
PUBLIPRENEUR BASED LANGUAGE LEARNING (PBLL) AS THEMATIC APPROACH IN TEACHING ENGLISH FOR CREATIVE INDUSTRY

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ABSTRACT

The purpose of this study is to evaluate the effectiveness of Publipreneur Based Language Learning (PBLL) as a thematic approach in teaching English, particularly for the creative industry. In finding the right way to design English materials for the creative industry, researchers conducted a student needs assessment through questionnaires, interviews, and classroom observation (simulation) in the learning process. The research questions were answered through eight items of respondents' understanding, namely: 1) Lecturers' perception of the creative industry; 2) Lecturers' institutional awareness; 3) The role of students in learning activities; 4) The role of lecturers in the learning process; 5) Evaluation in the learning process; 6) Difficulties in designing English materials; 7) Solutions in problem solving; 8) Designing PBLL Materials for Creative Industries. The findings of this study include three main points. First, to meet the needs, the design of English learning materials should be formulated according to the competency level of the Indonesian national qualification framework approach. Second, to meet the needs of the industry, the design of English learning materials should be able to encourage them in performing various technical skills and competencies needed by the industry. Third, to improve one's proficiency in understanding EOP materials, the design of English learning materials can elaborate Kathelen Graven's model with its modification by prioritizing concept actualization after content conceptualization.

Keyword: language acquisition, publishing competencies, actualizing concepts, students' need.

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INTRODUCTION

The creative industries have become an increasingly important sector in the global economy, covering fields such as design, art, music, film and more (Nugroho, 2019). In this case, it is important to develop learning approaches that are relevant to the needs of the creative industries so that learners can prepare themselves well for careers in these fields. Another related issue is the need for strong English language skills in the creative industries, yet not many human resources are fluent in English (Yamao & Sekiguchi, 2015).

English is often used as the language of international communication in this industry (Nuraeni, 2021). Therefore, it is important for learners to develop good English language skills to communicate well in the global creative industry work environment (Kivunja, 2015). However, there are several factors that affect the problem such as lack of access to quality English courses, intensive training, or experienced mentors can be barriers to mastering the language (Putri & Wijayanti, 2018). English can be a complex and challenging language to learn. Some individuals may have difficulty in understanding grammar, vocabulary, or correct pronunciation. Factors such as lack of time, motivation, or ineffective learning methods can also affect one's ability to master English.

Not mastering English can have a significant impact in the global creative industry. English is often used as the international language of communication in these industries, and a lack of English skills can limit one's ability to communicate well in a globalized work environment (Alfarisy, 2021). In addition, many resources and information in the creative industries are available in English, so individuals who are not proficient in the language may have difficulty accessing such information and resources. Efforts to overcome these problems can be made through Entrepreneur-Based Language Learning (PBLL) (Mullis & Martin, 2017).

Entrepreneur-based Language Learning (PBLL) is a learning approach that integrates language skills with entrepreneurial skills (Haq, 2020). In the thematic approach in Entrepreneur-Based Language Learning (PBLL), learning is done through themes or topics relevant to the entrepreneurial world. The purpose of this approach is to develop language skills as well as entrepreneurial skills in learners (Dewi et al., 2018). The thematic approach in PBLL involves the use of learning methods and strategies that emphasize the application of language in an entrepreneurial context. Learners will learn language through activities related to the entrepreneurial world, such as creating business plans, communicating with clients or business partners, and presenting products or business ideas (Rosalin et al., 2020). The thematic approach in PBLL can benefit learners in developing language skills relevant to the world of work in the entrepreneurial field. In addition, this approach can also increase learning motivation and learner engagement in the learning process.

The novelty of this research is from the object of research, namely Entrepreneur-Based Language Learning (PBLL) as a thematic approach in teaching English for the creative industry which has never been studied before.

English has become a lingua franca in many creative industries that operate globally (House, 2013). Good language skills are required to interact with business partners, clients or international audiences (Rao, 2019). PBLL offers an approach that combines language teaching with creative elements, which suits the demands of the creative industries that require creative, innovative and adaptive thinking skills. Through the PBLL approach, students can acquire English language skills relevant to the needs of the working world in the creative industry, enhancing their readiness to engage in a multicultural professional environment (Zalzulifa, 2016).

The purpose of this study is to evaluate the effectiveness of Publipreneur Based Language Learning (PBLL) as a thematic approach in teaching English, particularly for the creative industry. The results of this study are expected to provide PoliMedia with an appropriate model in designing English learning materials used to guide students and lecturers in the learning process. The most important thing of this research is based on PoliMedia's function to direct a three-year diploma program that focuses on the needs of publishing students as intellectual resources expected for the national creative industry in Indonesia.

This research can help identify the creative industry's specific needs for English language skills. This allows learning to be tailored to the actual needs of the industry, preparing students with relevant skills. PBLL enables the development of creative and innovative thinking skills through an approach that emphasizes the creative aspects of language teaching. It can improve students' thinking in expressing ideas and concepts more creatively and effectively. English language learning through PBLL encourages students to interact with content related to global cultures and issues. This

helps them develop communication skills that are appropriate to the multicultural environment that exists in the creative industries.

METHOD

This study used qualitative research methods. Qualitative research is a research method that aims to understand and explain phenomena in depth through descriptive and interpretive data analysis. This research tends to collect data in the form of text, images, sounds, or videos, and focuses on understanding the context, meaning, and experiences of individuals or groups involved in the study (Hennink et al., 2020). Data collection techniques in this study to design English materials for the creative industry, researchers conducted a needs assessment of students through questionnaires, interviews, and classroom observation (simulation) in the learning process.

