

CHAPTER II

REVIEW OF RETELATED LITERATURE

This chapter reviews the strategy that use to know students' ability of office administration and marketing programs. To be more specific, this review of related literature discusses about previous of the study, writing, business letter, teaching English at vocational high school, and English for specific purpose (ESP).

A. Previous Study

There have been a numerous of study concerned with writing application letter discussed to be in line with this proposal. The writer notes some of them in this proposal as previous studies to support this study.

Arvani and Tabriz conducted a discourse analysis of business letters written by Iranians & Native Speakers. The result suggest: The analysis of corpus showed that the Iranian business letter-writers mostly focused on surface linguistic aspects of English language while pragmatic aspects of language, such as using politeness strategies, were ignored in their letter writing. Since the social and interpersonal aspects of language are of great significance for native speakers of English, any mismatch of linguistic forms such as interferences caused by Iranian writers may lead to misunderstanding and annoyance. Consequently, ESP (English for Specific Purposes) teachers should try to familiarize the learners of business English with social features and interactional aspects of the

language and direct the learners to use the social sub-skills and pragmatic elements in their business letters.⁹

Another study is done by Zhang conducted politeness principle in the translation of business letters. As the primary form of business communication, business letters play an indispensable role in business activities and contribute considerably to the rapid development of international trade and business. Therefore, the translation of business letters seems critical to the successful communication. Business letters are very formal writing and they observe politeness principle strictly in order to maintain and enhance a good rapport with business partners. So the translation of them needs to consider both English and Chinese politeness principles, which are compared in this paper and politeness equivalence in translation is proposed. Some translating methods are suggested as well.¹⁰

Based on the explanation above, the writer made a difference between previous and present studies on writing an application letter. First, Arvani and Tabriz only focus on a discourse analysis of business letters. Second, Zhang focuses on politeness principle in the translation of business letters. Last, in present study, writer took a research on a comparative study in writing business letter between Office Administration and Marketing Programs at the eleventh grade students of SMKN 2 Palangka Raya.

⁹ Mansour Arvani, and Tabriz, 'A Discourse Analysis of Business Letters Written By Iranians & Native Speakers', *The Asian ESP Journal* June 2006, Vol. 1. Article 2., p.12.

¹⁰ Tao Zhang, 'Politeness Principle in the Translation of Business Letters', *Theory and Practice in Language Studies*, Vol. 1, No. 6, 2011., p. 615.

B. WRITING

1. The Nature of Writing

There are some definitions of writing that are taken from resources, Dilay stated that writing only mode in which both linguistics manipulation task and communication task have given.¹¹ According to Fauziati also gave statement that writing as a process is oriented to words work in progress and the development of new skills, rather than merely evaluative task, the classroom practises, therefore, will vary from each other.¹² In other words, Nunan also stated that writing activity as commonly conceived, is highly sophisticated skill combining a number of diverse elements, only of which are strictly linguistic.¹³

Lennerberg in Brown stated that writing is culturally specific, learned, behavior. We learn to write if we are members of a literate society and if only someone teaches us.¹⁴ According to Hornby, writing is the activity or occupation of writing.¹⁵

Based on the statements above, it can be concluded that writing is an active and productive act. More clearly, writing is an act or process to produce some information in their mind that should be

¹¹ Heidi Dulay, et al. *Language Two*. New York: Oxford University Press, 1982, p. 226.

¹² Endang Fauziati, *Teaching English as a Foreign Language*. Surakarta: Muhammadiyah University Press, 2002. P. 151.

¹³ David Hunan, *Language Teaching Methodology*. A Text Book for Teacher, Sidney: Practice Hall International. 1988, p. 69.

¹⁴ Byrne Donn. *Teaching Writing Skill*, England: Long Man 1979, p.334.

¹⁵ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 1995, p. 1383.

expressed into writing form. Writing will be the best if the students are guided on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. For example, in an English for academic purposes programme, learners can be involved in keeping issue logs which are a kind of project work.

2. Microskills for writing

According to Brown, there were 12 microskills for writing skill as follow:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.
- g. Use the rhetorical forms and conventions of written discourse.

- h. Appropriately accomplish the communicative functions of written texts according to form and purpose.
 - i. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, give information, generalization, and exemplification.
 - j. Distinguish between literal and implied meanings when writing.
 - k. Correctly convey culturally specific references in the context of the written text.
 - l. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.¹⁶
3. The process of writing

The process of writing was the process of students in writing business application letter. The students should prepare themselves before writing. Based on Jeremy Harmer in his book, He decided the stages in writing process. There were planning, drafting, editing, and final draft.¹⁷

¹⁶Douglas H. Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy Second Edition*, Longman., p. 343

¹⁷Jeremy Harmer, *How to Teach Writing*, Longman, 2007, p.5.

