perception of speaking class in Education study program while this research is focus on the perception of English lesson in Junior High School which covered all skill of English not only speaking but also writing, reading and listening. The research written by Silvestra was took place in University of Sanata Dharma while this research is conducted in SMP Raudhatul Jannah.

After all, it is important to study the teaching activity integrated entrepreneurship in English lesson especially in SMP Raudhatul Jannah. The activity done by the teacher is interesting to search and know how entrepreneurship integrated with English teaching process.

B. Research Question

Based on the background of the study above, the researcher wants to answer the questions:

1. What are the teaching activities integrated entrepreneurship in English teaching process at SMP Raudhatul Jannah Sidoarjo?
2. What are the aspect of entrepreneurship integrated in the English teaching activities at SMP Raudhatul Jannah Sidoarjo?
3. How is the students' perception toward English teaching activities integrated entrepreneurship at SMP Raudhatul Jannah Sidoarjo?

C. Objective of The Study

According to the research question stated, this study aimed to find the following case:

1. To find out the teaching activities integrated entrepreneurship in English teaching process at SMP Raudhatul Jannah Sidoarjo.
2. To find out the aspect of entrepreneurship integrated in the English teaching activities at SMP Raudhatul Jannah Sidoarjo.

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[7] Maria, Silvestra I.Y.A, "Students' Perception on The Use of Role Play Technique in Speaking Class in The English Education Study Program of Sanata Dharma University", A Thesis, Sanata Dharma University, 2009, p. 42

3. To know the students' perception toward English teaching activities that integrated entrepreneurship at SMP Raudhatul Jannah Sidoarjo

D. Significant of The Study

By conducting this research, there are some benefit such as below :

1. Theoretically

   This research is provide the detail information of the integration of entrepreneurship in English teaching activities in SMP Raudhatul Jannah Sidoarjo in academic year 2018-2019.

2. Practically

   a. The teachers. The researcher hopes this study will give the teachers about the information of the development of teaching activities supporting entrepreneurship theme in SMP Raudhatul Jannah Sidoarjo. Furthermore, it will help the teachers to make it better based on the perception of the students about the activities.

   b. The students of SMP Raudhatul Jannah Sidoarjo. The result of this study can be a consideration for students of SMP Raudhatul Jannah Sidoarjo to understand the material in English lesson related to entrepreneurship which will be applied in real life. Moreover, those material hopefully will open their mind about the life outside also preparing the skill they have to face it.

   c. Further Researcher. This research can be used as the basic reference in conducting analysis of teaching activities, or another focus especially in entrepreneurship school.

E. Scope and Limitation

The scope of this research is the activities of teaching used by English teachers of SMP Raudhatul Jannah Sidoarjo grade 8th in English lesson. There are 7 topic integrated with entrepreneurship, however the researcher only analyzed the topic of "returning goods and make a complain". This research used theory from Douglas to analyze the activities used by the teacher in teaching activities while learning the material integrated entrepreneurship. Another is Ariane Debyser's theory to analyze the aspect of entrepreneurship in activities. First step is analyze the activities in teaching process toward integrated entrepreneurship. The next step is analyze the aspects of entrepreneurship integrated in activities of teaching, are they include in knowledge aspect, skill aspect or attitude aspect. The researcher also analyzed the perception of students toward the activities

integrated entrepreneurship in teaching process of English lesson by using theory from Robbins.

The limitation of this research is the English teaching activity used by the teacher of SMP Raudhatul Jannah of 8th grade for integrating entrepreneurship aspect, the detail aspects of entrepreneurship that learn in teaching activity, also the perception of students of 8th grade about the activities that done in classroom.

F. Definition of Key Term

1. Integration

Integration is a merger between two or several sectors as a union or consolidation, it can be used in educational sector to create a civilized generation of multidiciplinary knowledge.[8] This research discussed of integrated entrepreneurship aspect in teaching activities of English that is focus on 8th grade of SMP Raudhatul Jannah Sidoarjo.

2. Entrepreneurship

Kaish and Gilad said entrepreneurship is the process of first, discovering, and second, acting on a disequilibrium opportunity.[9] Something can be called entrepreneurship if having process of creating something different or endowing existing resources with new wealth producing capacity. Entrepreneurship can be learned in any level of education for introducing or give more information to the students. In this research, integration of entrepreneurship is in Junior High School which is in SMP Raudhatul Jannah Sidoarjo through activities of English lesson integrated with entrepreneurship and it has been determined by the school.

3. Integration of Entrepreneurship Aspect

The term of integration is a merger between two or several sectors as a union or consolidation, it can be used in educational sector to create a civilized generation of multidiciplinary knowledge.[10] Then, entrepreneurship is the process of first,

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[8] Norazmi Anaz et al., "The Integration of Knowledge in Islam: Concept and Challenges", *Global Journal of Human Social Science Linguistic and Education*, vol. 13, no. 10 (2013), p. 51.

[9] Sasi Misra - E. Sendil Kumar, *Resoursefulness: A Proximal Conseptualization of entrepreneurial Behavior*(New Delhi: Sage Publication, 2000), p. 137.

[10] Anaz et al., "The Integration of Knowledge in Islam: Concept and Challenges".

discovering, and second, acting on a disequilibrium opportunity.[11] According those two definition, integration of entrepreneurship is a merger of a sectors that begin with process and acting on disequilibrium opportunity. In this research, the focus is the aspects or the feature of entrepreneurship that learnt by the teacher in English teaching activity. So, integration of entrepreneurship aspect in this research is a process of teaching and act some activities of entrepreneurship knowledge through aspects of entrepreneurship in English lesson especially in SMP Raudhatul Jannah Sidoarjo.

4. English Teaching Activity

According to Kimble cited in Karolina Lesiak's research, he defines teaching as help a person to learn how to do something, give someone instruction, guide him in the study of something, provide him with the information, and cause him to know or understand.[12] According to Richard, the term activity refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course.[13] Based on two definition above, English teaching activity is defined as purposeful classroom prosedure to help students learn English material and understand it. In this research, English teaching activity is the activity that used by the English teacher in teaching process to integrate the entrepreneurship in 8th grade of SMP Raudhatul Jannah Sidoarjo

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[11] Sasi Misra - E. Sendil Kumar, *Resoursefulness: A Proximal Conseptualization of entrepreneurial Behavior*(New Delhi: Sage Publication, 2000), 137.

[12] Karolina Lesiak, "Teaching English for Adolescents", *World Scientific News*, vol. 1 (2015), 248.

[13] Samperio Sanchez Nahum, "Discovering Students' Preference for Classroom Activity", *Colombo Application Linguistic Journal*, vol. 19, no. 1, 52.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about points that related to the literature, they are teaching principle of teaching activities, integrating entrepreneurship in English learning materials, and perception of student to understand the questions theoretically. In addition, some previous study will be revealed to this related field.

A. Review of Related Literature

1. Teaching Activity

Kimble cited in Karolina Lesiak's research defines teaching as showing or helping people to study how to do something, give them instruction, guide them in learning of something, provide them with the knowledge or information, and cause them to know or understand.[14] According to Richard, the term activity refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course.[15] Based on two definition above, English teaching activity is defined as purposeful classroom prosedure to help students learn English material and understand it.

Brown in Teaching by Principles, An Interactive Approach to Language Pedagogy, Second, classified some activities to be foundation of teaching practice in three field:[16]

a. Cognitive

Cognitive is various kind of knowledge, it defines as the ability to recall or recognize facts, definitions, laws, and so on and various kind of intellectual and skill.[17] It emphasizes on the intellectual aspect, such as knowledge, understanding, and ability to think. So, cognitive is related to mental and intellectual function. The activities in cognitive field as follow:

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[14] Lesiak, "Teaching English for Adolescents", 248.

[15] Nahum, "Discovering Students' Preference for Classroom Activity". p. 51.

[16] H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (California: Longman, 2000), p. 54.

[17] N... Gage, *research of Cognitive aspect of Teaching* (Washington D.C: Association for Supervision and Curriculum Development), p. 30.

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1) Automaticity: subconscious absorption of language form, efficient and rapid movement away, resistance to the temptation to analyze language.
   a) Teacher delivers language material through meaningful use.
   b) Teacher makes students understand the goal of learning the material.
   c) Teacher teaches the students with patience to achieve the goal.
2) Meaningful Learning: classify information into existing structures and memory systems then resulting stronger memory. As stated by Brown "it is better to lead long-term retention with meaningful learning than rote learning".
   a) Teacher explains new topic through students' knowledge already know.
   b) Teacher explains topic through activities except grammar and drilling.
   c) Teacher using activities accomplishing the goal of lesson.
3) The Anticipation of Reward: Learners will depend on the rewards giving by teacher, by anticipation of some sort reward -tangible or intangible, short term or long term- that will ensue as a result of the behavior.
   a) Teacher gives verbal praise and encourage them to confident with their ability.
   b) Teacher encourage to reward each other with supportive action.
   c) In classes low motivation, teacher gives short-term reminders of progress such as gold star and sticker to help students perceive their development.
   d) Teacher shows the enthusiasm and excitement in classroom.
   e) Teacher tells what the students can do with English where they live and around the world, prestige in being able to use English, the academic benefits, jobs that require English, and so on.
4) Intrinsic Motivation: motivation that increase inside of learner is the most powerful rewards. Great service to

learners and to the overall learning process by first considering carefully the intrinsic motives of students then designing classroom task that feed into those intrinsic drives.

a) Teacher gives motivation to the students so they motivated to learn.

b) Some fun, interesting or challenging strategy to learn are applied in clasroom to build the motivation in every students.

5) Strategic Investment: teacher's method and learner's participation are quite meaningful to the successful of language learning.

a) Teacher use a variaty of strategy to deliver the material, for eaxmple individual and group work such as pair work dialogue, games, role play, and jigsaw.

b) Teacher gives attention to each individual in the classroom.

b. Affective

In affective, we look at feeling about self, relationship in a community of learners, and about the emotional ties between language and culture.[18] It includes the nature of behavior as of feeling, interest, attitude, emotion, and value. In short, affective is characterized by large proportion of emotional involvement. The activities of affective field are:

1) Language Ego: learners create a new mode of thinking, feeling and acting as a second identity.

a) Overtly display a supportive attitude to the students, such as patience and emphaty.

b) Teacher asks students to answer discussion question voluntary.

2) Self-Confidence: learners' belief that they indeed are fully capable of accomplishing a task is at least partially factor in their eventual success in attaining the task.

a) Teacher gives ample assurances to students, for example appreciate for who answer the question and give support to other.

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[18] Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*.p.61

b) Teacher explains material start with simpler concept of their knowledge already know to more difficult.

3) Risk-taking: learners calculate risks in attempting to use language both productively and receptively.

    a) Teacher creates atmosphere to try out langue, to give response bravely, and not wait someone else to be volunteer.

    b) Teacher using neither too easy nor too hard challenging technique.

4) The Language-Culture Connection: culture can not be separated from language. Whenever second language teacher teaches language, automatically teaches a complex system of cultural customs, values, and ways of thinking, feeling and acting.

    a) Discuss a cross-cultural differencies with students, no culture is better than another, but that cross-cultural understanding is important in language learning.

    b) Teach material with connect between language and culture.

c. Linguistic

Linguistic is a field that centers of language itself and on how learners deal with the complex of linguistic system.[19] It focus on the language that students learnt. Using the linguistic field as a focus on teaching because of the linguistic explain about the language and English is as a language. It is one thing for a teacher to speak and understand a language and yet another matter to attain the technical knowledge required to understand and explain the system of that language.[20] The activities of linguuistic field are:

1) The Native Language Effect: second language learner exerts a strong influence on the acquisition of the target language system.

    a) Teacher regard the errors and give feedback cause of the native language.

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[19] *Ibid.*, p. 65.
[20] H. Douglas Brown, *Principles of Language Learning* (San Fransisco State University: Pearson Education, 2005), p. 13.

b) Teacher helps studemts to understand that not everything about their native language system will cause error.

2) Interlanguage: feedback that be given to learners are important.

a) Teacher corrects students' language

b) Teacher tries to get students to self-corrected their language.

3) Communicative Competence: communicative competence is the goal of a language classroom, it included organizational, pragmatic, strategic, and psychomotor.

a) Teacher uses language that students will encounter in the real world

b) Teacher gives opportunity to gain some fluency in English without having to be constantly wary of little mistakes.

2. Integration Entrepreneurship in English Teaching Activity

a. Entrepreneurship in English Teaching Activity

Integration is an approach or process which can be used in the educational sector to create a civil generation of multidisciplinary knowledge. Integration is defined as merging between two or several races, it can factors, sectors, or any other as a union or consolidation.[21] Kaish and Gilad said entrepreneurship is the process of first, discovering, and second, acting on a disequilibrium opportunity.[22] Entrepreneurship in English teaching activity is the process of transferring knowledge of English lesson and entrepreneurship which both sectors are merged. So, the teaching activity in English lesson is integrated with entrepreneurship.

Entrepreneurship can also be presented as dependent on some aspect:[23]

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[21] Norazmi Anas, et, al., "The Integration of Knowledge in Islam: Concept and Challenges", *Global Journal of Human Social Science Linguistic and Education.* Vol. 13, Issues 10, Version. 1, 2013, 2

[22] Sasi Misra - E. Sendil Kumar, *Resoursefulness: A Proximal Conseptualization of entrepreneurial Behavior*(New Delhi: Sage Publication, 2000), 137.

[23] Ariane Debsyer, *Promoting Entrepreneurship through Education (*European Parliamentary Research Service, 2013), 2

1) Knowledge, including the ability to identify opportunities for personal, professional and/or business activities
2) Skill, relating to proactive project management (involving for example the ability to plan, lead and delegate, analyse and communicate), representation, negotiation, and working as an individual and in teams
3) Attitude, characteristic for example by pro-activeness, independence and innovation in personal and social life as much as at work, motivation and determination to meet objectives.

Entrepreneurship can as well as other key competences such as digital, civic and social competences, be integrated into general education different ways :[24]

1) following the cross-curricula approach whereby entrepreneurship objective are consider as transversal and form part of the values and competences to be develop throughout all subject and curriculum activities,
2) be integrated into existing curriculum subject,
3) be introduce as separate curriculum subject.

