



AMERICAN JOURNAL OF TOURISM AND HOSPITALITY (AJTH)

VOLUME 1 ISSUE 1 (2023)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Vocabulary Mastery on Business Communication Skills of Higher Education Institutions (HEIs) Students: Basis for a Business Correspondence Guide

Kathy P. Maglalang^{1*}, Ma. Arlyn M. Redublo²

Article Information

Received: May 15, 2023

Accepted: June 12, 2023

Published: June 16, 2023

Keywords

Vocabulary Mastery, Business Communication Skills, Hospitality Management Students, Business Correspondence Guide, Higher Education Institutions (HEIs)

ABSTRACT

This study examined the relationship between vocabulary mastery and business communication skills of hospitality management students in HEIs in Oriental Mindoro. A descriptive research design was utilized. In the quantitative case, the hospitality management students' vocabulary mastery using the VLT and VST, their level of business communication skills, and the relationship between vocabulary mastery and business communication skills were described. Respondents of the study were the 89 hospitality management students selected through a stratified random sampling method using GPower Analysis. Results revealed that there is no significant relationship between vocabulary level and business communication skills. However, results also showed that there is a significant relationship between vocabulary size as to 20,000 version B and business communication skills in terms of instructional. This indicates that the total vocabulary size of hospitality management students or how many words they know is closely related to their proficiency in business communication within the context of hospitality management instruction requiring the use of industry-specific terminology, jargon, and professional language.

INTRODUCTION

In the business environment, making sure that both parties involved comprehend the same material, in the same way, is essential to effective communication. Communication is regarded as the lifeblood of any organization. In particular, the most crucial component of any organization's management is correspondence. By breaking down complex ideas into simpler, more understandable words and phrases, vocabulary is an important tool for improving comprehension. Business vocabulary eliminates the need to repeatedly clarify information or explain complex concepts to two people or groups to have a simpler, more understandable interaction. Even though many business terms are commonplace, other words are only used in certain industries.

In the corporate world, there are many different communication channels. Face-to-face contacts continue to be the most efficient way of forging genuine and long-lasting business ties with clients and partners, despite the rising use of email and other text-based communication tools. As a result, having strong verbal and writing communication skills is essential for those interested in a career in business. Accordingly, Debra Hamilton stressed that poor communication can cost an organization with 100 employees (or less) \$420,000 annually while 86% of workers and executives blame poor communication for company failures (Workplace Communication Statistics, 2022). People frequently see those who can communicate effectively with others through conversation as being smarter, more capable, and more reliable. It's crucial to remember that conversational skills encompass both listening and speaking, allowing individuals to both receive information and express own ideas and opinions.

Consequently, one aspect of language that learners can master in order to fully understand reading, listening, speaking and writing in English is vocabulary. It follows that in order to become proficient in English, learners must thoroughly understand vocabulary. Reading actually requires a large vocabulary in order to understand the text, so it may be challenging for learners to do so if their vocabulary knowledge is not very strong. Similar to speaking ability, students cannot master the language without speaking fluently. Furthermore, if they lack any language knowledge when listening, they will not be able to comprehend what the speakers are saying. Additionally, vocabulary is important for writing proficiency because it strengthens the work as a whole. To foster the growth of comprehension and clarity in writing, a successful writer needs a wide range of vocabulary.

Vocabulary mastery is sometimes referred to as word knowledge. Possessing a strong vocabulary shows that a learner can understand and use a word's meaning. Learners are able to learn more vocabulary as they become more competent in their language use. Vocabulary mastery is also referred to, in vocabulary research, as the level of vocabulary that contributes to how well speakers understand a word. Learning words with deep meaning, including pronunciation, meaning, spelling, frequency, sound structure, syntax, and collocation according to context, is a sign that learners has mastered their vocabulary. The relationship between vocabulary mastery and language proficiency among learners has been the subject of a great deal of academic research. These studies mostly focused on learners who were learning English as a Second Language (ESL) or English as a Foreign Language (EFL). This research has typically discovered

