

IMPLEMENTATION OF NEGOTIATIONS IN THE DIGITAL MARKETING PROJECT OF INDONESIAN SCHOOL STUDENTS IN KUALA LUMPUR: PRAGMATIC APPROACH

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Abstract:

In this digital era, students are active users of technology which make them connected to the outside world, either through social media, buying and selling sites, or online games. This phenomenon can be both a challenge and an opportunity. For this reason, one of the applications of the Kurikulum Merdeka is preparing the Indonesian generation as the driving force of the industrial era 4.0 and society 5.0 which is centered on a new technology-based society order. Negotiation practice is included in the first semester of Indonesian Language Learning Outcomes activities for class X. This research conducted in qualitative approach through field practice which aims to find students' negotiation patterns in digital-based marketing and entrepreneurship project practices on online platforms. The subjects in this study consisted in several groups in XB and XA class. The marketing target of the groups is the general public in Malaysia who like Indonesian culinary delights and online game users from various countries. Several groups who sell culinary product use code-mixing and code-switching in Malay, English, and Indonesian in marketing practices to get more consumers and transactions in ringgit currency. Meanwhile, the other group who trade in game platform use code-mixing and code-switching in Malay and English. The currency used in transactions is dollars. Digital media used for the project include other games, Instagram, and WhatsApp.

Keywords: *negotiation, digital-based project, Pragmatic Approach*

Abstrak:

Di era digital ini, peserta didik dihadapkan pada perkembangan teknologi dan menjadi pengguna aktif yang membuat mereka terhubung dengan dunia luar, baik melalui sosial media, situs jual beli, maupun game online. Fenomena ini dapat menjadi tantangan dan peluang. Untuk itu, penerapan Kurikulum Merdeka salah satunya adalah menyiapkan generasi Indonesia sebagai motor penggerak era industri 4.0 dan society 5.0 yang berpusat pada tatanan baru masyarakat yang berbasis teknologi. Praktik negosiasi terdapat dalam aktivitas Capaian Pembelajaran Bahasa Indonesia kelas X semester satu. Penelitian ini menggunakan pendekatan kualitatif melalui praktik lapangan yang bertujuan menemukan pola negosiasi peserta didik dalam praktik marketing and entrepreneurship project berbasis digital pada platform daring. Subjek dalam penelitian ini terdiri atas beberapa kelompok di kelas XA dan XB. Sasaran marketing kelompok penjual makanan adalah masyarakat umum di Malaysia yang menyukai kuliner Indonesia. Sedangkan sasaran marketing yang lain merupakan pengguna game online dari berbagai

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negara. Kelompok ini menggunakan campur kode dan alih kode Bahasa Melayu, Bahasa Inggris, dan Bahasa Indonesia dalam praktik marketing untuk mendapatkan lebih banyak konsumen dan transaksi berbentuk mata uang ringgit. Sedangkan kelompok penjual asesoris game online menggunakan campur kode dan alih kode Bahasa Melayu dan Bahasa Inggris. Mata uang yang digunakan dalam transaksi adalah dolar. Media digital yang digunakan untuk projek antara lain game, Instagram, dan Whatsapp.

Kata Kunci: Negosiasi, Projek Berbasis Digital, Pendekatan Pragmatik

INTRODUCTION

In the current industrial era, language as a medium of negotiation has a significant role in economic growth and brings revolutionary changes to improve people's living standards. Language is not only enabling communication and exchange of information but also play a crucial role in fostering trust, good relations, and legitimacy from other parties. These skills can be honed through learning Indonesian. The focus of Indonesian language learning includes four language skills: productive and receptive. Productive skills are speaking and writing skills, while receptive skills consist of two skills, listening and reading (Yanti et al., 2018). Intensive listening is also called listening, which is the ability to understand information listened to either directly or using media (Makmun, 2013) while speaking skills are the ability to convey ideas articulately through effective and efficient speech so that it is understood by others (Latifah & Mujianto, 2020). Reading skills are essential for readers to capture ideas and understand information obtained through written sources. In contrast, writing skills are related to the ability to process information through written media (Sardila, 2015).