3. Perception
   a. Definition of Perception

Campbell cited in Jerry's research report, stated that perception can be defined as something that is being observed and about it.[25] Hence, perception is a process of individual selection, organizing and interpretation of their sensory impressions in order to give meaning to the environment.[26] Perception can be said as an idea or reaction of person about the object or his experience that gained by using information and interpret a message. Perception involves more thinking's process as a result of information received by the sensory system, it is the output process where the judgement of belief were produced by an individual and it influenced the way they

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[24] Ibid, 4
[25] Ahen, Jerry A., *Students' Perception Towards English for Self Expression.* (Malaysia,: University of Malaysia Sarawak, 2009), 7
[26] Nancy Lankton and Stephen P Robbins, *Foundations of Organizational Behavior*, (New Jersey: Prentice-Hall, 2002), 31

feel and think.[27] Based on the explanation above we can conclude that perception means a process of person organizer the information according to their mind, so there are differences of every individual's idea.

b. Type of Perception

Rakhmat stated that perception is divided into two types they are positive and negative. Rakhmat stated that if the object which is observed are suitable with their understanding and can be accepted rationally and emotionally so that they have positive perception or give positive respond toward the object that is being observed.[28] Meanwhile, if it is not acceptable with their understanding so the perception can be conclude as negative or likely they will be avoided, pushed away or gave contrast respond toward the object.[29] It can be said that the result of the perception, whether it positive or negative depend on how the individual point of view toward the object.

According to Robbin, cited in Ali Irawan's thesis, perception is divided into two types, that is positive perception and negative perception.[30]

1) Positive Perception

Positive perception is individual assessment toward an object or information with positive view or suitable with the expectation of the object perceived or from the rules. The cause of positive perception is individual satisfaction toward an object being observed, the knowledge of individual, and the individual experiences toward an object.

2) Negative Perception

Negative perception is individual assessment toward an object or information with negative view, it accross with the expectation from the object being observed or from the rules. Negative perception can be risen because someone feel dissatisfication toward an object being observed, the

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[27] Ahen, Jerry A., *Students' Perception Towards English for Self Expression.* (Malaysia,: University of Malaysia Sarawak, 2009), 11

[28] Rakhmat, J. *Psikologi Komunikasi*. Jakarta: PT Remaja Rosda Karya, 2005), 104

[29] Ibid, p.105

[30] Ali Wirawan, "Persepsi Masyarakat Terhadap Kebijakan Kementrian Agama dalam Pelaksanaan Peraturan Akad Nikah di Kota Bandar Lampung Tahun 2014" (Lampung: Universitas Lampung, 2015).,p.20

individual ignorance and lack of experience toward object being observed.

c. Process of Perception

Perception has a process not become instantly. Jerome Bruner as a psychologist has developed a model of perception. According to him, there are some process of perception[31]:

1) When perceiver encounter an unfamiliar target, perceiver are open to informational cues and the situation surrounding it.

2) In the second step perceiver is need more information then tries to collect more information about the target. Gradually, perceiver encounter some familiar cues which help to make categorization of the target.

3) At this stage, the guidance become less open and selective. Perceiver tries to search more cues that confirm the categorization of the target. Perceiver also actively ignore and even distort cues that violate his initiation perception because the categorization becomes stronger. Perception become more selective and perceptual system finally paint a consistent picture of the target.

Meanwhile, based on Schermerhorn there are four main steps in the process of perception generally. They are[32]:

1) Attention and Selection

Selecting information effectively only have small chance from all information gather. In this stage, a person select information effectively to decide which information that needs to be observed or ignored.

2) Organization

In this stage, all the information that already selected in previous stage will be organized. The way how to organize the information effectively is by schema. Schema is a cognitive outline that illustrate the organize knowledge with concept or stimulus that has been built by experience.

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[31] Ibid. p.21

[32] Hery, Widyarso.,*Persepsi dan Pemahaman Guru Tentang Kecerdasan Serta Penerapannya Dalam Proses Belajar Mengajar pada Kurikulum Berbasis Kompetensi (KBK).* (Surabaya: Skripsi UNAIR, 2005), 24

3) Interpretation

After the interest illustrated in certain stimulus and the information is organized, so the individual will try to get the answer about the meaning from that information. This stage is really influenced by casual attribution that is a trial to explain why something happens.

4) Retrieval

The information that already saved in the memory should be found if it is needed. The person will be easier to find the information if it is well organized.

So the process of perception begins with attention and selection toward certain information and the selected information will be organized. Starting with the interpreting, that is a person try to understand the meaning of the information.

B. Review of Previous Study

Related to this research, the researcher reviews some research such as the first research is conducted by Pinar Ozdemira. The title was "A COMBINED APPROACH TO TEACHING ENGLISH AND ENTREPRENEURSHIP" and has the aim to show that lesson can be design to teach English and creating an entrepreneurial mindset.[33] This Pinar's research entrepreneurship-based exercise has been used for a certain period of time, and the attitude of students entrepreneurship has been compared before and after the activities. The research revealed that embedding theme-based activities on entrepreneurship in classes can be the way to stimulate entrepreneurship spirit and to promote entrepreneurship mindset of the students.

Second research is from Cindy Patika, UIN Syarif Hidayatullah Jakarta, under the title "PENANAMAN NILAI-NILAI ENTREPRENEURSHIP DI SMPI MENTARI INDONESIA BEKASI UTARA". This research is aimed to understand the implemenetation of value investment of entrepreneurship in SMPI Mentari Indonesia Bekasi Utara, also to detemine the factors of supporting and inhibiting the process of implementation the value.[34]

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[33] Pinar Ozdemira, "A Combined Approach to Teaching English and Entrepreneurship", *Social and Behavioral Science,* Vol. 199, 2015, 293

[34] Patika, "Penanaman Nilai-Nilai Entrepreneurship di SMPI Mentari Indonesia Bekasi Utara". 8

The result shows that some strategy to implement entrepreneurship value, one of them is integrating in lesson to be learnt and the course book. In the English lesson, teacher inserts the entrepreneurship value such as self-confident and integrity in teaching process and assessment.

The research from Xiaoyu Huang and Xinyue Hu with the title "TEACHERS' AND STUDENTS' PERCEPTION OF CLASSROOM ACTIVITIES COMMONLY USED IN SPEAKING CLASSES", Beijing Forestry University. This research has aim to investigate students' and teachers' perception of the use of classroom activities in English speaking classes.[35] From this research, the writer revealed that both students and teachers agreed to have classroom games or activities of some kind the activities. Therefore, although students were aware that these activities are helpful in promoting their communicative competence, some changes and innovations are needed in design to arouse their interest.

Another research is under the title "DISCOVERING STUDENTS' PREFERENCE FOR CLASSROOM ACTIVITIES AND TEACHERS' FREQUENCY OF ACTIVITY USE" by Nahum Samperio Sanchez. This research explored the preference students have for classroom activities and the frequency in which teacher include certain classroom activities in their practicum.[36] This research revealed that learners prefer activities in which the teacher provides and facilitates knowledge.

Gopal Sopin, a professor of English in Misurata University, Libya had research the students' perception of teaching grammar and learning under the title "STUDENTS' PERCEPTION OF GRAMMAR TEACHING AND LEARNING IN ENGLISH LANGUAGE CLASSROOM IN LIBYA". His motivation to do the research is a lot of observation that showed the students continue to make errors even very basic errors in their final semester of their undergraduate study. The participants were students in semester five in Misurata University especially English language program.[37] From

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[35] Huang and Hu, "Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes".

[36] Nahum, "Discovering Students' Preference for Classroom Activity".

[37] Gopal Sopin, "Students' Perceptions of Grammar Teaching and Learning in English Language Classrooms in Libya", *IOSR Journal of Research & Method in Education*, vol. 5, no. 2 (2015), p. 67.

this research, it can be seen that even students have similar backgrounds may have very different preferences toward grammar teaching. However it was also seen clear that students do feel that there is a role for instruction of grammar in language education. All the students in Gopal's research having learned English in a foreign language setting, seem to agree that being in an ESL context, they need to have more of English speaking environment for improving their language proficiency.

Patricia Kim Jimenez wrote a research under the title "EXPLORING STUDENTS' PERCEPTIONS ABOUT ENGLISH LEARNING IN A PUBLIC UNIVERSITY". This research has aimed at exploring the perception a group of English as a foreign language students in a public university regarding their English learning and the commitment level through the process.[38] The data was gained from 22 undergraduates students who were in different academic programs. The result of this research shows that the participants are aware with the benefit of learning English, most participants also recognize their weaknesses related to their skill and study method. They felt uncertain about how to do planning, controling, regulating, and self-assessing their learning. Patricia concluded that the most common learning styles used by participants were visual and analytical-refelctive, and the least developed styles were auditory and impulsive.

The last research is thesis written under the title "STUDENTS' PERCEPTION ON THE USE OF ROLE TECHNIQUE IN SPEAKING CLASS IN THE ENGLISH EDUCATION STUDY PROGRAM OF SANATA DHARMA UNIVERSITY" by Silvestra Maria Indrat Yessy Adipranata, Sanata Dharma University. This research was aimed in understanding the role play technique as a process in learning speaking and finding out the students' perception on the use of role play technique in speaking class in English Education study program in Sanata Dharma University.[39] The type of role play that used was Simple Role Play, they must perform the role play after prepare script and property. The result showed that the

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[38] Patricia Kim Jimenez, "Exploring Students' Perception About English Learning in A Public University", *HOW*, Vol. 25, No.1, 2018, 69

[39] Maria, Silvestra I.Y.A, "Students' Perception on The Use of Role Play Technique in Speaking Class in The English Education Study Program of Sanata Dharma University", A Thesis, Sanata Dharma University, 2009, 42

implementation of role play was good and perception of students on the use of role play in speaking class were good or positive.
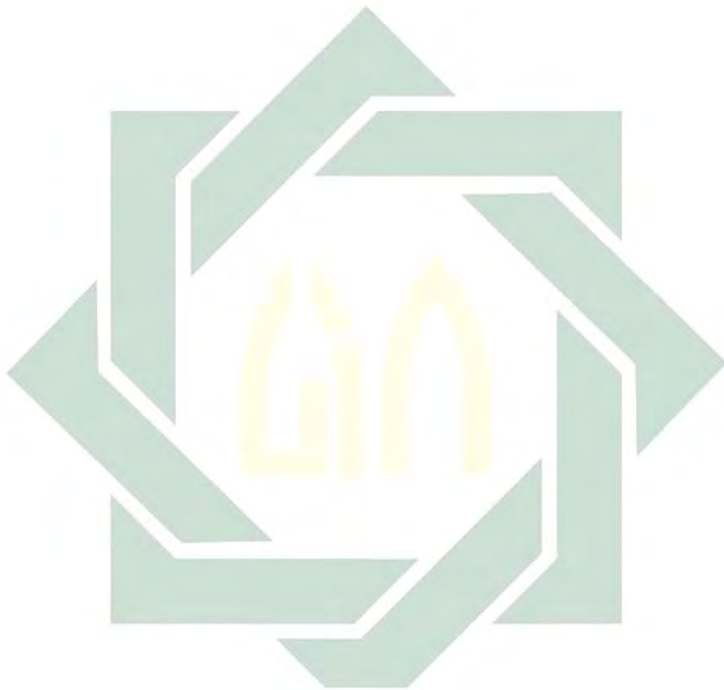
CHAPTER III
RESEARCH METHOD

This chapter presents about the steps that done by the researcher conducting the research. It discuss the approach and research design, researcher presence, research location, data and source of data, research instruments, data collection technique, data analysis technique, checking validity of findings and research stages only.

A. Approach and Research Design

Research design is the draft of the research that will be conducted.[40] This research used qualitative study which focuses on understanding social phenomena based on participants' perspective.[41] The participants gave perspective of understanding phenomena of English teaching activity integrated with entrepreneurship in SMP Raudhatul Jannah Sidoarjo. To explain the result from this study, the researcher used descriptive approach to describe the result into narrative based on the data. Descriptive approach integrates the description of people and place in narrative.[42] Moreover, this research is aimed to get a comprehensive summarization from specific events experienced by individuals or group of individuals.[43] Through qualitative descriptive, the researcher showed the integration of entrepreneurship in English teaching activity experienced by the teacher of SMP Raudhatul Jannah Sidoarjo especially of 8th grade. This research used qualitative descriptive to describe the data of phenomena which activity in English lesson of SMP Raudhatul Jannah Sidoarjo integrated with entrepreneurship aspect.

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[40] Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta,: PT. Rineka Cipta, 2006), 51

[41] D. Ary, L. C. Jacobs - C. K. Sorensen, *Introduction to Research in Education* (Belmont: Wadsworth, 2006), 22

[42] J.W. Creswell, *Education Research: Planning, Conduction and Evaluating Quantitative and Qualitative Research 4th Ed.* (Boston:Pearson, 2002). 274

[43] Vicky A. Lambert - Clinton E, Lambert, "Qualitative Descriptive Research an Acceptable Design". *Pacific Rim International Journal of Nursing Research*. Vol 16 No. 4, 2012, 255

B. Researcher Presence

In the qualitative method, the researcher is to be everything in the whole research process.[44] In this research, the researcher acted as the instrument and the collector of the data at once. Interview guideline had used to endorse the researcher's task as instrument. The researcher acted as a fully observer, it means that did not take a part in the activity, yet she observed from the place or position where not disturbed the activity. Moreover, the researcher observed the English teacher of 8th grade of SMP Raudhatul Jannah Sidoarjo while integrating entrepreneurship in the teaching and learning process. Another role beside an observer, the researcher also as interviewer to take the data of entrepreneurship aspect while doing in teaching process to deliver the material in SMP Raudhatul Jannah Sidoarjo especially 8th grade in academic year 2018-2019. Therefore the presence of the researcher is significant.

C. Research Location

This research has been conducted in SMP Raudhatul Jannah Sidoarjo. It is located in Jl. Jatisari Permai X/2 Pepelegi, Waru, Sidoarjo. There are two considerations to choose SMP Raudhatul Jannah Sidoarjo as the object: First, SMP Raudhatul Jannah Sidoarjo has good reputation which has "A" accreditation. Second, SMP Raudhatul Jannah Sidoarjo has several programs of entrepreneurship in the school area such as a seminar of the beginning of entrepreneurship theme to introduced about entrepreneurship through explanation from the expert, entrepreneurship groups work which students have complete the task which given by the supervisor, reward for the groups who hit the target of their task as the part of teaching process to create an entrepreneur's attitude way of thinking. There are several classes separated by grades, however the researcher only chose the 8th because the material's contents were discussed in depth with entrepreneurship.

D. Research Subject

The research subject of this research was a teacher and students eighth grade of English class in SMP Raudhatul Jannah, Sidoarjo. Students who sit in 8th have got the entrepreneurship theme in teaching activity and has been run for 2 month, also they more focus on the goal of creative innovative and thought of students' profile while other

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[44] Ibid, 121.

grades were has different focus of students' profile of entrepreneurship theme. The researcher used curriculum field of deputy head school's recommendation to choose the teacher as the subject. The researcher also got the recommendation to choose the students being the subject, there were 3 classes to get the data for observation; 8A, 8B, and 8C. Then the subject for completing data of students' perception of teaching activity integrated entrepreneurship were; 8A which consist of 36 students and 8B which consist of 24 students. So, the total of participant was 60 students.