¹ College of Business and Management, Mindoro State University, Philippines

² College of Arts and Sciences, Mindoro State University, Philippines

* Corresponding author's e-mail: kathy.maglalang@minsue.edu.ph

that learners' vocabulary mastery is generally associated with their language competency, despite the differences in levels of correlation. Additionally, a substantial positive correlation between vocabulary proficiency and academic success among learners has been shown in some studies. However, everyone exhibited varying degrees of vocabulary challenges, with the most frequent difficulties being ambiguity in vocabulary mastery, communication difficulties, and grammar complexities. In general, students struggle to grasp the four English learning skills due to a lack of vocabulary. For instance, in Indonesia, Nurweni and Read (1999) revealed that students often have trouble mastering vocabulary because of a number of factors, including: differences between written and spoken English; infrequent use of English; spelling and sound-spelling errors; some words that sound similar but have different meanings; and incorrect pronunciations that are frequently brought on by a lack of similarity between English and native sounds.

In order to effectively use a word, a learner must have extensive knowledge of each item. This means that in order for a word to be deemed "learned," a learner must be aware of its network in addition to having mastered the form-meaning relationship of the lexical unit. The Vocabulary Level Test (hereafter referred to as VLT) and the monolingual version of the Vocabulary Size Test (hereafter referred to as VST) are two popular tools that have been designed and/or validated to evaluate language learners' breadth or amount of vocabulary. The VLT measures vocabulary at the 1,000-, 2,000-, 3,000-, 4,000-, and 5,000-word-frequency levels to know the extent to which learners recognize form-meaning connections. VST, on the other hand, measures vocabulary at 20, 000 version A and 20, 000 version B to know how many words learners already know and which words or word-frequency levels they need to focus on more.

In the Philippine context, it has been noted that many students from elementary schools to colleges, lack the necessary knowledge of the productive English vocabulary, which makes academic writing challenging for them. Although many people, especially those exposed to the English language, have productive vocabulary knowledge that is within the university word level, the majority of the words they frequently use in their speech and writing are within the 2,000–3,000 level. A number of factors, including reading materials frequently read by students, enthusiasm in learning the language, exposure to English, time spent reading and listening to English programs, educational backgrounds, and media exposure, have all been linked to inadequate use of productive vocabulary. In relation with writing skills, mastery of vocabulary highly influences the quality of students' writing and shows that students need to master the meaning of the word and its use in the context of writing skills. When compared to other elements like attitude, ambition, and exam preparation, a lack of vocabulary will have a negative impact on the quality of writing. Therefore, for students who learn a second language, and

a foreign language they should dominate the vocabulary of quantity and quality with the goal of understanding and expressing meaning in writing. In addition, vocabulary mastery has given rise to the prevalence of research into the relationship between learners' vocabulary and their proficiency in reading and listening, but relatively fewer studies on the relationship between vocabulary mastery, writing, and speaking. Business Writing is one of the subjects in higher education that aims to develop college students ability to convey or transmit relevant business information in and out of the organization through the consideration of numerous correspondence types, including reports, memos, proposals, and other business-related writing. The subject comes in several nomenclatures such as Business Communication, Business Correspondence, Writing for Business and the like depending on the institution where it is offered. Most of the time, the subject is embedded in the Technical Writing course in most HEIs as an essential component of the General Education Curriculum (GEC) requirement prior to graduation as approved by the Commission on Higher Education (CHED) (CMO No. 48, 2012).

Hence, in accordance with the pertinent provisions of Republic Act (RA) No. 7722, also known as the "Higher Education Act of 1994", in pursuance of an outcomes-based quality assurance system as advocated under CHED Memorandum Order No. 62, Series of 2017, it specifies the need for hospitality management students to take the course HMPE 221 – Hospitality Business Communication. The course provides an overview of the knowledge and skills in the art of effective business writing and communication. A sound preparation in business that enhances students' confidence to face the world of work. The course is of great importance for college students to build their capacities and prepare themselves for professional communication challenges that they would encounter in their workplace in the hospitality industry.

