

THE USE OF PUBLIPRENEUR-BASED LANGUAGE LEARNING (PBL) FOR CREATIVE LEARNERS AT POLIMEDIA

Zalzulifa

Politeknik Negeri Media Kreatif, zalzulifar@yahoo.co.id

Abstract: This research is back-worded by the pragmatic experiential learning problems the researcher faces in daily routine activities of teaching learning from first to fourth semester (2008-2016) at PoliMedia. It has accumulated into the researcher's pragmatic findings that teaching English for publishing students with its basic skills (reading, writing, listening, speaking) should be in line with the needed basic competencies of language assessment in the publishing needed skills (pre-writing, drafting, revising, editing, publishing, marketing, delivering). However, in order to assure the pragmatic findings it is needed to do the academic analysis through the following academic research methodology, including: setting and time, research design, population and sample, data collection instrument, and data analysis. The objective of doing this study is of course to get a valuable understanding about the level of emphasizing every language component within the teaching and learning process. The research uses qualitative approach through seeing, observing, discussing and studying some related documents taken from questionnaire, interview, simulation and focus group discussion among lecturers. The data shows various level of language acquisition (reading, writing, listening, speaking) found in prewriting, drafting, revising, editing and publishing. It is concluded that the language acquisition (reading, writing, listening and speaking) in line with the learning activities ought to encourage students enjoy learn and practice the activities of editorial job cycle from prewriting-drafting-revising-editing-publishing-marketing-delivering. At last, the learning steps finally called Publipreneur-Based Language Learning (PBL).

Keywords: *Publishing Competencies, Language Acquisition, Technical Skills.*

1. INTRODUCTION

The background of the research derived from the wish to solving gaps between existing condition and ideal prospective portrait of Publishing Study Program at the State Polytechnic of Creative Media (PoliMedia). It is widely exposed in printed and in electronic media that the Publishing Study Program specially designed to graduate the students who own competence, knowledge, and skills in preparing various kinds of manuscripts. Referring to the existing condition of PoliMedia as the only school of creative with Publishing Study Program, English is strongly recommended to support the teaching learning process. So forth, this is the essence of the adoption and use of English as a tool of international communication as today a fact of life. Therefore, the needs of English language competencies should support the vision of the study program approached to worldwide class ranging from graduate's competence, graduate's profile, career prospect, job vacancy, learning process and facilities. This article is also part of thinking frame used for Writing Decertation, entitled: *BAHAN AJAR BAHASA INGGRIS UNTUK TUJUAN KHUSUS PENDIDIKAN WIRAUSAHA PENERBITAN (Penelitian Pengembangan di Politeknik Negeri Media Kreati)* Doctoral of Language Education Program (S3) The State University of Jakarta 2016 and as a Research Student Sandwich-like Program In Collaboration of Higher Education Indonesia, Jakarta State University and Ohio State University, 2014

Since the first time experience of researcher's teaching English at Polimedia, there are list of problem identifications to teaching english, such as: (1) The quality input of accepted students, (2) Limited time allocated for teaching English, (3) Students who do not have enough time to actually learn to speak English in class, (4) The absence of good and authentic learning materials, (5) The

absence of the social uses of English outside the classroom, (6) The absence of national occupational competence in Indonesia Publishing Industry, (7) No students and industrial need assessment. Apart from the problem list, in term of graduates' competencies, Polimedia agreed to use the learning strategy approached to production and entrepreneurship based. In order to acquire the top competencies, there are at least two major skills to be achieved, such as; 1) skillful in editing and writing manuscripts, and 2) skillful in planning and managing their publishing business.