E. Data and Source of data

1. Data

Data is an adhere attribute in a particular object, in which it serves information that can be justified and obtained through a method or instrument of data collection. Generally, the obtained data will be processed and analyzed by a certain method in order to produce a thing that can describe or indicate something.[45]

The data for this research is the activity of teacher in teaching to integrate entrepreneurship in English learning process. The activity of teaching has analyzed through direct observation in teaching process. This research also used students' perception of teaching activity that done in classroom. The data of students' perception has been analyzed through questionnaire which separate to the students.

2. Source of Data

According to Arikunto, the source of data is the thing which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.[46]

Related to the data which are needed in this research, the researcher used observation in the classroom to identify the activities in teaching process. The next data is from teachers' response which explain entrepreneurship aspect integrated in English teaching activity to complete the data of integrated entrepreneurship aspect in teaching process, it obtained from English teacher of 8th grade of SMP Raudhatul Jannah Sidoarjo.

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[45] Haris Hardiansyah, M.Si, *Wawancara, Observasi, dan Focus Geoups Sebagai Instrument Penggali Data Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2013). p.8
[46] Suharismi Arikunto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1996). p.123

Also, The data to answer the research question of students' perception of teaching activity that integrated entrepreneurship is from students through questionnaire that completed by them.

F. Research Instruments

To get the empirical data and draw the result of this research, the researcher used these following instruments:

1. Main Instrument

This research used the researcher as a main instrument. The researcher collected the information of teaching activity through observation in classroom. The activity used by the teacher for integrating entrepreneurship in delivering the materials. For completing data of entrepreneurship aspect integrated in teaching, the researcher did interview to the teacher of English in SMP Raudhatul Jannah Sidoarjo. Furthermore, the researcher also gave questionnaire to the students of 8th grade to gather the data of students' perception about teaching activity in classroom.

2. Instrument Tools

These particular tools are needed for collecting data in this research:

a. Checklist

While doing observation in the classes, the learning process was analyzed by the observation checklist. The observation checklist was used to know the activities that implemented in teaching process in classroom related the theory. The researcher used observation checklist when the teacher delivered the material in classroom. Each statement in observation checklist was check by the researcher if suitable with the teacher done, then added the information about the teacher done and what happen if unsuitable with the statements. The observation checklist consist of 21 statements to be analyzed that derived from Douglas theory. (*See appendix 1).*

b. Interview Guideline

The interview guideline is chosen to be a standard guide to analyze the entrepreneurship aspect in teaching activity based on Ariane's theory. In the interview guideline there are 2 questions to collect the data for answering second research question. *(See appendix 2)* Every question was asked by the

researcher to the teacher in interview session and answered by the teacher.

c. Questionnaire

To complete the data of students' perception about teaching activity in learning process, the researcher used questionnaire that must be filled by the students of 8th grade. The questionnaire has 12 questions and must be filled by "Agree" or "Disagree". The questions are derived from the theory of Douglas and Ariane that used in this research. (*See appendix 3*).

d. Recorder

In this research, the researcher did interview orally. The researcher used recorder such as in a mobile phone for a interviewing the teachers. The researcher started to record the conversation between researcher and teacher when first question in interview guideline was asked and finish at the last answer from teacher. Every statement from the teacher were saved by recorder. The result of the interview will be a main data for answering second question which is entrepreneurship aspect integrated in teaching activity.

G. Data Collection Technique

Cresswell stated in his book, there are variations of data collection such as observation, interview and questionnaire, documents, and audiovisual.[47]

Table 3.1 Forms of Qualitative Data Collection

Forms of Qualitative Data Collection		
Forms of data collection	Type of Data	Definition of Type of Data
Observation This research used observation checklist while took the data in the teaching activity	Fieldnotes and drawings	Unstructured text data and pictures taken during observations by the researcher
Interview and questionnaire	Transcription of open-ended	Unstructured text data obtained from

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[47] J.W. Creswell, *Education Research: Planning, Conduction and Evaluating Quantitative and Qualitative Research 4th Ed* (Boston: Pearson, 2002).

It consist of several open ended question	interviews or open-ended question on questionnaire	transcribing audiotapes of interviews or by transcribing open-ended responses to questions on questionnaires
Documents Document needed by this research was lesson plan which support the data from observation checklist in teaching activity	Hand recorded notes about documents or optically scanned documents	Public (e.g., notes from meeting) and private (e.g., journal) record available to the researcher
Audiovisual Materials Specifically used recording to save the data of interview.	Pictures, photographs, videotapes, objects, sounds	Audiovisual materials consisting of images and sounds of people or places recorded by the researcher or someone else

Table 3.1 showed each category of data collection used in this research, the type of them and the definition of the type of data. In this research, the explanation of observation, interview, document, and audiovisual materials in collecting the data are below:

1. Observation

   The researcher observed the teaching process in the classroom to know the activity that used to integrate entrepreneurship aspect. For completing the data about teaching activity integrated entrepreneurship, the researcher collected the data by observation checklist then analyzed it to know the aspect of entrepreneurship in teaching activity done by teachers based on the criteria stated

2. Interview and Questionnaire

   The researcher interviewed to the teachers to collect data for answering the second question. After doing interview, the researcher made a transcription of the record. After that, the

researcher analyzed the data which is suitable with the guideline. Questionnaire also used by the researcher to complete the data of students' perception of teaching activity in classroom. The questionnaire contain several statements and must be filled by the students. The researcher gathered the questionnaire after doing observation in the classroom. The questionnaire was classified based on the number of statement then analyzed it based on the theory.

3. Documentation

The last technique used by the researcher is documentation, the researcher need lesson plan to support the data were collected. So, the researcher got the lesson plan from the teacher, the lesson plan itself about the material for the topic.

4. Recording

Recording also used to take the video while the teacher deliver the material, it aimed for record the activity and support the data that will be collected from observation checklist so the researcher can describe clearly. The researcher recorded the teachers while doing interview by using mobile phone.

H. Data Analysis Technique

In light of descriptive qualitative method, the researcher analyzed the data descriptively. Data had obtained from observation, interview, questionnaire, and documentation. After collecting the data, the researcher analyzed it based on Douglas, Ariane Debyser, and Robbins theory.

1. Observation

The data of first research question from observation were analyzed based on the theory from Douglas to describe the activity of teaching integrated entrepreneurship.

2. Interview

The next data for second research question were from interview, it analyzed by the Ariane Debyser's theory to know the entrepreneurship aspect in teaching activity in classroom.

3. Questionnaire

For the last research question, the research got the data from questionnaire that filled by the students in classroom after the teaching process has finished, it questionnaire contain several statements that students have to fill it. It aimed for knowing the perception of them about the activity of teaching which is

integrated entrepreneurship in teaching process. The data obtained were analyzed based on the theory from Rakhmat. To measure students' respond had gathered by questionnaire, the researcher uses the following formula:

$$P = \frac{F}{N} \, 100$$

P = Percentage
F = Respondent frequency
N = The number of maximal point

The results of students' perception towards the teaching activities integrated entrepreneurship aspect can be determined by the percentage result with the qualification below:[48]

1) 81%-100%   = Very Positive
2) 61%-80%   = Positive
3) 41%-60%   = Neutral
4) 21%-40%   = Negative
5) 0%-20%   = Very Negative

4. Documentation

For completing the data, the documentation of lesson plan was needed. The researcher analyzed the lesson plan for knowing the activity in teaching stages supported the data of observation.

I. Checking Validity of Findings

In checking validity of the findings, the researcher used triangulation technique. Triangulation is a technique to check the validity of the data which utilized something beside the data.[49] Nancy cited from Patton, triangulation refers to the use of multiple method or data sources in qualitative research to develop a comprehensive understanding of phenomena.[50] There are four types of triangulation, according to Denzin those are methods triangulation, investigators triangulation, theory triangulation, and data source triangulation.[51] For checking the finding's validity, the researcher used method triangulation as a multiple method of data collection such as interview, observation, questionnaire and audiovisual. Moreover, beside the

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[48] Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung: Alfabeta, 2009), p. 15.

[49] Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik, Ed Revisi VI*, (Jakarta: PT. Rineka Cipta, 2006)p.155

[50] Nancy Carter, *The Use of Triangulation in Qualitative Research*, Vol. 41, 2014, p.545

[51] NK Denzin, *Sociological Method* (New York: McGraw Hill, 1978), p.72

researcher itself, the expert lecturer and the advisors ensured the finding of this research. At the last, triangulation method also applied by combining the theory as stated in theoretical framework.

J. Research Stages

There are some stages done by the researcher in qualitative research. There are three stages; they are preliminary research and intensive analysis.[52] The researcher also wrote the research report at the last stages.[53] In this research, the researcher used some stages, they are:

1. Preliminary research

In the preliminary research, the researcher formulated research title and research questions, it about the integration of entrepreneurship aspect in English teaching activity and search the teaching activity which are integrated to entrepreneurship, the aspect of entrepreneurship integrated in teaching activity, and the perception of students about the teaching activity integrated entrepreneurship in English classroom. The researcher then examined related literature, the literature is theory used and some research have been done before. For completing the data, the researcher used Douglas, Ariane and Robbin's theory. Afterthat, the researcher choosed the research location based on the suitable question, that is SMP Raudhatul Jannah Sidoarjo which integrates entrepreneurship aspect in English lesson. Last, the researcher choosed collecting data instruments, there are some instruments used such as observation checklist to know the activity used by the teacher in classroom, interview guideline to ask the teacher about the aspect of entrepreneurship in english teaching activity, questionnaire for the students about the perception of activity in calssroom that integrated entrepreneurship, and recording which has function to record the data of interview.

2. Research design

In the research design stage, the researcher did some activities, they are wrote research proposal which corrected by the supervisor, decided the research instrument such as observation checklist, interview guideline, questionnaire, and recording to

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[52] Lexy J, Moleong, *Metodologi Penelitian Kualitatif, (*Bandung: PT Remaja Rosdakarya, 1990)p.84

[53] Ibid, p.84

complete the data. Then the researcher constructed research instrument based on the theory from Douglas, Ariane and Robbins. The researcher prepared research activity for collecting the data needed for this research.

3. Research activity

In this research, the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into three parts, they are:

a. Recognizing research background and self-preparation

In this part, firstly the researcher asked permission to conduct the research to SMP Raudhatul Jannah Sidoarjo. The reseacher get the permission letter from administration Tarbiyah's faculty and sent it into SMP Raudhatul Jannah Sidoarjo. After getting permission from SMP Raudhatul Jannah Sidoarjo, the researcher prepared instruments and other things to prepare the field research such as the questions of interview, statements of observation checklist, statements of questionnaire and the recorder.

b. Doing the research

This part becomes the important part of the research, because the researcher started to collect the data. The researcher did observation while the teacher doing teaching process, she was sit in the classroom without doing anything to disturb the teaching process. The researcher checked the statement in "Yes" column which suitable with the teacher done and give the additional information, however if it unsuitable with the teacher done the researcher checked in "No" column and give the information in "Note" column. The researcher also directly asked the teacher some particular information to get the data and explanation clearly for the second research question. The researcher asked the teacher after doing observation in classroom, it also recorded to save the data. It used for give the clear information of aspect of entrepreneurship integrated in teaching activity. The researcher also collected data from questionnaire to the students after observation done. It used for completing data of students' perception od teaching activity integrated entrepreneurship in classroom. The last activity, the researcher collected the

document of lesson plan to be analyzed for supporting the data of this research.

c. Intensive analysis

In the intensive analysis part, the researcher analyzed the data that has been collected based on theory. The data from observation were analyzed by theory of Douglas for answering the first research question, the next data from interview that recorded was transcribed and analyzed by Ariane's theory of entrepreneurship aspect used in teaching activity, it answered the second research question. The last data which was from questionnaire to answer the third research question about students' perception of teaching activity integrated entrepreneurship, it was analyzed by Robbin's theory of perception.

4. Research report

In the research, the researcher considered some aspects related to the writing of the research report, they are design the report based on the guidelines for thesis writing by English Teacher Education Department UIN Sunan Ampel Surabaya, basic content of the report start from chapter one until chapter five, parts of the complement of thesis writing such the appendixes of data that are needed and written system of the reports from the cover until the bibliography and completed by the appendixes.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher took the data start from 21st, 22nd, and 23rd of November 2018 in 8A, 8B and 8C in SMP Raudhatul Jannah, Sidoarjo. The researcher describes the data result in findings part. While in discussion, the researcher deduces the findings about the teaching activity of integrating entrepreneurship aspect in English classroom at 8th grade of SMP Raudhatul Jannah Sidoarjo in academic year 2018-2019. The further information will be discussed in this chapter.

A. Research Findings

1. **Teaching activity for integrating entrepreneurship in English Teaching Process at SMP Raudhatul Jannah Sidoarjo.**
   a. Result from Observation.