Assessment is the process of collecting and evaluating information to measure the progress, performance, or achievement of a person, group, or organization in achieving a specific goal (Hennink et al., 2020). Assessment can be conducted in various contexts, such as education, business, health, and government. The assessment process involves collecting data through various methods, such as tests, interviews, observations, or document analysis. The data collected is then evaluated and analyzed to produce information that can be used to make decisions or further actions (Jordan, 2013).

The research questions were answered through eight items of respondents' understanding, namely: 1) Lecturers' perception of the creative industry; 2) Lecturers' institutional awareness; 3) The role of students in learning activities; 4) The role of lecturers in the learning process; 5) Evaluation in the learning process; 6) Difficulties in designing English materials; 7) Solutions in problem solving; 8) Designing PBLL Materials for Creative Industries. The data that has been collected is then analyzed in three stages, namely data reduction, data presentation and conclusion drawing.

RESULTS AND DISCUSSION

For assuring the industrial needs and for the accomplishment of the data in this session the researcher provides the information of industrial need taken from eight subheadings to answer the research questions "How does the English Materials meet the Industry needs?" Those subheadings consist of: 1) Perception of Lecturers toward the publishing knowledge; 2) Institutional Awareness of Lecturer; 3) Students' role in learning activities; 4) lecturers' role in learning process; 5) Evaluation in learning process; 6) Difficulties in designing english materials; 7) Solution in problem solving; 8) Designing english material for the creative industry. The data to answer the eight subheadings were taken from the questionnaire, interviews and classroom observation.

Lecturer's Perception on the Publishing Knowledge.

Concerning with lecturers' perception about the publishing knowledge, data from interview shows that they have good understanding about the publishing know-how. The respondents' perception can be seen in the tabulation of interview category of the answer to the questionnaire. All respondents have a strong understanding that language is the most important factor in publishing activities. They agree that publishing becomes a business that is closely linkage to the communication. Henceforth the respondents realize language as the main resource based capital for building the publishing business either Indonesia language as the first or English as an international

language. Language skills are competency needed by the writer or editor in order to convey the message clearly. Furthermore, respondents also show their understanding about the language acquisition in basic skills (reading, writing, listening, speaking) is required within the production cycle of publishing industry ranging from prewriting-drafting-revising-editing-publishing.

Table 1. Questioner 1

Question	The language acquisition in basic skills (reading, writing, listening, speaking) is required within the production cycle of publishing industry ranging from prewriting-drafting-revising-editing-publishing. Explain your understanding.
R#1	Language skills must be learned as a basic competency for employees of publishing industry).
R#2	<i>Sangat diperlukan sekali karena itulah inti dari penerbitan.</i> (It is really necessary as the core of competencies in publishing industry.
R#3	Agree
R#4	One will be able to write well when they get good input. This means that the skills from reading, writing, listening and speaking are interrelated each others.
R#5	It is agreed that the effective way of acquiring language competencies through hand-on practice, so the education process should also be based on competencies. The essential language competencies consist of reading, writing, listening and speaking. In the context of publishing industry that mostly produce the written products, the steps of prewriting-drafting-revising-editing-publishing become the essential system in developing world of publishing.

From the questionnaire above, it was found that the respondents agree the main competencies of language (reading, writing, speaking, listening) and it approved that the publishing knowledge is part of human creativity that continually develop from time to time in accordance with the development of civilization and its required modern era. This is also the consequence of the human being as the creature that each communicates and interacts one among others.

Table 2. Questioner 2

Question	An editor in publishing industry does not merely require the language competencies, but also team working skills, problem solving skills, IT user skills, numeracy skills. Explain your understanding about this statement.
R#1	An editor should not only be proficient in language skills, but also possess knowledge of technology and be capable of working effectively in a team.
R#2	Absolutely agree. The success of every one 80% depending on how they are communicating with, negotiating with, networking, teamwork, technology user and alike.
R#3	Absolutely agree, an editor also should be master in manuscript contents.
R#4	Ya, because they are not only as intellectual resource based but also the producer in a publishing business.
R#5	Absolutely agree. All must be holistically integrated within one's competencies of an editor.

In addition to language competencies, the data indicates that the performance of a language worker in publishing industry called "*editors*" not only require language competencies but also the need to empower the personal talent of teamworking skill, problem solving skills and technology user skills. This can be a pragmatic findings of English urgency when once there is an event of collaboration with those who come from abroad in which English is the only communication tools or perhaps the incoming printing technology with six manual languages and one of them is English.

Table 3. Questioner 3

Question	Nine task forces, thirty-nine competency units, and one hundred and forty competency elements from the UK Occupational Publishing Industry have been deliberately adopted and adapted as the primary references for drafting book publishing competencies in Indonesia. This can serve as a valuable resource for developing the human resources in the national publishing industry. Can you explain your thoughts on this?
Answer	
R#1	We have to do research about the competency needs in the publishing industry in our country, work culture and depend on the company, small or big publishing industry.
R#2	Absolutely agree, because it can be a reference for further development and adaptation of our own.
R#3	Agree. But be remember that it is just as a reference not totally adopted as it is)
R#4	<i>Elemen di Indonesia dapat lebih komprehensif dan kaya.</i> (Competence element in Indonesia can be comprehensively various and rich.
R#5	I think it can be used and implemented accurately into our innovative curriculum

In the questioner 5 above, respondents approve the process of adopting and adapting UK competencies standard in the language course design. ISP. Nation and John Macalister pp.11 in "Language Curriculum Design" underlines the important of having a flexible approach to the use of a course book and of choosing a course book which allows for flexibility". A head of national council UK, John Whitley in his email letter recommended researcher for copyright unbreaking to translate and adapt UK National Occupational in Publishing Industry.

