

**CORRELATION BETWEEN VOCABULARY AND
WRITING SKILL IN COMPOSING E-MAIL AT
MERCURE HOTEL**

A PAPER

Submitted to the School of Foreign Language – JIA as a partial fulfillment of
requirements for the undergraduate degree in English Literature Programme



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MOTTO AND DEDICATION

MOTTO :

" When the night is the darkest, the sun will rise soon "

DEDICATION :

This paper is dedicated to my parents, my husband, and my daughter

HUBUNGAN ANTARA PENGUASAAN KOSAKATA DAN KEMAMPUAN MENULIS E-MAIL DI HOTEL MERCURE

MIKE WARNASARI

ABSTRAK

Bahasa Inggris saat ini digunakan sebagai bahasa pengantar resmi. rata-rata perusahaan mempunyai Syarat utama untuk memilih karyawan yang penguasaan bahasa Inggris baik. Dengan penguasaan Bahasa Inggris yang baik membuktikan kualitas karyawan, oleh sebab itu tertantang untuk menguasai Bahasa Inggris. Salah satu kemampuan dalam bahasa Inggris yang harus dikuasai adalah kemampuan menulis. Untuk dapat menulis dengan baik, diperlukan penguasaan kosakata yang luas. Penguasaan kosakata seringkali digunakan sebagai salah satu indikator terkuat sebaik apa seseorang dapat menulis. Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata dengan kemampuan menulis di Mercure Hotel. Populasi penelitian terdiriatas 132 karyawan dan sampel yang diambil sebanyak 15 responden. Penelitian dilaksanakan mulai bulan Mei 2018 sampai dengan Juli 2018. Penelitian ini bertitik tumpu pada sekumpulan data berbentuk angka, disebut penelitian kuantitatif, lebih khusus analisis korelasi. Selama tahap implementasi, tes kosakata dan menulis disebarkan kepada responden. Data yang terkumpul kemudian dianalisis menggunakan teknik statistik Product Moment Pearson untuk mencari hubungan diantara kedua variabel. Hasil menunjukkan bahwa r-hitung (0.819) lebih besar daripada r-tabel (0.514). Hal ini membuktikan bahwa ada hubungan yang kuat antara penguasaan kosakata dengan kemampuan menulis.

Kata kunci : kosakata, menulis, hubungan

CORRELATION BETWEEN VOCABULARY AND WRITING SKILL IN COMPOSING E-MAIL AT MERCURE HOTEL

MIKE WARNASARI

ABSTRACT

English is currently used as the language of instruction. An average of company had a prerequisite to choose employees that the use of English good, with his mastery of English well prove the quality of employees, therefore are challenged to become fluent in English. One of the skills in English that should be mastered is writing skill. In order to be able to write, one needs a big vocabulary. Vocabulary is said as one of the strongest predictors of how well a person can write. This paper is aimed to determine the correlation between vocabulary and writing skill in composing e-mail at Mercure Hotel. The population of the research is 132 employees and the samples are 15 respondents. The research began in May2018 and ended in July 2018. This research is concerned with the collection of numerics data, namely quantitative research, specifically correlation analysis. During implementation, vocabulary and writing test were distributed to respondents. The collected data are analyzed using statistics technique Product Moment Pearson to find the correlation. The result shows that r -count (0.819) is higher than r -table (0.514). It means that there is a significant correlation between vocabulary and writing skill.

Key words: vocabulary, writing, correlation

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This paper is written as the last assignment to fulfill one of the requirements for taking undergraduate program (SI) of English Department of School of Foreign Languages-JIA. In this paper, the writer explains and analyse about correlation between vocabulary and writing skills in composing e-mail at Mercure Hotel.

During the process of making this paper, the writer encountered a lot of hardship and difficulties both finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express her thankfulness to all the following people who have advised and supported data and information to finish this paper, also for them having prayed for her success, especially to:

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Bekasi, August 10th, 2018

MW

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CHAPTER I

INTRODUCTION

A. Background of the Research

In 2017, according to the World Bank's March 2018 Indonesia Economic Quarterly, Indonesia maintained strong economic growth and the outlook continues to be positive. One of its indicators is the ability to attract growing numbers of travellers from around the world. At the same time, Indonesians themselves are travelling around the country like never before. Demand for hotelaccommodation is set to rise significantly over the coming years and decades as more holidaymakers and business people visit Indonesia.

Intensifying trade integration in the ASEAN region and increasingly affordable airfares are an advantage for hotels and related businesses. These opportunities in Indonesia's hotel and hospitality industry are no longer limited to holiday resorts in Bali etc. As Indonesian Ministry of Tourism stated in their monthly report, the hotel occupancy rate in January and February 2018 are higher than the same period last year.

Mercure Hotel Jakarta Kota is one of the renowned hotel in Jakarta. It provides a complete facilities for business and vacation. It has 243 rooms which are comprised of 95twin, 66 the superior deluxe, 8 deluxe king, 30 deluxe twin, 8 executive deluxe, 1 the executive suite and 2 presidential suite. A wide variety of activities such as meeting, convention, seminar, wedding, and birthday party can be provided by Mercure Hotel Jakarta Kota. For

business activity, it has five meeting rooms and a ballroom with a capacity of 1000 people which is also equipped with WI-FI and Broadband.

Mercure Hotel Jakarta Kota is managed by Accor. Accor is one of companies that leads in Hotel and Tourism International industry. The company has a total number of employees as much as 168.000 people scattered across 140 countries. It is dealing with both international and domestic customers. International customers mostly use English as the language of communication. The rapid development of hotel industry poses a challenge for Indonesian workforce to master an advance skill of communicating in English.

This present day, it seems everyone is using e-mail for business communication. E-mail is possibly one of the greatest inventions of our lifetime. It's having a phenomenal effect on the way we communicate, but that may not always be for the better. Reading, writing and managing e-mail are taking an increasing amount of our time. However, research shows that the major cause of e-mail stress is not its volume but its inappropriate use as a communication tool.

E-mail is also the most popular facility available through the Internet. Relatively cheap to use, messages can be sent anywhere in the world at a cost of no more than a local telephone call. One of the most profound effects of e-mail has been the way it changes the way people work. There are some of the changes that have taken place in the way businesses operate, some of which are good, and others, not so good.

Traditionally, internal communication in business was hierarchical, with messages being passed up and down the chain, often with secretaries acting as a filter between managers and staff. Flatter company structures have changed the whole spectrum of internal communication. A network has now replaced the hierarchical model. With e-mail, every member of staff is able to communicate directly with everyone else - up, down and across the organization. This flatter organization structure, and new power of employees to communicate company-wide, has meant that information can be distributed more efficiently around the organization.

However, because of the relative ease of sending e-mail, messages may sometimes be sent without due thought and consideration. Moreover, e-mail has undoubtedly helped us to establish and maintain business relationships with branches, clients and suppliers. Relationships with customers and co-workers can be improved and productivity can be enhanced considerably through effective use of e-mail.

From customer point of view, e-mail is also a quick, easy, flexible, and fast method of communication. Any customers from any country around the world would be able to reach out and ask question necessary for them in planning their trip through email which is a much lower cost than telephone. However, this form of communication in writing requires both writers a good command of English to avoid misunderstanding. It is vital when communicating, whether speaking or writing, that the message is clear and unambiguous and that both parties easily understand the message.

Indonesians are using English as a foreign language. It means that, sometimes, it could be tricky. There are many dialects in English such as British English, American English, Australian English, Caribbean English, Malaysian English, etc. Different dialect mean different culture. It can present a problem of its own. People in this line kind of job must have a good understanding of English as a global language, therefore they can communicate clearly with customers. Moreover, the writing is also must be clear and concise.

A typical problem of a non-native writers in writing English is that non-native writers often use basic vocabulary where a good native-speaking writer would use more precise words. One reason is that writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker such as gesture, body movement, facial expression, pitch and tone in voice, stress and hesitation. A speaker can backtrack or clarify and revise ideas as listeners question or disagree. A writer has to compensate for all these disadvantages. One of the necessary factors to do that is a good range of vocabulary.

Hiebert and Kamil(2005) said,“Vocabulary is not a developmental skill or one that can ever be seen as fully mastered.” (p. 2). The expansion and elaboration of vocabularies is something that extends across a lifetime. Because writing is such a complex of process that going on simultaneously (Hedge, 2005, p. 50), the writer chose to conduct a research searching for: “the

correlation between vocabulary and writing skill in composing e-mail at Hotel Mercure.”

B. Question and Scope of the Research

1. Question of the Research

Based on the background, the problem of the research is “Is there any significant correlation between vocabulary and writing skill in composing email at Mercure Hotel?”

2. Scope of the Research

The research is focused on employees of Mercure Hotel who deal with email on their daily task. The collected data are processed then tested using product moment pearson correlation analysis. It is concerned with the correlation between vocabulary and writing skill in composing e-mail at Mercure Hotel.

C. Research Hypothesis

There are two hypotheses in this research:

1. Alternative Hypothesis (H_a)

There is a significant correlation between vocabulary and writing skill.

2. Null Hypothesis (H₀)

There is no significant correlation between vocabulary and writing skills.

D. Objective and Significance of the Research

Based on the problem of the research mentioned before, the objective of the research is to find out any significant correlation between vocabulary and writing skill in composing e-mail at Mercure Hotel. This research paper is hopefully useful, not only for the writer but also for the readers who might study English, working in a hotel, or have a strong interest in English. It is hoped that they understand the correlation between vocabulary and writing skill in general.

E. Method of the Research

Research in scientific sense is the organized, systematic search for answers to question we ask (Hatch and Lazaraton, 2007, p. 15). In identifying the answer, there are two basic ways of finding it (Brown in Dörnyei, 2007, p. 16):

1. By looking at what other people have said about a particular issue. This is usually called 'secondary', 'conceptual', or 'library' research.
2. By conducting empirical investigations, which involves collecting some sort of information or data and then drawing conclusion from it. This is called 'primary research.'

This particular research is concerned with the second type of research, the collection of data, namely quantitative research, specifically correlational research. In quantitative research, results will be a set of numbers and numerical indices which explain in great detail what is going on in the data.

Furthermore, one crucial part is to compare the result of data analysis with the hypotheses and carefully conclude how well or badly the result fit the hypothesis.

F. Operational Definition

This research consists of one independent variable and one dependent variable. To find out and get the empirical evidence of the relationship between two variables covering an independent variable and a dependent variable, the writer used correlation analysis using SPSS program. Furthermore, to measure the employee's score of vocabulary test, the writer used multiple choices test. Meanwhile, for writing test, a question is prepared for respondents that they have to answer in writing. To score the writing, a rubric is also prepared.

G. Systematization of the Research

The systematization of the research means to present the paper about the research in well-edited composition. The paper is divided into five chapters as followed:

Chapter I is Introduction, it explains about the background of the research, the question and scope of the research, research hypothesis, the objective and significance of the research, the method of the research, operational definitions and the systematization of the paper.

Chapter II is Theoretical Description, it outlines definitions and/or theories of writing, process of writing, reasons for writing, writing e-mail, vocabulary, and e-mail rubric.

Chapter III is Methodology of the Research, it explains time and place of the research, population and sample, method of the research, instruments and variables of the research, and technique of data analysis.

Chapter IV is Data Analysis, it describes data descriptions, data analysis, and data interpretation.

Chapter V is Conclusion and Suggestion, final chapter concludes summary of previous chapters and some suggestions for better development in the future.

CHAPTER II

THEORETICAL DESCRIPTION

A. Definition of Writing

Writing is as a complex activity that involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others. (Browne, 2007, p.2) In addition, Harmer (2004) explained that, unlike spoken language that can be acquired naturally, writing ability has to be consciously learned. In order to learn to write, learners need to spend a great deal of time experimenting with and practising writing. If they are to give their time and attention to writing, they need to be convinced that it is a worthwhile and purposeful activity. (p.3)

Meanwhile, Broughton (2003) mentioned that writing is an act of composing that goes both private and public. By private, it means that writer usually writes in solitary. However, the product of this solitary is intended for audience. (p.16). Based on the experts above, it can be summarized that writing is a solitary act of composing which involves many skills that must be consciously learned.