   In terms of knowing what the activity for integrating entrepreneurship, the researcher gather the data from observation used the instrument of observation checklist. The data from observation described below:

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Table 4.1 Observation Result of 8A

Date	Topic	Teaching Activties
November, 21st 2018	Returning Goods and Making A Complain	Cognitive 1. Teacher showed some expression to complain or talk to seller a. *They are the wrong size* b. *It doesn't should be* c. *I've change my mind* d. *It doesn't work/it broken* 2. Students were asked to do activity of making dialogue in pair then practice it later *"Based on the examples just know, now please you make a simple dialogue with your pair about complaining, it is free to complain anything not only drink or clothes. After that please practice it or perform your dialogue in front of your friends."* 3. Teacher interested and responded all of the students' question *"S: Ustadz,*

		mengembalikan itu bahasa Inggrisnya apa?" "T: Mengembalikan itu return, kalo minta uangnya dikembalikan apa?" "S: Emm.. itu refund!" "T: Iya, kayak contoh nomer 4" "S: Ustadz, dialognya dihafalkan ta?" "T: Sebisa mungkin tidak meihat text ya, tapi boleh lah dibawa" "S: Ustadz ini bener nggak? This pen is broken" "T: Pen nya pecah apa ga berfungsi?" "S: Pennya ga keluar tintanya" "T: You better to use it doesn't work, soalnya tidak berfungsi" 4. Teacher gave examples of selling and buying "T: I have experience of selling clothes, especially t-shirt. So, i cooperate with print design but the design of t-shirt is from me. Awalnya susah laku,

| | | *kemudian lama kelamaan mulai banyak yang order, kemudian mengalami penurunan. Nah, dalam hal usaha atau berjualan atau entrepreneurship, hal itu biasa maka harus tetap berusaha menjual atau menciptakan produk yang bagus kualitasnya dan tetap semangat."* |
| | | 5. Teacher played an audio to discuss
"Okay class, now please listen to the audio played, and check what the suitable sentence to fill in blank"
a. *"B: I think it definitely wrong size, I'd like to change into another one"*
"S: Yes, here are"
b. *"B: I'd like to purchase it back, It doesn't work, the sound is bad enough"*
"S: You sure, maybe tou should turn it back" |

		"B: I'm so, I'd like to return this" c. *"B: Look at this t-shirt!"* *"S: So, any wrong with it?"* *"B: No, I've change my mind. It doesn't fit in"* d. *"B: I'd like to return this shoes, iam afraid there is a hole it in"* *"S: I think to give you a discount?"* *"B: No, thank you. It mercy. I'd like refund"* *"S: Do ou want to change another size?"* *"B: No, thank you. I'd like to refund"*
		Affective
		1. Students answered using English *"T: So, what the answer for number 1?"* *"S: Wrong Size, Ustadz"* *"T: Why about the size?"* *"S: It is not comfort"* *"T: Iya, because it's*

		too small right?"
		2. Students answered to fill blank sentence in front 　　*"Ustadz, I want to... menulis dipapan"*
		3. Teacher not judge the students who answer incorrect 　　*"Okey good! Thank you! It will be right to fill I have changed my mind"*
		4. Students work in pair 　　*"S1: Aku sebagai penjual terus kamu yang komplain ya?"* 　　*"S2: Oke, kita pakai properti botol minum ini ya"*
		5. Teacher gave an example how to complain politely, then connecting to expression to complain. 　　*"Thank you is the sentence to refuse something politeness. Jadi, kalau mau menolak tawaran dari penjula misalnya saat komplain seperti contoh audio yang terakhir tadi, pakai kalimat thank you biar lebih sopan"*

		Linguistic
		1. Teacher corrected students' error of vocabulary pronunciation *"Wrong colour dibaca kaler bukan kolor"*
		2. Teacher corrected the vocabulary meaning of students *"Tidak cocok itu unsuitable, kalo uncomfortable lebih ke tidak nyaman"*
		3. Teacher used understable vocabularies *"The complain maybe you will find in selling and buying food or drink"*

Based on the observation checklist above all of the activity were implemented in classroom start from cognitive field until linguistics field in the lesson.[54] The teaching activities integrated entrepreneurship aspect explained in the following activities below:

1) Cognitive
   a) The Teacher showed some expression to complain or talk to seller:
      (1) They are the wrong size
      (2) It doesn't should be
      (3) I've change my mind
      (4) It doesn't work/it broken
   b) Students were asked to do activity of making dialogue in pair then practice it later

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[54] Taken at Nov, 21st 2018, 10.15-11.25 AM at SMP Raudhatul Jannah Sidoarjo.

"Based on the examples just know, now please you make a simple dialogue with your pair about complaining, it is free to complain anything not only drink or clothes. After that please practice it or perform your dialogue in front of your friends."

c) Teacher interested and responded all of the students' question

"S: Ustadz, mengembalikan itu bahasa Inggrisnya apa?"
"T: Mengembalikan itu return, kalo minta uangnya dikembalikan apa?"
"S: Emm.. itu refund!"
"T: Iya, kayak contoh nomer 4"
"S: Ustadz, dialognya dihafalkan ta?"
"T: Sebisa mungkin tidak meihat text ya, tapi boleh lah dibawa"
"S: Ustadz ini bener nggak? This pen is broken"
"T: Pen nya pecah apa ga berfungsi?"
"S: Pennya ga keluar tintanya"
"T: You better to use it doesn't work, soalnya tidak berfungsi"

d) Teacher gave examples of selling and buying

"T: I have experience of selling clothes, especially t-shirt. So, i cooperate with print design but the design of t-shirt is from me. Awalnya susah laku, kemudian lama kelamaan mulai banyak yang order, kemudian mengalami penurunan. Nah, dalam hal usaha atau berjualan atau entrepreneurship, hal itu biasa maka harus tetap berusaha menjual atau menciptakan produk yang bagus kualitasnya dan tetap semangat. Kalian pernah dengar sepatu Brodo? Itu sepatu dari kulit dan udah lama berdiri sampai sekarang udah terkenal. Yang punya dulu mengawlai dari yang tidak sebesar sekarang, dulu harganya masih Rp. 300.000 an, sekarang bisa satu juta untuk sepasang sepatu. Nah, dia tidak menyerah

walaupun pesaing banyak, dia memperbaiki kualitas. So, you should stay struggle, jualan es dikomplain kurang dingin, berarti harus banyakin es nya karena banyak yang lebih suka dingin. Begitu"

e) Teacher played an audio to discuss

"Okay class, now please listen to the audio played, and check what the suitable sentence to fill in blank"

(1) *"B: I think it definitely wrong size,*
I'd like to change into another one"
"S: Yes, here are"

(2) *"B: I'd like to purchase it back, It doesn't work, the sound is bad enough"*
"S: You sure, maybe tou should turn it back"
"B: I'm so, I'd like to return this"

(3) *"B: Look at this t-shirt!"*
"S: So, any wrong with it?"
"B: No, I've change my mind. It doesn't fit in"

(4) *"B: I'd like to return this shoes, iam afraid there is a hole it in"*
"S: I think to give you a discount?"
"B: No, thank you. It mercy. I'd like refund"
"S: Do ou want to change another size?"
"B: N, thank you. I'd like to refund"

2) Affective

a) Students answered using English

"T: So, what the answer for number 1?"
"S: Wrong Size, Ustadz"
"T: Why about the size?"
"S: It is not comfort"
"T: Iya, because it's too small right?"

b) Students answered to fill blank sentence in front

"Ustadz, I want to... menulis dipapan"

c) Teacher not judge the students who answer incorrect

"Okey good! Thank you! It will be right to fill I have changed my mind"

d) Students work in pair

> *"S1: Aku sebagai penjual terus kamu yang komplain ya?"*
> *"S2: Oke, kita pakai properti botol minum ini ya"*

e) Teacher gave an example how to complain politely, then connecting to expression to complain.

> *"Thank you is the sentence to refuse something politeness. Jadi, kalau mau menolak tawaran dari penjula misalnya saat komplain seperti contoh audio yang terakhir tadi, pakai kalimat thank you biar lebih sopan"*

3) Linguistic

a) Teacher corrected students' error of vocabulary pronunciation

> *"Wrong colour dibaca kaler bukan kolor"*

b) Teacher corrected the vocabulary meaning of students

> *"Tidak cocok itu unsuitable, kalo uncomfortable lebih ke tidak nyaman"*

c) Teacher used understable vocabularies

> *"The complain maybe you will find in selling and buying food or drink"*

Table 4.2 Observation Result of 8A

Date	Topic	Teaching Activties
November, 22nd 2018	We look forward to Hearing from You	Cognitive
		1. Through entrepreneurship topic and example of entrepreneurship, teacher taught writing message. *"If we want to permit to do something, misalnya kita mau survey brand seperti contoh di kolom sebelahnya, kita menulis surat atau*

		email ya kalo sekarang"
		2. Students made a dialogue then perform it *"T: Have you finished your dialogue?"* *"S: Not yet"* *"T: Please complete it soon"* *"S: I've done Ustadz"*
		3. Students enthusiast to perform the dialogue in front also taecher enthusiast to respond *"T: Finished?"* *"S: Yes!"* *"T: Please perform it soon!"* *"S: Okay, Me! I want! Me!"* *"T: Okay you first, then you"*
		4. Teacher gave applause for each performer *"Okay good! Give them applause!"*
		5. Teacher told stories about selling and buying *"T: I have experience of selling clothes, especially t-shirt. So, i cooperate with print design but the design of t-shirt is from me. Awalnya susah laku, kemudian lama kelamaan mulai*

		banyak yang order, kemudian mengalami penurunan. Nah, dalam hal usaha atau berjualan atau entrepreneurship, hal itu biasa maka harus tetap berusaha menjual atau menciptakan produk yang bagus kualitasnya dan tetap semangat. Kalian pernah dengar sepatu Brodo? Itu sepatu dari kulit dan udah lama berdiri sampai sekarang udah terkenal. Yang punya dulu mengawlai dari yang tidak sebesar sekarang, dulu harganya masih Rp. 300.000 an, sekarang berkisar Rp. 700.000 sampai Rp. 800.000 untuk sepasang sepatu. Nah, dia tidak menyerah walaupun pesaing banyak, dia memperbaiki kualitas. So, you should stay struggle, jualan es dikomplain kurang dingin, berarti harus banyakin es nya karena banyak yang

		lebih suka dingin. Begitu”
		6. Teacher appreciate the students' work *“Pretty good!”*

		7. Teacher asked students to perform in front of the class
		   “T: Finished?”
		   “S: Yes!”
		   “T: Please perform it soon!”

		Affective

		1. Students tought in dialogue fluently, although sone still reading the text
		   Dialogue 1
		   “S1: Excuse me, I'd like to return this book”
		   “S2: Why do you want to return it?”
		   “S1: Because I have wrong order”
		   “S2: Okay”
		   “S1: Yes, this is”
		   “S2: Okay, you can go”
		   “S1: Thankyou very much”
		   Dialogue 2
		   “S1: Excuse me, I would to return this shoes. It is not the right size. I'd like to change another size”

		"S2: Okay, you can follow me. It is fit?" *"S1: Okay, It is fit"* *"S2: Okay here is"* 2. Teacher walked around to check students' book *"Please open page 58"* *"That's right! This one"* 3. Teacher explained on by one of the sentence *"Untuk menulis surat atau email, kita gunakan ekspresi kalimat yang menunjukkan tujuan kita seperti.. We are writing to ask if we can..., lalu disampaikan tujuannya We would be grateful if we could...., kemudian ditutup dengan thank you for your help, dan gunakan we look for to hearing from you, itu digunakan untuk kalau kalian memerlukan balasan. Your sincerely bla bla bla"* 4. Teacher change sentence to make easier expression *"If we want to ask the variation, kita*

		mau tau variasi atau apa saja, gunakan what, tapi kalau kita mau jawaban yang spesifik gunakan which, iya which one, which one do you like? Meetball or noodle?"
		5. Teacher asked students to complete the task *"Have you finished? Finish it soon and you will get more point if complete it as soon as possible"*
		6. Teacher discussed the task together *"T: Okay, dari surat yang casual ini, siapa yang nulis?"* *"S: Kelas 8D"* *"T: Iya, tujuannya menulis itu apa?"* *"S: Untuk menjawab.."* *"T: Menjawab? Kuisioner. Tahu kuisioner? Iy, angket.Kemudian requestny apa? "* *"S: Ya menjawab itu, kuisioner itu"* *"T: Iya, jadi kalimat yang pertama apa?"* *"S: Yang pertama itu we are writing for ask if your*

		students can answer the qustionnaire" *"T: Kemudian yang kedua?"* *"S: We would grateful if you can help us"* *"T: Okay, lalu ditutp dengan?"* *"S: Thankyou for your help. We looking for hearing from you. Your sincerely 8D class"* 7. Teacher asked students complete the email in the book individually *"Now, ini kan ada email yang belum tuntas ya, dan masih belum sempurna kalimatnya, nah, you should completee the email like the example, diberi expression seperti contoh then write it in your book, individually!"* 8. Teacher gave an example of asking politely *"So, while we want to make a request or complain, we should say it it politely, for example as your friend performed before, I would to return this shoes*

		because bla bla bla"
		Linguistic
		1. Teacher walked around checking students' work and corrected them *"Ada yang masih bingung? Have wrote it? Oh, it better if you use you could reply this message"* 2. Teacher made the sentence of students' work clearer *"Misal dari semester 1 sampai dengan semester sekarang, kita cantumkan tujuannya apa, we are writing to do.. lalu diakhiri dengan we are looking for..."* 3. Teacher explain about some word in English *"Looking for means you are need something and you seek it, looking for itu mencari, yang dimaksud bukan melihat. Hearing you means kalo disini maksudnya kalian sudah menulis surat, kemudian memerlukan balasan, looking for to hearing you ini*

		maksudnya menunggu balasan. Nah your sincerely, itu frasa, artinya dengan tulus, kalo dalam surat bahasa Indonesia, biasanya nama penulis ditulis dibagian paling bawah kan? Nah, itu tulisannya apa? Dengan hormat ya? Your sincerely itu sama seperti kalo kita nulis dengan hormat di surat dalam bahasa Indonesia. Maksudnya tertanda siapa yang nulis, misalnya Putri, jadi ditulis Your Sincerely Putri.

Based on the observation checklist above all of the activity were implemented in classroom start from cognitive field until linguistics field in the lesson.[55] The teaching activities integrated entrepreneurship aspect explained in the following activities below:

1) Cognitive
   a) Through entrepreneurship topic and example of entrepreneurship, teacher taught writing message.
      "If we want to permit to do something, misalnya kita mau survey brand seperti contoh di kolom sebelahnya, kita menulis surat atau email ya kalo sekarang"
   b) Students made a dialogue then perform it

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[55] Taken at Nov, 22nd 2018, 10.15-11.25 AM at SMP Raudhatul Jannah Sidoarjo.

> *"T: Have you finished your dialogue?"*
> *"S: Not yet"*
> *"T: Please complete it soon"*
> *"S: I've done Ustadz"*

c) Students enthusiast to perform the dialogue in front also taecher enthusiast to respond

> *"T: Finished?"*
> *"S: Yes!"*
> *"T: Please perform it soon!"*
> *"S: Okay, Me! I want! Me!"*
> *"T: Okay you first, then you"*

d) Teacher gave applause for each performer

> *"Okay good! Give them applause!"*

e) Teacher told stories about selling and buying

> *"T: I have experience of selling clothes, especially t-shirt. So, i cooperate with print design but the design of t-shirt is from me. Awalnya susah laku, kemudian lama kelamaan mulai banyak yang order, kemudian mengalami penurunan. Nah, dalam hal usaha atau berjualan atau entrepreneurship, hal itu biasa maka harus tetap berusaha menjual atau menciptakan produk yang bagus kualitasnya dan tetap semangat. Kalian pernah dengar sepatu Brodo? Itu sepatu dari kulit dan udah lama berdiri sampai sekarang udah terkenal. Yang punya dulu mengawlai dari yang tidak sebesar sekarang, dulu harganya masih Rp. 300.000 an, sekarang berkisar Rp. 700.000 sampai Rp. 800.000 untuk sepasang sepatu. Nah, dia tidak menyerah walaupun pesaing banyak, dia memperbaiki kualitas. So, you should stay struggle, jualan es dikomplain kurang dingin, berarti harus banyakin es nya karena banyak yang lebih suka dingin. Begitu"*

f) Teacher appreciate the students' work

> *"Pretty good!"*

g) Teacher asked students to perform in front of the class

> *"T: Finished?"*

"S: Yes!"
"T: Please perform it soon!"