Referring to the learning output as the targeted competencies, the needed skills of study program are suited for those who wish to deepen the publishing world starting from prewriting, drafting, revising, editing and publishing manuscripts at various forms, like: books, magazines and newspapers. Concerning with the graduates' profiles, the Publishing Study Program is supposed to graduate the Medium Level of Writer or Author, Editorial Supervisor, and becoming Self-Entrepreneur of creative publishing called "Publipreneur". While the career prospect is dealing with the professional worker of Proof Reader, Copy Writer, and Writer or Author. The so called, here are the prospective job vacancies for the publishing graduation, such as: 1) Book Publishing Industry, 2) Press Publishing Industry, 3) Electronic Publishing Industry, 4) Advertising Industry, 5) Television and Film Industry, 6) Broadcasting Industry, 7) Music and Performing Arts Industry, 8) Public Relations at Private or Government Office, 9) Literary Agents, and 10) Self-Publishing Entrepreneur¹.

After knowing all related issues on the effort of managing Publishing Study Program at Polimedia, the researcher intends to limit on the effort of investigating the English language acquisition in publishing activities through students' learning process. The limitation is aimed at fulfilling the research questions, such as: (1) How does the English Language approach to the Publishing Students' needs? (2) How does the English language approach to Industry needs? And (3) How does the English language improve students' proficiency in understanding EOP materials?

Based on the formulation of the problems and the research questions, the objectives of the research are: (1) to investigate whether the English language meet the Publishing Students' needs; (2) to investigate whether the English language meet the industry's needs; (3) to investigate whether the English language improve the students' English proficiency in understanding EOP materials. The research result is expected to provide lecturer with the right information on how the language acquisition arouse in every step of publication works. The information can be a resource base for designing English language learning material used for guiding the students and lecturer hand-in-hand in the learning process.

The objective of doing this study is of course also to get a valuable understanding about the level of emphasizing every language component within the teaching and learning process. Furthermore, this research main goal is also to assure the pragmatic experiential learning problems the researcher faces in daily routine activities of teaching learning from first to fourth semester. Last but not least, the most significant of the research is based on what the PoliMedia's function to steer-up the three years diploma program focused on the need for publishing students as supposed intellectual resources of national Publishing Industry in Indonesia. Therefore, the significant of the research is also the study results will surely be valuable for: (1) Supporting the teaching learning process related to EOP contexts, (2) Providing English material that meet students' needs as those who will work in publishing industry after graduation, (3) Facilitating the students with materials for achieving the lesson objectives approached to the quality improvement, (4) Implementing the English materials have been designed by the researcher himself, and (5) Supporting the theoretical insight concerning with the designing EOP material for Publishing students.

2. THEORETICAL BACKGROUND

The world of creative is dealing with the activity of soft skill in which Peter Drucker states as “the basic economic resources is no longer capital, nor natural resources, nor labor. It is and will be knowledge” (pp.36/2006). From this statement it concludes that publishing is not only assumed as creative solution of solving low people reading capacity, but it also will reduce the resistant of societies related to the ability of controlling emotion from making bad conducts. In addition to the optimal role of education, the intellectual based institution “Publishing School” can be prepared as the birth place of creative people who will produce manuscript. Here, it is strongly approved that the school can provide the quality assurance of competency based education---from the practice of seeking, managing, producing and selling the manuscripts---which consequently within the steps there are economical value available there.

In order to support the publishing world as part of national creative industries, let's see the publishing not only from the activities view of producing printed or electronic products. The world of publishing dealing with the activities start from before beginning until after the end as it is strengthened by Datus C Smith in his book *A Guide to Book Publishing*, with the word “...from Corpus Mysticum to Corpus Mechanicum.

In order to see the above root of thought from the business side, a founder of Gramedia Kompas Group, Mr. Yakob Utama, at one coffee morning (1996) the time when the writer was performing internship at Gramedia Ltd, told the key success of managing communication business is the communication itself. It means please let the one's cognitive capacity freely run from feeling of fear because of affraidness from expressing ideas. Even though Frans Parera (head of IKAPINDO, 2006) at one meeting says “Do not manage publishing by management of feeling”. While in book entitled “*Mengungkap Rahasia Sukses Gramedi*” Make People Before Make Products, this management view is implemented through routine and regular open discussion among all level of management and staff. It is trustfully believed that everything to be done is fully understood when done after thinking throughout well planned as the business is not merely selling and getting profit.