Ann Browne (2007), “Points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas onto paper as a text which are understandable for the readers to read. Thus, it requires time to become a skillful writer.” (p.81).

B. Process of Writing

According to Harmer (2004), the processes of writing include the following steps that are summarized below

with (pp. 4-6):

1. Planning

In the planning phase, there are some things that should be considered by writers. These comprise the purpose, audience, and content structure (or the sequence of the facts, ideas, or arguments included) of their writing.

2. Drafting

The drafting phase refers to the writers' first version draft in which writers have manifested what they have planned into a text, yet it may still require some revisions.

3. Editing

The editing phase covers the activity of reflecting and revising of what writers have written. It may be done by the writers themselves who read or reflect their appropriateness of their writing in terms of the ideas, information, and grammatical structures provided in their writing; or these reflecting and editing phases may also be done by other readers who are sometimes called as editors to help give some suggestions, comments, and corrections of their writing.

4. Final version (draft)

The final version is the last product of the writing that have followed some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience. Harmer also asserts that the stages of the writing above may be done repeatedly by writers until they may find their final draft has been contented.

C. Reasons for Writing

Writing in real life is usually undertaken in response to a demand of some kind. For adults, the demand may rise from academic studies or professional responsibilities. According to Grenville (2002), any piece of writing will be trying to do at least one of the following things (p. 2-3):

1. Entertain, writing to entertain is a writing that may engage the readers' feeling through its plot or the emotion provided in the writing. Some examples are writing in novels, short stories, poems, song lyrics, and screenplays.
2. Inform, writing to inform is intended to tell readers about something. For example: newspaper, articles, scientific or business reports, instructions or procedures, and essay for school and university.
3. Persuade, writing to persuade means the writing is aimed to convince the readers of something through providing evidence, for example: advertisements, fashion magazine, etc.

Meanwhile, Browne (2007) suggested more purposes than Grenville. (p. 81). It can be used to:

- a. Entertain
- b. Persuade
- c. Express feelings
- d. Inform
- e. Request
- f. Instruct
- g. Record
- h. Express opinions and ideas

However, because it is a considered form of communication, it can fulfil these uses in a more sophisticated way than talk and, because it has a degree of permanence, the recipient of the writing does not need to be present while the message is created.

D. Business Writing

According Philips (1999), “Business Letters are those written between one business and another. They concern technical and commercial matters; the ordering of goods, request for estimates to do jobs, the acknowledgement of receipt of goods, and so on.” (p.3)

1. The Art of Writing Business (Comercial) Letters.

“Letter-writing is an art, more so is commercial letter writing. Modern trade and commerce are so widely and vastly spread over space that it is quite impossible for the managements to go personally or send representatives to various customers or agencies for furtherance of business interest.” (p.129)

2. Essentials of a Good Commercial Letter.

“One should always bear the following points in mind while writing a commercial letter” :

a. Clear in language and expression.

The letter should be clear in language and expression. There should not be any ambiguity of words. No vague expression should be included. Everything must be clear and easily understandable. (p.130)

b. Definite and exact about purpose.

A commercial letter should have a definite purpose and exactness of communication. Round-about expressions are not expected. (p.130)

c. Complete in contents.

A commercial letter must be complete in contents. Terms and conditions of supply, delivery packing, etc., must be spelled out in detail. Nothing should be left to the imagination of the addressee. (p.131)

d. Courteous in tone.

The letter must have a polite and courteous tone. Even if the customer is bitter in expression and wrong in allegations, you have to send a mild but firm reply. (p.131)

e. Brief in expression.

Traders and men of commerce are extremely busy. They have no time to read lengthy letters. Brevity should, therefore, be the rule in such letters. (p.131)

f. Simple and lucid in style.

The style of such letters should be highly simple and lucid. A straight-forward and direct approach is better than beating about the bush in round-about language. (p.131)

g. Prompt in reply.

A letter in reply should be written very promptly. If not the same day, a reply must be despatched the next morning. (p.131)

h. Correct in spellings and punctuation.

While typing letters the stenographer must be clear about correctness of spellings. Correct punctuation marks are also an essential feature of a letter. (p.132)

i. Divided into paragraphs.

All the matter in a letter may not be placed in one paragraph. Each point may be conveyed in a separate paragraph. (p.132)

E. The Style of Business Letters

According to Cyssco (2009, p.1), “The forms of commercial letters that are commonly used in the trading world”, such as :

1. Full block style.

In full block style letters there is no indentation. Writing or typing all parts of the letter started flat on the left side. The advantage of writing using this form is easier and less time consuming. (p.3)

2. Block style.

This form of mail is very practical and widely used in private circles, in addition to being the most popular form today. (p.6)

3. Semi block style.

This form is pretty much a choice in the private sector because typing that is not too difficult and beautiful shape is seen. (p.9)

4. Indented style.

Letters with the type of indented style less so popular among the business world. Besides the shape is less aesthetic, also typing enough time-consuming. (p.12)

5. Simplified style.

The simplified style simplified form letter is based on a block style letter. The difference is in this form there is no salutation and complimentary close. (p.15)

6. Hanging indentation style.

Letters of this form are hardly ever used in correspondence, as they are usually used in advertisements. The purpose of using this letter in advertising is solely to attract attention only. (p.18)

F. Presentation of Business Documents

According Taylor (2009), Some Presentation of business documents such as :

1. Printed Stationery.

“Attractive and consistent presentation of your business documents is vital if they are to make a good impression. Your printed stationery should be of good quality, especially when being used for sending to external contract.” (p.4)

2. Fully blocked style with open punctuation.

“The fully blocked layout is now the most widely used method of display for all business documents. This stlye is thought to have a businesslike appearance. This layout reduce typing time as there are no indentations for new paragraphs or the closing section.” (p.6)

3. Continuation pages.

“Some companies have printed continuation sheets that are used for second or subsequent pages of business letters. Such printed continuation sheets usually show just the company’s name and logo.” (p.8)

4. Parts of a business letter.

- a. Reference.

In the past letterhead used to have ‘Our ref’ and ‘Your ref’ printed on them. Today this is rarely the case because with modern word processors and printers it is difficult to line up the printing on such pre-printed stationery. (p.10)

b. Date.

The date should always be shown in full. In the UK it is usual to show the date in the order day/month/year. No commas are used.

(p.10)

c. Inside Address.

The name and address of the recipient should be typed on an envelope. Care should be taken to address the recipient exactly as they sign their letters. (p.10)

d. Special Marketings.

If a letter is confidential it is usual to include this as part of the inside address, one clear line space above it. This may be typed in upper case or in initial capitals with underscore. (p.11)

e. Salutation.

If the recipient's name has been used in the inside address, it is usual to use a personal salutation. (p.12)

f. Heading.

A heading gives a brief indication of the content of the letter. It is usually placed one clear line space after the salutation. Upper case is generally used, although initial capitals with underscore may be used if preferred. (p.12)

g. Complimentary Close.

It is customary to end the letter in a polite way by using a complimentary close. The two most common closes are 'Yours

faithfully' (used only with Dear/Sirs/Sir or Madam) and 'Yours sincerely' (used with personalised salutations).(p.12)

h. Name of sender and designation.

After the complimentary close 4 or 5 clear spaces should be left so that the letter can be signed. The name of the sender should then be inserted in whatever style is preferred-upper case, or initial capitals only. (p.13)

i. Enclosures.

There are many different methods of indicating that an enclosure is being sent along with a letter :

1. Affix a coloured 'enclosure' sticker,
2. Type three dots in the left-hand margin on the line,
3. Type 'Enc' or 'Encs' at the foot of the letter. (p.13)

j. Copies.

When a copy of a letter is to be sent to a third party (usually someone in the sender's organisation) this may be indicated by typing 'cc' (copy circulated) or 'Copy' followed by the name and designation of the copy recipient. (p.14)

G. Definition of Email

According Taylor (2004), "Email is not just a quick, easy and relatively cheap way to keep in touch with family and friends, it has also become an essential tool in business, a fundamental part of the way in which work." (p.48)

Electronic mail is possibly the greatest invention of your lifetime. It is having a phenomenal effect on the way to communicate. However, the explosive growth of email has created some problems, mainly because there have never been any strict standards or guidelines on how to use it. Hundreds of new users sign on every day without being exposed to the informal online culture that has evolved over the years. There has never been one definitive guide to common standards and expectations among e-mail users.

Business are now realising the importance of protecting themselves against the dangers of e-mail. However, this is not enough. They must also take steps to ensure that e-mail works effectively for them. This section will take you through the good, the bad and the ugly of e-mail, and will help reader to make e-mail work. People will learn how to enhance your online communication skills and create a good electronic rapport with your customers and colleagues.

1. The good, the bad and the ugly E-mail.

There are many reasons to love (and do not like) e-mail.

- a. People love it because :
 - 1) It's informal,
 - 2) Messages can be sent to many people at the click of a button,
 - 3) People can attach a file and send it very easily,
 - 4) It's instant-messages are delivered in seconds,
 - 5) It's relatively cheap,

- 6) It's time-zone friendly,
 - 7) It can be prioritized.
- b. People do not like it also because :
- 1) It becomes too informal,
 - 2) Receive too many e-mails just because it is so easy,
 - 3) If people do not be careful can may download a file that contains a virus; also large files take a longer download time,
 - 4) It can be too instant,
 - 5) Receive lots of junk mail (spam),
 - 6) Lots of people send ccs and bccs just because they can – not because they need to see them,
 - 7) There's a pressure to reply quickly to e-mails,
 - 8) It means constant interruptions the working day, so it interferes planned work,
 - 9) There is no confidentiality,
 - 10) It causes an increase in stress levels. One of the main causes of workplace stress is the pressure of keeping up with e-mail messages,
 - 11) It spells the death of conversation – workers are sending e-mails to people sitting at the next desk instead of walking over and speaking to them.

1. The Weakest Link in E-mails.

According Taylor (2004), “Here is my compilation of the top 10 weakest links that would like to eliminate from e-mail writing.”

(p.51) Such as :

1) Wrong time and date.

“It can be very confusing if the computer does not have the correct time and date set. Help to keep a track of the messages, and help everyone else too, by setting the time and date correctly.” (p.51)

2) Vague subject line.

“Readers with huge inboxes will not open the emails ‘Urgent’ or ‘Enquiry’”(p.51). Compose a SMART subject line:

- a) Specific
- b) Meaningful
- c) Appropriate
- d) Relevant
- e) Thoughtful

3) No greeting and no sign off.

“Many people dislike receiving messages without these courtesies. There are two main reasons for a greeting (Hello Sally, Hi Sally, Dear Mr Lim). Firstly it is just plain courteous, and secondly it’s confirmation to the reader that the message is for them and not just a CC or BCC. Two good reasons for a

sign of are firstly again for courtesy, and secondly it is confirmation that the message is finished.” (p.51)

4) Poor formatting.

“Readers get confused when a message is very long but there are no paragraph. Messages can become garbled if the sender does not think and help themselves by formatting the messages attractively and putting a blank space between paragraphs.” (p.52)

5) Vague messages.

“Probably connected with number 4, people complain that many of the messages receive are vague so that do not know the reason for the message or what, if anything, people required to do. Take some time to compose the message carefully, then check through to make sure it is reader-friendly, then check it again before you click ‘send’.” (p.52)

6) Hunting for the response.

“Again linked with 4 and 5, if a message becomes garbled and poorly structured, the reader is left reading the message over and wondering what response is required. Remember the 3 Rs – people must guide Reader towards the Response expected, otherwise people can never be sure of achieving the right Results.” (p.52)

7) Unfriendly tone.

“Emotions are hard to convey in e-mails, and some people type out exactly what would say without thinking of the tone of voice that would be used to signal emotions. Without the right tone, misunderstandings could easily happen, or could offend and perhaps lose an important business contact – or even a friend! Good writers learn to choose their words carefully and get the tone just right.” (p.52)

8) CC (Carbon Copy) to the whole world.