Respondents' awareness on the institutional policy.

Data interview shows that all respondents agree with the policy of production and entrepreneurship based curriculum development at PoliMedia. Event, they requested to do furtherly development and continually improvement toward the adaptive curriculum and learning materials approach to the industrial needs.

Table 4. Questioner 4

Question	The policy of curriculum and material development based on production and entrepreneurship approach is already on the track for an education institution diplom 3 like PoliMedia. Give your comment about this.
Answer	
R#1	That right, but the content of curriculum can not applied cause it has not be supported by the human resources.
R#2	Absolutely agree, but still need to reconceptualize about the meaning of production and entrepreneurship.
R#3	It is already on the tract. But based on the existing condition, the policy is still not strongly bounded to all academc societies of PoliMedia. It needs control and evaluation from time to time until it suits to be implemented.
R#4	Agree, but there are some things not applicable like classification of subjects which are not in balance yet.
R#5	I think it is already on the track approaches to the vocational education system to produce the students ready to work and business.

Nevertheless, from the interview the data shows that the needs for quality assurance of publishing graduates strongly recommended in order the comparative learning hours theory and practice (60%:40%) can produce the students' output with strong talent in creating job opportunity (80%) or doing entrepreneurship in the field of publishing (20%) both private or government.

In order to support the implementation of institutional policy especially dealing with the vocational learning strategy, respondents also recommended PoliMedia to have a good relationship and cooperation in building mutual understanding of link and match with relevant association like

Indonesia Book Publisher (Ikatan Penerbit Indonesia-IKAPI) and Newspaper Publisher Association (Serikat Penerbit Surat Kabar – SPS). The collobaration between PoliMedia and related partners will strengthen the implementation of internal policy by which mutual communication between educational institution and stakeholder or industry will flow smoothly.

When asking the respondents about their view on the efforts of adopting and adapting national occupational standard in publishing industry United Kingdom, they give their support and think that it is a good starting point especially in initiating the establishment of international publishing study program at PoliMedia. Nevertheless, in some cases one ought to realize that the developed country is more competitive in publishing knowledge. Of course it is costly to do benchmarking but the outcome will be more valuable for the changing of mindset both internal resources of PoliMedia and publishing practiontioners in general.

The greatest expectation of stakeholders towards the graduates' quality of publsiing study program has intentionally requested the respondents to support Polimedia in designing all learning materials including *“English for Publishing”* approached to the national occupational standard of publishing industry. The respondents suggest PoliMedia to invite the publishing practitioners in one pannel discussion in order to find a good formula of link and match as the way to assure the highest graduate acceptability.

Table 5. Questioner 5

Question	The design of teaching materials for all subjects including English for Publishing should refer to effort of achieving one's competencies available in Industry. Give your comment on this views.
Answer	
R#1	Yes, but it needs research deeply cause each industries have a standar hemselves).
R#2	Absolutely agree.
R#3	Yes, all subjects have to possess similar references which consequently produce the graduates with similar knowledge and skills.
R#4	Ya, the teaching materials are parts of lesson plans and should refer to curriculum development.
R#5	In writing lesson plans and teaching learning process it is expected competences standard become main references in the process of adaptation and innovation.

All the previous interviews about respondents' awareness on the institutional policy were delivered to the respondents and data from quetioner reveals that 83,04% respondents agree, 13,48% absolutely agree and 3,48% disagree. This data can be assumed that most respondents already aware and receive the policy within the education constrain. The production and entrepreneurship based curriculum and learning strategy is the way to make students not only capabale in making goods but also in selling as well.

Students' role in learning activities;

The data from interviews and observations about the students' role in learning activities shows that assessing the students' competencies before teaching is useful for recognizing prior learning and identifying the students' basic skills in English. The placement test can also be a tool to classify the right method of teaching after knowing the skill level of each students. This is the consequence of language interaction in and out of the class in english where in the formal lecture technically flow the steps of speaking, reading, writing, and listening.

Respondents also agree with the relationship of student-lecturer as partnershp style. Both lecturer and students are human being and they need two way communication as opposed to be a learning creature. In addition to partnership nuance of learning atmosphere, the students are

requested to collaborate in the development of learning materials as well formulating the learning system. The creative students will find their own way to reach the maximum learning output. They will do much discussion and collaboration in order to reach the maximum effect of reading, writing, listening, and speaking. Students are the flock of human being with adult learning system. Therefore, they are treated to be active, creative and inovative students within the adult learning system. Being on that occasion, the students must learn with adult learning setting in order they read, write, listen and speak.

All previous students' roles support the enhancement of students' commitment to learning English. The learning commitment of students are becoming key factor in making the success learner based approach. Unless the strong commitment of students, it is rather difficult to hand-in-hand guide every single of student achieve the learning outcome.

All the previous interviews about students' role in learning activities were delivered to the respondents. The data from the questionnaire reveals that 83.04% of the respondents agree, 15.22% absolutely agree, and 1.74% disagree. This data suggests that most respondents understand that the students' role in learning activities is not limited to the learning process itself, but also extends to program design as indicated through needs assessment. The students' participation will contribute to the success of learning from both the lecturers' and students' perspectives.