4. Writing assessment

Sabarun stated in Herlina, assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.¹⁸

1. Process Assessment

Process approaches, in contrast to product approaches to writing, process approaches emphasize the act of writing itself, the means by which the text is created more than the text itself. A view of writing as a process that evolves through several stages as the writer discovers and molds meaning and adapts to the potential audience.

2. Product Assessment

Product approaches are defined by their emphasis on the end result of the writing process and essay, a letter, and so on. The underlying assumption of product approaches is that the actual writing is the last step in the process of writing. Product approaches reflect traditional, teacher-centered approaches to teaching in general. Specifically in the traditional composition class, the teacher assigns a writing task. Whether exercises or a composition, knowing what responses she or he expects: the

¹⁸ Herlina, 'The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth Year of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah', State Islamic college of Palangka Raya Department of Education Study Program of English Education, 2012.

students do the exercises or write the composition and the teacher evaluates the result.

C. Business Letter

1. Types of business letter

There are several different common types of business letters, they are letters of order, request, application, and recommendation.¹⁹

a. The order letter

Probably the most of the business letter is to order goods and materials. It is important that the letter clearly state the exact name of the merchandise, the price, and the amount of payment being sent.

b. Letter of request

It is often necessary to write letters asking for information or advice.

c. Letter of application

Usually, business and profesional people are hired on the basis of letters of application and personal interview. Quite often an appointment is made for a personal interview only after a letter of application has been received. It is a very important letter for both the sender and the receiver.

¹⁹ George E. Whison and Julia M. Burks., *Let's Write English Revised Edition*, Van Nostrand Reinhold Ltd., p. 360.

d. Letter of recommendation

Often people are called on to write letters of recommendation for friends or colleagues. It is always best to address the letter to a specific individual, but, if it is a general recommendation, it is correct to use the expression to whom it may concern in place of a more specific salutation.

2. Styles of Business Letter

According to A John Carey, there are six basic styles of business letters as follow:²⁰

a. Block

The Block format is by far the simplest. Every part of the letter starts at the left margin, with spaces between each part. It has a professional look to it. The order for the parts of the letter are date, file number, inside address, attention line, salutation, subject line, body, complimentary close, signature, typed name and additional information.

b. Modified block

Like the Block, the Modified Block has the advantage of separating paragraphs so that each one stands out. The spacing between sections remains the same as in the Block. The date, signature and closing are placed to the right, thus allowing them to stand out. The complimentary close and the signature are aligned

²⁰ Carey, John A., *Business Letter for Busy People, 4th Edition*, The Caree Press, USA, 2002., p.

and placed near the center of the letter, two spaces below the last paragraph.

c. Modified semi-block

Modified Semi-Block is the same as the Modified Block except that the paragraphs are indented five spaces. All spacing remains the same. It is the same as the Modified Block except that the paragraphs are indented five spaces. All spacing remains the same.

d. Simplified

The focus of the letter is on the body and what is to be said. The spacing is the same as the Block format.

e. Hanging indented

Its main advantage is that it calls attention to the body and each of the paragraphs. Spacing between the lines and sections is the same as in previous examples.

f. Memo

A sixth form of letter is the Memo. Though used primarily as an interoffice communication, it is occasionally used as a business letter format. The top of the Memo indicates the date, the name(s) of the recipient(s), the name(s) of the sender(s) and the subject. The abbreviation "RE" is sometimes used instead of "Subject". This information is placed at the left margin. The body of the Memo is in Block form. A signature and additional

information are optional. The signature is often placed near the center with the additional information at the left margin.

3. Format of business letter

According to George and Julia, the correct form as follow:²¹

a. Heading

The heading, or return address of a business letter is similar to that used on personal letters: street, city, state, zip code, country, and date. Usually, the block form is used. Use comma after the name of the city and the day of the month.

b. Inside address

The inside address is the name of company or business the letter is being written to. It includes the street address, city, state, zip code, and country. It is the same address that appears on the envelope. Envelopes are not kept in business file; the letter must carry all pertinent information.

c. Salutation

The greeting part of a business letter is more formal than that of a personal letter. The salutation is followed by a colon. These are suitable salutations.

Dear Madam:	Dear Mrs. Itgen:
Dear Sir:	Dear Mr. Modian:
Dear Sir/Madam:	Dear Ms. Wartsky:

²¹ George E. Whison and Julia M. Burks., *Let's Write English Revised Edition*, Van Nostrand Reinhold Ltd., p. 360.