“Its become too easy to CC anymore and everyone, so that’s what many people do. This results in overflowing inboxes and a lot of time wasted. So send a CC only to people who need to know, not to everyone know.” (p.52)

9) Bad grammar, spelling and punctuation.

“As more people use e-mail, sloopy work is becoming a major annoyance. People are receiving poorly formatted messages in one continuous paragraph, poorly structured messages that are not specific in the response required, messages written all in capitals (equivalent to shouting) or all in lower case, and of course messages with poor grammar, spelling and punctuation.” (p.53)

10) Just plain sloppy.

“When writer did some research into e-mail writer found that most people complained of the need to reply immediately to emails. Because of this urgency, many writers are not taking as much care. Rushed messages often become garbled, spelling errors creep in, the structure does not flow right. Readers do not understand the messages, or are offended by them, and quite simply not effective.” (p.53)

2. Create E-mail world for reader

a. Turn off the instand messaging system.

Someone once told people that every time they receive a new e-mail. When have an important project work on, switch off you instant messaging system.

b. Do not feel obliges to give a detailed reply.

If people pressed for time and can not immediately reply, instead send a quick note saying that themself will be returning to the author with a more considered response. This way the writer knows you have received the message and are working on it.

c. Send a CC (Carbon Copy) to those who need to know.

People must learn to use e-mail more seriously by recognizing when should and should not send messages. If indeed the email is concerned with other parts, should the time before

sending the email then the need to CC to the concerned. In order to be able to know it and when not able to reply to the email, then the CC the person concerned can help reply to the email.

- d. Set up filters on your e-mail system.

Filters help people by sending the messages to different folders according to the sender and the subject matter.

H. Quotations

1. Definition of Quotations

According Taylor (2004), “A quotation is a promise to supply goods on the terms stated. The prospective buyer is under no obligation to buy the goods for which a quotation is requested.” (p.88)

A satisfactory quotation will includes the following :

- a. An expression of thanks for the enquiry,
- b. Details of prices, discounts and terms of payment,
- c. A clear indication of what the prices cover, e.g packing, carriage, insurance,
- d. An undertaking regarding date of delivery,
- e. The period for which the quotation is *valid*,
- f. An expression of hope that the quotation will be accepted.

2. Routine Quotations

According Taylor (2004;p.89), Routine Quotations there are :

a. Request.

This request complies with the requirements of a satisfactory letter of enquiry.

- 1) It states clearly and concisely what is required,
- 2) It explains what the paper is for, and thus helps the supplier to quote for paper of the right quality,
- 3) It states the quantity required, which is important because of the effect of quantity upon price,
- 4) It states when delivery is required-an important condition in any contract for the purchase of goods,
- 5) It states what the price is to cover-in this case 'delivery at our works'.

b. Quotation.

The supplier's reply should be sent promptly and it should be equally businesslike, ensuring that all the points from the enquiry are answered.

3. Tabulated Quotations

According Taylor (2004) "Many quotations are either tabulated or prepared on special forms." (p.93) Such tabulated quotations are:

- a. Clear, since information is presented in a form which is readily understood,
- b. Complete, since essential information is unlikely to be omitted.

Tabulated quotations are particularly suitable where there are many items. Like quotations on specially prepared forms, they should be sent with a *covering of letter* which:

1. Expresses thanks for the enquiry,
2. Makes favorable comments about the goods themselves,
3. Draws attention to other products likely to interest the buyer,
4. Expresses hope of receiving an order.

4. Estimates and Specifications

According Taylor (2004), “Whereas a quotation is an offer to sell goods at a price and under stated conditions, an estimate is an offer to do certain work for a stated price, usually on the basis of a specification. Like a quotation, an estimate is not legally binding so the person making it is not bound to accept any order that may be placed against it.” (p.97)

5. Quotations not accepted or amended

According Taylor (2004), “When a buyer rejects a quotations or other offer, it is courteous to write and thank the supplier for their trouble and explain the reason for rejection.” (p.101) The letter of rejection should:

- a. Thanks the supplier for their offer,
- b. Express regret inability to accept,
- c. State reasons for non-acceptance,
- d. If appropriate, make a *counter-offer*,
- e. Suggest that there may be other opportunities to do business together.

6. Rubric for Business Letter Writing Assessment

According to website on <http://kwhs.wharton.upenn.edu/wp-content/uploads/2015/12/Business-Letter-Writing-Rubric.pdf> assessment for business letters can be seen as follows :

Components	Organization	Content	Appearance	Language Usage
Weight	25 %	25 %	25 %	25 %
4 Exemplary	<ul style="list-style-type: none"> • Accurately uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy) 	<ul style="list-style-type: none"> • Letter clearly states the purpose • Appropriate explanation s or facts used to support the main idea • Easy to follow • Tone is appropriate for intended audience 	<ul style="list-style-type: none"> • Types, using correct spacing, font, and format 	<ul style="list-style-type: none"> • Accurate use of punctuation and grammar • No spelling errors

<p>3</p> <p>Accomplished</p>	<ul style="list-style-type: none"> • Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy) 	<ul style="list-style-type: none"> • Letter clearly states the purpose • Some explanation or facts used to support the main idea • Somewhat hard to follow • Tone is generally appropriate for intended audience 	<ul style="list-style-type: none"> • Letter typed with few problems in spacing, font, or format 	<ul style="list-style-type: none"> • One or two mistakes with punctuation or grammar • One or two spelling errors
<p>2</p> <p>Developing</p>	<ul style="list-style-type: none"> • A few noticeable errors in the business letter 	<ul style="list-style-type: none"> • Purpose letter is unclear • More explanation 	<ul style="list-style-type: none"> • Letter typed with frequent problems in spacing, 	<ul style="list-style-type: none"> • More than two mistakes in punctuation or grammar

	format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	or facts need to be used to support the main idea • Hard to follow • Tone is too informal for intended audience	font or format	• More than two spelling errors
1 Beginning	• Several noticeable errors in use of correct business letter format (heading, introduction, body, closure,	• Purpose of letter is unclear • Main idea is not supported by explanations or facts • Letter examples; hard to	• Letter not typed' wrong format used and hard to read	• Incorrect use throughout the letter of punctuation or grammar • Frequent spelling errors distract from letter

	signature, enclosure, and copy)	follow or understand • Tone is inappropria te for intended audience		
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Table 2.1 Scoring rubric of business letter writing

I. Writing E-mail

1. Business Email

E-mail is by far the predominant form of business writing today; indeed, inestimable billions of e-mails are sent worldwide each day. It seems that everyone is using e-mail for business communication. It is a quick, easy, flexible, and fast method of communication.

When it comes to writing e-mails in English for global business, many factors need to be addressed. Non-native English writers often write over-concisely, to minimize the risk of making mistakes, though this can be at the cost of not making complete sense. And if their formatted message is to be transmitted to a hand-held device (for example, iPhone or android smartphone), then it can be indecipherable when your chosen features such

as font, colours, bullet points, italics, underlining or use of bold have all been lost.

As e-mails are rapidly replacing letters, it is essential to maintain standards in these. They are equally important and equally part of your corporate communication. Talbot (2009) described several factors that must be considered while one is writing a business e-mail. (p. 109).

a. Sending email too quickly

Speed of response can seem like a great idea but can create particular problems if writer is a non-native English writer writing in English. Spelling and grammar mistakes, abrupt tone, overreacting or simply not answering questions can all make readers judge e-mails in a negative light. Take the time needed to get it right.

b. Draft folder

Writer can try to draft a reply. It gives more time to think and edit or revise an e-mail before sending it.

c. CC or cc

CC or cc (carbon copy) field is for copying e-mail to other recipients so that they see the same message as the main addressee. If writer use a cc internally within his/her company, it is not generally a problem when those listed in the cc field see others' e-mail addresses. But where his/her cc field includes the e-mail addresses of external recipients, writer may get into trouble because of privacy and data

protection laws. Spammers can also use these lists and forwarded email addresses can harbour viruses.

d. BCC or bcc

BCC or bcc field means that the copy of the e-mail message is sent to a recipient whose address cannot be seen by other recipients. This is useful where confidentiality is required.

e. Multi-lingual and other e-mail threads

When it comes to business communication, it is frustrating if one receives a confusing e-mail. In a multi-lingual environment, even if every person speaks English, their background knowledge or culture may affect their English. Moreover, inconsistency and switching back and forth between different languages can be very stressful.

f. Structure your e-mail

E-mail is largely viewed as a form of communication that is halfway between conversation and formal business writing. Structure every e-mail to help readers (especially those who may not be proficient in English) see exactly what your points are and where the e-mail is leading: that is, its purpose and who does what and when.

2. E-mail Design

Talbot (2009) explained some guideline to structure a well written business e-mail. (pp. 115-118).

a. Corporate communication guidelines

Writers must follow any corporate communication guidelines such as font, font size, spellcheck, grammar check, etc.

b. Tone appropriateness

Writers must be aware to choose the right tone for the intended recipients. For example, some companies use “Hi” as their opening salutation. Some use “Hello” or “Dear” followed by the recipient’s first name.

c. Use a good subject heading and refresh it regularly

A good subject heading must reflect the current topic discussion in the e-mail. If writers use email threads, be sure to refresh the subject because the topic might be different than the original subject.

d. Regularly refresh email

Long threads can be very confusing, after the third message, start a new email.

e. Check before send

Before you press send, ask yourself some confirmation rules as follows:

- 1) Is e-mail the right communication medium? Is your English fit for purpose? E-mail is corporate communication and your English has to be professional.
- 2) If you are not prepared to say your message face to face or let it be seen by others, you should not send it.

- 3) Would it be a problem for you or your organization if this e-mail is forwarded in its entirety to other people without your knowledge?
 - 4) Did you systematically read and cover the points in the e-mail to which you are replying?
 - 5) Have you run a spellcheck and grammar check, using the correct variety of English?
 - 6) Have you developed the right rapport with your readers and met their business and cultural expectations?
 - 7) Have you checked your meanings?
- f. Follow up

Check after sending your e-mail (a day, two days, a week) that you have achieved the outcome you want. Check that the English you have written has worked for your needs.

3. E-mail Etiquette

Today, no one can deny the Internet era and the impact e-mail is having on present business life. E-mail is now overtaking all the traditional methods and is becoming the chosen method of communication. However, e-mail holds a great potential for misunderstanding and misinterpretation because of the missing tone of voice, gestures, or body language. Therefore, when writing e-mail, one needs to pay attention more with the writing and its convention to avoid unnecessary mistakes.

Etiquette refers to rules of good manners and behaviour. Therefore, 'netiquette' refers to a set of rules of behaving appropriately online.

(Taylor, 2009, p. 128). Cyberspace has its own culture. In cyberspace, it is also easy to forget that people are interacting with real human beings.

Below are some key rules for netiquettes (Taylor, 2009, pp. 128-138):

a. Spruce up cyber-grammar skills

As e-mail is in writing form, people will judge a person by their writing's quality. Grammar and spelling do count especially in business e-mail. It is very helpful to practice more or make a draft before sending an e-mail to avoid mistakes that will lead to misunderstanding or misinterpretation.

b. Perfect punctuation

When a person speaks, the listener is helped by the intonation in his/her voice, pauses, emphasis, as well as body language. Punctuation helps readers to make sense in writing.

c. Practice positivity

An employee can often improve the tone of the messages by adopting a positive attitude. Positive writing will give the reader a better impression, and will ultimately achieve better results. For example, instead of write something like *"Have your report on my desk by 8 am tomorrow at the latest"*, it can be changed to *"Please let me have your report by 8 am tomorrow morning"*.

d. Use active not passive voice

Passive voice is vague and puts a distance between the writer and the reader. It makes the sentence much longer, and it does not show

any responsibilities. Using active voice can considerably improve one's writing style. Using active voice will:

- 1) make the tone much more interesting and lively
- 2) sound more personal and natural
- 3) put people back into your writing
- 4) show ownership and responsibility
- 5) make your writing clear, specific and focused
- 6) make your writing shorter

Moreover, Taylor (2009) also offered some general guidelines for behaviours in cyberspace. (pp. 139-141).