Table 6. Respondents' comment on the students' role in learning activities

Statements	Absolutely Agree	Ranks		Absolutely Disagree
		Agree	Disagree	
It is important to know students' competencies before teaching	19,12%	4,52%	0,33%	-
Students are partners in learning process	17,37%	1,76%	0,23%	-
Students are needed to build teamwork in developing materials and designing a learning system.	13,15%	1,37%	0,17%	-
Students are required to be active, creative and innovative in implementing the adult learning system	14,28%	4,05%	0,26%	-
The students' learning commitment is the main factor for the success of learner based approach implementation	19,12%	3,52%	0,75%	-
Sub-total	83,04%	15,22%	1,74%	-
Total		100%		

Lecturers' role in learning process;

Based on the interview, field observation, study document and analysis of questionare from respondents it is strongly recommended that lectures must be creative, active, inovative, aspirative, and proactive in implementation of adult-learning methode. The lecturer's creativity can create various ways of teaching style. Active means no loosing time without doing thing except learning itself. The educator is also aquired to be inovative and problem solver by its capacity in finding ways out that can help them in making a learning system enjoyable.

Table 7. Questioner 6

Question	Lecturers are required to be creative, active, innovative, aspirative in implementing adult learning method . Explain your view on this.
Answer	
R#1	Of course, the teacher must develop their material and conduct the class environment, how to convey the learning material so that the students enjoy learn English lesson.

Question	Lecturers are required to be creative, active, innovative, aspirative in implementing adult learning method . Explain your view on this.	
Answer		
R#2	Absolutely agree.	
R#3	Absolutely agree, a lecturer is the first player in the class room. In this case, a lecturer must motivate students to learn either as a self learner or group work.	
R#4	Yes, lecturer is a role player and role model in learning process.	
R#5	That's right, this is surely important for the students to follow the learning process better.	

In addition to the lecturers' talent of creative, active, productive and inovative, according to the questionnaire the lecturers also need to perform their ability of being facilitator, innovator, creator and motivator within the learner based approach. The lecturers should know many kinds of interesting material for teaching as well as creative in finding the newest models. So forth, these are the factors that can encourage the students in tranfering knowledge and communicating ideas which consequently enforce them to written and oral communication at various publishing demain.

Table 8. Questioner 7

Question	Lecturers can be functioned as facilitators, innovators, creators and motivators in implementing learner based approach to teaching. Give your comment.	
Answer		
R#1	Not only facilitator but also act as an editor if the student makes a mistake in spelling, writing, and pronunciation.	
R#2	Absolutely agree.	
R#3	Students do not only get motivation and enthusiasm, but also through organization, clear order, knowledge, and good teaching technique.	
R#4	As facilitator, a lecturer according to constructivism theory can provide space for growing and developing on their own, in which there are available aspect of task skills, task management skills and contingency management skills.	
R#5	I do agree.	

It is indicated that lecturers must develop learning material based on the need assessment. A publishing graduate will have more interaction among societies especially in using the language skill of english. Consequently, the lecturer should also develop the learning materials approached to the industrial needs based on the findings of need analysis.

Table 9. Questioner 8

Question	Lecturers develop learning objective based on the need analysis. Give your comment on this.	
Answer		
R#1	I don't understand, Needs analysis like what do you mean? Industries need, or students need because there are different need.	
R#2	Absolutely agree.	
R#3	Yes, teaching material is designed in accordance with the average student capability in class. So that, this can be a guide not to go out of class context.	
R#4	Need analysis is the prior diagnose for identifying the prior need and objectives to be achieved.	
R#5	I think the success of learning process is identified by one thing is from how lecturer understand the student needs through need analysis.	

On another hand, respondents realize that eventhough a lecturer is in-class learning inspiration resources of english, they also agree that lecturer is not only resources based. Each student can be a resources based for others. Occationally, *it can be found that* a new think caused by the interaction among lecturer and students. That's why some lecturers tend to do a lot of games, discussion and brainstorming in and out of the class.

Table 10. Questioner 9

Question	Lecturer is not the only one resource person in the class. Give your comment about this statement.
Answer	
R#1	I agree, all of everything can be information resources. Example by reading newspaper, watching tv, searching in google, etc.
R#2	Absolutely agree
R#3	Absolutely agree. Online media can be a more informative second lecturer.
R#4	Lecturer is not the only information resource because information can be open reousces. It meana there are lots of infooamtion sources.
R#5	I do agree because the students' competencies will be very limited if it is only derived from the only one source.

Some respondents agree with lecturer's teaching inovation based on the facts found through industrial visit or orientation. There lot of possible findings while the class room is too small for exploring thousand of cases but the open field or industry is the large space to ask, to discuss, to observe, to understand and to know whatever unclear.

Table 11. Questioner 10

Question	Aa lecturer needs to create an innovative teaching learning through the activities of industrial orientation, industrial internship and industrial hand-on practice. What is your comment about this.
Answer	
R#1	Lectures need industry orientation or practice in industry eventhough the lecture have an experience in their background study. The lecture need to improve their competence in order they can teach professionally in that field. Even for developing their skill the teacher have to be trained.
R#2	Absolutely agree.
R#3	Yes, the training needs to avoid bored
R#4	Yes, the training needs to improve their competence.
R#5	I think it needs to directly see the industrial process to be implemented in teaching learning process.

All the previous interviews about lecturers' role in learning process were delivered to the respondents and data from quetioner reveals that 78,70% of the respondents agree, 17,53% absolutely agree and 3,48% disagree. This data can be assumed that most respondents undestand and realize the lecturers' role in learning process not only as a lecturer who teaches but also in running the function of educator, facilitator, inovator, creator and initiator. The lecturers' role in learning process can stimulate the class participation especially those who are learning slowly. As the adult learning approach, the role of lecturer will contribute to the achievement of learning objectives either from the side of lecturers, students and institutions. Henceforth, this is the key success for acquiring the quality assurance and authomatically uphelling the competitive advantages of PoliMedia.