The Merdeka Curriculum is a bridge for students between past experiences, present learning, and provisions for the future. Through the Merdeka Curriculum, students are expected to have skills as tools to face challenges according to their time. In response to the challenges of the Industrial Revolution 4.0 and society 5.0, students are expected to have 21st-century life skills better known as the 4 Cs (Creativity, Critical Thinking, Communication, Collaboration). Meanwhile, in literacy practice, students must master technological literacy and understand how machines work and technology applications (coding, artificial intelligence, machine learning, engineering principles, biotech). Then, human literacy is no less critical, namely humanities, communication, and design.

Merdeka Curriculum contains 21st-century life skills, including character building, critical, creative, collaborative, and communicative thinking skills, and mastery of internet-based technology and digital literacy. Digitalization has now penetrated various aspects of life, including business and entrepreneurship. Entrepreneurship is about individuals creating innovative organizations that grow and create value, whether for profit purposes or not (Gartner, 1990). However, entrepreneurship does not have to include creating new organizations; it can also occur in existing organizations (Shane,

2004). This is not only limited to entrepreneurial individuals but also entrepreneurial opportunities and the relationship between individuals and these opportunities, namely the individual opportunity relationship, as explained by Shane (Shane, 2004). Bruyat and Julien take a constructivist approach and propose a definition that incorporates entrepreneurship and the new value created, the environment in which that value takes place, the entrepreneurial process itself, and the relationships between these constructs over time. They also proposed the terms “individual” and “entrepreneur” to represent teams whenever possible (Bruyat & Andre Julien, 2001).

Studying entrepreneurship in a closed and isolated scope needs to be corrected. Entrepreneurship is related to the change and learning experienced by an individual through interaction with the environment and the change and value creation that a person brings about through their actions. Learning and value creation are two main aspects of cultivating an entrepreneurial spirit (Bruyat & Andre Julien, 2001).

This view aligns with learning objectives that focus on other entrepreneurial concepts. This is the basis for the birth of entrepreneurship education, which relies on value creation as the primary goal for students. Allowing students to try to create value through external stakeholders will develop entrepreneurial competence, regardless of whether value creation is successfully achieved. Alluding to the famous educational philosopher John Dewey's idea of "Learning by doing," the authors of this report propose to label this approach as "Learning while creating value" based on the field of entrepreneurship (Lackeus, 2013). Pedagogical interventions enable students to learn to create value for others (excluding their group and teachers). This can be done through creating value and authentic experiences for other people as a formal part of the curriculum, namely learning "through" learning experiences, not "about" learning.

Another development model was proposed by the Danish Foundation for Entrepreneurship – Young Enterprise (Rasmussen & Nybye, 2013). They stated that there are four essential dimensions that educators need to pay attention to regardless of their educational level. Entrepreneurship education must be based on practical action by students who work in teams to create value for others. This needs to allow for creativity, where students try out their ideas, apply their acquired knowledge, and find new solutions. Connect with the environment outside of school, interact, and learn from community culture, markets, and professional actors. It also needs to be related to

attitudinal aspects such as belief in one's abilities, tolerance for ambiguity, and risk of failure. These four basic dimensions are helpful for teachers at all levels to develop new educational content, processes, and forms of assessment and examination.

Language skills and education are inextricably linked. Language production, a product of the internal educational system, is the key to practical education. This mutual reinforcement between language and education is a testament to our human nature. As humans, our language skills are not just a means of conveying meaning, but a strategic tool in our interactions and negotiations. Communication, in this context, is not just a strategy, but a thoughtful and deliberate approach to achieving our goals.

One type of text students' study in the Merdeka Curriculum is the negotiation text. Material regarding negotiation texts is taught to students at the Senior High School (SMA) level, specifically to class. Negotiation texts often use persuasive language to convince the other party to accept the offer (Rahman, 2017).

