

## AN ANALYSIS OF WRITING ABILITY ON ENGLISH FOR BUSSINESS COMMUNICATION OF VOCATIONAL STUDENTS IN COASTAL AREAS (DUMAI, BENGKALIS, MERANTI, AND INHIL) - RIAU

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**Abstract:** The objective of this study is to analyze the writing ability which focuses on English for Bussiness Communication Competence (making personal letter and curriculum vitae) of the students of vocational schools in coastal areas of Riau Province. The target groups of the study are the students of the vocational schools as big as 2476 persons. 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 samples comprise gender and ethnicity of the students' demography backgrounds. The thehnique 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: the the average score of female students is higher (3.56) than that of the male students (3.34). Dealing with the ability of writing the two matters by the students from various ethnics, the scores range from 3.49 (Java students) to Malay students (3.28). The average score of Java students is the highest (3.49) among other ethnic groups (Minang, Malay, Batak, and Chinese). To increase the scores of the current findings, the students should be equipped with more exercises in applying the standard form of structure / sentences and the appropriate use of the vocabulary items.

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

## INTRODUCTION

One of the endeavours of the srtengthening 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 bussiness 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 Spesific Purposes (ESP), especially on English for bussiness Communication (EBC) will encrease in using it in written form and oral in bussiness communication of national and international activities. Doing the activities of English for Bussiness Communication the demography backgrounds of the students show the different between male and female students and ethnicity ackground as well.

The trend is that the female students do better works in two writing activities (personal letter and curriculum vitae). In the part of the ethnicity, Java students do the highest score among other ethnic groups.

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).

Regarding the methods of writing, Kanaris (1999) revealed that there were significant differences between 8-10 years old boys and girls in the ways in which they used written language to construct meaning. She found that the patterns of use of pronouns, adjectives and verbs revealed a world where children were actively constructing themselves as gendered individuals, particularly in terms of how they construct agency. These results indicated that the subtle and complex linguistic choices made by children, and the very act of writing, not only revealed but also actively constructed deeply embedded gendered characteristic and behaviors.

The differences between girls and boys in EL1 writing support the ideas of Joan Swann (1992) and Romatowski & Trepanier-Street (1987), who argue that the difference

between girls and boys lies in the perceptions and preferences of girls and boys about writing. Girls tend to have positive feelings about writing while boys are negative. More boys than girls say they prefer factual writing; girls prefer imaginative writing. Girls' writings are confessional and reflective, dealing with people and emotions, using more private forms while boys' like facts and actions, and more public forms.

## **RESEARCH METHODOLOGY**

### **Location and Time**

#### **1.1. The location of the research**

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

#### **1.2. Time of the research**

This study is being carried out in 2018.

#### **1.3. The population and sampling**

The total of the population are as big as 2.476 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.

#### **1.4. The type of data**

- a. Primary data, are "making personal letter and bussiness 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.

#### **1.5. Data resource**

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

#### **1.6. Technique of collecting data**

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

#### **1.7. The technique of analysis data**

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

## RESULT AND DISSCUSSION

The result of this study just focuses on the respondents' writing ability on personal letter and curriculum vitae done by male and female students, and different background of ethnicities (Malay, Minang, Java, Batak and Chinese)

Tabel 1. Male and Female Students Writing ability of vocational school in Dumai Regency in Making Personal Letter

N	Dumai		Average Score
	Male	Female	
185	3,33	3,76	3,54

Based on the data from above table are known that 185 students of vocational school of Dumai who comprise of female and male, the female students scores (3,76) in making personal letter is higher than the scores of male (3,33) the trend is 3,54. On the other words, the scores between male and female are in range of good to excellent.

Tabel 2. Male and Female Students Writing ability of vocational school in Dumai Regency in Making Curriculum Vitae

N	Dumai		Average Score
	Male	Female	
185	3,43	3,74	3,58

The table above tells the total of students of vocational school in Dumai are 185 students (male and female) in making curriculum vitae. Their score in making personal letter is same with it, the female score (3,74) in making curriculum vitae also higher than male students (3,43) with the average score as big as 3,58.

