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# **The Mapping of English for Bussiness Communication Competence of the Students of Vocational Schools in Coastal Areas (Dumai, Bengkalis, Meranti, and Inhil) in Riau Province**

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**Abstract :** This study aims at getting an accurate map of English for Bussiness Communication Competence of the students of vocational schools in coastal areas of Riau Province in the form of writing ability. The target group of the study are the students of the vocational schools as big as 2476 students. Due to the homogenous characters of the population, in term of age and academic backgrounds, the sample is taken randomly as big as 25% out of them that is 619 students. The technique of collecting data is asking the respondents to write personal letter and curriculum vitae. The collected data are judged by using Brown's writing description (Brown:2004). The findings are as the following: a). the the average of the respondents' writing ability in personal letter is 3.45 out of 4, b). the average of the respondents writing ability in curriculum vitae is 3.24 out of 4. The implication of these findings are that the respondents should be given more exercises, and corrections in using structure and vocabulary items in order to achieve the standard use of two language compenents in making personal letter and curriculum vitae.

**Keywords :** English for Bussiness Communication (EBC), and English for Spesific Purposes (ESP)

## **1. Introduction**

Responding to student writers' errors is a controversial issue and this controversy still rages between the supporters of both options – pro-correction and non-correction – since research has not been conclusive as to whether providing feedback has a significant effect on attaining fluency and accuracy in writing (Guenette, 2007).

Several studies have explored the impact of different types of teacher feedback on students' writing quality, but there is scant research examining students' and teachers' preferences for feedback and error correction. But preferences are important in that if teachers and students both have mutual understanding of the purpose of certain correction techniques and come to terms with their use, the odds are that the feedback would be fruitful. Conversely, "if teachers and students have mutually exclusive ideas regarding correction techniques, the result will most likely be feedback that is ineffective and, in the worst case, discouraging for students who are learning to write in their second language" (Diab, 2006).

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One of the endeavours of the strengthening of the society economy quality in coastal areas of Riau Province (Dumai, Bengkalis, Meranti, and Indragiri Hilir) is to increase of the quality of human resource which focuses on the graduate quality of vocational school to go through to workplaces. Main indicator of the school graduate is that the decrease of national test score of English in the past three years from 6.1 to 5.7 (Vocational institution of Riau Province 2017). It is just a little bit higher than the minimum of national target as big as 5.5.

The fact has direct impact to students' competence in using English at school and workplace in the form of writing and speaking. Referring to the use of English for business communication indicates that this factor is less paid attention by the schools due to certain reasons: a). the limited hours allocation per week, b). less facilities of language laboratory, c). less frequency of language practices in the classroom and outside the classroom, d). less budget for laboratory maintenance and soft wares of English subject, e). low level of language competence of English teacher, that is 5.4 out of 10, f). low mood of carrying out the program of English day everyweek.

On the other hand, it is being needed to promote the ability of using English in line with the competition of workers among ASEAN countries. The coastal areas of Riau Province are part of the region competition atmosphere in which lot of foreign companies are being established. In this context, the needed of the English for Specific Purposes (ESP), especially on English for business Communication (EBC) will increase in using it in written form and oral in business communication of national and international activities.

## 2. Methodology

### Location and Time

#### a. The location of the research

This study is being done in the vocational schools of Dumai, Bengkalis, Meranti and Indragiri Hilir regencies.

#### b. Time of the research

This study is being carried out in 2018.

#### c. The population and sampling

The total of the population are as big as 2.476 students in coastal areas. Due to the homogenous characters of the population in term of age and academic background, the sample is taken by randomly as big as 25% (619) students.

#### d. The type of data

- a. Primary data, are "making personal letter and business notes" done by the target group in 2018.
- b. Secondary data is score of language exercises in written form done by the target group that have been given by their teacher in 2018.