Table 12. Respondents' comment on the lecturers' role in learning activities

Statements	Absolutely Agree	Ranks		Absolutely Disagree
		Agree	Disagree	
Lecturers are required to be creative, active, innovative, aspirative in implementing adult learning method .	32,46%	4,55%	1,43%	-
Lecturers can be functioned as facilitators, innovators, creators and motivators in implementing learner based approach to teaching	13,98%	3,32%	0,3%	-

Statements	Absolutely Agree	Ranks		Absolutely Disagree
		Agree	Disagree	
Lecturers develop learning objective based on the need analysis.	12,4%	2,59%	0,27%	-
Lecturer is not the only one resource person in the class.	9,74%	3,43%	0,25%	-
a lecturer needs to create an innovative teaching learning through the activities of industrial orientation, industrial internship and industrial hand-on practice	10,12%	3,94%	1,23%	-
Sub-total	78,70%	17,83%	3,48%	
Total		100%		

Evaluation in learning process;

The qualitative information from observation, interview, questioner of this research in general shows that the respondents agree writing test should be delivered more frequently than oral form. The written test can be a formula to trace the students' skill in prewriting, drafting, revising and editing. While oral test form is a tool to trace the students' skill in marketing and publishing by means they need to interact and to communicate with other people. However, they realize any other kind of evaluation as long as linkage with editorial needed skill such as business letter writing, general IT user skill, management skill, ect.

Table 13. Questioner 11

Question	The publishing students must get writing test more than speaking test. What is your comment about this statement.
Answer	
R#1	There are four language skills (reading, writing, listening, speaking). They must be tested in four language skill that is the term of mastering in language.
R#2	Absolutely agree.
R#3	Yes, the result of writing test is more traceable. While the speaking test is more difficult as well as the allocated time for doing the listening test is limited.
R#4	Depend on the needs for teaching and learning.
R#5	I think the writing test is suited to the needs for the publishing students indicated by the mayor product of publishing is the written works.

Generally respondents do not agree when the result of students' assessment only taken from the class room learning process. They thought the academic competence does not automatically support their successfull. That means the academic skill is not necessarily a mirror of students success in their real life. In fact, the graduates will face the social interaction in every moment. So, they need a specific talent like patient in working under presure skill, teamworking skills and problem soving skills. A man of patient is a man of succesfull in life struggle.

Table 14. Questioner 12

Question	The students' achievement in learning process can be done and evaluated during the teaching learning process. What is your comment about this?
Answer	
R#1	We have to give the test after the learning materials give as the post test for measuring the achievment and student understanding about learning material.
R#2	Absolutely agree
R#3	Yes, the grades here mean the participation of students in daily activities as recorded in the progress report.

Question	The students' achievement in learning process can be done and evaluated during the teaching learning process. What is your comment about this?
Answer	
R#4	Yes, because the process is being evaluated through quizzes, interview, review, discussion, test, ect
R#5	I think the teaching learning process can be done through tutorial based of learning while maintaining patient, especially in the language teaching approaches to the worksheet tutorial bases.

Some respondents reveals that students' assessment covering attitude and students' ability that can be assessed through class participation, self-assignment, mid-term test and final test. The students competency can also be assessed through testing materials needed for editorial profession that indicate various skills such as: task skill, task management skills, contingency management skills and environmental skill.

Table 15. Questioner 13

Question	Students' mark including attitudes and students' ability that can be seen from class participation, self-work, mid-term test, and final test. Do you have any suggestion about this.
Answer	
R#1	The students have to asses by the result of their product and how to sale them, how many product that sold, this is an assessment of study base on production.
R#2	The grades can be consisting of cognitive, affective, and pshychomotoric aspects.
R#3	That's enough. Hence, there is still need to consider the percentage component among subjects.
R#4	Yes, the aspect of attitudes, task skills, task management skills, continegcny management skills and environmental skills.
R#5	That's enough, the additional components can be a tutorial system in term of providing the supervised training in class. The important thing in term of attitudes is the student existing on time in class

Furthermore, repondents agree is the evaluation function is to trace the students' quality assurance. It is impossible to know the achievement of learning program without evaluation.

Table 16. Questioner 14

Question	The evaluation function is to measure the students' achievement. Explain your view on this?
Answer	
R#1	The evaluation must measure whatever to achievement, the lecturers have to decide the indicator of measure, so the lucturers will know their student position, in indicator 1, 2, 3 etc.
R#2	Absolutely agree
R#3	Yes, also the treatment in further class
R#4	Evaluation is a tool fo seeing students' achievement. The evaluation decision must be valid, current, authentic and sufficient.
R#5	I think we can measure the students' achievement in addition to the process evaluation.

In addition to evaluation, it reveals the repondents' understanding that evaluation is also usefull for designing further learning plans. We know the success level of one program through evaluation. Then the information can be a reource base for improving the previous program. That means evaluation can show the success or the failure of one's learning program.

Table 17. Questioner 15

Question	Evaluation is useful for further teaching plans. How is your comment?
Answer	
R#1	An evaluation is to measure the condition at present, and the result use for planing the study in the future
R#2	Absolutely agree
R#3	Yes, the similar answer with the above
R#4	Yes, evaluation can help us kow the students' achievement, such as task management skills, contingency management skills and environmental skills.
R#5	I agree because evaluation can provide input for improving the lack of capability, therefore we can make a good plan for furher.