Tabel 3. Male and Female Students Writing ability of vocational school in Bengkalis Regency in Making Personal Letter

N	Bengkalis		Average Score
	Male	Female	
185	3,19	3,42	3,30

Based on the table above show that the total of students are 185 of vocational school in Bengkalis (male and female students), the female students scores (3,42) in making personal letter is higher than male students scores (3,19) with the the avergae score as big as 3,30. In other words, the male and female score are in range of good to excellent.

Tabel 4. Male and Female Students Writing ability of vocational school in  
BengkalisRegency in Making Curriculum Vitae

N	Bengkalis		Average Score
	Male	Female	
185	3,29	3,52	3,40

The table above tells the total of students of vocational school in Bengkalis are 185students(male and female) in making curriculum vitae. Their score in making personal letter is not so different from the data of personal letter.The female score (3,52) in making curriculum vitae also highest than male students (3,29) with the average score as big as 3,40.

Tabel 5. Male and Female Students Writing ability of vocational school in  
MerantiRegency in Making Personal Letter

N	Meranti		Average Score
	Male	Female	
105	3,44	3,53	3,48

The table above shows the difference of male and female students scores of vocational school of Meranti in making personal letter.The female score (3,53) is higher than male students (3,44). In other words, the score of male students of vocational school in Meranti is just only little bit higher than male scores in other regency in coastal area of Riau.

Tabel 6. Male and Female Students Writing ability of vocational school in  
MerantiRegency in Making Curriculum Vitae

N	Meranti		Average Score
	Male	Female	
105	3,44	3,53	3,48

The table above shows the total of students of vocational school in Meranti are 105 students (male and female) in making curriculum vitae. Their score in making personal letter is similar to the data in table 6 in which, the female score (3,53) in making curriculum vitae is also higher than male students (3,44) with the average score as big as 3,48.

Tabel 7. Male and Female Students Writing ability of vocational school in Indragiri Hilir Regency in Making Personal Letter.

N	Indragiri Hilir		Average Score
	Male	Female	
144	3,03	3,53	3,28

On the table or data above show the difference of male and female scores in vocational school of Indragiri Hilir in making personal letter. The female score (3,53) is higher than male students scores (3,03). In other words, the male vocational school students is lower than other male students scores in other regencies on coastal areas of Riau Province.

Tabel 8. Male and Female Students Writing ability of vocational school in Indragiri Hilir Regency in Making Curriculum Vitae.

N	Indragiri Hilir		Average Score
	Male	Female	
144	3,43	3,53	3,48

The table above shows that the total of the students of vocational school in Indragiri Hilir are 144 students with scores between male and female students in making curriculum vitae are mostly similar. Similar with in making personal letter, the female students scores (3,53) in making curriculum vitae is also higher than male students scores (3,43) with the average score score as big as 3,48.

Tabel 9. Male and Female Students Writing ability of vocational school in Making Personal Letter in Coastal Areas of Riau Province.

N	Personal Letter		Average Score
	Male	Female	
619	3.34	3.56	3,48

The above table shows that all four regencies students in coastal areas in making personal letter with the average score as big as 3.48 in which the average score of male students (3,34) is lower than the female students score (3.56). It indicates that the female students are so careful to use the structure and vocabulary items in making personal letter if it is compared to what the male students do in coastal areas of Riau Province. Both group of male and female students have shown their ability to express the content of what they are writing about in the category of good to excellent in making personal letter. They are also able to organize their ideas, to use the correct choice of vocabulary items, to apply the appropriate language use, and to have a writing mechanism well (good to excellent). In other words, they are possible to achieve the excellent level if they are trained to do so.

Tabel 10. Male and Female Students Writing ability of vocational schoolin Making Curriculum Vitae in Coastal Areas of Riau Province.

N	Curriculum Vitae		Average Score
	Male	Female	
619	3,04	3,36	3,20

The above table also shows that all four regencies students in coastal areas in making curriculum vitae with the average score as big as 3.20 in which the average score of female students (3,36) is higher than that of the male students (3.04). Those two scores still belong to the same category of good to average in writing curriculum vitae. The respondents also have done similar thing when they are making curriculum vitae. When they are offered a regular training it is possible for them to achieve the excellent level.

Tabel 11. Ethnicity Writing ability students of vocational school in Making Personal Letter in Dumai Town.

