
Mapping of English for Business Communication (EBC) Competence of the Students of Vocational Schools in Coastal Areas (Dumai, Bengkalis, Meranti, and Inhil) in Riau Province

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Abstract This research aims to obtain an accurate mapping of the ability to use English for Business Communication (EBC) in oral form (spoken form) in the City of Dumai, Bengkalis regency, Meranti regency, and Inhil regency (coastal areas of Riau Province). The population are so big number, 2.750 students. Due to the homogenous character of the population especially in term of academic factor, the sample are taken randomly as big as 400 students (6.87%). The needed data of speaking ability in the form of interview. The students are asked to join the job Interview session. The activities of "job interviews or working languages" are carried out by researchers or data collectors. The collected data are analyzed by grouping their ability into 5 to 0 (Brown: 2004). The results of this study indicate that the ability of vocational students in the coastal areas of Riau province in answering questions (speaking) from job interviews are between 3 and 4 categories. The highest average score of students in answering (speaking) job interview questions was obtained by two regencies, Bengkalis and Inhil equal to (3.5). While, Dumai got an average of (3.3). Meranti was at a smaller value than some other regencies and cities at (3.16). Overall the average value of vocational students in answering (speaking) job interview questions is (3.37). The implication of these findings are the students should be well trained in a regular activities in order to achieve a very good and an excellent level in the future.

Keywords: *English for Bussiness Communication (speaking)*

1. Introduction

One of the economic strengthening efforts of coastal communities is the effort to improve the quality of human resources - a factor in vocational high school (SMK) graduates entering the workforce. The main indicator of the ability of vocational school graduates in the coastal areas of Riau Province (Dumai, Bengkalis, Meranti, and INHIL) is the tendency of the decline in national exam results (UN) in recent years, including the English subject in the past 2016 which was only slightly above the minimum graduation average (5.5) that is 5.7 (Riau Province Education Office). This fact has a direct effect on the ability to use language for the workplace, especially on the use of English (in oral form) - "English for Business Communication", temporary signals (evidences). The use of English in vocational schools in this research area is a bit less attention by the school organizers. Those were caused by classic reasons such as; a). limited hours of study, b). language laboratories, c). less frequent of practices of English into discussions, d). limited funds for procurement of tools - supporting tools for working practices in English, e). the ability / competence of English teachers (that is only 5.4. It is so lower than the expected score of 8.0), f). promoting English usage in the English Day program once a week.

On the other hand, urgent efforts are needed to anticipate the need of using English, especially for vocational school graduates in dealing with the competitiveness in the workplace. For those who are interacting in businesses in the coastal areas directly adjacent to international business activities - the Straits of the Malacca Strait and other ASEAN countries - incorporated in the ASEAN Community (MEA). In this context, the need for English for Specific Purpose (ESP), more specifically to English

for Business Communication (EBC) will be increasingly used verbally in various national and international business activities. (Khasyyatillah, 2019) The learning process needs constant innovation to align the teaching and learning goals with the modern life faced by students. However, the fact shows an irrelevant situation between school and the real world. As in the workplace, the majority of workers agreed (59%) that the skills taught in schools are not following the needs of future requirements.

2. Methodology

This research was conducted at the Vocational School in Dumai City, Kab. Bengkalis, Kab. Meranti, and Kab. INHIL Riau Province. The study was taking place in 2019. The population is quite large, that is 2,750 students in the four regencies and a city. Considering the homogeneous character of the population, the sample was taken randomly (random sampling) as big as 6.87% (400) students. The needed data were collected by interviewing the target group in the aspects job components. Then, the collected data are analyzed by judging the oral competence based on speaking components range from 5 to 0.

3. Results and Discussion

The results of the study comprise the six components of oral proficiency (grammar, vocabulary, comprehension, fluency, pronunciation, and task). The following tables (table 1 up to table 5) present the data of the students' competence in doing job interview at vocational schools in four regencies (Dumai, Bengkalis, Meranti, and Inhil). Table 5 shows the language components which have been achieved by all the target group (400 students).