- a) Never ever leave a response too long.

It is common courtesy to respond to a message as quickly as you can, even if just to say that a detailed response will be sent later.

- b) E-mail addresses must be correct.

Correctly addressed e-mail messages are received within seconds, but it can take a while to receive an error message letting you know that an incorrectly addressed message was not delivered.

- c) Take off the caps lock.

Capitals in e-mail writing is considered as shouting which is rude. Avoid it at all cost.

- d) Informality is OK in e-mail.

Replace formal salutations like 'Dear David' with 'Hi David' or even just 'David'. Similarly, replace 'Yours sincerely' with 'see you soon' or some other informal closing.

- e) Question your subject headings.

People are most likely to read important-looking e-mails first. Give the messages a clear and specific subject heading.

- f) Use short sentences and short paragraphs.

The shorter the messages, the more likely they will be read and understood. Remember to paragraph just as in other business documents.

- g) Enumerate with numbers or bullets.

Present your messages attractively. Use numbers, bullets or sub-headings if possible. This will add to the clarity of the messages.

- h) Tidy up long sentences to eliminate unnecessary words.

Read through your messages carefully to improve clarity and understanding.

- i) Take pride in your finished message.

Make sure the message is accurate, brief and clear as well as attractively presented and logically structured. In this way, it will be understood and will achieve the desired results.

j) Ensure everything is right before hit 'Send'.

Once 'Send' is clicked, the message will be at the recipient's inbox.

Therefore, read carefully before send the e-mail.

J. VOCABULARY

1. Theory of Vocabulary

a. The nature of vocabulary

Vocabulary is one of primary challenges facing non-native speakers of English. But what does vocabulary mean? Hiebert and Kamil (2005) stated that vocabulary is the knowledge of meanings of words. (p. 3). Words represent complex, and often multiple meanings. However, these complex and multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Read (2000) defined vocabulary as an inventory of individual words with their associated meaning. (p. 16).

When someone mentioned vocabulary, we might be tempted to think about words that are stored in our memory in the same way just like in dictionaries which is each word has a separate definition. However, that is not how human memory works. In line with that Thornbury puts vocabulary as a large collection of items. The items are words. Moreover, vocabulary is one's knowledge of word meanings (Stahl & Nagy, 2005, 3). From all definition above it can be concluded that vocabulary is collection of words (Schmitt, 2000, p.1).

b. Identifying Words

Nation (2001) mentioned several reliable studies which suggest that educated native speakers of English know around 20,000 word families. (p. 9) Do we count *pen* and *pens* as the same word? Do we count *bank* (financial institution) and *bank* (sides of the river) as the same word? How about people's names? Are they words too? Nation (1990) sets up several ways of deciding what words will be counted as followed (p. 6):

1) Tokens

We can count the words in the sentence 'It is not easy to say it correctly' as eight words, even though two of them are the same word form, *it*. Words which are counted in that way are called *tokens*. Therefore, when students have paper assignment and the teacher demand the paper to consist more than 700 words, then the unit of counting will be token.

2) Types

There is another way to count the words in the sentence 'It is not easy to say it correctly', that is we do not count the same word more than once. So the sentence of eight tokens above consists of seven different words.

3) Lemmas

A lemma consists of a headword and some of its inflected and reduced (*n't*) forms. The use of lemmas as the unit of counting is

related with learning burden (Swenson and West in Nation, 2001, p. 7).

4) Word Families

A word family consists of a headword, its inflected forms, and its closely related derived forms.

2. Types of Vocabulary

Nation (2001) distinguished four kinds of vocabulary in non-fiction texts as (p.15):

a. High-frequency words

There is a small group of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language. A classic list of high-frequency words Michael West's *General Service List* which contains 2,000 word families. About 165 word families in this list are function words such as *a, some, two, because,* and *to*. The rest are content words, that is nouns, verbs, adjectives, and adverbs.

b. Academic words

Academic words contain both high frequency and technical word in academic disciplines. However, they can also contain a considerable amount of non-high-frequency words that are common across academic disciplines in question.

c. Technical/ specialised words

Technical words are words which are specifically used in a particular field. Technical items are reasonably common within a field, but not so common elsewhere. It also differs from one subject area to another. Technical words are important to enhance understanding of discourse within a field, and can cover 10% or more of the running words in a text from that field.

d. Low-frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.

3. Aspects of vocabulary

Harmer (2001) mentioned that there are several aspects of vocabulary that can be discussed to get a complete understanding of how vocabulary works such as word meaning, how words extend their use, how words combine, and the grammar of words. (p. 16).

a. Word meaning

Schmitt (2000) discussed word meaning at the very basic level as the relationship between a word and its referent. This relationship is an arbitrarily one. However, what a word mean is often defined by its relationship to other words. (p. 22).

1) Synonyms

Thornbury (2002) defined synonyms as words that share a similar meaning as in *old, antique, aged, elderly* which all share a common meaning of not young or new. Synonyms are similar and

sometimes interchangeable, but seldom the same. It depends on context and by speaker's preference. (p. 9)

2) Antonyms

Words with opposite meaning are called antonyms (Thornbury, 2002, p. 9). It is the same like synonyms in which the relation between opposites is not a strict one. For example, the opposite of the word *old* is young or new as in *old man vs young man* and *old car vs new car*.

3) Hyponyms

Hyponym is another way of that is useful when talking about the way word meaning are related. A hyponomous relationship is *a kind of* relationship, as in *a hammer is a kind of tool*. Thus *hammer* is a hyponym of *tool*.

4) Homonyms

Homonyms are words that share the same form but have unrelated meanings (Thornbury, 2002, p. 8). These similarity may be in the form of same sound but different spelling called *homophones* such as *tail* and *tale*, or same spelling but pronounce differently called *homographs* such as *live* in *where do you live?*, and *a live concert*.

5) Polysemy

Thornbury (2002) explained further that many words in English have overlapping meanings but somehow related. Take

example the word *fair* which can represent six different senses ranging from *reasonable* through *quite large*, *average*, *pale*, *beautiful* to *dry*. (p. 8).

b. Extending word use

Jean Aitchison in Harmer (2001) said that a literal meaning of a word can be extended. (p. 19). This extension, often referred as metaphor, allows one to explore beyond the word's denotation use (where a word only describes a thing rather than the feeling or ideas it suggests).

Some metaphors become fixed into phrase which competent speaker recognise at once, even though the meaning of the phrase is not decipherable from any understanding of the individual word, which are called idioms.

c. Word combinations

Although words can appear as single items which are combined in a sentence, they can also occur in two-or-more item groups. Word combinations, also known as collocations, are the way in which words co-occur-combinations have come to be seen as normal as acceptable. For example are the combinations of *fast asleep* and *clenched fist*, but not *fast awake* and *clenched teeth*.

d. The grammar of words

Easwood (2002) classified word classes, sometimes referred to as part of speech, in English grammar such as verb, noun, adjective,

adverb, preposition, determiner, pronoun and conjunction. (p. 1).

When one knows a word's part of speech, one knows what other words it can occur within a phrase or sentence. In other words, within word classes there are a number of restriction. A knowledge of these allows speakers to produce well-formed sentence.

K. E-MAIL RUBRIC

Weigle (2002) described that a score in a writing assessment is the outcome of an interaction that involves not merely the test taker and the test, but the test taker, the prompt or task, the written text itself, the ratter and the rating scale. (p. 108). McNamara in Weigle (2002) noted that the scale which is used to in assessing performance tasks such as writing test represents, implicitly or explicitly, the theoretical basis upon which the test is founded; that is, it embodies the test (or scale) developer's notion of what skills or abilities are being measured by the test.

One of the first decision to be made in determining a system for scoring is what type of rating scale will be used. Either the score will be given to each script or each script will be scored on several different features. In the composition literature, three main types of rating scales are discussed (Weigle, 2002, p. 109):

1. Primary trait scales
2. Holistic scales
3. Analytic scales

The three types of scales can be characterized by two distinctive features: (1) whether the scale is intended to be specific to a single writing task or generalized to a class of tasks (broadly or narrowly defined), and (2) whether a single score or multiple score are given to each script.

1. Primary trait scales

In a primary trait scoring, the rating scale is defined with respects to the specific writing assignment and essay are judge according to the degree of success with which the writer has carried out the assignment. For each writing task in a primary trait assessment, a scoring rubric is created which includes:

- a) The writing task
- b) Statement of primary rhetorical trait (for example, persuasive essay, congratulatory letter, etc)
- c) A hypothesis about the expected performance on the task
- d) A statement of the relationship between the task and the primary traits
- e) A rating scale which articulates levels of performance
- f) Sample scripts of each level
- g) Explanation of why each script was scored as it was

<p>Directions: Look carefully at the picture. These kids are having fun jumping on the overturned boat. Imagine you are one of the children in the picture. Or if you wish, imagine that you are someone standing nearby watching the children. Tell what is going on as he or she would tell it. Write as if you were telling this to a good friend, in a way that expresses strong feelings. Help your friend FEEL the experience too. Space is provided on the next three pages.</p> <p style="text-align: center;">NAEP Scoring Guide: Children on Boat</p> <p>Background <i>Primary Trait.</i> Imaginative Expression of Feeling through Inventive Elaboration of a <i>Point of View</i>.</p> <p>Final Scoring Guide</p> <p>ENTIRE EXERCISE</p> <p>0 No response, sentence fragment 1 Scorable 2 Illegible or illiterate 3 Does not refer to the picture at all 9 I don't know</p> <p>USE OF DIALOGUE</p> <p>0 Does not use dialogue in the story. 1 Direct quote from one person in the story. The one person may talk more than once. When in doubt whether two statements are made by the same person or different people, code 1. A direct quote of a thought also counts. Can be in hypothetical tense. 2 Direct quote from two or more persons in the story.</p> <p>POINT OF VIEW</p> <p>0 Point of view cannot be determined, or does not control point of view. 1 Point of view is consistently one of the five children. Include "If I were one of the children . . ." and recalling participation as one of the children. 2 Point of view is consistently one of an observer. When an observer joins the children in the play, the point of view is still "2" because the observer makes a sixth person playing. Include papers with minimal evidence even when difficult to tell which point of view is being taken.</p> <p>TENSE</p> <p>0 Cannot determine time, or does not control tense. (One wrong tense places the paper in this category, except drowned in the present.) 1 Present tense—past tense may also be present if not part of the "main line" of the story. 2 Past tense—If a past tense description is acceptable brought up to present, code as "past." Sometimes the present is used to create a frame for past events. Code this as past, since the actual description is in the past. 3 Hypothetical time—Papers written entirely in the "If I were on the boat" or "If I were there, I would." These papers often include future references such as "when I get on the boat I will." If part is hypothetical and rest past or present and tense is controlled, code present or past. If the introduction, up to two sentences, is only part in past or present then code hypothetical.</p>
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Figure 2.1: Primary trait scoring guide (Weigle, 2002, p. 111)

2. Holistic scales

Holistic scoring is assigning a single score to a script based on the overall impression of the script. In a typical holistic scoring session, each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria. A well-known example of a

holistic scoring rubric in ESL is the scale used for the TOEFL writing test, formerly known as the Test of Written English (TWE).

According to White (1984, p. 409) in Weigle (2002), from a practical standpoint, it is faster (therefore less expensive) to read script once and assign a single score than to read it several times, each time focusing on a different aspect of the writing. Another advantage is that holistic scoring rubrics can be designed to focus on reader's attention on certain aspects of writing, depending on what is deemed most essential in the context, and thus can provide important information about those aspects in an efficient manner. Moreover, holistic scoring is more valid than analytic scoring methods because it reflects most closely the authentic, personal reaction of a reader to a text, and that, in analytic scoring the methods 'too much attention to the parts is likely to obscure the meaning of the whole'. (p. 114).