Business communication is employed to market a good, service, or organization, to provide information internally, or to address legal and related difficulties. Consumer behavior, marketing, public relations, business communications, research and measurement, management of reputation, and event management are just a few of the themes it covers. Internal communication is another type of business communication; often, a communications director will oversee internal communication and provide messages for staff. To guarantee that the intended meaning is understood, communication needs to be dependable, succinct, and truthful.

At the end of the course, the students are expected to define the business communication and the significance and goals of an effective business letters and communication in the hospitality industry; expose to different issues, skills, communication and competences in business and technical writing; enable to raise their knowledge and master various skill acquisition processes of preparing reports, proposals, business correspondence; stimulate

skills and interest in preparing and making relevant letters needed in hospitality industry with the use of technology; develop the appreciation in the writing process; and perform activities under related learning experience.

Withal, learning and honing business writing skills can have a positive impact on an individual's career advancement. An organization runs smoothly when its lines of communication are effective. Professional-caliber writing supplied through these channels enhances productivity and increases the capacity of all functional areas to collaborate, especially in a more globally connected workplace where teamwork is the norm. Undoubtedly, the ability to compose or write all forms of business communication opens the doors of countless opportunities to aspiring professionals of the 21st century. Along with the necessity to improve the pupils' writing abilities, the English language proficiency of the students must also be improved. According to Rana (2014), those who demonstrate an outstanding understanding of the English language in both their written and verbal interactions are extremely sought after by organizations with a global reputation. In order to ensure that students have the knowledge, abilities, and attitudes necessary to handle the demands of their particular professions, educators highly advise that business writing be taught to students in schools in an effective manner. This will guarantee that the kids' writing skills will be further improved.

Moreover, being an English teacher at one of the Higher Education Institutions (HEIs) and sole university in the province of Oriental Mindoro, Mindoro State University, the researcher noticed and observed that most of her students who are enrolled in the program Hospitality Management find much difficulty in crafting common types of business writing, such as memo, letter, minutes, and report. They also commit variety of errors even in basic writing skills in terms of grammar, mechanics, and style. Hospitality students struggle to organize and use mechanics of writing. Many students also feel writing takes too long. They have little confidence to put thoughts into writing and have much fear in writing a composition because using acceptable terms appears to be quite difficult. This is consistent with the findings of Siddiqui (2020) who revealed that students were having a lot of trouble writing in the English language because of a lack of vocabulary, poor spelling, and interference from their native language, and a poor comprehension of grammatical structure. This indicates that hospitality management students are not buoyant in their vocabulary knowledge, which is highly needed once they enter certain organizations in the hospitality industry.

Without vocabulary, students cannot communicate although they understand about grammar. With vocabulary, students can still communicate if they only mastering the grammar a little.

Meanwhile, a large body of literature focused on the relationship of vocabulary mastery and language proficiency. Many studies have inquired into the effect

of vocabulary mastery on reading comprehension, listening comprehension, writing skills, and speaking skills. However, although there were many studies conducted on vocabulary mastery, still, there were no studies published assessing the effects of vocabulary mastery on business communication skills of Hospitality Management Students in HEIs. The present research will endeavor to relate vocabulary mastery, through vocabulary tests, to business communication skills of Hospitality Management Students in HEIs. Vocabulary tests allow teachers and researchers to measure mastery of the vocabulary that likely has the greatest impact on a student's ability to communicate. Earlier studies examining the lexical coverage of different types of discourse have shown that knowing a greater proportion of words in spoken and written discourse increases the potential that language will be understood. As such, this adds to the body of knowledge as it investigates the relationship between vocabulary mastery to business communication skills of Hospitality Management Students in HEIs. But, the issue goes deeper than just a dearth of studies. Evidently, majority of the studies conducted on vocabulary mastery involved secondary students and the outputs developed were intended only for secondary students. These are the research gaps that this study intends to fill.

Objectives of the Study

This study focused on determining the students' vocabulary mastery using the VLT and VST, level of business communication skills, and the challenges they encountered in business writing of hospitality management students in HEIs in Oriental Mindoro. Specifically, it seeks answers to determine the vocabulary mastery of hospitality management students using the VLT in terms of 1000-word level; 2000-word level; 3000-word level; 4000-word level; and 5000-word level, vocabulary mastery using the VST in terms of 20, 000 version A and 20, 000 version B, and level of business communication skills on the types of business writing as to instructional; informational; persuasive; and transactional.