#### e. Data resource

The needed data are from vocational schools in coastal areas (Dumai, Bengkalis, Meranti, and Indragiri Hilir) Riau Province.

f. Technique of collecting data

The thehnique of collecting data is asking the respondents to write personal letter and curriculum vitae.

g. The technique of analysis data

The collected data are judged by using Brown’s writing description (Brown:2004).

### 3. Result and Discussion

The result of this study just focuses on the respondents’ writing ability on personal letter and curriculum vitae.

Tabel 1 Writing ability “Personal Letter” students of vocational school in Meranti regency.

N	Personal Letter					Rata - rata
	Cont	Org	Voc	LU	Mec	
105	3,43	3,42	3,46	3,46	3,42	3,44

Based on the the above table shows that the highest average score (3,46) the students vaocational school from Meranti is in making personal on vocabulary aspect (Knowlegeable, substantive, through development of thesis, relevant to assigned topic), and the low average one (3,42) is in mechanism sentence pattern aspect. In addition, thetrend starts from 3,42 to 3,46 with the average score is on 3,44.

Tabel 2. Writing ability “Curriculum Vitae” students of vocational school in Meranti Regency.

N	Curriculum Vitae					Rata – rata
	Cont	Org	Voc	LU	Mec	
105	3,06	3,34	3,42	3,19	3,38	3,28

Based on the table above shows that the highest average score (3,42) of the students of vocational schoolsat Meranti is in making curriculum vitae ocured in vocabulary aspect (Knowlegeable, substantive, through development of thesis, relevant to assigned topic), and the low average score (3,06) is on content aspect. In the other words, between two tasks of personal letter and curriculum vitae can be known that writing personal letter is easier to make by students than the curriculum vitae, because the first grade students do not have more experience in writingthe curriculum vitae.

Tabel 3. Writing ability “Personal Letter” students of vocational school in Bengkalis Regency

N	Personal Letter					Rata - rata
	Cont	Org	Voc	LU	Mec	
185	3,53	3,45	3,47	3,48	3,40	3,47

Based on the table above presents that the highest score of the students of vocational schools to write personal letter in Bengkalis regency is (3,53) that is on the content aspect. The data show the different from what have been founded is Meranti Regency that has the highest average score (3,46) in part of vocabulary item.

Tabel 4. Writing ability “Curriculum Vitae” students of vocational school in Bengkalis Regency.

N	Curriculum Vitae					Rata - rata
	Cont	Org	Voc	LU	Mec	
185	2,99	3,32	3,45	3,21	3,44	3,28

The table above draws that the lowest average score (2,99) is in content aspect in writing curriculum vitae. The same thing also occurred in Meranti regency (3,06) but Meranti Regency is still higher than Bengkalis for some points.

Tabel 5. Writing ability “Personal Letter” students of vocational school in Dumai Town

N	Personal Letter					Rata – rata
	Cont	Org	Voc	LU	Mec	
185	3,53	3,48	3,5	3,49	3,43	3,48

Based on the table above shows that highest average score (3,53) of the students of vocational school in making personal letter is on content aspect (Knowlegeable, substantive, through development of thesis, relevant to assigned topic). The data indicate that the ability in the content aspect is the most valuable factor to be mastered by the respondents. On the other hand, the lowest average score (3,43) is on mechanic aspect.

Tabel 6. Writing ability “Curriculum Vitae” students of vocational school in Dumai Town.

N	Curriculum Vitae					Rata – rata
	Cont	Org	Voc	LU	Mec	
185	3,05	3,32	3,48	3,31	3,44	3,32

The data on the above table presents that the highest average score of the students of vocational school score in making personal letter (3,48) is on vocabulary aspect. The data show different from Meranti regency with the highest average score (3,46) is in part of vocabulary.

Tabel 7. Writing ability “Personal Letter” students of vocational school in Indragiri Hilir Regency.