From the above illustration of Indonesia publishing actors' thought, it can be concluded that soft skills plays dominant role in giving chain of hard skill activities known as knowledge capital (Willy.pp.37). So, it is wrong when we place the publishing world as the only setting and graphic arts or the printing only. Here factually setting, design and printing are un-separated integrated factors within the length of production process that should be followed in producing scripts as publishing raw materials.

3. THE RESEARCH METHOD

The research uses qualitative and quantitative approach through seeing, observing, discussing and studying some related documents taken from questioannaire, interview, simulation and focus group discussion among lecturers. In addition to data taken from the Publishing students at Polimedia, the data also taken from expert and practitioners under coordination of publishing association, like Indonesia Book Association (Ikapi-Ikatan Penerbit Indonesia) and Academic Book Association (APPTI-Asosiasi Penerbit Perguruan Tinggi Indonesia).

4. RESULT AND DISCUSSIONS

4.1. The Existing of PBL Among All Language Learning Approaches

There are many approaches to be implemented in language learning. From pchycolinguistic point of view it is popular with Cartesienne approaches---an approach based on the critical thinkng of Rene Descartes who devided into methodic and rational, naturalistic, behavioristic, psychology linguistics, constructivist and multiple intelligent. Furthermore, Jack C. Richards and Theodore S. Rogers, (2005) in *Approaches and Methods in*

Language Teaching, classified sixteen (16) language learning methodes and approaches. Those are consisting of: 1) Communicative Language Teaching, 2) Competency-Based Language Teaching, 3) Content-Based Instruction, 4) Cooperative Learning, 5) Lexical Approaches, 6) Multiple Intelligent, 7) The Natural Approach, 8) Neurolinguistic Programming, 9) Task-Based Language Teaching, 10) Whole Language, 11) Audiolingualism, 12) Counselling-Learning, 13) Situational Language Teaching, 14) The Silent Way, 15) Suggestepedia dan 16) Total Physical Response.

Referring to 16 approaches in language learning, it is no fixed word to convey only one or two approaches adaptable in a learning process. An educator is required to actively use and innovate various approaches appropriate to a single moment of learning activities. Otherwise, from the context of material development the existing of Pubplipreneur-Based Language Learning (PBL) can be classified as the English for Occupational Purposes (EOP), one of the sixteen approaches well-known in the world. The table shows how the correlation between prduction based, enterpreneurship base and learner based in language learning.

Table 2 PBL Within Language Teaching Approach

PBL WITHIN LANGUAGE TEACHING APPROACH								
Production Based (Prewriting, Drafting, Revising, Editing, Publishing)				Entrepreneurship Based (Marketing and Delivering)			Learner Base	
Basic Skills	Competencies	Product Types	Technical Skills	NASKAH (Code of Conduct)	Value	Users	Approaches	Method
R= Reading	PRE= Prewriting	Descriptive	01. Teamworking Skill	Names Accessories Sources Kinds/ Qualifications Anatomy How ----- Readability Legibility Accuracy Consistency Legality Production details	To Educate	01. PUBLISHING	01. Communicative	5W1H
		Comparative	02. Oral Communication Skill					
		Critical	03. Problem solving Skill					
		Synthesis	04. Customer handling Skill					
Total		Documentation	05. Negotiation Skill	To Inform	03. Graphic Design	02. Competency-Based	03. Content-Based Instruction	
W= Writing	D= Drafting	Reportorial	06. Management Skill					
		Exploratory	07. General IT user Skill					
		Total	08. Technical Skill					
L= Listening	RE= Revising & Editing	Intensive	09. Office administration skill	To Entertain	04. Multimedia	04. Cooperative Learning	05. Lexical Approaches	
		Responsive	10. Letter writing skill					
		Selective	11. Literacy skill					
		Extensive	12. Numeracy skill					
Total		Productivity	13. IT professional skill	05. Animation	05. Printing	06. Multiple Intelligent	07. The Natural Approach	
S= Speaking	P= Publishing	Interactivity	14. Foreign language skill					
		Safety	15. Grammar skill					
		Authenticity	16. Speed reading skill					
Total		17. Note-taking skill	18. Skimming skill	06. Packaging	07. Advertising	08. Neurolinguistic Programming	09. Task-Based Approaches	
M= Marketing	Speaking	19. Skipping skill	20. Scanning skill					
D= Delivering	Delivering							
Code: R+W+L+S+PREDEP+MD								
Learning Portfolios								
Understanding Language Usage in publishing various products, such as: Leaflets, Brochures, Banner, Flier, Book, Magazine, Newspaper, Business Letter, Proposal								