2) Affective
   a) Students tought in dialogue fluently, although sone still reading the text

   Dialogue 1
   "S1: Excuse me, I'd like to return this book"
   "S2: Why do you want to return it?"
   "S1: Because I have wrong order"
   "S2: Okay"
   "S1: Yes, this is"
   "S2: Okay, you can go"
   "S1: Thankyou very much"
   Dialogue 2
   "S1: Excuse me, I would to return this shoes. It is not the right size. I'd like to change another size"
   "S2: Okay, you can follow me. It is fit?"
   "S1: Okay, It is fit"
   "S2: Okay here is"

   b) Teacher walked around to check students' book
   "Please open page 58"
   "That's right! This one"

   c) Teacher explained on by one of the sentence
   "Untuk menulis surat atau email, kita gunakan ekspresi kalimat yang menunjukkan tujuan kita seperti.. We are writing to ask if we can..., lalu disampaikan tujuannya We would be grateful if we could...., kemudian ditutup dengan thank you for your help, dan gunakan we look for to hearing from you, itu digunakan untuk kalau kalian memerlukan balasan. Your sincerely bla bla bla"

   d) Teacher change sentence to make easier expression
   "If we want to ask the variation, kita mau tau variasi atau apa saja, gunakan what, tapi kalau kita mau jawaban yang spesifik gunakan which,

iya which one, which one do you like? Meetball or noodle?"

  e)   Teacher asked students to complete the task
"Have you finished? Finish it soon and you will get more point if complete it as soon as possible"

  f)   Teacher discussed the task together
"T: Okay, dari surat yang casual ini, siapa yang nulis?"
"S: Kelas 8D"
"T: Iya, tujuannya menulis itu apa?"
"S: Untuk menjawab.."
"T: Menjawab? Kuisioner. Tahu kuisioner? Iy, angket. Kemudian requestny apa? "
"S: Ya menjawab itu, kuisioner itu"
"T: Iya, jadi kalimat yang pertama apa?"
"S: Yang pertama itu we are writing for ask if your students can answer the qustionnaire"
"T: Kemudian yang kedua?"
"S: We would grateful if you can help us"
"T: Okay, lalu ditutp dengan?"
"S: Thankyou for your help. We looking for hearing from you. Your sincerely 8D class"

g) Teacher asked students rearrange the email in the book individually
     "Now, ini kan ada email yang belum tuntas ya, dan masih belum sempurna kalimatnya, nah, you should rearrange the email like the example, diebri expression seperti contoh then write it in your book, individually!"

h) Teacher gave an example of asking politely
     "So, while we want to make a request or complain, we should say it it politely, for example as your friend performed before, I would to return this shoes because bla bla bla"

3) Linguistic
  a) Teacher walked around checking students' work and corrected them
     "Ada yang masih bingung? Have wrote it? Oh, it better if you use you could reply this message"

b) Teacher made the sentence of students' work clearer

> *"Misal dari semester 1 sampai dengan semester sekarang, kita cantumkan tujuannya apa, we are writing to do.. lalu diakhiri dengan we are looking for..."*

c) Teacher explain about some word in English

> *"Looking for means you are need something and you seek it, looking for itu mencari, yang dimaksud bukan melihat. Hearing you means kalo disini maksudnya kalian sudah menulis surat, kemudian memerlukan balasan, looking for to hearing you ini maksudnya menunggu balasan. Nah your sincerely, itu frasa, artinya dengan tulus, kalo dalam surat bahasa Indonesia, biasanya nama penulis ditulis dibagian paling bawah kan? Nah, itu tulisannya apa? Dengan hormat ya? Your sincerely itu sama seperti kalo kita nulis dengan hormat di surat dalam bahasa Indonesia. Maksudnya tertanda siapa yang nulis, misalnya Putri, jadi ditulis Your Sincerely Putri"*

Table 4.3 Observation Result of 8B

Date	Topic	Teaching Activties

November, 22nd 2018	Returning Goods and Making A Complain	Cognitive
		
		1. Teacher showed some expression of complaining usually used in buying
		  a. They are the wrong size
		  b. It doesn't should be
		  c. I've change my mind
		  d. It doesn't

		work/it broken
		2. Teacher related the entrepreneurship activities (complaining) that they did in group work of entrepreneurship theme. *"Please work in pair to make a dialogue of making complain and returning goods then perform it later"*
		3. Teacher gave more attention to students to focus on it. *"Hello!! Attention please!"*
		4. Teacher checked each chair about the work.
		a. *"T: Have you find an idea?"* *"S: Already Ustadz"* *"T: Okay, go on"* *"S: Yes"*
		b. *"T: Any question of this task?"* *"S: Saya ngerjain sama dia soal makanan"* *"T: Okay, seperti apa?"* *"S: Saya komplain*

		makanan dia enggak enak Tadz" *"T: Pakai ekspresi yang mana?"* *"S: I would like to complain this snack"*
		5. Teacher appreciated the students' answer with gave them applause *"T: Mari kita beri applause"* *"S: Yeeay.. (Clapping)"* *"T: Makasih ya udah jawab"*
		6. Student answered and dicsussed confidently *"T: Selama berjualan ada yang pernah dapat komplain nggak?"* *"S: Ada! (3 of them raised their hand)"* *"T: Apa saja?"* *"S: Terlalu asin"* *"T: Ada lagi?"* *"S: Krupuknya mlempem"* *"T: Okay. Wrote on board"* *"S: Engga pakai sendok"* *"T: Noted"* *"S: Too expensive*

		Ustadz"
		"S: Expired Ustadz"
		7. Teacher and students gave applause to performer
		    "Okey good! Give applause for them!"
		8. Teacher played an audio of examples of expressions then discussed it
		    a. *"B: I think it definitely wrong size, I'd like to change into another one"*
		    "S: Yes, here are"
		    b. *"B: I'd like to purchase it back, It doesn't work, the sound is bad enough"*
		    "S: You sure, maybe tou should turn it back"
		    "B: I'm so, I'd like to return this"
		    c. *"B: Look at this t-shirt!"*
		    "S: So, any wrong with it?"

		"B: No, I've change my mind. It doesn't fit in"
		d. *"B: I'd like to return this shoes, iam afraid there is a hole it in"*
		"S: I think to give you a discount?"
		"B: No, thank you. It mercy. I'd like refund"
		"S: Do ou want to change another size?"
		"B: N, thank you. I'd like to refund"
	Affective	
		1. Teacher asked students to perform voluntary
		"T: alright, ada yang mau perform?"
		"S: Me! Me!"
		"T: Yes, Please!, yang lain silakan perhatikan temannya perform! Silakan properti yang

		mendukung"
		"S: Pakai ini saja ya Ustadz? (point the table out)"
		"T: Okay"
		2. Teacher asked students to read the dialogue then discussed it
		    "T: Please read it!"
		    "T: Dari dialog nomer 1, jawabannya apa?
		    "S: Wrong size!!"
		    "T: Berarti ukurannya apa?"
		    "S: Ukurannya salah. Dia lebih kecil"
		    "T: Iya, Good!! Number two?"
		    "T: Doesn't work ini tidak berfungsi. Apa yang dilakukan penjual ketika ada orang yang mengembalikan barang eletronik?"
		    "S: Dicek dulu!"
		    "T: Iya, membawa buku panduan, iya seperti itu ya, kemudian apa yang pembeli lakukan?"
		    "S: Dia minta kembalian?"

		"T: Kemballan?"
		"S: Oh.. dia minta uangnya kembali"
		"T: 'iya,, Alright! Number three? Jawabannya?
		"S: I've change my mind"
		"T: Iya, atau berubah pikiran, jadi tidak jadi membeli ya. Lalu nomer 4?"
		"S: Dia minta dikembalikan!"
		"T: Apa yang dilakukan penjual?"
		"S: Dicek, ngasi diskon tapi ditolak"
		"T: Menawarkan diskon ya?"
		"S: Iya, lalu dia menolaknya. Minta dikembalikan uangnya"
		"T: Kemudian, apa dia mengiyakan?"
		"S: Enggak! Tapi menawarkan barang lain!"
		"T: Lalu si pembeli bagaimana responnya?"
		"S: Tidak mau!

		Mau dikembalikan saja uangnya!" *"T: Okay Good! Kira-kira yang sifatnya komplain yang mana?"* *"S: Yang ketiga! Semuanya komplain Tadz!"* *"T: Expression yang mana yang menunjukkan komplain itu?"* *"S: No 1 yang I think it definitely wrong size!"* *"T: Ya, Dari sini kita bisa gunakan would like untuk request atau permintaan dengan sopan. Okay move to number 4"* *"T: Thank you to refuse something politeness. Jadi, walaupun tadi ada beberapa ada yang ngotot, tapi kalimatnya sudah sopan ya, karena dia menggunakan I would like to refund this t-shirt dan menggunakan kalimat thank you to refuse. Jadi, ekspresinya bisa apa saja?"*

		"S: I would like to return" *"T: Ya, jadi ada I would like to return. I would like to refund or I would to chang it"* *"S: Ya Ustadz"* *"T: Jadi alasannya bisa wrong size, it doesn't fit or I've chane my mind"* 3. Teacher appreciated the students' answer *"T: Yes, Right! It a wrong size"* *"T: Saat komplain apa yang harus dibawa?"* *"S: Barang!!"* *"T: Iya, lalu apa lagi?"* *"S: Uang!!"* *"T: Note ya?"* *"S: Iya !!"* 4. Students voluntary performed their dialogue *"T: alright, ada yang mau perform?"* *"S: Me! Me!"* 5. Teacher asked students to make dialogue of complaining and returning goods in pair *"Silakan berpasangan membuat dialog tentang making*

		complain yang isinya soal makanan dan minuman ya!"
		6. Teacher related the politeness of Indonesia's culture in expression *"T: Thank you to refuse something politeness. Jadi, walaupun tadi ada beberapa ada yang ngotot, tapi kalimatnya sudah sopan ya, karena dia menggunakan I would like to refund this t-shirt dan menggunakan kalimat thank you to refuse."*
		Linguistic
		1. Teacher corrected the language of students *"S: What the English of dimana? When?"* *"T: It is where"* 2. Teacher made the sentence of student' work clearer *"S: why it too long?"* *"T: Why is it too long"* 3. Teacher used vocabularies met in real

| | | life |
| | | *"When you buy food or drink then return it, or you have wrong order.."* |

Based on the observation checklist above all of the activity were implemented in classroom start from cognitive field until linguistics field in the lesson.[56] The teaching activities integrated entrepreneurship aspect explained in the following activities below:

1) Cognitive
   a) Teacher showed some expression of complaining usually used in buying
      (1) *They are the wrong size*
      (2) *It doesn't should be*
      (3) *I've change my mind*
      (4) *It doesn't work/it broken*
   b) Teacher related the entrepreneurship activities (complaining) that they did in group work of entrepreneurship theme.
      "Please work in pair to make a dialogue of making complain and returning goods then perform it later"
   c) Teacher gave more attention to students to focus on it.
      "Hello!! Attention please!"
   d) Teacher checked each chair about the work.
      "T: Have you find an idea?"
      "S: Already Ustadz"
      "T: Okay, go on"
      "S: Yes"
      "T: Any question of this task?"
      "S: Saya ngerjain sama dia soal makanan"
      "T: Okay, seperti apa?"
      "S: Saya komplain makanan dia enggak enak Tadz"

---

[56] Taken at Nov, 22nd 2018, 12.30-13.40 AM at SMP Raudhatul Jannah Sidoarjo.

"T: Pakai ekspresi yang mana?"

"S: I would like to complain this snack"

e) Teacher appreciated the students' answer with gave them applause

   "T: Mari kita beri applause"

   "S: Yeeay.. (Clapping)"

   "T: Makasih ya udah jawab"

f) Student answered and dicsussed confidently

   "T: Selama berjualan ada yang pernah dapat komplain nggak?"

   "S: Ada! (3 of them raised their hand)"

   "T: Apa saja?"

   "S: Terlalu asin"

   "T: Ada lagi?"

   "S: Krupuknya mlempem"

   "T: Okay. Wrote on board"

   "S: Engga pakai sendok"

   "T: Noted"

   "S: Too expensive Ustadz"

   "S: Expired Ustadz"

g) Teacher and students gave applause to performer

   "Okey good! Give applause for them!"

h) Teacher played an audio of examples of expressions then discussed it

   "B: I think it definitely wrong size, I'd like to change into another one"

   "S: Yes, here are"

2) Affective

   a) Teacher asked students to perform voluntary

      "T: alright, ada yang mau perform?"

      "S: Me! Me!"

      "T: Yes, Please!, yang lain silakan perhatikan temannya perform! Silakan properti yang mendukung"

      "S: Pakai ini saja ya Ustadz? (point the table out)"

      "T: Okay"

   b) Teacher asked students to read the dialogue then discussed it

"T: Please read it!"

"T: Dari dialog nomer 1, jawabannya apa?

"S: Wrong size!!"

"T: Berarti ukurannya apa?"

"S: Ukurannya salah. Dia lebih kecil"

"T: Iya, Good!! Number two?"

"T: Doesn't work ini tidak berfungsi. Apa yang dilakukan penjual ketika ada orang yang mengembalikan barang eletronik?"

"S: Dicek dulu!"

"T: Iya, membawa buku panduan, iya seperti itu ya, kemudian apa yang pembeli lakukan?"

"S: Dia minta kembalian?"

"T: Kembalian?"

"S: Oh.. dia minta uangnya kembali"

"T: Iya,, Alright! Number three? Jawabannya?

"S: I've change my mind"

"T: Iya, atau berubah pikiran, jadi tidak jadi membeli ya. Lalu nomer 4?"

"S: Dia minta dikembalikan!"

"T: Apa yang dilakukan penjual?"

"S: Dicek, ngasi diskon tapi ditolak"

"T: Menawarkan diskon ya?"

"S: Iya, lalu dia menolaknya. Minta dikembalikan uangnya"

"T: Kemudian, apa dia mengiyakan?"

"S: Enggak! Tapi menawarkan barang lain!"