All the previous interviews about evaluation in learning process were delivered to the respondents and data from quetioner reveals that 82,17% respondents agree, 13,91% absolutely agree and 3,91% disagree. This data can be assumed that most respondents undestand and realize the evaluation as a tool to assess the achievement of learning process not only usefull for students but also for lecturers in order to know their capability in running their function as educator, facilitator, inovator, creator and initiator. The evaluation is only in terms of lesson subject but more than that including task skills, task management skills, contingency management skill and job role or environmental skills.

Table 18. Respondents' comment on the evaluation in learning process

Statements	Ranks			
	Absolutel y Agree	Agree	Disagre e	Absolutel y Disagree
The publishing students must get writing test more than speaking test	25,82%	3,27%	1,83%	-
The students' achievement in learning process can be done and evaluated during the teaching learning process	11,28%	4,91%	0,4%	-
Students' mark including attitudes and students' ability that can be seen from class participation, self-work, mid-term test, and final test.	14%	2,16%	0,13%	-
The evaluation function is to measure the students' achievement	21,05%	3,43%	0,38%	-
Evaluation is useful for further teaching plans	10,02%	0,14%	1,17%	-
Sub-total	82,17%	13,91%	3,91%	-
Total		100%		

Difficulties in Designing English Materials;

According to data from interview, documen study and observation as well questioner analysis majority respondent conveys none of english book for indonesia publishing students has been produced yet. This is consequently said as a kind of classical problem opposed by a lecturer in making a learning plans. In one hand, an editor is required to possess multi-task skills, while in another hand the literature is very limited. These are the barriers faced by the Indonesia publishing students, supervising lecturer and curriculum designers. Unless they have to observe and invent as well as adapt the editorial needed skill through formal and informal discussion with stakeholders or industry

as those who will requit the graduates as employees. The competitive advantage of ones' intitution can be seen from the language competencies in their learning process.

Table 19. Questioner 16

Question	The absence of English book specially designed for industry creative practitioner "Publishing" make some difficuctis in the implementation of ready-made lesson plans. Give your opinion about this.
Answer	
R#1	I can write a modul by myself. It is arranged base on curriculum and competeny standard that industry needed.
R#2	Absoluetly agree
R#3	Right
R#4	Yes we must be proactive. Nevertheless, it seems that publishing is not yet becoming priority, indicated from the book of national creative industry, Ministry of Trade, put the publishing as part of printing industry in eight sector printing and publishing.
R#5	I think it is important as the competence based learning system, every subject requires specialities including the basic subject like English book for publishing.

Furthermore, respondents emphasize the important of TOEFL's score in order to know the skill level of students. The skill level of students will help lecturer easily design the lecturing strategy approached to a students centre learning. The TOEFL score can also be used as a replacement test in which the respondents propose to do twice before and after class. The students who get a lower grade may have an english matriculation program that can be designed before the regular class begin.

Table 20. Questioner 17

Question	The absence of TOEFL requirement for becoming the PoliMedia students make us difficult to identify the average English skill of students. What do think about this. Is it necessary to indetify the publishing studfents' TOEFL score.
Answer	
R#1	No. the student who has under pass grade they must follow matriculation program.
R#2	It's really necessary
R#3	That's right. TOEFL and placement alike are usefull for students placement who have average competencies that will help lecrurer easily transfer the subjects
R#4	Yes, TOEFL is really necessary
R#5	I think this is a good time for doing TOEFL test either before lecturer or after learning process. This is usefull for evaluating and identifying the students achievement.

Contradictarily with the previous findingsm some respondents disagree that they have difficulty in seeking the resouces learning base except text-books. There are lots of learning sources used to explore english language competence of publishers. Let's say the students discuss about the production process of newspaper from preparation steps till finished products. This can be a resource base of interesting discussion and simulation among students and lecturers. The problem is not related with the availability of learning materials, but how can the materials be produced inspiring from the simple things they have in daily life especially in publishing.

Table 21. Questioner 18

Question	Do have difficulties in searching learning sources other than text books. How can you explain this.
Answer	
R#1	No. all of media are available everywhere as study resources.
R#2	Disagree

Question	Do have difficulties in searching learning sources other than text books. How can you explain this.
Answer	
R#3	No, There are lots of publishing literatures in this world, especially online version that are easily downloaded.
R#4	No, everything can be done through internet
R#5	I think text books containing the general information are easily discovered. The most difficult thing to be discovered is text book containing competence specifically relevant to the study programs.

Asking about the difficulty of choosing appropriate method in english language teaching the data reveals that most respondents feel flexible and adaptable with the real condition of targetted learners. Every kind of learning methods is used as long as the learning strategy can support the students achievement of language competencies as well technical skills such as the skills of teamworking, problem solving and negotiation.

Table 22. Questioner 19

Question	Do have difficulties in defining the right method of teaching. Explain your experience in this case.
Answer	
R#1	No.we can decide what method to use for each material base on our experiences and book references
R#2	Disagree
R#3	At the beginning yes, Trial and error from the first semester is happened because the absence of clear system and curriculum.
R#4	Yes, depending on the existiing situation.
R#5	I don't think so. Hopefully in the next time the teaching method will be variously developed from time to time. .

Most respondents recommended to have on going assessment. On going assessment is aimed at continually identifying the learning output for each student. Some also say that oral test take longer time than written one, while other say not necessarily. In another hand, the longer time of obsevation for oral test can approve the assessment result of more accurate and directed.

Table 23. Questioner 20

Question	Evaluating through the learning process and spoken test is difficult to execute because it takes a long time. Please provide your comment.
Answer	
R#1	No, it is shorter time than writing test, in 5 minutes the students can answer ten item cause the students can not be afraid make mistake in writing. Assessment gives to the student after the learning proses finish.
R#2	Not difficult
R#3	I disagree. There are evaluation systems that the lecturer can apply. One of them is assessing through individual interviews.
R#4	Evaluation is executed in the end of lecturer.
R#5	Yes, because the assessment is qualitative and lecturer get difficulty in defining the assessment process for every single personal through learning processs.