Learning negotiation texts has its challenges. Students often understand the vocabulary and phrases used in negotiation texts because of the unfamiliar use of formal language and special terms (Dhania & Anam, 2019). Students also often need help understanding the structure of negotiation texts (Indriani et al., 2021). Another area for improvement in studying negotiation texts is that students need help identifying the text's purpose and audience (Farhan et al., 2018). Another challenge is that students need help understanding the linguistic structure of negotiation texts (Patonah et al., 2018).

Choosing a suitable learning method or approach will significantly improve learning outcomes (Irwan & Hasnawi, 2021). This also applies to the process of learning negotiation texts. Choosing the correct method will make students more active and creative and generate critical ideas and solutions in facing learning situations. Students are academically competent and have the skills expected according to developments in the 21st century. Therefore, teachers are expected to be able to choose student approaches or methods that are centered on student activities (student-centered learning) and relate the material studied to students' daily lives.

One learning approach that can link learning material to students' daily lives is contextual (contextual learning) through marketing and entrepreneurship projects. This method allows students to study learning material in a way that is directly related to their experiences and the environment around them (Gita, 2018). This learning method aims

to strengthen the relationship between learning and students' experiences outside the classroom (Ramdani, 2018). By bringing real-world contexts into the classroom, according to Santoso, students are more involved and feel more interested in learning, which makes it easier to understand and remember the information provided (2017).

Kuala Lumpur Indonesian School is an educational unit under the Indonesian Ministry of Education located in Kuala Lumpur. This formal education institution implements the Merdeka curriculum for students in grade 1 of elementary school, grade 4 of elementary school, grade 7 of junior high school, and grade 10 of high school. Meanwhile, for other classes, they still use the 2013 Curriculum and will periodically change to the Merdeka Curriculum. The existence of the Kuala Lumpur Indonesian School is unique in itself because all students are Indonesian citizens who live in Kuala Lumpur and are very diverse. This has an impact on their multilingual language mastery. The languages generally used by students in communicating include Indonesian, English, Malay and regional languages.

Based on the explanation above, researchers are trying to instill negotiation principles in Indonesian language learning in the curriculum Merdeka through the Marketing and Entrepreneurship project at the Kuala Lumpur Indonesian School.

METHOD

This research is a qualitative approach with descriptive analysis methods. The descriptive method was chosen because this research aimed to discover and describe the application of the Project Learning model in practicing the negotiation skills in phase E. This research was conducted by observing the teaching and learning activities of students and teachers in the classroom, and the results were described in the form of narratives, sentences, and figures as additional or supporting information. This research was conducted at the Kuala Lumpur Indonesian School in January – February 2024 on 18 phase E students in class X A and 18 students in XB. The author is a researcher and Indonesian language teacher at the Kuala Lumpur Indonesian School. During the research, the author collaborated with colleagues who were also Indonesian language teachers. The exposure to negotiation communication described in this article is in the form of a representation, and not everything is explained.

The data in this research are words, phrases, sentences, and paragraphs that describe applying the project-based learning model. The data source is the Phase E Indonesian language subject teacher. This research has two types of data: primary and secondary data. Primary data can be collected through observation techniques, interviews, etc. Meanwhile, secondary data is obtained through documents or studying existing supporting sources.

a. Design of project completion steps

In this activity, students discuss determining a project to work on together in one group. Students are free to choose groups according to their themes and business ideas. The teams and project themes for class X A and X B students are as follows.

Class	Group Name	Product Name	Projek Description	Data Coding
Kelas 10 B	Nasi Uduk Malvin	Nasi Uduk Malvin	Uduk rice Sales or marketing targets are friends, family, and outsiders. Within two days of sales, the total profit was RM 126.	10B.NUM
Kelas 10 B	itsy bitsy spider	itsy bitsy spider	The team sells cute items such as knitted wallets and cell phone hangers. They also sell drinks and food.	10B.IBS
Kelas 10 B	Mafia Lalala	Seblak Blak-an	Seblak Blak-an sells seblak in instant form, so buyers can cook it themselves and enjoy it anytime, anywhere. Seblak became our choice because it is especially favored among teenagers and parents. Our product does not Requires a complicated or time-consuming process. It takes a long time to make so that you can enjoy it immediately.	10B.MB