On the other hand, holistic scoring has several disadvantages, particularly in second-language contexts. One drawback to holistic scoring is that a single score does not provide useful diagnostic information about a person's writing ability, as a single score does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organization, and so on. This is especially problematic for second-language writers, since different aspects of writing ability develop at different rates for different writers.

Another disadvantage of holistic scoring is that holistic scores are not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores. Holistic scores have also been shown to correlate with relatively superficial characteristics such as length and handwriting.

- 6** An essay at this level
- effectively addresses the writing task
 - is well organized and well developed
 - uses clearly appropriate details to support a thesis or illustrate ideas
 - displays consistent facility in use of language
 - demonstrates syntactic variety and appropriate word choice though it may have occasional errors
- 5** An essay at this level
- may address some parts of the task more effectively than others
 - is generally well organized and developed
 - uses details to support a thesis or illustrate an idea
 - displays facility in the use of language
 - demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors
- 4** An essay at this level
- addresses the writing topic adequately but may slight parts of the task
 - is adequately organized and developed
 - uses some details to support a thesis or illustrate an idea
 - demonstrates adequate but possibly inconsistent facility with syntax and usage
 - may contain some errors that occasionally obscure meaning
- 3** An essay at this level may reveal one or more of the following weaknesses:
- inadequate organization or development
 - inappropriate or insufficient details to support or illustrate generalizations
 - a noticeably inappropriate choice of words or word forms
 - an accumulation of errors in sentence structure and/or usage
- 2** An essay at this level is seriously flawed by **one** or more of the following weaknesses:
- serious disorganization or underdevelopment
 - little or no detail, or irrelevant specifics
 - serious and frequent errors in sentence structure or usage
 - serious problems with focus
- 1** An essay at this level
- may be incoherent
 - may be undeveloped
 - may contain severe and persistent writing errors
- 0** A paper is rated 0 if it contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consists of only keystroke characters.
-

Figure 2.2: TOEFL Writing Scoring Guide (Weigle, 2002, p. 113)

3. Analytic scores

In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score, depending on the purpose of the assessment. Scripts might be rated on such features as content organization, cohesion, register, vocabulary, grammar or mechanics.

Weigle (2002) stated that an analytic scales by Jacobs *et al.* as the most widely known and used in ESL. (p. 115). In the Jacobs *et al.* scale, scripts are rated on five aspects of writing:

1. Content
2. Organization
3. Vocabulary
4. Language use
5. Mechanics

The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points), and mechanics receiving very little emphasis (5 points). (Weigle, 2002, p. 115).

ESL COMPOSITION PROFILE			
STUDENT	DATE	TOPIC	
SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
TOTAL SCORE	READER	COMMENTS	

Figure 2.3: ESL Composition Profile (Weigle, 2002, p. 116)

Meanwhile, Weigle (2002) also mentioned a slightly different approach for Test in English for Educational Purposes (TEEP) by Cyril Weir. (p. 115). Instead of a single scale composed of a number of subscales, each divided into four levels with score points ranging from 0 to

3. The first scales are related to communicative effectiveness, while the others relate to accuracy. Similar to Jacobs *et al.* scale, the TEEP scale was extensively piloted and revised to make sure that it could be applied reliably.

L. Research of the Relevance

The writer has tried to find the relevance research in English S1 Programme. The writer finds similiar title generally in the STBA – JIA library. The title which found is THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY IN MARKETING DEPARTMENT AT PT. BRIDGESTONE TIRE INDONESIA written by DARYO (043131.51093.033) and pased the exam in 2013.

This research is aimed at knowing whether there is a significant relationship between vocabulary mastery and writing ability for the employees of PT. Bridgestone Tire Indonesia. The population of the research is 100 employees and the samples are 30 respondents. The steps of the research include: preparing module, conducting test, analyzing data.

The similarity is only about vocabulary mastery and writing ability. The writer do research in company. The different in the amount of data, time and place the research and the object that used the writer.

The writer also found another relevance research in English S1 programme. The writer finds similiar title generally in the STBA – JIA library. The title which found is THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY OF COMPLAINT

LETTER AT QUALITY CONTROL DEPARTMENT IN PT. SINAR ANTJOL – PLUIT JAKARTA written by YULI HASTUTI (043131.51033.044) and passed the exam in 2007.

The research of the paper it self has been done by the writer in PT. Sinar Antjol Pluit – Pluit Jakarta. In this process of research the writer gives questionnaire directly to all the staff of quality control department in PT. Sinar Antjol – Pluit Jakarta which consist of 30 staffs of annalist quality control.

The similarity is only about vocabulary mastery and writing ability. The writer do research in company. The different in the amount of data, time and place the research and the object that used the writer.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Time and Place of the Research

1. Time of research

This research was accomplished in three months, started from May 2018, and the results were collected in July 2018. All the data were processed in July 2018.

2. Place of research

The research took place at Mercure Hotel Jakarta Kota. It is located at Hayam Wuruk St No. 123 which is also a strategic location in West Jakarta because of a close proximity to Chinatown and shopping center such as *Glodok* and ITC Mangga Dua.

B. Population and Sample

1. Population

Broadly speaking, "Population is a group of people whom the research is about." (Dörnyei, 2007, p. 96). In addition, Rasinger (2013) described that population is a group of people who share a certain characteristics and about whom the researchers are generally interested in. (p. 44). It can be summarized that population is a group of people who share a certain characteristics and about whom the research is about. In this research, the population is the employees of Mercure Hotel Jakarta Kota. Mercure Hotel

Jakarta Kota has 124 employees. However, only about 10 until 15% of them are dealing with e-mail in English.

2. Sample

Once the population was defined, the research needed a group size that can be realistically worked with. Dörnyei (2007) said that sample is the group of participants whom the researchers conduct their empirical investigation. (p. 96). Rasinger (2013) added that a good sample is the one that adequately reflects the whole population.

It must represent the target population in its most important general characteristics (for example, age, gender, ethnicity, educational, background, etc) as well as the more specific features that are known related to the variables that the research focuses on. (p. 46). Roscoe in Sugiyono (2012) gave suggestion about the ideal size of samples for research which is between 30 until 50. (p. 74). However, this research only took 15 employees who are dealing in writing English e-mail in their daily work.

C. Method of the Research

According to Hatch and Lazaraton (2007): “Research in scientific sense is the organized, systematic search, for answers to questions we ask.” (p. 15). Brown in Dörnyei (2007) identified two basic ways of finding answers to question (p. 16):

1. By looking at what other people have said about a particular issue. This is usually called ‘secondary’, ‘conceptual’, or ‘library’ research.

2. By conducting one's own data-based (or in research terms, 'empirical') investigation, which involves collecting some sort of information (or 'data') and then drawing some conclusion from it. This is called 'primary' research.

This research is concerned with the second type of research, the collection of one's own data, namely quantitative research, specifically correlational research. Rasinger (2013) explained that the quantitative process starts from hypothesis. (p. 12). Once the hypothesis is formed, methodology can be developed. The development of a thorough and well-founded methodology is followed by the actual data-collection process, that is, the generating of data which we will base the study. Once collected, the data is then analysed using the analytic methods developed previously, ultimately providing results.

In quantitative research, results will be a set of numbers and numerical indices which describe in great detail what is going on in the data. After that, the crucial part is compare the result with the hypothesis and look at how well or badly the result fit the hypothesis. This research is focused on correlational relationship between vocabulary mastery and writing skill. Dörnyei (2007) argued that correlation analysis allows researchers to look at two variables and evaluate the strength and direction of their relationship or association with each other. (p. 223). There are three possible results of correlational research:

1. High coefficient means a strong relationship (i.e. if an individual scores high on one variable, he/she is also likely to score high on the other).
2. Coefficient of 0 suggests no relationship between the two variables.

3. Negative correlation coefficient suggests inverse relationship. The amount of one variable improves and the other decreases.

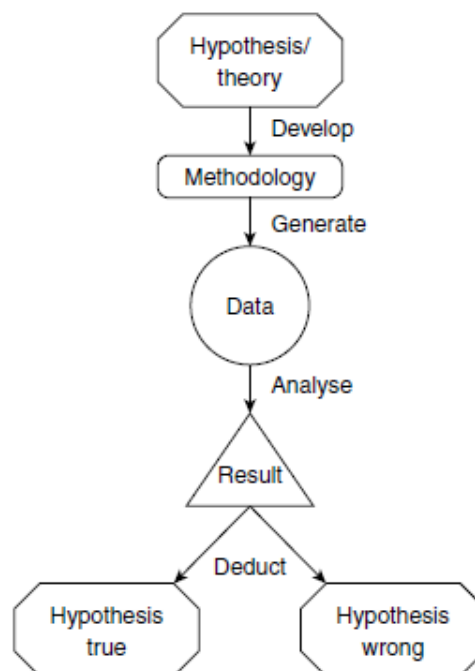
D. Instrument and Variable of the Research

1. Instrument

Research instruments are tools for collecting relevant information about a certain research project (Wilkinson and Birmingham, 2013, p. 3). Wilkinson and Birmingham also argued that there is no single research instrument that more superior than others. Therefore, this research used several instruments to get information to build the paper.

a. Observation

During research, population's behaviors were observed. Which



departments are dealt with e-mail in their daily works?

b. Vocabulary Test

Vocabulary test is intended to collect the data about employee's vocabulary mastery. The test is an objective test in the form of 5 multiple-choice questions and 5 matching words. The blueprint of vocabulary test and test construction as follows:

Table 3.1 Vocabulary Test Construction

Section	Test Type	Numbers of Question	Score (each question)
1	Multiple choice	5 questions	10 point
2	Matching words (synonym)	5 questions	10 point

Table 3.2 Vocabulary Test Blueprint

Section	Test Type	Aims	Item Number
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Section I	Multiple choice	<ul style="list-style-type: none"> · Members could identify several hotel term. · Members are well aware of low-frequency word. · Members could choose the correct synonym based on sentence context. · Members could choose the correct antonym based on sentence context. 	1, 2, , 3, 4, 5.
Section II	Matching words (synonym)	<ul style="list-style-type: none"> · Members could choose the correct synonym for each word. 	16, 17, 18, 19, 20

(* Each correct answer gets 10 points multiplied by 10 (total numbers of question).

The lowest score is 0, and 100 as the highest.

c. Writing Test

Writing test is intended to collect the data about employees' writing skill. A question was prepared that required their writings in the form of e-mail. The scripts (employees' writings) are graded by the prepared rubric. There are five categories to be graded. Each has a range of 0 to 4 points. Points from each categories are added and then the subtotal is multiplied by 5.