"T: Lalu si pembeli bagaimana responnya?"
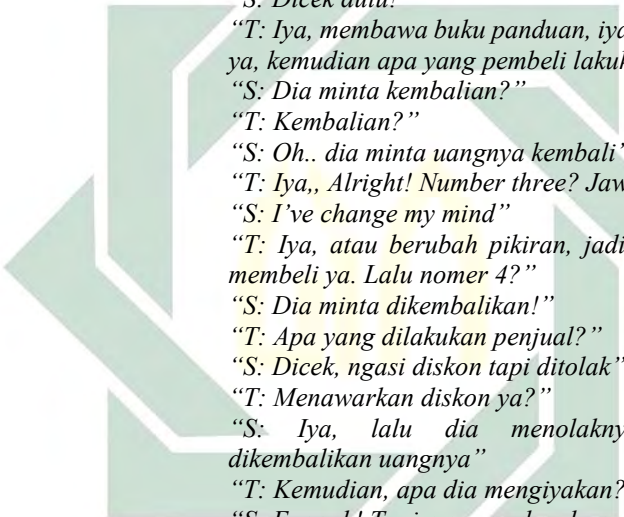
"S: Tidak mau! Mau dikembalikan saja uangnya!"

"T: Okay Good! Kira-kira yang sifatnya komplain yang mana?"

"S: Yang ketiga! Semuanya komplain Tadz!"

"T: Expression yang mana yang menunjukkan komplain itu?"

"S: No 1 yang I think it definitely wrong size!"

"T: Ya, Dari sini kita bisa gunakan would like untuk request atau permintaan dengan sopan. Okay move to number 4"

> *"T: Thank you to refuse something politeness. Jadi, walaupun tadi ada beberapa ada yang ngotot, tapi kalimatnya sudah sopan ya, karena dia menggunakan I would like to refund this t-shirt dan menggunakan kalimat thank you to refuse. Jadi, ekspresinya bisa apa saja?"*
>
> *"S: I would like to return"*
>
> *"T: Ya, jadi ada I would like to return. I would like to refund or I would to chang it"*
>
> *"S: Ya Ustadz"*
>
> *"T: Jadi alasannya bisa wrong size, it doesn't fit or I've change my mind"*

c) Teacher appreciated the students' answer

> *"T: Yes, Right! It a wrong size"*
>
> *"T: Saat komplain apa yang harus dibawa?"*
>
> *"S: Barang!!"*
>
> *"T: Iya, lalu apa lagi?"*
>
> *"S: Uang!!"*
>
> *"T: Note ya?"*
>
> *"S: Iya !!"*

d) Students voluntary performed their dialogue

> *"T: alright, ada yang mau perform?"*
>
> *"S: Me! Me!"*

e) Teacher asked students to make dialogue of complaining and returning goods in pair

> *"Silakan berapasangan membuat dialog tentang making complain yang isinya soal makanan dan minuman ya!"*

f) Teacher related the politeness of Indonesia's culture in expression

> *"T: Thank you to refuse something politeness. Jadi, walaupun tadi ada beberapa ada yang ngotot, tapi kalimatnya sudah sopan ya, karena dia menggunakan I would like to refund this t-shirt dan menggunakan kalimat thank you to refuse."*

3) Linguistic

a) Teacher corrected the language of students

> *"S: What the English of dimana? When?"*

"T: It is where"
b) Teacher made the sentence of student' work clearer
  "S: why it too long?"
  "T: Why is it too long?"
c) Teacher used vocabularies met in real life
  "When you buy food or drink then return it, or you have wrong order.."

Table 4.4 Observation Result of 8C

Date	Topic	Teaching Activties
November, 21st 2018	Returning Goods and Making A Complain	Cognitive 1. Teacher showed some expression of complaining and returning goods *a. They are the wrong size* *b. It doesn't should be* *c. I've vhane my mind* *d. It doesn't work/it was broken* 2. Teacher doesn't focus on grammar *"S: Ustadz, can I use two bottle? This is to dialogue"* *"T: Okay good! Perform it if you have finished"* 3. Teacher used students' story of selling or buying to indicate the expression *"Okay, jadi disini sudah berjalan kelompok jualan*

		nya? Ada yang pernah dapat komplain atau melakukan komplain? Seperti apa? Kurang air minumannya, terlalu manis, sedikit sekali isi snacknya, expired, okay, itu semua namanya complaining, jadi ada beberapa contoh kalimat yang sesuai untuk komplain ke penjual. Nah kita akan bahas itu sekarang"
		4. Teacher supported the volunteer *"Okay good! Wrong size, any one else? I would liike to return, Okay good! Give applause for them!"*
		5. Teacher appreciated the students' work *"T: Mari kita beri applause"* *"S: Yeeay.. (Clapping)"* *"T: Nice work. Kerja team yang bagus class"*
		6. Student enthusiast to play role in front *"We will perform Tadz! No, I'm first!"*

		Affective
		1. Teacher asked students to read the sentence of expressions *"Please read the sentence of number 1! Any one wanna read?* 2. Teacher asked students to raise their answer then the teacher write on the board *"T: Please raise your hand and answer the first sentence!"* *"T: Dari dialog nomer 1, jawabannya apa?* *"S: Wrong size!!"* *"T: Okay, Iya, thank you!! Number two?"* *"S: Doesn't work atau tidak bekerja.* *"T: Ya, maksudnya tidak berfungsi ya"* 3. Students practiced the dialogue voluntary *"T: If you have finished, you can practice it in front"* *"S: We already Ustadz, we will perform Tadz!"* *"S1: Excuse me sir, I would like to complain, this laptop*

		doesn't work" *"S2: I will check it, do you want to change another type?"* *"S1: No, i want refund"* *"S2: Okay wait it"* 4. Teacher received all the students' answer *"T: Yes, Right! It a wrong size"* *"T: Kenapa ukurannya?"* *"S: Kekecilan Ustadz"* *"T: Iya, lalu maunya diapakan barangnya?"* *"S: Ditukar dengan yang lain"* *"T: Ditukar dengan ukuran yang pas ya"* 5. Teacher asked students to work in pair *"Silakan berapasangan membuat dialog tentang making complain yang isinya soal makanan atau minuman atau yang lain bebas!"* 6. Teacher related expression of students' problem of buying. *"T: nah tadi kan ada yang dapat komplain rasanya yang terlalu*

		manis, lalu pernah beli tapi barangnya expired. Kalau kita komplain, kita perhatikan kalimat kita apa sudah sopan atau belum, jangan sampai marah-marah karena barangnya tidak sesuai atau rusak, tahan ya. Kita bisa gunakan kalimat I would like to refund this bla bla or I would like to return this bla bla dan bilang thank you to refuse something, jadi lebih polite atau sopan.
		Linguistic
		1. In doing task session, teacher walked around checking students' work and corrected them *"This t-shirt doesn't fit in, tidak cukup dipakai maksudnya bukan pakai kata not enough for me, itu kalau kamu punya punya kaos 1, masih kurang maunya 3"* 2. Teacher unfocus with the sentences in their performer" *"S: I want to return this cloth that i buy*

		yesterday. It wrong size" 3. Teacher explained about some phrase in English that meet in daily. *"When you buy food or drink then return it, or you have wrong order..."*

Based on the observation checklist above all of the activity were implemented in classroom start from cognitive field until linguistics field in the lesson.[57] The teaching activities integrated entrepreneurship aspect explained in the following activities below:

1) Cognitive
   a) Teacher showed some expression of complaining and returning goods
      (1) They are the wrong size
      (2) It doesn't should be
      (3) I've change my mind
      (4) It doesn't work/it broken
   b) Teacher doesn't focus on grammar
      "S: Ustadz, can I use two bottle? This is to dialogue"
      "T: Okay good! Perform it if you have finished"
   c) Teacher used students' story of selling or buying to indicate the expression
      "Okay, jadi disini sudah berjalan kelompok jualan nya? Ada yang pernah dapat komplain atau melakukan komplain? Seperti apa? Kurang air minumannya, terlalu manis, sedikit sekali isi snacknya, expired, okay, itu semua namanya complaining, jadi ada beberapa contoh kalimat yang sesuai untuk komplain ke penjual. Nah kita akan bahas itu sekarang"

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[57] Taken at Nov, 21st 2018, 12.30-13.40 AM at SMP Raudhatul Jannah Sidoarjo.

2) Affective

   a) Teacher supported the volunteer

> *"Okay good! Wrong size, any one else? I would liike to return, Okay good! Give applause for them!"*

   b) Teacher appreciated the students' work

> *"T: Mari kita beri applause"*
> *"S: Yeeay.. (Clapping)"*
> *"T: Nice work. Kerja team yang bagus class"*

   c) Student enthusiast to play role in front

> *"We will perform Tadz! No, I'm first!"*

   d) Teacher supported the volunteer

> *"Okay good! Wrong size, any one else? I would like to return, Okay good! Give applause for them!"*

   e) Teacher appreciated the students' work

> *"T: Mari kita beri applause"*
> *"S: Yeeay.. (Clapping)"*
> *"T: Nice work. Kerja team yang bagus class"*

   f) Student enthusiast to play role in front

> *"We will perform Tadz! No, I'm first!"*

3) Linguistic

   a) In doing task session, teacher walked around checking students' work and corrected them

> *"This t-shirt doesn't fit in, tidak cukup dipakai maksudnya bukan pakai kata not enough for me, itu kalau kamu punya punya kaos 1, masih kurang maunya 3"*

   b) Teacher unfocus with the sentences in their performer"

> *"S: I want to return this cloth that i buy yesterday. It wrong size"*

   c) Teacher explained about some phrase in English that meet in daily.

> *"When you buy food or drink then return it, or you have wrong order.."*

b. Result of Documentation of Lesson Plan Design

In the lesson plan design, the integration of entrepreneurship aspect in teaching activity in SMP Raudhatul Jannah Sidoarjo showed in main teaching activity section, they

are; *Exploring, Planning, Doing, Communicating, and Reflecting. (See appendix 4.5).*

Table 4.5 The result of documentation of lesson plan design

No.	Main Activity	Implementation Activities
1.	Exploring	- Students analyze the expression of returning goods and make it complain. - Students analyze the box "How To" - Students analyze variaty of situation to do returning goods and make a complain about food and drink.
2.	Planning	- Students prepare the expreession amd plot to be done in task - Students make a plan to complete the task on-time
3.	Doing	- Students analyze the differencies of expression of returning goods and make a complain - Students write the information from the book individually - Students listen to audio of returning goods and make a complain - Students mention a variaty of situation that returning goods and making complain of food and drink happened. - In a pair, students make a dialogue of returning goods and making complain about food and drink.

4.	Communicating	- Students do discussion - Students perform their dialogue in front of their friend
5.	Reflecting	- Students tell what they have learn that day - Students write the lesson that day

According to the table and description above, there are some activities of integration of entrepreneurship aspect in English teaching activity that stated in the lesson plan design is implemented in the classroom. However, the teacher develop the activities based on the situation in classroom to deliver the entrepreneurship aspect.

2. **Aspects of Entrepreneurship Integrated in Teaching Teaching Activity at SMP Raudhatul Jannah Sidoarjo**

The researcher conducted the interview section with the teacher of eighth grade of SMP Raudhatul Jannah Sidoarjo. The interview conducted to know the aspect of entrepreneurship integrated in teaching activity. From the result of the interview, the researcher categorized into several points below:

Table 4.6 The result of interview

No.	Kind of Aspect	Entrepreneurship Aspects	Implemented Activity
1.	Knowledge	Ability to Indentify Opportunities	Teacher asked the students to recall the events from their daily life to be identified based on the topic.
2.	Skill	Ability to Plan	Teacher gave the students task of making dialogue, then give them so many examples of dialogue and situation

			that they can adapt.
		Lead and Delegate	Teacher gave discussion section by giving guiding question.
		Analyse	Teacher gave the students many examples that were representing many kind of situation that they would met in the real life
		Communication	Teacher as students' living dictionary, so the communication built with them while giving instruction, providing the translation for them or the original word that they are going to say
		Representation	The teacher gave them some points reward to create an atmosphere for them to present the task
		Negotiaition	Teacher gave discussion section, then he monitor it
		Working as individual or in a team	Students should not copy any project and should give their original work. For a team work, they did discussion of any project, for example making dialogue in

			pair
3.	Attitude	Proactiveness	The teacher gave the chance to them freely asked for anything that they didn't know or they couldn't find in the dictionary
		Independence	Teacher gave simple individual task, they must not be copy any example or get help from others and gave their original work to the teacher
		Innovation in personal and social life	Teacher motivated them by relating their needs in studying with thing
		Determination to meet objectives	Teacher gave reviewed question just before they ended the lesson. It more to review what they have learnt in the material by those activity

Table 4.3 showed that the teacher used some activity that reflect the entrepreneurship aspect. The teacher did the activities to teach English with integrate the entrepreneurship aspect in the classroom. Each activities reflect the entrepreneurship aspect that the students have to have in their mind. All the aspect were deliver to the students of SMP Raudhatul Jannah Sidoarjo grade 8 in English lesson by the teaching activities.

3. **Students' perception of teaching activity integrated entrepreneurship at SMP Raudhatul Jannah Sidoarjo**

To know about the students' perception of integrated entrepreneurship aspect in teaching activity, the researcher needs to gove questionnaire to the students. The questionnaire were contributed to 60 students in 8th grade of SMP Raudhatul Jannah Sidoarjo. The questionnaire consist of 12 items with 2 options answer, they are agree and disagree. Therefore, the result of questionnaire as follow:

Table 4.7
Students' perception toward understanding English lesson through entrepreneurship theme

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
52	86,7%	8	13,3%

Based on the table 4.7, we can see that most of the students are agree. The table shows there are 52 students or 86,7% of them agree with understanding English through entrepreneurship theme. Only 8 students or 13,3% of them are disagree with it. So, we can concude that perception of students toward understanding English through entrereneurship theme is *Positive*.

Table 4.8
Students' perception toward understanding English lesson through entrepreneurship activity given by the teacher

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
52	86,7%	8	13,3%

Table 4.8 shows that 52 students or 86,7% are agree with understanding English through entrepreneurship activity given by the teacher and the rest are disagree that are 8 student or 13,3% of them. Based on the table above, we know that the perception of students about understanding English lesson through entrepreneurship activity given by the teacher is *Positive*.

Table 4.9
Students' perception toward enthusiasm to learn English in
entrepreneurship theme

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
47	78,3%	13	21,7%

From table 4.9 we can know that 47 students are or 78,3%
agree with the statement and 13 students or 21,7% are disagree
with it. The statement itself is enthusiasm to learn English in
entrepreneurship theme. We can conclude that more than a half of
participant agree with the statement and the perception is *Positive*.