			I have recipes and posters starting January 22 at Tisha's House. January 23 survey of goods Instant seblak products for sale online. Cooked products are cooked at school.	
Kelas 10 B	FAGAR NASGOR	FAGAR NASGOR	FAGAR catering chicken fried rice Price 10 ringgit.	10B.FN
Kelas 10 B	Mission1000	Kajiya	We will create a 3D model accordingly customers want to use as an asset in the game.	10B.M1
Kelas 10 B	Cakefess	Cakefess	Produk berupa pancake dalam ukuran kecil yang dijual sebanyak 6 butir untuk RM 5.00 dan 4 butir untuk RM 3.00. Dengan rasa: cokelat, susu kental manis, sirup maple, oreo, mesis, dan choco chip. Hari pertama penjualan menghasilkan RM 50. Hari kedua menghasilkan RM100. Penjualan hari ke-3	10B.C
Kelas 10 A	Green World	Green World	Recycle. Mengumpulkan barang bekas dari kondominium masing-masing.	10A.GW
Kelas 10 A	Smoothies ceria	Smoothies ceria	The product is a small size pancake which is sold in 6 pieces for RM 5.00 and 4 items for RM 3.00. By taste: chocolate, sweetened condensed milk, maple syrup, oreos, mesis, and chocolate chips. The first day of sales we generated RM 50. The second day generated RM100. 3rd day of sales	10A.SC
Kelas 10 A	CB	CD	Family pudding business marketed at schools. The price of the pudding is 2 ringgit	10A.CB
Kelas 10 A	Bombolony	ZARYLIYA	Marketing craft products such as	10A.B

			bracelets, phone straps, and teddy bears. Targeting students' parents who has a pet cat and teenage girls as buyers.	
Kelas 10 A	Hawin, Sumayyah, Nabila,Aisyah	Moffi	The Moffi brand is a brand that offers various kinds of products and services. Product : 1. Mochi Bites (small mochi with toppings) 2. Fried Poppia (spring roll skin fried) Service : 1. Art commission (drawing services)	10A.HSN

To make it easier for students to carry out the project, a marketing plan format is provided which contains a description of the project;

1. Business identity
2. Description
3. Marketing objectives
4. Core strategy
5. Marketing Tools, namely the platform used for marketing
6. Implementation schedule
7. Budget estimation
8. Estimated profit

At this stage, students are given the most comprehensive opportunity to explore all the potential that can be developed in entrepreneurship and marketing project plans. Students discuss product design, marketing tools, product differentiation, estimates of funds to be used and profit estimates, marketing, consumer characteristics, and other supporting factors.

b. Preparation of project implementation schedule

Entrepreneurship and marketing projects are carried out on a scheduled basis to achieve learning objectives more optimally.

Table 2. Project Schedule

Num.	Activity	January Weekly			February weekly			
		2	3	4	1	2	3	4
1	Introducing CP							
2	Project Discussion							
3	Marketing Plan submission							
4	Marketing Plan Presentation							
5	Project implementation, monitoring and periodic reporting							
6	Project Reflection							

At this stage, students plan a more targeted strategy for implementing their project. They begin to plan the parties who will interact with them in project implementation. After determining the opportunities for carrying out business, students design negotiation strategies with related parties.

RESULT AND DISCUSSION

Data 10B. NUM

Students in data group 10B.NUM have undertaken a unique project, selling nasi uduk made by the family of one of the group members. The marketing target for 10B.NUM data is a comprehensive collection from students at school, the general public, and the families of each group member. Our products are a true representation of typical Indonesian flavors, offering a unique culinary experience. The superiority of our products lies in their authentic taste quality, a distinct feature that sets them apart from the Malaysian culinary menu, which primarily features Nasi Lemak menus, Thai food menus, Arabic menus, and Indian food menus. The product is sold for RM7 (Malaysian Ringgit). The excerpt of the persuasive negotiations carried out is as follows.

Juan : Bu, kami menjual nasi uduk yang enak banget bu! Nasi uduk paling enak di Malaysia. Murah dan isinya lengkap, Bu.