N	Personal Letter					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
185	3,53	3,48	3,5	3,49	3,43	3,48

The above table shows that five ethnics students in Dumai have difference average score in making personal letter. The average score of Malay students (3,53) is highest among the five ethnics with the average score as big as 3.48.

Tabel 12. Ethnicity Writing ability students of vocational school in Making Curriculum Vitae in Dumai Town.

N	Curriculum Vitae					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
185	3,67	3,28	3,58	3,19	3,01	3,34

The table above shows that five ethnics in Dumai have different thescores in making curriculum vitae. The average score of Malay students (3,67) is highestamong the five ethnics with the average score as big as 3,34.

Tabel 13. Ethnicity Writing ability students of vocational school in Making Personal LetterBengkalis Regency.

N	Personal Letter					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
185	3,05	3,32	3,48	3,31	3,44	3,32

Tabel 15. Ethnicity Writing ability students of vocational school in Making Personal Letter in Meranti Regency.

N	Personal Letter					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
105	3,52	3,47	3,5	3,43	3,39	3,46

From the table above shows that five ethnics students in Meranti have different average scores in making personal letter. The average score of Malay students (3,52) is the highestamong five ethnicswith the average scores as big as 3,46 in Dumai.

Tabel 16. Ethnicity Writing ability students of vocational school in Making Curriculum Vitae in Meranti Regency.

N	Curriculum Vitae					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
105	3,67	3,28	3,58	3,19	3,01	3,34

Based on the table above shows that five ethnics students in Meranti have average scores in making curriculum vitae. The average score of Malay (3,67) is highest among five ethnicswith the averafe score as big as 3,34.

Tabel 17. Ethnicity Writing ability students of vocational school in Making Personal Letter Inhil Regency

N	Personal Letter					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
144	3,02	3,37	3,5	3,27	3,44	3,32

From the table above shows that five ethnics students in Indragiri Hilir have different scores in making personal letter. The average score of Javanese students (3,5) is the highestamong five ethnicswith the average score as big as 3,32 in Indragiri Hilir.



Tabel 18. Ethnicity Writing ability students of vocational school in Making Curriculum Vitae Inhil Regency.

N	Curriculum Vitae					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
144	3,67	3,28	3,58	3,19	3,01	3,34

Based on the table above shows that five ethnics students in Indragiri Hilir have different average scores in making curriculum vitae. The average score of Malaystudents (3,67) is the highest among five ethnics with the average score as big as 3,34 in Indragiri Hilir.

Tabel 19. Ethnicity Writing ability students of vocational school in coastal areas of Riau Province in Making Personal Letter.

N	Personal Letter					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
619	3,67	3,28	3,58	3,19	3,01	3,34

From the table above shows that five ethnics students in Riau Province have average scores in making personal letter. The average score of Malaystudents (3,67) is the highestamong five ethnics with the average scores as big as 3,34 in Riau Province. The average score achieved by the five ethnic groups in making personal letter is meanly to the full category by excellent in expressing, organizing ideas, using vocabulary items, applying language use, and having efficient writing mechanism.

Tabel 20. Ethnicity Writing ability students of vocational school in coastal areas of Riau Province in Making Curriculum Vitae.

N	Curriculum Vitae					Rata – rata
	Melayu	Minang	Jawa	Batak	China	
619	3,67	3,28	3,58	3,19	3,01	3,34

From the table above shows that five ethnics students in Riau Province have average scores in making curriculum vitae. The average score of Malaystudents (3,67) is the highest among five ethnics with the average scores as big as 3,34 in Riau Province. Similarly to what they have done in making personal letter. They are also able to perform their same ability in making curriculum vitae. If a regular training is done, it is also possible for them to achieve the full category of excellent level.

## CONCLUSSION

Based on the research findings as presented in various tables can be acknowledged that every regency has weaknesses and strengths in making Personal letter and Curriculum

Vitae in coastal areas of Riau Province. The findings which focus on gender and ethnicities show that, the average score of male students (3.34) is lower than the average score of female students (3.56) in making Personal Letter.

In additions in making curriculum vitae, the score of male students is also lower than (3.04) than the score of female students (3.36). Then, in making personal letter in relation to various ethnic background, the Malay students (3.67) is the highest among others (Java, Batak, Minang and China). This matter is also occurred is making curriculum vitae in which the source of Malay students (3.67) is also the highest are among other ethnics.

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