Source: Zalzulifa, 2012

4.2 The Existing of PBL Within Indonesia Qualification Framework

The details parameter of each activities, knowledge and responsibility needed for diploma students can be a policy reference for designing any kinds of learning material including English for the Publishing students. Thus, this research tries to elaborate and modify the learning materials by which the students are supported to read, to write, to listen, to speak in accordance with the editorial working steps ranging from prewriting-drafting-revising-editing-publishing-marketing-delivering. By knowing the english basic skill needed in the editorial working steps, let identify to map the 9 level of competencies as indicated within the Indonesia qualification framework below:

Table 3: PBLL Within Indonesia Qualification Framework

PBLL WITHIN INDONESIA QUALIFICATION FRAMEWORK					
AKADEMIC LEVEL	SKKNI LEVEL	AREA BIDANG / SUB BIDANG PEKERJAAN / JABATAN			Kualifikasi Bahasa Inggris
		Kualifikasi Berjenjang			
		BAHASA INGGRIS UNTUK PENERBITAN			
		EDITOR PROFESSIONALS			
		Potensi Adaptasi	United Kingdom	UKBI	
S3 (Doktor Terapan) (Doktor)	Sert IX	Editor Utama (Publisher)	Editor Director	Islimeva (960-900)	-/ 590-677
Sp1/S2 (Magister Terapan) (Magister)	Sert VIII	Editor Madya (Editor Director)	Senior Editor	Sangat Unggul (717-816)	-/ 550-587
	Sert VII	Editor Muda (Senior Editor)	Managing Editor	Unggul (593-716)	Proficiency/ Advance (525-677)/ 513-547
D4/S1 (Sarjana Terapan) (Sarjana)	Sert VI	Kopi Editor Utama (Managing Editor)	Associate Editor	Madya (466-592)	Upper/ High Intermediate (480-520)/ 477-510
	Sert V	Kopi Editor Madya (Associate Editor)	Copy Editor	Semenjana (346-465)	Pre/ Low Intermediate (420-480)/ 437-473
D3 (Ahli Madya)	Sert IV	Kopi Editor Muda (Copy Editor)	Assistant Editor	Marginal (247-345)	Elementary (310-420)/ 347-433
D2 (Ahli Muda)	Sert III	Executive Secretary			Pre-elementary (347-393)
		Korektor Utama (Assistant Editor)	Editorial Assistant	Terbatas (162-246)	
		Secretary			
D1 (Ahli Pratama)	Sert II	Korektor Madya (Editorial Assistant)			Beginner (310-343)
		Junior Secretary			
SMU/SMK	Sert I	Korektor Muda (Corector)			Basics (0-310)
		Receptionist	Telephone Operator	Typist	