Table 4.10
Students' perception toward motivation to learn English in
entrepreneurship theme

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
43	71,7%	17	28,3%

Table 4.10 shows that there are 71,7% or 43 students are agree
toward the statement of motivation to learn English in
entrepreneurship theme. The rest of participants that is 17 students
or 28,3% of them are disagree with it. There only around a quarter
of participants that disagree toward the statement. From the
analysis we can know that the perception of students is *Positive*.

Table 4.11
Students' perception toward teacher's strategy of teaching in
classroom

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage

58	96,7%	2	3,3%

From the table 4.11 we can know that are only 2 students or 3,3% of participants are disagree toward the statement happiness with teaching in classroom. Almost the students are agree with the statement, there are 58 students or 96,7% are agree with it. It means the students interest and happy with the way of teacher in treaching. In conclusion, the perception of students toward teacher's strategy of teaching in classroom is *Positive*.

Table 4.12
Students' perception toward challenged activity in teaching activity

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
29	48,3%	31	51,7%

There are 29 of students or 48,3% participants are agree toward perception of challenged activity in classroom and 31 students or 51,7% of them are disagree. There is quite differences between two of them, however we can see that more than a half of them are disagree, then it can be concluded as *Negative* perception.

Table 4.13
Students' perception toward self-confident in asking and answering questions in entrepreneurship theme

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
29	48,3%	31	51,7%

From table 4.13 we know that the percentage of agree is 48,3% or 29 students of all participants. There are 31 students or 51,7%

disagree toward self-confident in asking and answering questions in entrepreneurship theme. There is more than 50% of them disagree so that it can be said *Negative* perception.

Table 4.14
Students' perception toward activeness in English teaching process in entrepreneurship theme

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
37	61,7	23	38,3%

Based on table 4.14 there are 37 students or 61,7% agree toward the statement activeness in English teaching process in entrepreneurship theme. The rest is 23 students or 38,3% disagree with it. It means they involved in taching activity actively. We can conclude that the perceptiop of students is *Positive*, because more than 50% of them are agree.

Table 4.15
Students' perception toward knowledge of own country culture from entrepreneurship theme

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
32	53,3%	28	46,7%

Ninth statement is knowledge of own country culture from entrepreneurship theme, 53,3% or 32 students agree and 28 students or 46,7% disagre. From the table 4.15 shows that more students agree than disagree, so in conclusion the perception is *Positive.*

Table 4.16
Students' perception toward teacher's correctness of students' language error

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
57	95%	3	5%

The agree frequent of table 4.16 is 57 students or 95%, then only 3 students or 5% that disagree. Most of students are give their positive perception for the statement teacher's correctness of error of sentences, only a few that disagree with it. In short, the perception of this statement is *Positive*.

Table 4.17
Students' perception toward self correctness of language error

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
43	71,7%	17	28,3%

From table 4.17 we know that 43 students or 71,7% are doing self correctness of sentences error because they had been check the agree column. The rest is disagree about 17 students or 28,3% of them. After see the table, we can say that students' perception of the statement is *Positive*.
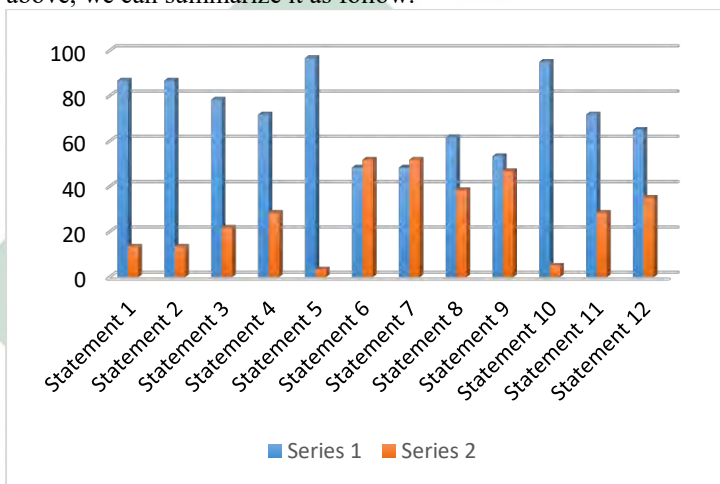
Table 4.18
Students' perception toward understanding sentences spoken by teacher in entrepreneursip theme

Answer			
Agree		Disagree	
Frequent	Percentage	Frequent	Percentage
39	65%	21	35%

Table 4.18 shows that 65% of participants agree toward understanding sentences spoken by teacher in entrepreneursip topic/theme, we can say there are 39 students agree with it. Then the frequent of disagree is 21 students or 35% of them. In conclusion, the perception of students toward the statement is *Positive*.

To simplify the result about the data of students' perception above, we can summarize it as follow:

Chart 4.1
Students' Perception toward English Teaching Activities
Integrated entrepreneurship in SMP Raudhatul Jannah Sidoarjo

Based on the data which are display from the table 4.1 until 4.12, it describes the result of questionnare about perception toward Englih teaching activity integrated entrepreneurship in classroom. So, the descriptive calculation is:

The alternative answer for Agree (F)   : 518
The alternative answer for Disagree (F)   : 202 +
Total of the answer (N)   : 720
The percentage calculation of "Agree" answer:

$$P = \frac{F}{N}100$$

$$P = \frac{518}{720} 100$$
$$P = \frac{F}{N} 100$$
$$P = 71,9\%$$

The percentage calculation of "Disagree" answer:

$$P = \frac{F}{N} 100$$
$$P = \frac{202}{720} 100$$
$$P = 28,1\%$$

Based on the calculation, we can see that the "Agree" answer is more dominant than the "Disagree" answer. According to the result we can can conclude that the students' perception toward the English teaching activities integrated entrepreneurship in SMP Raudhatul Jannah Sidoarjo is generally *Positive*, because the result is 71,9% and it included in 61%-80% range.

B. Discussion

The researcher has presented the result of findings about teaching activity integrated entrepreneurship in English teaching, the entrepreneurship aspect integrated in English teaching activity, and the students' perception toward the English activity integrated entrepreneurship. In this section, the researcher discusses those findings by reflecting some theories related to each problem. First, the researcher discusses the activity of teaching in English integrated with entrepreneurship. Next, the discussion addresses the aspect of entrepreneurship integrated in teaching activity used by the teacher. Last, the discussion of students' perception of teaching activity integrated entrepreneurship aspect in the classroom. Those discussion will be clarified as follow:

1. **Teaching Activity for Integrating Entrepreneurship in English Teaching Process at SMP Raudhatul Jannah Sidoarjo**

    Entrepreneurship based on Kaish and Gilad is the process of first, discovering, and second, acting on a disequilibrium opportunity.[58] As stated in the background, English teaching

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[58] Sasi Misra and E. Sendil Kumar, *Resoursefulness: A Proximal Conseptualization of entrepreneurial Behavior* (New Delhi: sage Publication, 2000).p.137

activity is defined as purposeful classroom prosedure to help students learn English material and understand it. In this case, the teacher plays an important role to implement the activity could be integrated with entrepreneurship aspect. Furthermore, Mooer stated that activities applied in classroom can engage students in teaching activities, facilititate the learners to learn by doing, give immediete feedback to students, arouse a high degree of students' interest and enthusiasm, meanwhile allow teacher to work with a wide range of students capabilities, and allow experimentation with a model of the real environment.[59] Based on the findings, SMP Raudhatul Jannah Sidoarjo has been implemented entrepreneurship aspect in English teaching activity. There are many activities that used by the teacher in classrom. Based on the Douglas's theory, teaching activity can be separated into three fields, they are cognitive, affective, and linguistic.[60] From the observation result, the finding showed that the teacher of SMP Raudhatul Jannah Sidoarjo did the cognitive, affective, and linguistic as follow:

1) Cognitive

Cognitive is various kind of knowledge, it defines as the ability to recall or recognize facts, definitions, laws, and so on and various kind of intellectual and skill.[61] It emphasizes on the intellectual aspect, such as knowledge, understanding, and ability to think. So, cognitive is related to mental and intellectual function. Based on the finding, the cognitive field of the activities done by the teacher are:

a) The teacher showed some expression of complaining and returning goods, such as they are the wrong size, it doesn't should be, I've change my mind, it doesn't work/it broken. Through entrepreneurship topic and example of entrepreneurship, teacher taught writing message.

> *"If we want to permit to do something, misalnya kita mau survey brand seperti contoh di kolom*

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[59] Huang and Hu, "Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes", p. 87.

[60] Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*.p.54

[61] Gage, *research of Cognitive aspect of Teaching*, p. 30.

> *sebelahnya, kita menulis surat atau email ya kalo sekarang"*

b) Students were asked to do activity of making dialogue in pair then practice it later

> *"Please work in pair to make a dialogue of making complain and returning goods then perform it later"*

c) Teacher used students' story of selling or buying to indicate the expression

> *"I have experience of selling clothes, especially t-shirt. So, i cooperate with print design, hal-hal terjadi namun harus tetap berusaha menjual atau menciptakan produk yang bagus kualitasnya dan tetap semangat"*

d) Teacher played an audio of examples of expressions then discussed it

> *"B: I think it definitely wrong size, I'd like to change into another one"*
>
> *"S: Yes, here are"*

e) Teacher appreciated the students' work

> *"Okey good! Give applause for them!"*

f) Teacher checked each chair about the work.

> *"T: Have you find an idea?"*
>
> *"S: Already Ustadz"*
>
> *"T: Okay, go on"*

2) Affective

In affective, we look at feeling about self, relationship in a community of learners, and about the emotional ties between language and culture.[62] It includes the nature of behavior as of feeling, interest, attitude, emotion, and value. In short, affective is characterized by large proportion of emotional involvement. Based on the activities stated in finding done by the teacher in teaching English in 8th grade, the point are below:

a) Teacher asked students to read the sentence of expressions

> *"Please read the sentence of number 1! Any one wanna read?*

b) Students practiced the dialogue voluntary

> *"T: If you have finished, you can practice it in front"*

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[62] Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*.p.61

"S: We already Ustadz, we will perform Tadz!"
"S1: Excuse me sir, I would like to complain, this laptop doesn't work"
"S2: I will check it, do you want to change another type?"
"S1: No, i want refund"
"S2: Okay wait it"

c) Teacher asked students to work in pair

"Silakan berapasangan membuat dialog tentang making complain yang isinya soal makanan atau minuman atau yang lain bebas!"

d) Teacher asked students to read the dialogue then discussed it

"T: Please read it!"
"T: Dari dialog nomer 1, jawabannya apa?
"S: Wrong size!!"
"T: Berarti ukurannya apa?"
"S: Ukurannya salah. Dia lebih kecil"
"T: Iya, Good!! Number two?"

e) Teacher asked students complete the email in the book individually

"Now, ini kan ada email yang belum tuntas ya, dan masih belum sempurna kalimatnya, nah, you should completee the email like the example, diberi expression seperti contoh then write it in your book, individually!"

f) Teacher gave an example how to complain politely, then connecting to expression to complain.

"Thank you is the sentence to refuse something politeness. Jadi, kalau mau menolak tawaran dari penjula misalnya saat komplain seperti contoh audio yang terakhir tadi, pakai kalimat thank you biar lebih sopan"

3) Linguistic

Linguistic is a field that centers of language itself and on how learners deal with the complex of linguistic system.[63] It focus on the language that students learnt. In the activities that

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[63] *Ibid*.p.65

gave by the teacher to the 8th grade, there are some activities included into cognitive field:

a) In doing task session, teacher walked around checking students' work and corrected them

> *"This t-shirt doesn't fit in, tidak cukup dipakai maksudnya bukan pakai kata not enough for me*

b) Teacher corrected the vocabulary meaning of students

> *"Tidak cocok itu unsuitable, kalo uncomfortable lebih ke tidak nyaman"*

c) Teacher used understable vocabularies

> *"The complain maybe you will find in selling and buying food or drink"*

Based on the discussion above, there are several activities used by the teacher done in classroom. According to Douglas, there are three field to give the students activities such as cognitive, affective, and linguistic.[64] In cognitive field, teacher showed the information and asked the students to analyze the topic. The teacher also told stories of entrepreneurship that inspired and motivated them. It is important to choose simple entrepreneurship inspiring subjects that are interesting for the students.[65] The teacher told the story of well-known local company in this era and his story to struggle in build a bussiness. Then, in affective field, the teacher applied the interested activity which is making a dialogue in pair and perform it in classroom. Activity in teaching such making dialogue has been receiving broad attention as active learning strategy, which provides students with hands-on experience to practice their communication skills.[66] Another goal of the activities such as dialogue, reading passage, and wirting text is to make them aware of the problem in real life especially in entrepreneurship then to solve it. Similarly with Huang and Hu stated in their research, English lesson which used various activities are suitable to achieve the goal because short dialogues or role-playing activities along with problem solving activities, reading passages and writing tasks are excellent opportunities to

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[64] *Ibid.*p.54

[65] Pinar Ozdemira, "A combined approach to teaching English and Entrepreneurship", *Procedia*, no. 199 (2015), p. 295.

[66] Huang and Hu, "Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes", p. 87.

internalize a certain idea.[67] Last, in linguistic field, the teacher correct and give feecback to the students after they had perform or in discussion section. According to Gopal Sobin in his research, some students believed that when the teacher corrected their mistakes in speaking this would confuse them and they would lose their focus. They felt that students should be given the opportunity to finish expressing their thoughts verbally without any interruption.[68] Based on the discussion above, all the activities used by the teacher to teach English for 8th grade at SMP Raudhatul Jannah Sidoarjo are include in cognitive, affective, and linguistic for integrating entrepreneurship aspect in English teaching.