If the sender is writing to a firm and does not know the name of any particular person to whom to address the letter, Dear Sir / Madam is commonly used. However, there is a growing tendency in such cases to omit the salutation altogether and to begin the letter immediately after the inside address.

d. Body

The business is discussed in the body of the business letter. It should be brief, well stated, and easy to read. The importance of brevity and directness cannot be overstated. Business offices receive large numbers of letters daily. If they are all to be handled promptly, no time can be wasted. Business letters, therefore, must be succinct and to the point.

e. Closing

The closing of a business letter is similar to that of a personal letter. The first word is capitalized. The closing is followed by a comma. Here are some useful closing expressions.

Sincerely,
Sincerely yours,
Very truly yours,

Yours truly,
Yours respectfully,

f. Signature

The sender's name should be written the way the company is to address the return letter. If the sender wishes to be addressed by a personal or professional title, it should be written after the name, usually in parentheses: (*M.D.*), (*Ph.D.*), (*Mrs.*), (*Miss*), (*Ms.*), etc.

In other words, John A. Carey obtained that there are many parts to the business letter — some required, some optional.²² The parts of the business letter are letterhead or heading, date, file number (optional), confidential (optional), inside address, attention line (optional), salutation (optional), subject line (optional), body of the letter, complimentary close (optional), signature, added information (optional), postscript (optional), and mailing instructions (optional).

²² Carey, John A., *Business Letter for Busy People, 4th Edition*, The Caree Press, USA, 2002., p. 9.

4. Model of Business Letter in Application Letters²³

Lucille Winchester
 1000 E. Manhattan
 Toledo, OH 43611

April 21, 1997

Mr. Henry Slavin
 Aztec Computer Repair
 200 Federal Highway
 Columbus, OH 38827

Dear Mr. Slavin:

I graduated recently from Control Data Institute, and I am seeking a career as a computer or electronics technician. In addition to my recent technical training, my work background includes six years customer service experience in the areas of complaint, second billings, and others. I also have gained experience with payrolls, inventories, and electronic filing systems.

I sincerely appreciate your time and consideration concerning my desire for employment with your company in which I would incorporate all of the above qualifications as well as sincerity and enthusiasm in building career in the computer industry.

I am available to come for an interview at your earliest convenience. You may contact me at the address on the letter head.

Very truly yours,

Lucille Winchester

²³ Mahmud Machfoedz, *a Guide to Business writing*, UPP AMP YKN, Yogyakarta 1998., p., 81.

Dear Ms. Fitria:

I am writing to apply for the position of administrative assistant in your personnel department. I saw the position advertised in The Jakarta Post of Friday, February 6.

I have enclosed my resume with this letter. My resume gives you a detailed account of my education, skills, and experience. I believe my education, skills, and experience qualify me for this position. I will graduate from INKA Secretarial Academy with a Bachelor of Art degree in business administration. I took courses in Manpower Resources and Development, Wage and Salary Administration, and Personnel Research and measurement. I believe these course gave me an understanding of the concerns the human resources specialist must face. I have also learned about these concerns through my work experience. I was employed as a salesperson in Matahari Department Store for two years. I was in the menis clothing department.

I should be very pleased to come for an interview at any time convenient to you.

Sincerely,

Intan Pertiwi

D. Teaching English at Vocational High School

International Teacher Training Organization stated in Veronika Burdová that; “English for specific purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general.”²⁴

Tracing the historical background of ESP, Hutchinson and Waters in Yi - Hsuan Gloria Lo identified three main movements contributing to the emergence of all ESP: (1) the demands of a “brave new world,” (2) a revolution in linguistics, and (3) an increased focus on the learner.²⁵

First, since the end of the Second World War in 1945, English has become the accepted international language of technology and commerce; thus it has created a new generation of learners who must learn English to satisfy the demands of the commercially interconnected modern world. Second, the growth of English courses tailored to specific needs and language demands shifted the focus away from analyzing the formal structures of language to investigating the ways in which language is actually used in real communication. Third, new insights gained from educational psychology also contributed to the development of ESP. Instead of viewing learners as blank slates to be filled, learners were seen to have different needs and interests, differences which had a critical influence on their motivation and thereby resulted in the need for different approaches for them to achieve maximum effectiveness in their learning.²⁶