Table 1. The ability of Dumai vocational students in answering the question "Job Interview"

N	Oral proficiency scoring categories						Mean
	Grammar (0-5)	Vocabulary (0-5)	Comprehension (0-5)	Fluency (0-5)	Pronunciation (0-5)	Task (0-5)	
96	3	3	3	3	4	4	3.33

As seen from table 1, the students are able to perform quite rare of error in pronunciation and respond an unfamiliar situation of conversation. These competences are supported by other four language elements like grammar, vocabulary, comprehension and fluency in level of 3.

Table 2. The ability of Meranti vocational students in answering the question "Job Interview"

N	Oral proficiency scoring categories						Mean
	Grammar (0-5)	Vocabulary (0-5)	Comprehension (0-5)	Fluency (0-5)	Pronunciation (0-5)	Task (0-5)	
64	3	3	3	3	3	4	3.16

Similarly to what have been achieved in table 1, the students are a little bit lower than that of. The students just show their competence in the aspect of doing task in the level of 4. In other words, they are still weak in other 4 aspects; grammar, vocabulary, comprehension, fluency and pronunciation.

Table 3. The ability of Bengkalis vocational students in answering the question "Job Interview"

N	Oral proficiency scoring categories						Mean
	Grammar (0-5)	Vocabulary (0-5)	Comprehension (0-5)	Fluency (0-5)	Pronunciation (0-5)	Task (0-5)	
160	3	3	4	4	3	4	3.5

In this table (table 3), the students are seen to have been able to show their competence in the level of 4 in the aspect of comprehension, fluency and task. It means that they still need to strengthen their basic language components like grammar, vocabulary and pronunciation.

Table 4. The ability of Inhil vocational students to answer the question "Job Interview"

N	Oral proficiency scoring categories						Mean
	Grammar (0-5)	Vocabulary (0-5)	Comprehension (0-5)	Fluency (0-5)	Pronunciation (0-5)	Task (0-5)	
80	4	3	4	3	3	4	3.5

Similarly to what have been performed by the students in Bengkalis, the students of Inhil are also able to do in the same way but in a little bit different of language elements. They are so good in grammar, comprehension and task.

Table 5. The ability of vocational students in coastal areas of Riau Province in answering the question "Job Interview"

N	Oral proficiency scoring categories						Mean
	Grammar (0-5)	Vocabulary (0-5)	Comprehension (0-5)	Fluency (0-5)	Pronunciation (0-5)	Task (0-5)	
400							
Average	3.25	3	3.50	3.25	3.25	4	3.37

The summary of the students' competence in answering the questions based on language components.

In short, it can be restated that the students are already able to perform two language aspects (comprehension and task) in the level of nearly to 4 and 4. It means that the students can understand any conversation within the range of their experience and respond appropriately even in unfamiliar situation. On the other hand, they are still needed to strengthen their basic language elements like vocabulary, grammar, fluency, and pronunciation.

4. Conclusion and Discussion

In this study, the authors wanted to know the mapping of the ability "English For Business Communication" Vocational Students in Coastal Areas (Dumai, Bengkalis, Meranti, and Inhil) of Riau Province. Based on the data that have been obtained from the four regions, it can be stated that how well the ability of students to do job interviews.

Based on the results of the research that have been carried out, it can be seen that each regency has reached the oral competences in various scores (3 to 4) in the coastal areas of Riau Province. Students in Bengkalis and Inhil regencies are in the average grade of 3.5, Dumai City is in the average grade of 3.33. Among these three regions, there is a slight difference in score but still within the range of 3 to 4. As lightly different from the other three regencies, the Meranti regency obtains the average score of

students in doing job interviews as big as 3.16. It means that the students from all regency need to deepen their knowledge in grammar and vocabulary while practicing the aspects of fluency and pronunciation in side schools or in extracurriculum programmers. On the other hand, they are already able to use the language fluently in all levels of normally participant to professional need and able to respond appropriately even in unfamiliar situation.

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