(Ma'am, we sell really delicious uduk rice, ma'am! The best Nasi Uduk in Malaysia. Cheap and complete, ma'am.)

Hima : Bagaimana kamu bisa yakin bahwa nasi udukmu seenak itu?

(How can you be sure that your nasi uduk is that delicious?)

Juan : Iya, Bu. Sebab kami mempunyai resep turun temurun yang gak dimiliki oleh warung-warung Indonesia yang ada di sini. Dijamin gak nyesel, Bu.

(Yes, ma'am. Because we have recipes handed down from generation to generation that the Indonesian stalls here don't have. Guaranteed not to regret it, ma'am.)

Hima : Ohhh gitu. Kalau memang enak, kok dijual murah? Gak rugi emangnya? Emang berapa sih harganya, Nak?

Oh, I see. If it's so good, why is it sold cheaply? Isn't there a loss? How much does it cost?

Juan : Kan jualnya banyak bu. Kuantitasnya sebanding dengan kualitas, supaya belinya tiap hari. Hehe. Its just 7 ringgit bu!

We sell a lot, ma'am. The quantity is proportional to the quality, so buy it every day. Haha. Its just 7 ringgit ma'am!

Hima : Pandai juga kamu ya. Oke lah, saya pesan 1 untuk besok!

Okay, I purchase 1 for tomorrow

From this dialogue, the offer negotiations used by Juan were persuasive to influence other people to be interested in buying the products he made. The sentence states *kami menjual nasi uduk yang enak banget, Bu*. Emphasizing adjectives and appreciation which are the advantages of the product, *enak banget*.

10B.MB

Data 1

Seller : *the egg is 10.50*

Tisha : *10 ringgit, okay?*

Seller : *okay*

Context : When Tisha about to buy eggs, there was a negotiation to reduce the price with the egg seller

The dialogue above shows communication in English. It was held at Chow Kit market, Kuala Lumpur, and involved group members and traders. In the negotiations above, a group member named Tisha succeeded in getting a price reduction from 10 ringgit 50 cents to just 10 ringgits.

Data 2

Tisha : Aunty, kencur got more?

Penjual : *Got behind, I take for you*

Tisha : Okay, I need 400 grams.

Context : when Tisha, Marwa, Fira, Reisha bought kencur, negotiations took place to get more kencur.

The dialogue above was in English and was held at Chow Kit Market, Kuala Lumpur and the group members got excess kencur to be used as seblak seasoning.

Data 3

Abang print : totalnya 60 ringgit!

Reisya : mahalnya ya, 54-ringgit je?

Abang print : ni dah kena charge, I dah bagi murah.”

Reisha : hari tu tak kena charge

Abang print : oka la 54 ringgit, I bagi u discount.

Context : was printing provision cards, negotiations took place with printer brother to get a price quote.

The dialogue above is code mixed Malay and English. In the first dialogue, the printing officer stated the amount that had to be paid, then the group member responded that the amount was very expensive and he asked for a cheaper price, namely 54 ringgits. In the third statement, the printing officer emphasized that the price had been reduced and was considered cheap. However, the group members negotiated again and said that when printing on the previous occasion they got a cheap price so in the end the printing officer responded by accepting the negotiation and closing with a statement *I bagi you discount*.

Data 4

Fira : buuun, seblak kakak bisa mulai pre order yang biasa harganya 8 ringgit, kalua seafood 10 ringgit.

Father : Mahal bangeet!

Fira : itu tuu udah pas, kita memakai barnag yang segar dan berkualitas, terus bisa tahan lamaaa lagii.

Father : ah, ini promosi yaaa biar ayah beli. Kurang dikitt dong buat ayah bundaa, kan nanti kakak juga yang makan.

Fira : iyaaa promosiii, ngga turun harga yaa. Ini tuh mending daripada ayah beli dari Indonesia ada harga tambahan.

Mom : yaudah, yaudah beli 2 yang biasa.

Father : tambah 2 lagi seafood

Fira : Oke.