Final Score: $\{(a) + (b) + (c) + (d) + (e)\} \times 5$

Explanation:

a : points scored in *appropriate tone* category

b : points scored in *usage* category

c : points scored in *description of the problem* category

d : points scored in *resolution/closing* category

e : points scored in *netiquette* category

CATEGORY	SCORES			
	1	2	3	4
Appropriate Tone	<ul style="list-style-type: none"> • Impolite • Too familiar • Employee is unaware she/he is addressing a superior. • no notice • informal 	<ul style="list-style-type: none"> • Polite • Too familiar • Employee is unaware she/he is addressing a superior. • Inadequate notice • Less than formal 	<ul style="list-style-type: none"> • Polite • Courteous • Employee is aware she/he is addressing a superior. • Inadequate notice • Formal 	<ul style="list-style-type: none"> • Polite • Courteous • Employee is aware she/he is addressing a superior. • Adequate notice (at least a week or more) • Formal

Usage	<ul style="list-style-type: none"> • Lacks proper salutation or is not present. • Inadequate control of syntax and vocabulary • Marred by numerous errors in grammar, usage, and mechanics that frequently interfere 	<ul style="list-style-type: none"> • Salutations are present but maybe not correct. • Limited control of syntax and vocabulary • Accumulated errors in grammar, usage, and mechanics that sometimes interfere with meaning. 	<ul style="list-style-type: none"> • Proper salutations • Demonstrates adequate use of syntax and language • Some errors, but generally demonstrates control of grammar, usage, and mechanics 	<ul style="list-style-type: none"> • Proper salutations • Fluent style with syntactic variety and a clear command of language • Writing is generally free from errors in grammar, usage, and
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	with meaning			mechanics
Description of the problem	<ul style="list-style-type: none"> • Description of the problem lacks clarity. • Timeline is unclear • No attempt to solve the issue on the employee's own • Request for recipient involvement is inappropriate or is 	<ul style="list-style-type: none"> • Limited or partial recounting of the issue or problem • Timeline is unclear • Limited evidence that employee attempted to solve the issue • Request for the type of recipient involvement maybe questionable. 	<ul style="list-style-type: none"> • Adequate recounting of the issue or problem • Dates and Times may or may not be present • Previous solutions attempted or • Proposal of solution • Requests recipient to be involved 	<ul style="list-style-type: none"> • Precise, in-depth discussion of the issue or problem • Dates and Times • Describe previous solutions attempted • Proposal of solution • Appropriate request

	not present		in solution.	of the recipient's involvement
Resolution/Closing	<ul style="list-style-type: none"> • No contact information • No offer of compromise • Lacking or improper salutation 	<ul style="list-style-type: none"> • Contact information with either phone or email • Limited offer of compromise • Improper salutation 	<ul style="list-style-type: none"> • Complete Contact information with phone and email • Offer of compromise • Salutation with titles 	<ul style="list-style-type: none"> • Complete Contact information with phone and email • Offer of compromise • Salutation with title
Netiquette	<ul style="list-style-type: none"> • Does not account for the fact that 	<ul style="list-style-type: none"> • Some statements do not account for 	<ul style="list-style-type: none"> • Adequately accounts for the 	<ul style="list-style-type: none"> • Completely accounts for the

	<p>the reader cannot hear the writer's tone of voice and is only interacting with text.</p> <ul style="list-style-type: none"> • Demands immediate attention or response. • Intentionally yells in ALL CAPS • May attempt 	<p>the fact that the reader cannot hear the writer's tone of voice and is only interacting with text.</p> <ul style="list-style-type: none"> • Shows a lack of awareness that email is usually checked once or twice daily. • Unintentionally uses ALL CAPS • May include sarcasm 	<p>fact that the reader cannot hear the writer's tone of voice and is only interacting with text.</p> <ul style="list-style-type: none"> • Shows awareness that email is usually checked once or twice daily. • Avoids yelling in 	<p>fact that the reader cannot hear the writer's tone of voice and is only interacting with text.</p> <ul style="list-style-type: none"> • Shows awareness that email is usually checked once or twice daily.
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	to use sarcasm		ALL CAPS • Avoids sarcasm	<ul style="list-style-type: none"> • Avoids yelling in ALL CAPS or multiple exclamation points • Avoids sarcasm
--	-------------------	--	------------------------------------	---

Question: A guest e-mailed your company asking about his reservation. He said that he has not received the e-mail confirmation yet while he usually had it if the booking was successful? How do you respond to his e-mail?

2. Variable

Gravetter and Walnau (2006) described variable as a characteristic or condition that changes or has different values for different individuals. (p. 10). Moreover, Rasinger (2013) defined variable: “A measurable feature of a particular case.” (p. 18).

Variables may be characteristics that differ from one individual to another, such as height, weight, gender, or personality. Variables also can be environmental conditions that change, such as temperature, time of the day, or the size of the room in which the research is being conducted.

Rasinger (2013) mentioned that there are two types of variables. (p. 22). The first one is independent variable which means that the variable can influence another variable. Meanwhile, the second type of variables is dependent variable. This type cannot influence another variable. It is influenced by another variable. When variables are measured, the resulting values are often identified by letters, usually *X* and *Y*. This research examined the relationship between two variables: one independent variable (*X*) and one dependent variable (*Y*).

a. The independent variable

The vocabulary mastery of MercureHotel Jakarta Kota’s employees.

b. The dependent variable

Writing skill of Mercure Hotel Jakarta Kota’s employees.



Figure 3.2 Correlation Diagram between Vocabulary and Writing Skills

Explanation:

X : Vocabulary Mastery

Y : Writing Skill

—————> : Correlates

E. Technique of the Data Analysis

Gray, Williamson, Karp, and Dalphin (2007) defined practises of arranging and organizing data collected in research, in order to discover their significance and generalization, or describe what they mean as data analysis. (p. 2). As stated before, this research aimed to examine the correlation of the independent variable to the dependent variable. In order to do that several steps were taken to describe the collected data.

Firstly, respondent's background information such as such as, gender, birth of date, latest education, working time, and current position, were arranged in descriptive statistics. Secondly, to identify frequency distribution of both variables test scores, the writer used frequency distribution analysis with steps as following as decribed in Healey (2012, p.43).

1. Identify Frequency Distribution

- a. Decide how many class intervals (k) that would be used. One reasonable convention suggests that the number of intervals should be about 10. However, in order to get the precise class intervals, this research used Sturges Formula (Sugiyono, 2012, p. 34).

$$k = 1 + (3.3) \times \log n$$

Explanation:

k : the amount of class interval

n : the amount of samples

- b. Find the class range (R) of the scores by subtracting the lowest score from the highest score.

$$R = \text{highest score} - \text{lowest score}$$

- c. Find the size of the class intervals (i) by dividing R by k . Round the value of i to a convenient whole number.

$$i = \frac{R}{k}$$

Explanation:

i : the size of class intervals

R : class range

k : the amount of class interval

- d. State the lowest interval the same as the lowest score. By the same, the highest interval would be the one that includes the highest score.
- e. Count the number of cases in each class interval, and report these subtotals in a column labeled *'Frequency'*.
- f. Report the total number of cases (N) at the bottom of this column.
- g. Present the frequency distribution table as clear and concise as possible.

2. The Hypothesis Test

Data from the instruments (vocabulary and writing test scores) were processed computationally by using SPSS.

a. Normality Test

First step of hypothesis test is to test the data normality. A normality test is used to determine if a sample or any group of data fits a standard normal distribution. Based on Sugiyono (2013), if the data produced is normal, then the research can use parametric statistics, and if not normally distributed then using non parametric statistical data (p.24). to test the data normality, this study use SPSS software.

b. Reliability and Validity Test

Rasinger (2013) described that reliability refers to a method repeatedly and consistently measuring whatever it is supposed to measure. (p.28). In the most extreme case, if we took the same people and tested them again in exactly the same way and exactly the same environment, we should get exactly the same result if our method is reliable.

Meanwhile, validity refers to the issue of whether our method actually measures what it is supposed to measure, thus allowing us to draw appropriate conclusions. (Rasinger, 2013, p.29). To test both reliability and validity, the researcher used SPSS software.

c. Correlation Test

Gray, Williamson, *et all* (2007) described correlation as complex computations that measure the degree of association between two variables, using exact scores instead of rough categories. To measure the degree and direction of linear relationship between two variables, the writer used product moment pearson correlation in SPSS software. (Alternatively, Sugiyono (2012) mentioned another way of calculating the correlation between two variables, which would be slightly complicated than SPSS, using the formula below (p. 228):

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Explanation:

r : one way correlation.

x : independent variable.

y : dependent variable

$\sum xy$: sum of x times y and then totally counted from all respondents.

$\sum x^2$: sum total of x^2

$\sum y^2$: sum total of y^2

Next step was hypothesis testing. After the r -count was obtained, it was compared with r -table. With $\alpha = 0.05$, the r -table was compared with r -count to find out whether the hypothesis was accepted or rejected. Furthermore, next was interpreting the correlation coefficient (r). Sugiyono (2012) described in the following table how to interpret the r -count (p. 231):

Table 3.4 Correlation Coefficient Interpretation

Coefficient Interval	Relationship Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Finally, the last step was to figure out coefficient of determination which is functioned to measure the contribution of variable X towards variable Y in percentage using formula as stated in Sugiyono (2012) as followed (p. 231):

$$\text{Coefficient of determination} = r^2 \times 100\%$$

Explanation:

r : correlation coefficient

CHAPTER IV
ANALYSIS DATA

A. The Data Description

The research was conducted from May 2018 until July 2018 looking for correlation between vocabulary mastery and writing skill of Mercure Hotel Jakarta Kota's employees. Prior to giving vocabulary and writing test, a simple observation had been done to get a glimpse of employees' background. The summary of the observation and test score results will be shown below.

1. Gender

From the research, it was found that the number of male respondents is 6 people or 40% of the whole samples, whereas female respondents is 9 people or 60% of the whole samples. Details can be seen in the table and bar graphs below.

Table 4.1 Respondents' Gender

No	Gender	Frequency	Percentage (%)
1	Male	6	40%
2	Female	9	60%
Total		15	100%

Source: Respondents' Background Results, 2018

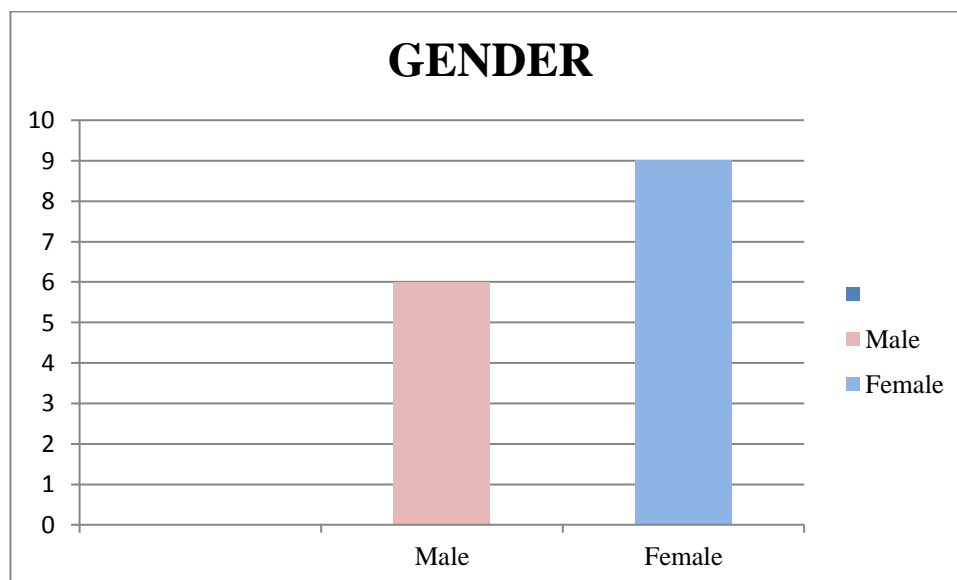


Figure 4.1 Respondents' Gender Bar Graphs

2. Education

The research also looked for respondents' latest education. The results were 4 high-school graduates or 26.67% of the whole samples, 2 diploma graduates (D3) or 13.33%, and 9 undergraduates (S1) or 60%. The following table and bar graphs show the detail of respondents' latest education.