Source: Modified from IQF and UK, 2015

4.3. Technical Skill within the PBLL Model

Ten steps in preparing and planning writing course was suggested by Jack C. Richards and Willy A Renandya in book entitled “*Methodology in Language Teaching (pp.306-314)*” This at least is referred by the researcher as a tip of making the material blue-print of English material for publishing students at PoliMedia. Those ten steps are (1) ascertaining goals and instructional constraint, (2) deciding on theoretical principles, (3) planning contents, (4) weighing the elements, (5) drawing up a syllabus, (6) selecting materials, (7) preparing activities and roles, (8) choosing types and methods of feedback, (9) evaluating the course, and (10) reflecting the lecturer’s experiences. Throughout the methodology the Students will propose to reach a maximum outcome or result of study when they are actively involved in a learning activities by showing their technical skills, as follows:

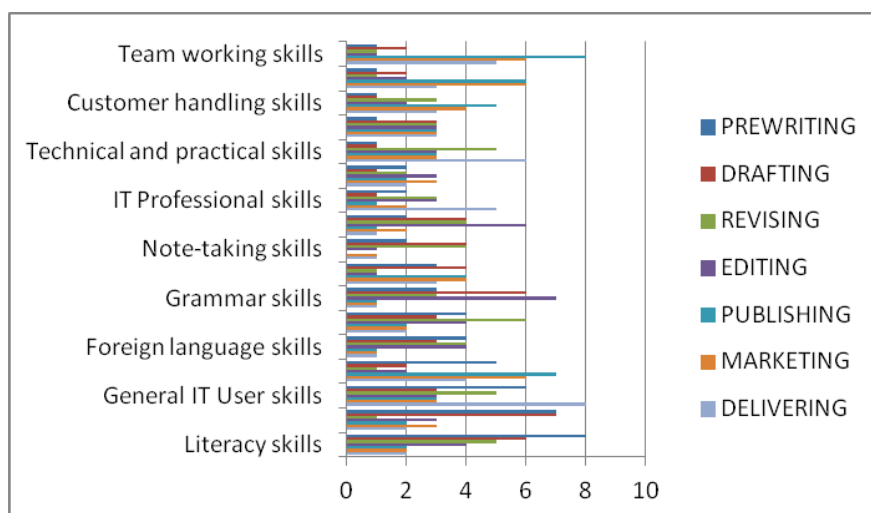


Figure 1 Technical Skill In Publishing Competencies

4.4. Use of PBL for the Creative Industries

In general, here is the framework of material blue-print of english material for the creative preneurs from input-process-output-outcome-impact. From the figure, let the learners become part of unity within diversity where the creative movement organization is willing to make creative, productive and innovative young-net generation in facing next time challenging era. The rich and huge Indonesian natural resources with no good management touch is the key factor that becoming an entrepreneur is the wise and strategic choice nowadays. Please see the seven steps of learning treatment the Publipreneur-Based Language Learning (PBL). In order to achieve the vision, the writer recommends his idea drawn the illustration below as the learning materials should be designed in order to be able arrive the maximum output of learning method called “Publipreneur-Based Language Learning (PBL).

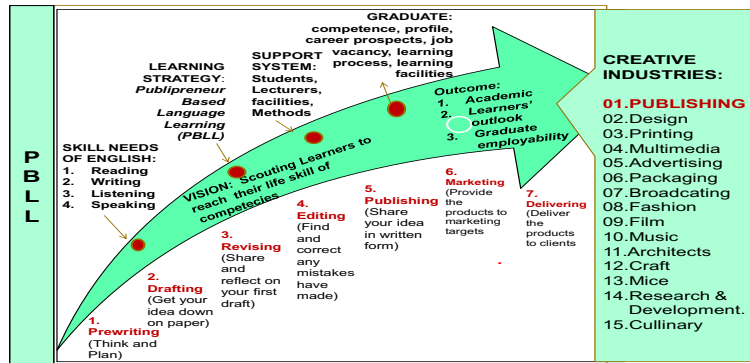


Figure 2 Learning Roadmaps of PBL

4.5. Learning Treatment

The researcher had tried the PBL model during the visiting scholar at one international education institution Ohio State University-OSU (Sept 19 to December 29 2014) as the accomplishment of his doctoral program of language study at the State University of Jakarta. Then after graduation, while using model at Polimedia and Creative Industry Faculty at Muhammadiyah University Tangerang the writer wishes to head a school of publishing or establish school of writing and publishing named GranezhaPubly School for Writing and Publishing. Below is the learning treatment of PBL .