Context : Fira offered to father and mother to buy Fira's seblak, then father and mother asked for a lower offer but Fira negotiated again because the goods used were enough for the price of 8 ringgit/10 ringgit.

Data 5

Buyer : Ini kalau beli 2 ga bisa gratis satu nih?

Seller : Gaaa laaah, ini tuh porsinya udah cukup banget

Buyer : pliss bangeet. Lumayan dong kalian dapet pahala gratis

Seller : Gak, ini porsinya cukup buat 3 RM, terus semua toppingnya ada.

Buyer : plis, nanti didoain dapat pahala banyak.

Seller : amiiin. Tapi gak gratis juga, ini deh kita kasih topping tambahan dikit di punya kamu.

Buyer : Okay, Deal!

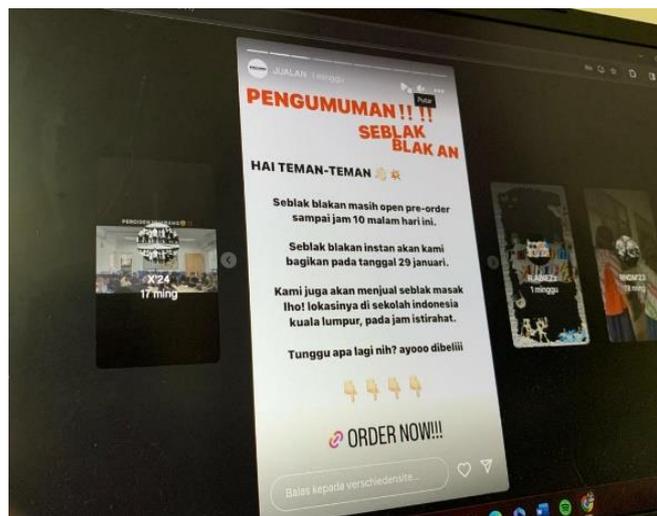
Context : Marwa, Fira, Tisha, Reisyah are selling, someone wants to bargain that because he bought 2 portions of seblak for 3 ringgit, he can get one free. Here negotiations take place to reach a joint agreement.

Students design and make the products that they market. The media used in this group project are Instagram and WhatsApp, either through WhatsApp groups, WhatsApp status updates, or personal promotions to friends, acquaintances, or family.

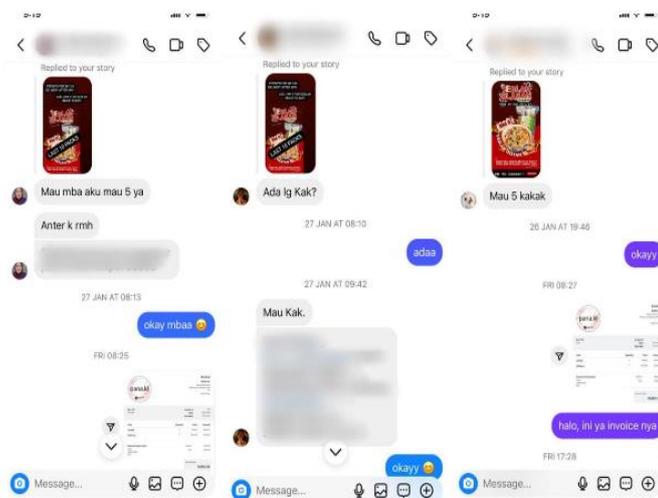
The marketing examples are as follows.



Pict 1. Promotion through Whatsapp



Pict 2. Marketing techniques in the form of announcements on WhatsApp Status



Pict 3. Marketing promotion via Instagram

Student project documentation can be accessed via video link (22 Januari 2024) :

https://drive.google.com/file/d/1tIChzTvjb2IPDsGyX_eyUn0Rj1pKNUti/view?usp=drivesdk

Link video (28 Januari 2024):

https://drive.google.com/file/d/16GG_TvoHyOSrb_FgEyuXb2MNeF_AyfNO/view?usp=drivesdk

Link video (Negotiation implementation) :

<https://drive.google.com/file/d/12Lz-74KoxGaT3C9yoo8QAHWkCK6RQVsh/view?usp=drivesdk>

10B.M1

Data 1 (01/20/2024 5:24)

Data Categories (online)

Sean : Yo rosteck. U good with the price going up to 400?