Table 4.2 Respondents' Education

No	Education	Frequency	Percentage (%)
1	High School	4	26.67%
2	Diploma (D3)	2	13.33%

Source: Respondents' Background Results, 2018

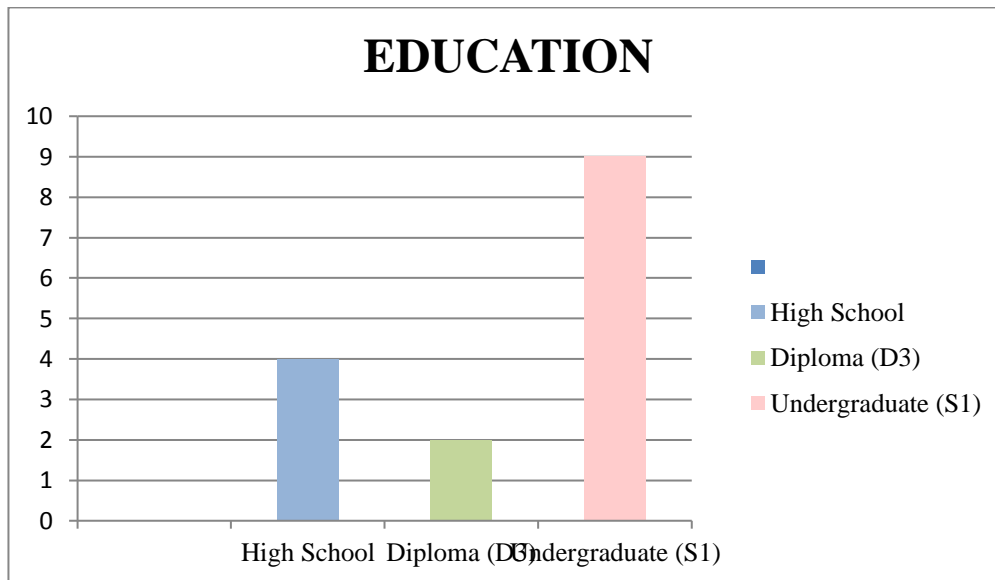


Figure 4.2 Respondents' Education Bar Graphs

3. Work Experience

It is found from the research that 3 respondents have worked for 0-1 year or 20% of the whole samples, 6 respondents for 1-5 years or 40%, 1 respondent between 5-10 years or 6.67%, and 5 respondents or 33,33 % of the whole samples have worked for more than 10 years. The following table and bar graphs show the detail of respondents' latest education.

Table 4.3 Respondents' Work Experience

No	Work Experience	Frequency	Percentage (%)
1	0-1 year	3	20%
2	1-5 years	6	40%

Source: Respondents' Background Results, 2018

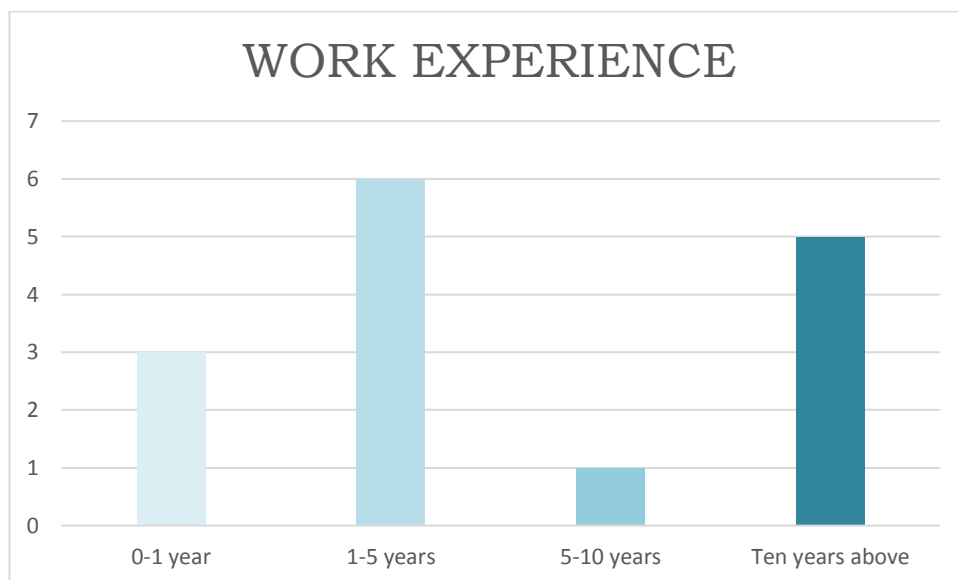


Figure 4.3 Respondents' Work Experience Bar Graphs

4. Job Position

The following table and bar graphs show the detail of respondents' job position.

Table 4.4 Respondent's Job Position

No	Position	Frequency	Percentage (%)
1	Front Desk Agent	7	46.67%
2	Guest Experience Exec	1	6.67%
3	Head Bell Driver	1	6.67%
4	IT / ACC	1	6.67%
5	Marketing Com	1	6.67%
6	Reservation Agent	1	6.67%
7	Revenue Analyst	1	6.67%
8	Supervisor	2	13.33%

Source: Respondents' Background Results, 2018

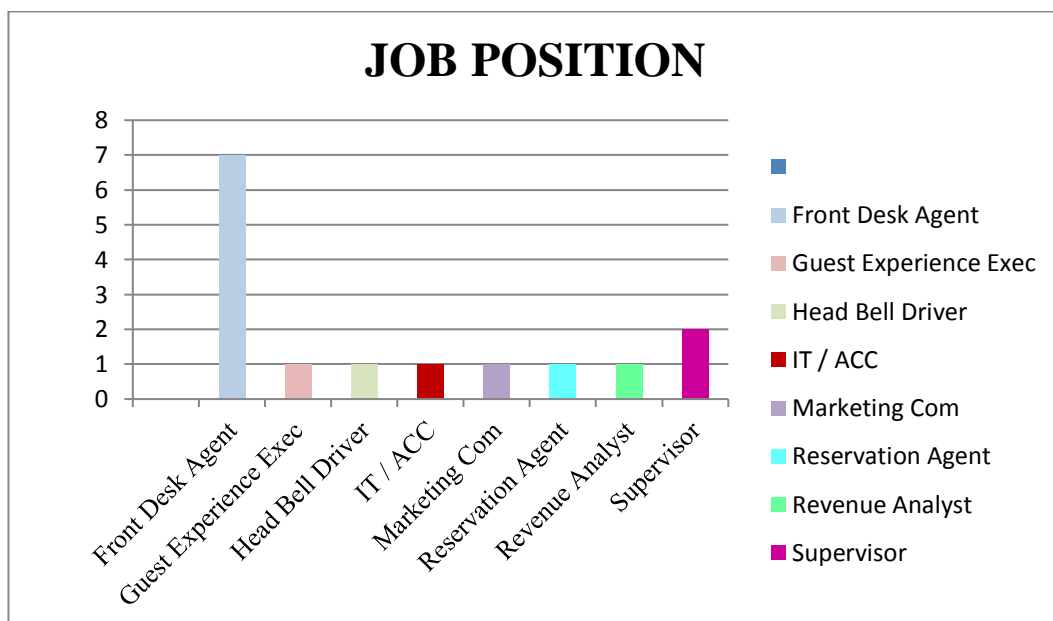


Figure 4.4 Respondents' Job Position Bar Graphs

5. Vocabulary and writing test scores

The data analyzed below are the result of the vocabulary mastery and writing skill test. The scores of both variables are described as follow:

Table 4.5: Vocabulary Test Scores

No	Respondent's Name	Score
1	Lisel Agustin	90
2	Darno	80
3	Ratna Desi Trinartanti	80
4	Edith Theresa Stein	70
5	Sheanny	100
6	Gayah	100
7	Ulinta	80
8	Nova	60
9	Alam	60
10	Dery	90
11	Vivia	90
12	Micel	90
13	Sutriyanto	60
14	Edwin Rinaldy	70
15	Dito	60

Table 4.6 Writing Skill Test Scores

No	Respondent's Name	Score
1	Lisel Agustin	80
2	Darno	90
3	Ratna Desi Trinartanti	75
4	Edith Theresa Stein	80
5	Sheanny	90
6	Gayah	90
7	Ulinta	70
8	Nova	70
9	Alam	70
10	Dery	80
11	Vivia	90
12	Micel	80
13	Sutriyanto	60
14	Edwin Rinaldy	75
15	Dito	60

Meanwhile, the obtained data for vocabulary and writing tests are described in the table as follows.

Table 4.7 Descriptive Statistics of Each Variables

Skill	N	Minimum	Maximum	Mean	Std. Deviation
VOCABULARY	15	60	100	78.67	14.573
WRITING	15	60	90	77.33	10.154
Valid N (listwise)	15				

Source: SPSS Computation, 31 July 2018

The whole data are statistically presented at the table above. It is found that the subject of the study is symbolized as N, which consists of 15 Mercure Hotel employees. The highest score of each variable is described in the maximum score

and the lowest one is described in the minimum score. The standard deviation describes the dispersion value.

6. Frequency Distribution

a. Vocabulary Test

From the SPSS computation earlier, it is found that the highest score is 90, and the lowest one is 60 in the scoring scale of 0 – 100. The mean and standard deviation is 78.67 and 14.573 respectively. To determine the frequency distribution, there are several steps:

- 1) Determine Lowest and Highest Score

Lowest score: 60

Highest score: 100

- 2) Class Range (R): Highest score subtracts lowest score : $100-60 = 40$
- 3) Determine the amount of class interval

$$k = 1 + (3.3) \times \log n$$

$$k = 1 + (3.3) \times \log 15$$

$$= 4.88 \text{ round to } 5$$

- 4) Determine the size of class interval

$$i = \frac{\text{class range } (R)}{\text{the amount of class interval } (k)}$$

$$i = \frac{40}{5} = 8$$

- 5) State the lowest score as the lowest interval which is 60
- 6) First class interval = lowest interval + $i - 1$

$$60 + 8 - 1 = 67$$

$$68 + 8 - 1 = 75$$

$$76 + 8 - 1 = 83$$

$$84 + 8 - 1 = 91$$

$$92 + 8 - 1 = 99$$

$$100 + 8 - 1 = 107$$

7) Determine relative frequency distribution (F)

$$F (\%) = \frac{f(abs)}{n} \times 100\%$$

8) Put result in the table

Table 4.8 Vocabulary Frequency Distribution

NO	SCORE RANGE	F(abs)	F (%)
1	60 - 67	4	26.67
2	68 - 75	2	13.33
3	76 - 83	3	20
4	84 - 91	4	26.67
5	92 - 99	0	0
6	100 - 107	2	13.33

The result of vocabulary test frequency distribution can be seen in the table and bar graph below:

Table 4.9 Vocabulary Mastery Frequency Distribution

NO	SCORE RANGE	F(abs)	F (%)
1	60 - 67	4	26.67
2	68 - 75	2	13.33
3	76 - 83	3	20
4	84 - 91	4	26.67
5	92 - 99	0	0
6	100 - 107	2	13.33
	Total	15	100

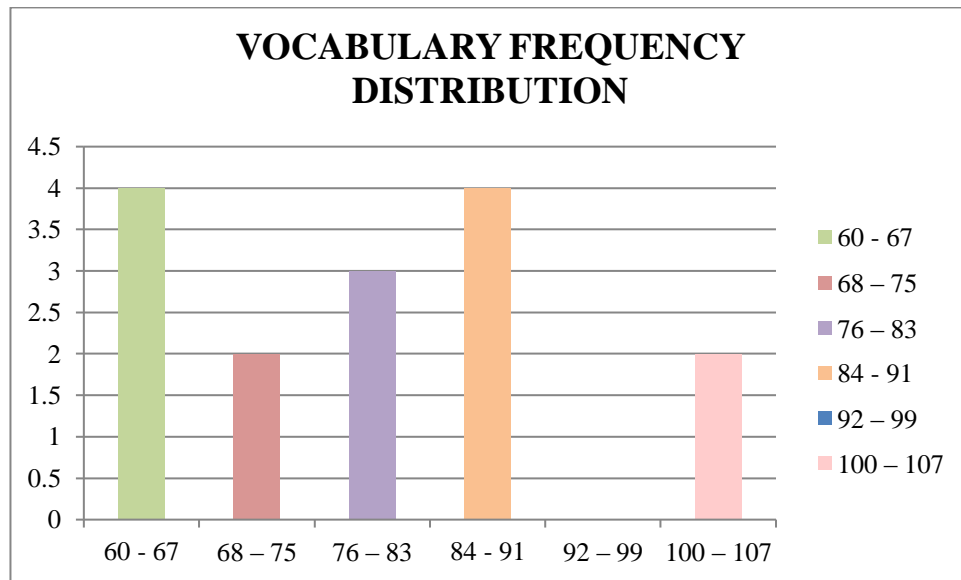


Figure 4.5 Vocabulary Frequency Distribution Bar Graphs

b. Writing Skill Test

From the SPSS computation earlier, it is found that the highest score is 100, and the lowest one is 60 in the scoring scale of 0 – 100. The mean and standard deviation is 77.33 and 10.154 respectively. The following table shows the frequency distribution of writing skilltest.