To enrich the theory of teaching activity in English integrated entrepreneurship, the researcher add the theory of Ariane Debyser which explain about the way of integrating entrepreneurship in education. Ariane Dabyser stated that entrepreneurship can be following the cross-curricula approach, be integrated into existing curriculum subject, or be introduce as separate curriculum subject.[69] Based on the analysis of documentation and interview, it showed that SMP Raudhatul Jannah implemented the entrepreneurship aspect in lesson plan design. In the analysis of lesson plan design, entrepreneurship aspect can be seen in the main activity of teaching. It can be described as follow:

1) Exploring
   a) Students analyze the expression of returning goods and make it complain.
   b) Students analyze the box "How To"
   c) Students analyze variaty of situation to do returning goods and make a complain about food and drink.
2) Planning
   a) Students prepare the expreession amd plot to be done in task
   b) Students make a plan to complete the task on-time
3) Doing

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[67] Ozdemira, "A combined approach to teaching English and Entrepreneurship", p. 294.
[68] Sopin, "Students' Perceptions of Grammar Teaching and Learning in English Language Classrooms in Libya", p. 70.
[69] Ariane Debyser, *Promoting Entrepreneurship through Education* (European Parliamentary Research Service, 2013).p.4

a) Students analyze the differencies of expression of returning goods and make a complain
b) Students write the information from the book individually
c) Students listen to audio of returning goods and make a complain
d) Students mention a variaty of situation that returning goods and making complain of food and drink happened.
e) In a pair, students make a dialogue of returning goods and make a complain about food and drink

4) Communicating
   a) Students do discussion
   b) Students perform their dialogue in front of their friend

5) Reflecting
   a) Students tell what they have learn that day
   b) Students write the lesson that day

Activities play an important role in the process of learning in the classroom.[70] Nevertheles, the teacher developed the activities based on the situation in the classroom and the needs of students. Samperio stated that teachers perceive teaching in different ways and try to accommodate their style to learner's needs in order to facilitate learning.[71] In addition, the teacher gave the students activities based on the lesson plan with some developed activities that interested and engaged them to involve the teaching process. Based on Ariane Debyser, the researcher make a conclusion that the teacher at SMP Raudhatul Jannah Sidoarjo were gave the teaching activity in cognitive, affective, and linguistics field to integrate entrepreneurship aspect, then the entrepreneurship aspect is integrated into existing curriculum subject.

2. **Aspect of Entrepreneurship Integrated in Teaching Teaching Activity at SMP Raudhatul Jannah Siodarjo**

The second research question addressed the aspect of entrepreneurship integrated in teaching activity. The researcher used Ariane Debyser theory that explained the aspect of entrepreneurship in knowledge, skill, and attitude.[72] Based on the

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[70] Nahum, "Discovering Students' Preference for Classroom Activity", p. 52.
[71] *Ibid.*, p. 53.
[72] Debyser, *Promoting Entrepreneurship through Education*.p.2

the findings, the teacher used the aspect of entrepreneurship in teaching activity of English as follow:

a. Knowledge

Knowledge is the understandings and information related to a dimension.[73] It is something that we have concious access to and call someone about it. It simply called that thing we know.

1) Ability to Identify Opportunities: Teacher asked the students to recall the events from their daily life to be identified based on the topic.

b. Skill

Skill is abilities that are based on aptitude, relevant knowledge, and practice for competent performance.[74] Usually we perform the skill use knowledge we have. Skill is not something we have concious access to, we just do it although may have knowledge about the skill that allows to describe what we can do. It can be said that it is thing we do.

1) Ability to Plan: Teacher gave the students task of making dialogue, then give them so many examples of dialogue and situation that they can adapt.

2) Lead and Delegate: Teacher gave discussion section by giving guiding question

3) Analyse: Teacher gave the students many examples that were representing many kind of situation that they would met in the real life

4) Communication: Teacher as students' living dictionary, so the communication built with them while giving instruction, providing the translation for them or the original word that they are going to say

5) Representation: The teacher gave them some points reward to create an atmosphere for them to present the task

6) Negotiaition: Teacher gave discussion section, then he monitor it

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[73] Barbara L. Martin and Charles M. Reigeluth, *Instructional-Design Theories and Models Volume 2 A New Paradigm of Instructional Theory* (New Jersey: Lawrence Erlbaum Associates, 1999), p. 494.

[74] *Ibid*.p.494

7) Working as individual or in a team: Students should not copy any project and should give their original work. For a team work, they did discussion of any project

c. Attitude

Attitude is a represent state of mind, feelings, or belief about a particular matter.[75] Attitude specifies what we actually tend to do because we can do something doesn't mean actually do. It simply called what we tend to do.

1) Proactiveness: The teacher gave the chance to them freely asked for anything that they didn't know

2) Independence: Teacher gave simple individual task, they must not be copy any example or get help from others and gave their original work to the teacher

3) Innovation in personal and social life: Teacher motivated them by relating their needs in studying with thing

4) Determination to meet objectives: Teacher gave reviewed question just before they ended the lesson. It more to review what they have learnt in the material by those activity

The teacher mostly incorporated the entrepreneurship aspect in teaching activity by insert those activities to deliver the knowledge, skill, and attitude aspect to the students. In line with Pinar, it because education is an effective key to shaping young people's attitudes, skills and culture, it is vital that entrepreneurship education is addressed from an early age. It also provides the knowledge to the learners.[76] The teacher of SMP Raudhatul Jannah Sidoarjo gave the students many example of dialogue and story of entrepreneurship related to their needs. By doing dialogue, communication berween students and teacher, the students improved their skill in communication. Sullivan stated Nahum's research discovered that learners not only liked but also wanted opportunities to communicate and create relationships with their classmates and their English teachers.[77] The teacher also gave them motivation to learn and do both individual or team enthusiastically, and involved them in any activity in classroom like discussion. In a small group, students can have more

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[75] Ibid. p.494
[76] Ozdemira, "A combined approach to teaching English and Entrepreneurship", p. 294.
[77] Nahum, "Discovering Students' Preference for Classroom Activity", p. 54.

opportunities to involve themselves in face-to face interaction, share group responsibilities, and enhance their co-operative relationships.[78] The teacher of SMP Raudhatul Jannah Sidoarjo explicitly taught the grammar in the teaching process and gave them feedback after they had perform the dialogue. More teachers than students believed that it was better to practice language in simulated real life situations than to study grammatical forms explicitly.[79] Based on the finding of interview, the researcher concluded that aspect of entrepreneurship is used in knowledge, skill, and attitude with the developed implementation of activity based on the students' needs.

3. **Students' perception of teaching activity integrated entrepreneurship aspect at SMP Raudhatul Jannah Sidoarjo**

The importance of knowing the activities that students like to have or do in the classroom will bring about students' enjoyment within the classroom environment, thus leading to attentive participation.[80] Perception of the students toward the activities of teaching in the classroom are needed to improve the teacher to teach with interested activities. Nahum in his research explained that it is important to take into consideration students' opinions for the selection of the activities and that a good selection of classroom activities engages students, facilitates learning, gives the teacher and students immediate feedback, and raises interests and motivation.[81] So, knowing the perception of students about the activities in teaching is has benefit for both the teacher and students. After the data displayed, the result of the data need to be analyzed to know the intensity or quality the overall of students' perception. As the first step, the data from chart 4.1 until 4.14 will be summarized in one recapitulation chart. The result of the recapitulation as follow:

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[78] Huang and Hu, "Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes", p. 87.

[79] Sopin, "Students' Perceptions of Grammar Teaching and Learning in English Language Classrooms in Libya", p. 68.

[80] Nahum, "Discovering Students' Preference for Classroom Activity", p. 53.

[81] Nahum, "Discovering Students' Preference for Classroom Activity". p. 52.
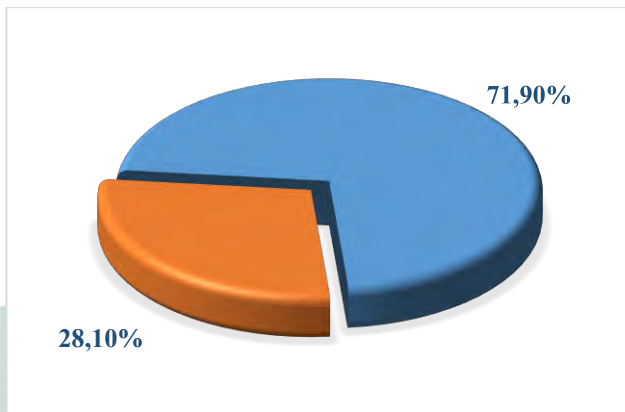
Chart 4.2

Recapitulation of Students' Answer of Students' Perception
toward English Teaching Activities Integrated entrepreneurship
in SMP Raudhatul Jannah Sidoarjo

Based on the chart 4.2 above, we can see that students'
answer is dominantly agree, it shows that 71,90% of the students
are Agree meanwhile the Disagree answer is only 28,10%. That
makes the students' perception toward these strategies overall is
Positive because based on Ridwan about the scale of variable, if
the result is on the range between 60-80% means that the overall
perception is positive.[82]

In this case, positive perception means, that the students accept
the way teacher implements the teaching activity in the classroom
very well. As stated by Robbins, positive perception means that
suitable with the expectation of the object perceived or from the
rules.[83] Learner perception for activities in classroom has been
associated with motivational factors, which influence learners'
choices, engagement in action, effort, and persistence.[84] Positive
perception toward teaching activities bring positive behavior and

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[82] *Skala Pengukuran Variabel-Variabel Penelitian*.
[83] Wirawan, "Persepsi Masyarakat Terhadap Kebijakan Kementrian Agama dalam
Pelaksanaan Peraturan Akad Nikah di Kota Bandar Lampung Tahun 2014".
[84] Nahum, "Discovering Students' Preference for Classroom Activity", p. 52.

attitude to have high motivation in learning.[85] Moreover, student perception can be the measurement of how well the teacher implements the strategy, and if the result is positive means that the teacher did it very well. Based on the discussion above, the researcher can conclude that the teaching activity used by the teacher for integrating entrepreneurship aspect in SMP Raudhatul Jannah Sidoarjo is very well and it is reflected by students' perception toward the teaching activity in classroom.

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[85] Silvestra Maria Indrat Yessy Adipranata, "Students' Perception on The Use of Role Play Technique in Speaking Class in The English Education Study Program of Sanata Dharma University" (Yogyakarta: Sanata Dharma University, 2009), p. 3.

CHAPTER V
CONCLUSION AND SUGGESSTION

This chapter discusses about the conclusion of this research regarding the analysis of student teachers' conversational hand gestures in giving instruction. Furthermore, this chapter also contains the suggestion regarding the research for students, lecturers, and also the next researchers.

A. Conclusion

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded as following description:

1. The teaching activities integrated entrepreneurship in English teaching process can be devided into three ways, *first* is cognitive by showed some expression of complaining and returning goods, asked students to make dialogue in pair then practice it later, told stories of selling or buying to indicate the expression, played an audio of examples of expressions then discussed it, appreciated the students' work, and checked each chair about the work. *Second*, affective field by asked students to read the sentence of expressions, to complete the email in the book individually, gave an example how to complain politely, then connect it to expression to complain, and students practiced the dialogue voluntary. *Third* is linguistic field, they are teacher walked around checking students' work and corrected them, corrected the vocabulary meaning of students, used understandable vocabularies.

2. There are three aspects of entrepreneurship integrated in the English teaching activities. They are knowledge, skill, and attitude. *First* is knowledge, the teacher taught the aspect of ability to plan through asked the students to recall the events from their daily life to be identified based on the topic. *Second* is skill, the teacher taught the skill of ability to plan by gave the students task of making dialogue, then give them so many examples of dialogue and situation that they can adapt, lead and delegate by gave discussion section, analyse by gave the students many examples that were representing many kind of situation that they would met in the real life, communication

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while giving instruction and providing translation for them, representation aspect by gave them some points reward to create an atmosphere for them to present the task, negotiaition through gave discussion section, working as individual or in a team through gave them individual task and discussion of any project. *Third* is attitude, the teacher taught proactiveness aspect by gave the chance to them freely asked for anything that they didn't know, independence by gave simple individual task, they must not be copy any example or get help from others and gave their original work to the teacher, innovation in personal and social life by motivated them by relating their needs in studying with thing, determination to meet objectives by gave reviewed question just before they ended the lesson. All those aspect are related to teaching process and for improving the students' character. Therefore, entrepreneurship aspect can be taught in English teaching activity.

3. The students' perception toward English teaching activities integrated entrepreneurship is *Positive*. It means the students accept the way teacher implements the teaching activities integrated entrepreneurship in the classroom very well, such as understanding English lesson through entrepreneurship theme, understanding English lesson through entrepreneurship activity, they are enthusiast to learn English in entrepreneurship theme, motivated to learn English in entrepreneurship theme, teacher's strategy of teaching in classroom, challenged activity in teaching activity, self-confident in asking and answering questions in entrepreneurship theme, activeness in English teaching process in entrepreneurship theme, knowledge of own country culture from entrepreneurship theme, teacher's correctness of students' language error, self correctness of language error, and understanding sentences spoken by teacher in entrepreneurship theme.

B. Suggestion

After the researcher found the answers of research question, there are some suggestions as follows:

1. The teacher should have a sufficient knowledge of entrepreneurship. There are more than one topic integrated entrepreneurship aspect in teaching activity, so the teacher should master the information and knowledge of entrepreneurship to be

integrated in teaching activity. By having deep understanding of entrepreneurship, the teacher will give the variation of activity in teaching for integrating entrepreneurship aspect easily. Because the teacher has important role in taeching, so should have more knowledge of entrepreneurship to integrate in the teaching activity.

2. It was recommended for the school having entrepreneurship as an independent subject learning, because entrepreneurship has Basic Competence which are attended to the students ability to master.

3. It was recommended that further researchers can conduct a research similar topic but integrates Basic Competence to the entrepreneurship aspect, because entrepreneurship is included into high level competence and unsuitable with the Basic Competence of English lesson.
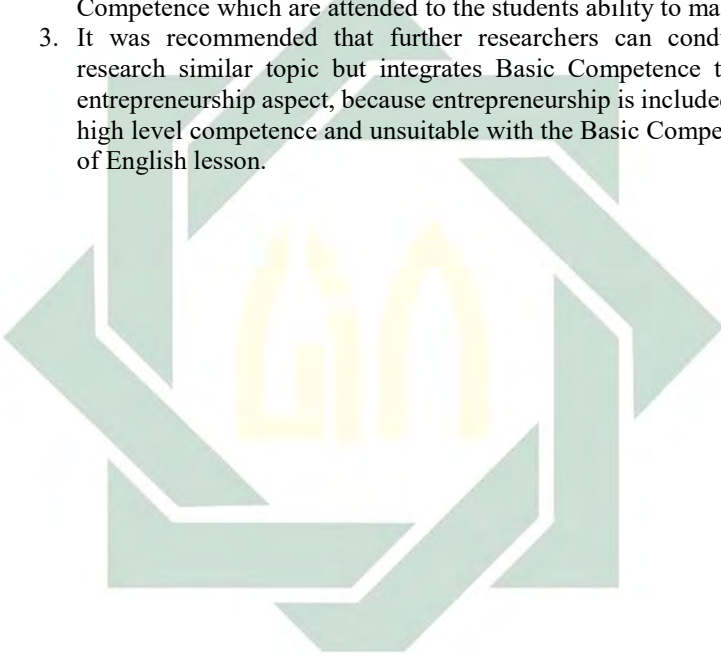
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