Rosteck : 400 uhhh

I mean alright, Is this because of springs

Sean : yes

Rosteck : I don't really need details like this but ok

Sean : do you also need those

Like wires

Cuz they kinda... tedious

Prise still the same doe

Cuz u a chill dude

Context : In the dialogue above, students negotiate to increase the price of the model because the model is more complicated than expected and the customer agrees with the dialogue above. When it is in the process of making the model

The above dialogue is carried out between sellers and customers via online in-game chat platforms. All conversations are conducted in English. Sean, as a group member, is an online game accessories provider. In the first statement, he immediately offered a price of 400, and the buyer agreed by asking for additional details. Sean agreed to this by providing an attentive statement, *Cuz u a chill dude*.

Data 2

Data Categories (online)

Sean : forgot to mention sukuna's slashes

Ight for the price...

Hmm

Lemme think

SVGpika : 3.5k?

Sean : wait lemme chect something

I'll go with 4k

SVGpika : ok

I gtg
 Sean : emoji
 SVGpika : lol
 Sean : lmk when u ready right
 SVGpika : I'm ready
 Sean : let's take this to rsc server

In the dialogue above, a group member named Sean negotiates in full English to determine the price that customers will pay. The dialogue above is carried out after the model has been completed and is ready to be purchased. Initially the price was bid at 3.5K but Sean locked in a price of 4K and the buyer agreed.

Data 3

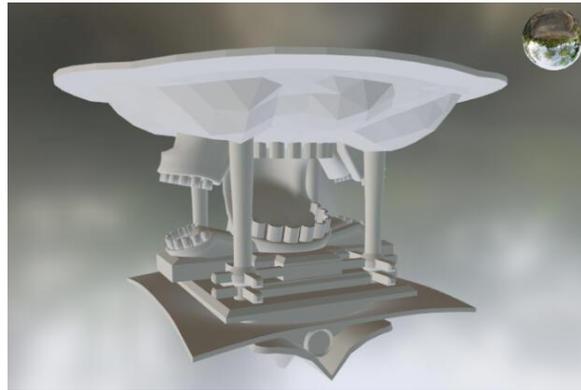
Banjo d& Kazooie : I also have 3 more tracks for you to build after this one, so this is basically 80\$ for you to earn, at bare minimum.
 Sean : Okay

In the dialogue above, this customer increases the capital order and will also increase the price to be paid. The above dialog is carried out while in the process of creating a model. The dialogue above is carried out between the seller and the customer.

Data 4

Khempro : Nice
 Could you make the head as same skin tone as body
 Looks a bit off yk
 Sean : it's a skeleton tho
 Wouldn't that make it more. off?
 Anyways if theres any colour changes you wanna make
 You can make it after you've done the modelling
 And you can mess around and see what works yknow
 Khempro : yeah yeah
 So about payment
 Feel free to counter but ion think like this is worth 275 (no offense)

In the dialogue above, this customer changes some aspects of the capital created and believes that the model is too expensive. The above dialog is carried out while the seller and the customer build a model. The following is an example of 3D game products sold by this group.



Pict 4. Objek Malevolent Shrine from a popular anime Jujutsu Kaisen



Pict 5. Fantasy based weapons



Pict 6. Objek Spaceship



Pict 7. Objek Futuristic City

CONCLUSION

One of the Learning Outcomes of phase E is negotiating. As a speaking skill, new negotiation texts have impact and meaning when practiced daily through measurable activities in the learning context. The marketing and entrepreneurship project becomes a simulation for students to conduct negotiation practices that provide significant financial benefits. Students are given the freedom of space and time to apply communication practices with individuals outside the classroom for marketing purposes. The language students use is also free according to the speaking partner they are dealing with. This research proves that negotiation practices in marketing learning using digital platforms train students to get used to communicating with people globally who cannot be reached physically.

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