- 1) Determine Lowest and Highest Score

Lowest score: 60

Highest score: 90

- 2) Class Range (R): Highest score subtracts lowest score: $90 - 60 = 30$

- 3) Determine the amount of class interval

$$k = 1 + (3.3) \times \log n$$

$$k = 1 + (3.3) \times \log 15$$

$$= 4.88 \text{ round to } 5$$

- 4) Determine the size of class interval

$$i = \frac{\text{Class Range (R)}}{\text{the amount of class interval}(k)}$$

$$i = \frac{30}{5} = 6$$

- 5) State the lowest score as the lowest interval which is 60

- 6) First class interval = lowest interval + $i - 1$

$$60 + 6 - 1 = 65$$

$$66 + 6 - 1 = 71$$

$$72 + 6 - 1 = 77$$

$$78 + 6 - 1 = 83$$

$$84 + 6 - 1 = 89$$

$$90 + 6 - 1 = 95$$

- 7) Determine relative frequency distribution (F)

$$F (\%) = \frac{f(abs)}{n} \times 100\%$$

- 8) Result Table of Writing Skill Test Frequency Distribution

Table 4.10 Writing Skill Test Frequency Distribution

NO	SCORE RANGE	F(abs)	F (%)
1	60–65	2	13.33
2	66 – 71	3	20
3	72 – 77	2	13.33
4	78– 83	4	26.67
5	84 – 89	0	0
6	90 – 95	4	26.67
	Total	15	100

The result of writing skill test frequency distribution can be seen in the table and bar graph below:

Table 4.11 Writing Skill Test Frequency Distribution

NO	SCORE RANGE	F(abs)	F (%)
1	60–65	2	13.33
2	66 – 71	3	20
3	72 – 77	2	13.33
4	78– 83	4	26.67
5	84 – 89	0	0
6	90 – 95	4	26.67
	Total	15	100

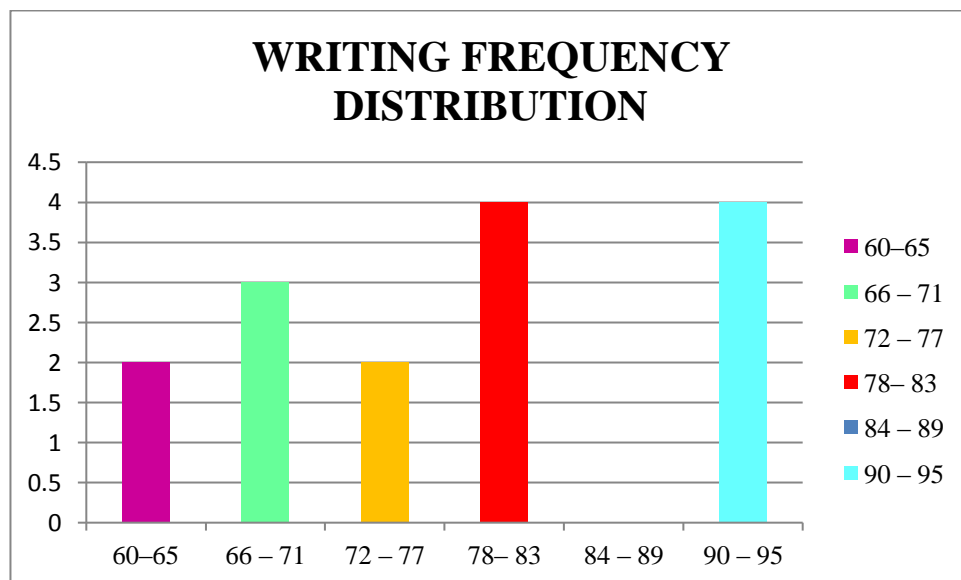


Figure 4.6 Writing Skill Test Frequency Distribution Bar Graphs

B. The Data Analysis

After the data from vocabulary mastery and writing tests were processed descriptively, the followed procedure is to analyze the data. The aim

of analysing the data is essentially to test whether the hypotheses assumed at the beginning of the research are proven right or wrong.

1. Testing Data Normality

After the validity and reliability of the data are tested, the normality is tested using SPSS software. The result of the test is that the normality of vocabulary and writing test results are 0.065 and 0.110 respectively. Both values are bigger than 0.05 which means that the data is normal. The results also can be seen in table 4.12.

Table 4.12 Table of Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0.182	15	0.197	0.889	15	0.065
0.161	15	.200*	0.904	15	0.11

2. Data Validity Test and Data Reliability

From the results of the frequency distribution that has been described in the table, the vocabulary and writing tests were tested for validity by using SPSS. To test the data validity, research ensured SPSS software Bivariate Correlation Test. The significant values of vocabulary and writing are 0.000 which is smaller than 0.05 (<0.05) which also means that the data is classified as valid. The results also can be seen in table 4.13.

4.13 Table of Data Validity

		VOCABULARY	WRITING
VOCABULARY	Pearson Correlation	1	.819**
	Sig. (2-tailed)		0
	N	15	15
WRITING	Pearson Correlation	.819**	1
	Sig. (2-tailed)	0	
	N	15	15
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
0.869	0.901	2	

data normal or n

Source: SPSS Computation, July 2018

3. The Hypothesis Test

For the hypothesis test, this study used Pearson Product Moment Correlation with SPSS software. The steps are followed:

a. State the hypotheses in sentence form

H_a : There is a significant correlation between vocabulary and writing skill.

H_0 : There is no significant correlation between vocabulary and writing skill.

b. State the hypotheses in statistical form

$H_a : r \neq 0$

$H_0 : r = 0$

c. Compute the test results using SPSS

Table 4.15 Correlation between Vocabulary and Writing Skill

		VOCABULARY	WRITING
VOCABULARY	Pearson Correlation	1	.819**
	Sig. (2-tailed)		0
	N	15	15
WRITING	Pearson Correlation	.819**	1
	Sig. (2-tailed)	0	
	N	15	15

- d. Test the hypothesis: compare the r count with r table

If the r count is bigger than r table, H_0 is rejected and H_a is accepted. The r count is 0.819. With $n = 15$ and $\alpha = 0.05$, it is found that r table is 0.514. It means that r count is bigger than r table. Therefore, in this research, H_0 is rejected and H_a is accepted which means that there is a significant correlation between vocabulary and writing skill in composing at Mercure Hotel.

- e. Determine coefficient of determination

Coefficient of determination serves to figure out the contribution of variable X towards Y. It can be calculated with this following formula:

Coefficient of determination =

$$\text{Coefficient of determination} = r^2 \times 100\%$$

$$r^2 \times 100\% = 0,819^2 \times 100\% = \underline{67.08\%}$$

Contribution of vocabulary towards writing skills in composing e-mail at Mercure Hotel Kota employees is 67.08%.

C. Interpretation of the Research Findings

Correlation analysis aims to examine the relationship and evaluate its strength and direction between variables which, in this research, are vocabulary and writing skill. From the data analysis earlier, it is discovered that the correlation coefficient (r) is 0.819. It is noticeable that the sign of the correlation has positive (+) value which means that the two variables tend to move in the same direction. Individuals who scores high on X (vocabulary) tend to score high on Y (writing skill).

Furthermore, the result of $r = 0.819$ can be interpreted in terms of the strength of the relationship between two variables, vocabulary and writing skill. The correlation coefficient (r) of 0.819 means that there is a very strong relationship between vocabulary and writing skill.

Finally, the correlation coefficient can be used to determine the contribution of variable X (vocabulary mastery) towards variable Y (writing skill). In this research, it is found that the coefficient of determination is 67.08% which means that vocabulary mastery contributes 67.08 % of writing skill in composing e-mail at Mercure Hotel, while 32.92% are others factors.

From the description above earlier, several things can be discussed in order to achieve a complete comprehension of the research. First of all, it is found that 60% of respondents are females (9 respondents) compared to male

employees in 40%. It is very common that in the industry based on hospitality and service, the employees are mostly women.

Moreover, from the research it was found that 60% of respondents are undergraduates (S1). Only 26.67% and 13.33% are graduated from high school and Diploma (D3). It can be assumed that in present hotel industry with such high competition and quality service, an undergraduate is expected more than diploma or high school. In addition, hotel industry deals with both international and domestic customers which also require multi languages skill. With that in mind, a company must hire a high quality employee to provide them with such skills, therefore they can compete.

Furthermore, for the work experience, it is about 33.33% of respondents have worked for more than 10 years, and 40% respondents have worked for 1-5 years. Those who have worked longer tend to get higher scores in writing test. It seems that the experience help respondents a lot in writing the test task. However, a few respondents that only have about one year experience, also showed that they can get higher score or as the same than those who have worked longer.

Besides, about 46.67% of respondents are working as Front Desk Agent. The rest are reservation agent, supervisors, marketing communication, revenue analyst, guest experience executive, head bell driver, and IT/ACC. It shows that those who work as Front Desk Agent, who deals with international and domestics customers directly or indirectly every day, use their English

more than any other employees. It affected their language skill. They tend to score higher both in vocabulary and writing test.

In conclusion, based on the descriptive statistics for both vocabulary and writing test, the means are 78.67 and 77.33 respectively. It means that in general the employees understand English well. A few of them stands out due to how long they have been working in the field or education background. But overall, they perform a good command of English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting research at Mercure Hotel Jakarta Kota, the collected data were processed using Product Moment Pearson formula. It is discovered that the coefficient correlation $r = 0.819$. The positive value implies that the correlation has positive value which means that there is a tendency if one scores high on vocabulary test, it is likely that she or he also scores high on writing test.

Based on data analysis:

1. It shows that there is a significant correlation between vocabulary and writing skill in composing e-mail at Mercure Hotel.
2. Vocabulary mastery contributes 67.08% of writing skills. This huge contribution of vocabulary towards writing is influenced by employees' background knowledge of hotel industry.
3. However, there are 32.92% of other factors that contribute towards writing skills of Mercure Hotel Kota employees. It could be their education level, work experience, motivation, etc.
4. Those factors above and vocabulary mastery work simultaneously to writing skills of Mercure Hotel Kota employees.

B. Suggestion

The importance of vocabulary in writing skill of English texts is necessary both in academics or work fields realms. Therefore, the writer would like to give some suggestion as follows:

1. For reader
 - a. Prior to reading this paper, it is hoped that readers learn more about business e-mail, e-mail design, and e-mail etiquette to help a better understanding of the study.
2. For next researchers
 - a. To study and research correlation between vocabulary and writing skill in composing e-mail in different field. Therefore, it is hoped to enrich the discussion about the topic.
3. For STBA-JIA
 - a. Design a study plan that accommodate work demands such as e-mail communication because it is such an important skill nowadays that many companies ask from their employees.
4. For Mercure Hotel
 - a. Set up a standardized form for replying email at Mercure Hotel Jakarta Kota to avoid unnecessary mistakes that may cause damage for the company.
 - b. Give employees a continuous training of customer service and communication etiquette for e-mail because it can be one of the most valuable asset that customers love about Mercure Hotel Jakarta Kota.

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BIOGRAPHY



The writer was born in Padang on 13 February 1992, her mother is Minarnis and her father is Warman. She is second child of five three brother. She went to Setismekar 05 Elementary School in 2000, continued to SMP 4 Tambun Bekasi in 2003 and graduated in 2006. After Junior High, she decided to proceed her education to SMK (Sekolah Menengah Kejuruan) SMIP PARAMITHA 1 in Jakarta, West Jakarta where she learned Hospitality subject.

After graduated from SMK, the writer worked in Hotel. Prior to her decision to study at STBA-JIA, she worked at Mercre Hotel as reservation from 2011 until present.

In 2014, the writer decided to continue her study of English and enrolled at School of Foreign Language – JIA Bekasi at English Department