All the previous interviews about difficulties in designing English materials were delivered to the respondents and data from quetioner reveals that 84,06% respondents agree, 9,06% absolutely agree, 4,71% disagree and 2.17% absoulutely disagree. This data can be assumed that most respondents undestand and realize the difficulties of designing English materials derive from the

absence of related book with publishing in Indonesia. The publishing is still to be hundred priorities as indicated from the list of creative industry sector publishing is becoming part of printing industry (Studi Industri Kreatif Nasional Kemendag, 2007). Moreover, the difficulties also come from the absence of students' Toefle score. There is no prerequisite of Toefle score for entering the PoliMedia---then this is another factor why it's so difficult to design the English learning materials except the lecturer must do the replacement test before teaching.

Table 24. Respondents' comment on the difficulties in designing English materials

Statements	Absolutely Agree	Ranks		Absolutely Disagree
		Agree	Disagree	
The absence of English book specially designed for industry creative practitioner "Publishing" make some difficulties in the implementation of ready-made lesson plans	14,06%	1,68%	0,39%	0,03%
The absence of TOEFL requirement for becoming the PoliMedia students make us difficult to identify the average English skill of students.	20,59%	2,16%	1,72%	0,3%
Do have difficulties in searching learning sources other than text books	16,2%	1,93%	0,39%	0,6%
Do have difficulties in defining the right method of teaching	23,07%	1,73%	1,73%	0.17%
Evaluation through learning process and spoken test is difficult to execute because it takes a long time.	10,14%	1,56%	0,48%	1,07%
Sub-total	84,06%	9,05%	4,71%	2,17%
Total		100%		

Solution in problem solving;

The data concerning with the solution in solving the problem of designing English materials for publishing students can be seen from respondents' responses to five questionnaires. First, most respondents agree with the English training programs specifically designed for occupational purposes. Second, understanding the policy of production and entrepreneurship competency based is useful as a reference in the effort of implementing learner base approach at PoliMedia. Third, lecturers are requested to be active, innovative and creative in using various methods of teaching other than speech, such as: simulation, brainstorming and presentation. Fourth, lecturers should know the real need of students and its relevant teaching method for every student. Fifth, the need for language laboratory is a must for assuring the success of English teaching learning at PoliMedia.

Table 25. Questioner 21

Question	The training for teaching methodology of English for Occupational Purposes is necessary. What do you think?
Answer	
R#1	Sure, it is depend on study program
R#2	Absolutely agree
R#3	I don't understand
R#4	Extremely necessary for enriching the learning process
R#5	I think it's okay by means that the lecturer can teach well based the specific needs of the students.

In accordance with the respondents' awareness on the learning policy at PoliMedia, data reveals the information that it will help students easily understand the learning materials while having benchmarking contents to the stakeholders of related publishing industry.

Table 26. Questioner 22

Question	Understanding the policy of production and entrepreneurship based curriculum and material development is necessary as the reference in the effort of executing learner based approach.
Answer	What is your opinion about this?
R#1	It is not important, we need curriculum base industry competence.
R#2	Absolutely agree
R#3	Agree
R#4	<i>Ya, sesuai dengan tujuan institusi</i> (Yes, it depends on the institutional objectives)
R#5	I think the production and entrepreneurship base curriculum and material development must exist in every aspect of students expectation. So this system can be a reference in the implementation of learner ba approach.
R#5	I think these methods must be implemented proportionally inline with the material and technical implementation.

It is likely stated that presentation remains as the final step of learning after previous acts ranging from prewriting-drafting- revising-editing-publishing. Those who presents their idea impromptu means do the four basic skills of reading-writing-listening-speaking. Moreover, in presentation students will also automatically train their technical skill such as: teamworking skills, problem solving skills, negotiation skills, etc

Table 27. Questioner 23

Question	Trying to use various learning methods instead of speech like brainstorming, presentation. What is your experience about this
Answer	
R#1	It is depen on material, there are the material that make simulation, but there is not a material that can do presentation.
R#2	Absolutely agree
R#3	Absolutely agree. Various teaching methods can avoid students from sleepy and boring
R#4	The teaching methods must refer to each context. Presentation can be the final steps after prewriting, drafting, revising, editing and publishing become the natural process executed in the language learning. In addition to, the technical skills like teamworking skills, negotiating skills and IT user skills will authomatically be trained as well.
R#5	I think the methods must be implemented proportionally approach to the material and technical implementation.

Data indicates the students' expectation to lecturers with a well-known learning methodology of mostly appropriate to each of students. This consequently will influence lecturer's ability on how to find the correct solution for every single problems in teaching english.

Table 28. Questioner 24

Question	A lecturer is purposely know the correct learning methods to be implemented for every student. Explain your idea about this.
Answer	
R#1	Of course, as a lecturer must know teaching methodology cause a lecture has a lisenca (sertificate) of teaching (acte IV)
R#2	Absolutely agree
R#3	Absolutely agree
R#4	Yes, it is in accordance with material and students characteristics

- R#5 A lecturer must know the learning pedagogic then doing analysis on the learning materials and students condition to be implemented into the teaching method approach to the students' condition and learning materials.

In order to support all learning solutions it is stately recommended by all respondents in order to provide the language laboratory at PoliMedia. The existing of language laboratory is the most priority and very usefull for the success of learner based approach methodology. This is the most expectation of every students to support their learning process. In addition to learning facilities, a language laboratory is also a place for a peacefull learning. While in another point of view, some students also say that open field can be an enjoyable and natural learning place.