Table: Learning Treatment of PBL

LEARNING TREATMENT OF PUBLIPRENEUR BASED LANGUAGE LEARNNG (PBL)							
No	Learning Activities	Weekly Time Schedule From 1 to 16					LSP
		I	II-VII	VIII	IX-XV	XVI	
A	PREWRITING						
1	Writing talent scouting						
2	Data collecting (Blog Building)						
3	Reading for writing						
B	DRAFTING						
1	Slide Drafting						
2	Proposal Drafting						
3	Business letter drafting						
C	REVISING						
1	Composition Focus						A
2	Language Focus					F	S
3	Peer Review & Final Draft					I	E
D	EDITING	P		M		N	S
1	Mechanical editing	R		I		A	S
2	Substantive editing	E		D		L	M
3	Pictorial Editing						E
E	PUBLISHING	T		T			N
1	Layouting	E		E		T	T
2	Designing	S		S		E	
3	Illustrating	T		T		S	T
F	MARKETING					T	E
1	Personal marketing						S
2	Group marketing						T
3	Offering project to clients						
G	DELIVERING						
1	Online-Delivering (BLOG)						
2	Offline-Delivering (VIDEO)						
3	Print-Delivering (?)						

Source: Zalzulifa, 2016.

4.6. The Effective of PBL Model

The effectiveness of PBL can be seen from the range of learners' achievement pre and after learning. In general it can be concluded that the learners' language competencies or literacy in PBL approach get increase comparing the pre and post-learning. The data shows that the learner's literacy get moving through language acquisition starting from prewriting, drafting, revising, editing, publishing, marketing, delivering.

Table 5 Descriptive Statistics Effective of Model PBL

	N	Mean	Std. Deviation	Minimum	Maximum
PREWRITING	34	69.97	4.086	63	81
DRAFTING	34	75.41	3.799	70	83
REVISING	34	74.32	3.764	68	80
EDITING	34	72.06	4.625	65	85
PUBLISHING	34	75.15	6.287	65	88
MARKETING	34	77.29	6.771	65	90
DELIVERING	34	72.88	5.928	65	93
SEBELUM DAN SESUDAH MENGGUNAKAN MODUL	34	1.50	.508	1	2

Ranks

SEBELUM DAN SESUDAH MENGGUNAKAN MODEL PBL		N	Mean Rank	Sum of Ranks
PREWRITING	SEBELUM MENGGUNAKAN MODEL	17	13.56	230.50
	SESUDAH MENGGUNAKAN MODEL	17	21.44	364.50
	Total	34		
DRAFTING	SEBELUM MENGGUNAKAN MODEL	17	13.12	223.00
	SESUDAH MENGGUNAKAN MODEL	17	21.88	372.00
	Total	34		
REVISING	SEBELUM MENGGUNAKAN MODEL	17	10.26	174.50
	SESUDAH MENGGUNAKAN MODEL	17	24.74	420.50
	Total	34		
EDITING	SEBELUM MENGGUNAKAN MODEL	17	13.29	226.00
	SESUDAH MENGGUNAKAN MODEL	17	21.71	369.00
	Total	34		
PUBLISHING	SEBELUM MENGGUNAKAN MODEL	17	13.68	232.50
	SESUDAH MENGGUNAKAN MODEL	17	21.32	362.50
	Total	34		
MARKETING	SEBELUM MENGGUNAKAN MODEL	17	13.94	237.00
	SESUDAH MENGGUNAKAN MODEL	17	21.06	358.00
	Total	34		
DELIVERING	SEBELUM MENGGUNAKAN MODEL	17	14.06	239.00
	SESUDAH MENGGUNAKAN MODEL	17	20.94	356.00
	Total	34		