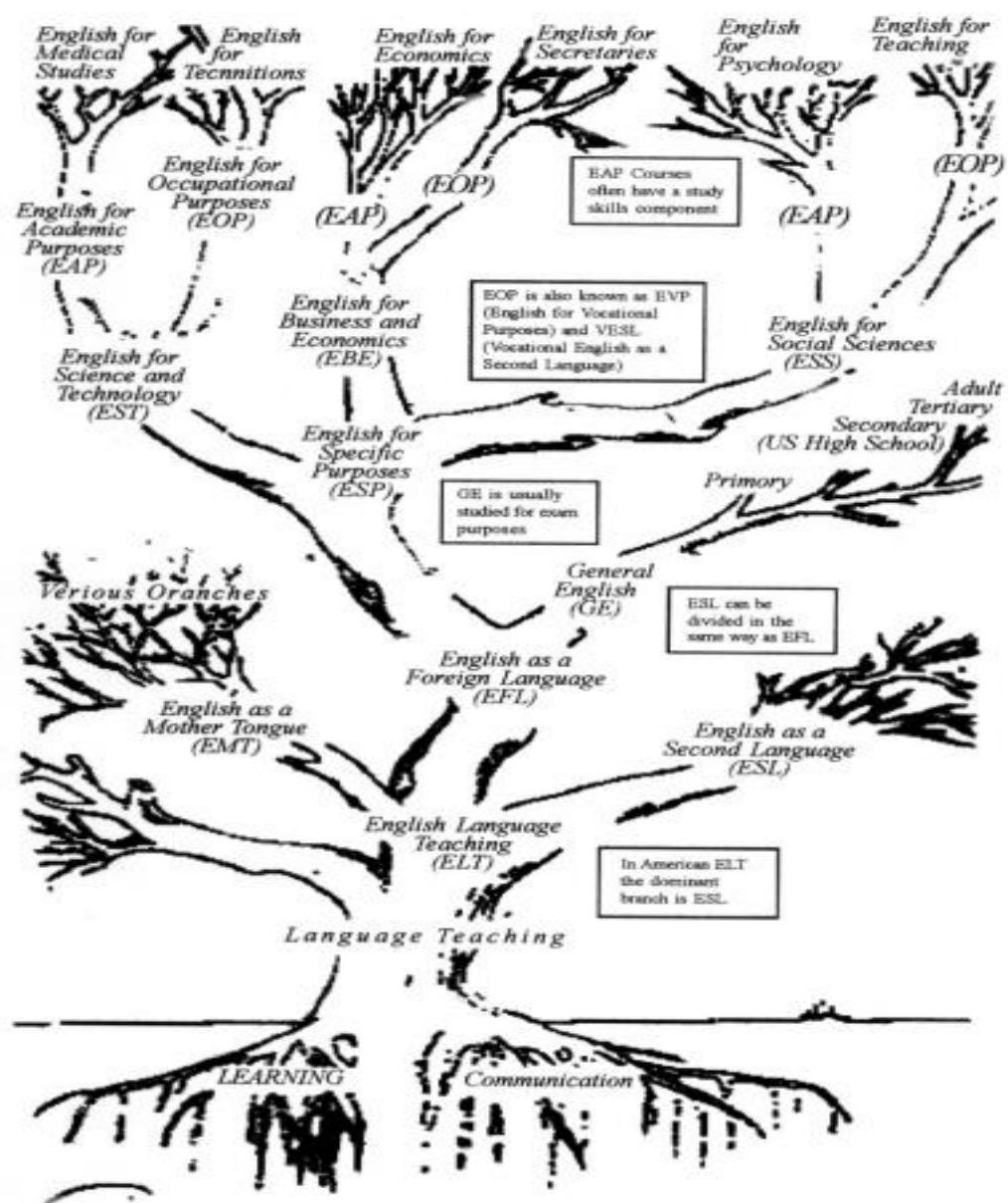
²⁴Veronika Burdová, *English for Specific Purposes (Tourist Management and Hotel Industry)*, Masaryk University Faculty of Education Department of English Language and Literature, 2007.

²⁵Yi-Hsuan Gloria Lo, ‘A case study of an ESP program for vocational high school students of Tourism’, *Taiwan International ESP Journal*, Vol. 3: 2, 71-100, 2012., p. 76.

²⁶*Ibid.*, p. 76.

In addition, Hutchinson and Waters in Andreas Mari Sudarto showed clearly “the status of citizen of ESP and its satellite settlements in relation to the general world of ELT”. The tree shows some of the common divisions of ELT and the specific domain of the teaching of English for Secretary could be identified.²⁷

Figure 2. The ELT Tree



²⁷Andreas Mari Sudarto, 'The Syllabus Design of English for Secretary', p. 13.