N	Personal Letter					Rata - rata
	Cont	Org	Voc	LU	Mec	
144	3,52	3,47	3,5	3,43	3,39	3,46

Based on the data above can be concluded that highest average score (3,52) of the students of vocational schools in Indragiri Hilir in making personal letter is on the content (Knowlegeable, substantive, through development of thesis, relevant to assigned topic), and the lowest one (3,39) is in machanicentence aspect. In addition that the trend starts from 3,42 to 3,53 with 3,46 of the average score.

Tabel 8. Writing ability “Curriculum Vitae” students of vocational school in Indragiri Hilir Regency.

N	Curriculum Vitae					Rata - rata
	Cont	Org	Voc	LU	Mec	
619	3,02	3,37	3,5	3,27	3,44	3,32

Based ont he table above shows that highest average score (3,5) of the sudents of vocational school of Indragiri Hilir Regency in making personal letter is on vocabulary aspect (Knowlegeable, substantive, through development of thesis, relevant to assigned topic), and the lowest average score is (3,02).This aspect is the most important thing in making personal letter.

Tabel 9. The Summary of the students’ Ability in Making “Personal Letter” in Coastal areas of Riau Province.

N	Personal Letter				Rerata
	Meranti	Bengkalis	Dumai	Inhil	
619	3,43	3,46	3,48	3,46	3,45

The above table shows that the highest score (3.48 out of 4) of making personal letter in the coastal areas is done by the students in Dumai Town. While the lowest score (3.43 out of 4) is done by the students of Meranty Regency. The two regencies are not different from the earlier town / regency. In addition, in term of idea organization, they are also able to express their ideas fluently, well organized, clearly stated / supported, and having logical sequence, and cohesive enough among ideas expression in the whole range of the written text. In the part of vocabulary items uses, they seem to have an ability to use word efectively, to master the use of word form, and to show the sophisficated range of the word useage.

Further, they indicate that they are also able to construct sentence effectively, to have only a few errors in arranging words, the correct use of tense, number, word order, article, pronoun, and preposition. Other important matter in writing personal letter is that they can demonstrate the mastery of conventions, few errors in spelling, capitalization, and paragraphing.

Tabel 10. The Summary of the students' Ability in Making "Curriculum Vitae" in Coastal areas of Riau Province.

N	Curriculum Vitae				Rerata
	Meranti	Bengkalis	Dumai	Inhil	
619	3,27	3,28	3,32	3,32	3,29

As shown in the above table, the highest score (3,32 out of 4) occurred in two places, Dumai Town and Indragiri Hilir Regency. The other two regencies are a little bit lower than that of the highest one, that is 3,28 and 3,27 out of 4. In addition, what they have done in making personal letter is a little bit lower than that of in making curriculum vitae. In general, they seem to show their skill of writing ability in the category of "good to average" in whole aspects of writing (content, organization, vocabulary, and mechanic).

For example, they do not have sufficient knowledge on what they are writing about, rather substantive, a little bit getting through with the development of thesis, and rather relevant to the assigned topic. Then, in some occasions, they just have limited support to what they have stated generally, and rather logical in ideas organization, in some extent they still have occasional errors of word usage and with ambiguous meaning of the choice word. When they use the language elements, they just do simple construction of sentence, have frequent errors in negation, tense, number word order, article, pronouns, and preposition. In addition, they also do occasional errors in spelling, punctuation, capitalization and paragraphing.

#### 4. Conclusion

Based on the data presentation and discussion in section 3, it is possible to draw conclusion as the following. In the part of making Personal Letter, they have shown their writing ability in the category of "good to excellent" in whole range of their writing works (content, organization, vocabulary, language use, and mechanic) with the average score of 3.45 out of 4. In addition, In making personal letter the students did a little bit close to good rather than to excellent. On the other hand, they just show their writing ability in making Curriculum Vitae in whole aspects of writing in the category of "good to average" with the average score of 3.29 out of 4. In making curriculum vitae, the students seem to have score weakness in constructing good sentence and using appropriate use of words.

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