Table 29. Questioner 25

Question	The needs for language laboratory become urgent in the implementation of learner based approach. What is your comment about this?
Answer	
R#1	Language Laboratory is not important, the important thing how to understand presentation learning material by students. We can use laptop and soundsystem that unplug into laptop.
R#2	Absolutetly agree
R#3	Absolutetly agree. Teaching with visual aids will help student easy to understand the learning subject
R#4	Yes it is necessary
R#5	That's right, because the most effective application in the language learning is through laboratory inspite of using as the most accurate evaluation methods.

All the previous interviews about solution in problem solving were delivered to the respondents and data from quetioner reveals that 82,61% respondents agree, 14,78% absolutely agree, 2,61% disagree and 0,00% absolutely disagree. This data can be assumed that most respondents rely on the way to solve the problem. By the fact that none of english book for publishing students, most respondents solve the problem through the use of internet. The website can be a medium for searching and looking for various information with simple and cheap price. Respondents also inform that using variative teaching strategy can also be an effective way in solving problem of Designing english materials.

Table 30. Respondents' comment on the problem solving

Statements	Ranks			
	Absolutely Agree	Agree	Disagree	Absolutely Disagree
The training for teaching methodology of English for Occupational Purposes is necessary.	10,19%	3,03%	0,85%	-
Understanding the policy of production and entrepreneurship based curriculum and material development is necessary as the reference in the effort of executing learner based approach.	17,08%	2,59%	0,43%	-
Trying to use various learning methods instead of speech like brainstorming, presentation.	12,5%	2,26%	0,93%	-
A lecturer is purposely know the correct learning methods to be implemented for every student.	28,58%	3,19%	0,14%	-
The needs for language laboratory become urgent in the implementation of learner based approach.	14,26%	3,71%	0,26%	-
Sub-total	82,61%	14,78%	2,61	-
Total		100%		

Designing english material for publishing students.

The data from interview, questioners and observation mostly reveal that five recommendations propose in designing english material for publishing students. First, the learning material design should approach to the efforts of supporting the students basic skill “reading, writing, listening, speaking” needed in the activities of prewriting-drafting-revising-editing-publishing. Second, the english materials should be designed in accordance with the average students capability with *Student Centre Learning* (SCL) or *Learner Based Approach* (LBA). Third, presentation and simulation techniques “presenter vs moderator” and “writer vs editor” can support the student ability in language basic skills as well as technical skills such as: teamworking, negotiation and general IT user skills. Fourth, the simulation and presentation topics is driven toward the publishing knowledge, such as: commissioning, right, law, visual design, structural design, editorioal management, editing, production, and marketing. The following questioners can approve the statement.

Table 31. Questioner 26

Question	The design of English learning materials must be approached to the effort of support the achievement of basic skills like reading, writing, listeing and speaking those are needed in the activities of prewriting-drafting-revising-editing-publishing. What is your comment about this.
Answer	
R#1	It is good for the students of publishing program.
R#2	Absoluetly agree
R#3	Absolutely agree. The four basic component must be fulfilled in accordance with the students' need in manuscript writing from raw material to the ready to print
R#4	Yes, it become one comprehensive packets
R#5	I do agree because this is relevant with the language teaching methofs and competence based curriculum system.

The data reveals that english materials should be designed approached to the needed skill of learning methodology *Student Centre Learning* (SCL) atau *Learner Based Approach* (LBA). Respondents though that SCL and LBA are methods that can be implemented on the basis of students' need assessment.

Table 32. Questioner 27

Question	The design of English material must refer to the average competence of students center learning or learner based approach. What is your opinion about this?
Answer	
R#1	English learning material is based on curriculum not base on student competency cause curriculum has conviniened by student grade.
R#2	Absoluetly agree
R#3	Student Centre Learning (SCL) can be used in the students group whose ready and capable in this system. As the example, when English learning is taught with SCL in low capability of English language will become less effective and consequently students bored, speechless and event hopeless toward their language skills.
R#4	Agree, approach to contructism philosophy
R#5	I do agree with SCL and LBA approach

The data reveals that presentation and simulation “*presenter vs moderator*” dan “*writer vs editor*” is one method that can provide students with maximum exposure of english language skills and technical skills as well. Hence in Appendix 2 interview category in questioner H3, data shows the most expectation of respondents by which the topics can be taken from the publishing world of

business. Students are likely agree with this statements. They think this is the moment where students can learn how to do collaboration, how to solve the problem, how to negotiate, how to use information technology and other language technical skill needed in publishing business.

CONCLUSION

Publpreneur Based Language Learning (PBL) is a thematic approach to English teaching that emphasizes the development of students' entrepreneurial skills and creativity. This approach is particularly suitable for students in the creative industries, as it gives them the opportunity to apply their English skills to real-world projects. PBL is based on the idea that students learn best when they are engaged in activities that are relevant to their lives and interests. In PBL, students are given the opportunity to work on projects related to their chosen field, such as creating a marketing campaign, developing a business plan, or writing a press release. The PBL approach has been proven effective in improving students' English language proficiency, as well as their entrepreneurial skills and creativity. The results showed that: First, to meet the needs, the design of English learning materials should be formulated according to the competency level of the Indonesian national qualification framework approach. Second, to meet the needs of the industry, the design of English learning materials should be able to encourage them in performing various technical skills and competencies required by the industry. Third, to improve one's proficiency in understanding EOP materials, the design of English learning materials can elaborate Kathelen Graven's model with its modification by prioritizing concept actualization after content conceptualization.

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