Test Statistics^b

	PREWRITING	DRAFTING	REVISING	EDITING	PUBLISHING	MARKETING	DELIVERING
Mann-Whitney U	77.500	70.000	21.500	73.000	79.500	84.000	86.000
Wilcoxon W	230.500	223.000	174.500	226.000	232.500	237.000	239.000
Z	-2.322	-2.609	-4.335	-2.772	-2.250	-2.120	-2.132
Asymp. Sig. (2-tailed)	.020	.009	.000	.006	.024	.034	.033
Exact Sig. [2*(1-tailed Sig.)]	.020 ^a	.009 ^a	.000 ^a	.013 ^a	.024 ^a	.038 ^a	.045 ^a

a. Not corrected for ties.

b. Grouping Variable: *Sebelum dan Sesudah Menggunakan Modul*

Source: Zalzulifa, 2016

5. CONCLUSION

The study answers the research problem by concluding that:

1. Publipreneur-Based Language Learning (PBL) is designed to answer the learning system formulated for production and entrepreneurship based approached at Politeknik Negeri Media Kreatif.
2. Model PBL integrates the technical skills for language acquisition “*reading, writing, listening, speaking*” through learning steps of production competencies “*prewriting, drafting, revising, editing, publishing*” and entrepreneurship competencies “*marketing dan delivering*”
3. The implementation of PBL strengthen the collaborative approach with clear objective, content, method, media, and evaluation with the learner’s participation based on publishing activities.
4. The effective of PBL can be seen from average value of 186,16 in better and this is consequently require the further study for the accomplishment of research findings.
5. For the usefulness of PBL, it is need to restate the policy of providing learners with language assessment of Berbahasa Indonesia (UKBI) in level Marginal (247-345) and *Test of English as a Foreign Language* (TOEFL) in level *Elementary* (310-420). This policy is aimed at traceable and learners competitiveness in level *Asistant Editor* for Internasional Publisher and the acknowledgment of *Kopi Editor Muda* in Indonesia.
6. Further research is needed for assuring the effectiveness of PBL as thematic language learning approach anticipating the rise of creative class within the literacy skill of nationwide in line with

REFERENCES

- Florida, R., 2000. *The Rise of Creative Class*. New York: member of Perseus Book Group
- Florida, R., 2008. *Who's Your City*. New York: member of Perseus Book Group
- Howkins, J., 2002. *The Creative Economy*. How People Make Money from Idea. England: Penguin Book.
- Wing, L. K., 2009. *International Recognition for Limkokwing's New Vision for Global Education*. Malaysia: Limkokwing University of Creative Technology

Richards, J. C., and Rodgers, T. S., 2007. *Approach and Method in Language Teaching* (2nd Edition). Cambridge: Cambridge University Press

Tickoo, M. L., and Tran., 1995. *Reading and Writing: Theory into Practice*. Singapore: SEAMEO Regional Language Centre

Tim Studi, Depdag. 2007: *Studi Industri Kreatif. Empat Belas Sektor Industri Kreatif Nasional yang akan Dikembangkan*. Departemen Perdagangan RI

Tomlinson, B., 2007. *Developing Materials for Language Teaching*. Trowbridge, Wiltshire, Great Britain: Cromwell Press,

Wray, A. K. T., Bloomer, A., Reay, A., and Butler, C., 1990. *Project in Linguistic: A practical guide to researching language*. London: Arnold

Zalzulifa, 2016. *Bahan Ajar Bahasa Inggris Berbasis Kompetensi Untuk Tujuan Khusus Pendidikan Wirausaha Penerbitan, Desertasi Universitas Negeri Jakarta*