Statement of the Hypotheses

This study tested the following hypotheses:

1. There is no significant relationship between the level of vocabulary mastery using the VLT and business communication skills of hospitality management students.
2. There is no significant relationship between the level of vocabulary mastery using the VST and business communication skills of hospitality management students.

METHODOLOGY

This study utilized descriptive research design. The hospitality management students' vocabulary mastery using the VLT and VST, their level of business communication skills, and the relationship between vocabulary mastery and business communication skills were described. Respondents of the study were the 89

hospitality management students enrolled for the second semester of A.Y. 2022-2023 in HEIs in Oriental Mindoro, particularly, Mindoro State University, City College of Calapan, Divine Word College of Calapan, and Innovative College of Science and Information Technology. The said HEIs offer hospitality management program that are CHED accredited. The sample size for hospitality management students was selected through stratified random sampling method using GPower Analysis. The researcher used the standardized VLT of Webb, Sasao, and Ballancen (2017) and VST of Nation and Beglar (2020) as the data-gathering instruments for vocabulary mastery and a business writing activity in measuring the business communication skills of hospitality management students. During the administration of VLT and VST, the researcher gave the respondents 2 hours to answer the tests. It took around 50 minutes to sit the VLT and around 1 hour and 10 minutes for the VST. In administering the business writing activity to measure business communication skills, the researcher asked instructors of business communication course to assess the output of the students (write memos (instructional), minutes (informational), cover letters (persuasive), and daily official letters (transactional)). Subsequently, in-

depth interviews were conducted.

Frequency and Percentage was used to summarize the hospitality management students' vocabulary mastery using the VLT and VST, and their business communication skills. Normality tests using Kolmogorov-Smirnov test was undertaken to examine the relationship between vocabulary mastery and business communication skills of hospitality management students. For ethical research considerations, before the study was conducted, the respondents received a detail briefing and key information about the purpose of the study. Through informed consent, the respondents willingly decided to take part in the study. In order to guarantee anonymity, secrecy, and the avoidance of potential harm, all information was held and handled with the utmost confidentiality by not disclosing the names and identity of the research participants in accordance with RA 10173, generally known as the Data Privacy Act. Permission was not required to use VLT and VST in research, but the researcher acknowledged the authors of the instruments.

RESULTS

Sixty-four (64) or 72% of the respondents gained the 25 – 30 score range, described as excellent level. This is

Table 1: Vocabulary Mastery using Vocabulary Level Test

Vocabulary Mastery using Vocabulary Level Test	25 – 30 Excellent Level		19 – 24 Very Good Level		13 – 18 Good Level		7 – 12 Basic Vocabulary Knowledge		0 – 6 Very Limited Vocabulary Knowledge		Mean
	F	%	F	%	F	%	F	%	F	%	
1000-word level	64	72%	20	22%	5	6%	0	0	0	0	26
2000-word level	60	67	25	28	4	4	0	0	0	0	26
3000-word level	57	64%	27	30%	3	3%	2	2%	0	0	25
4000-word level	56	63%	28	31%	4	4%	1	1%	0	0	25
5000-word level	52	58%	34	38%	3	3%	0	0	0	0	25

followed by 19 – 24 score range, described as very good level, with 20 frequencies or 22% of the total. Finally, only 5 or 6% obtained 13 – 18 score range, described as good level. This indicates that majority of the respondents have excellent level of vocabulary mastery as to 1000-word level. The result implies that the students of hospitality management students in HEIs in Oriental Mindoro have excellent level of vocabulary knowledge at the most frequent 1–1000 word families. This infers that they are able to understand and use a broad range of common and specialized vocabulary in a variety of situations, and may be able to express themselves fluently and accurately. Excellent vocabulary knowledge suggests that these students have a wide range of terms and expressions in their vocabulary that they frequently use in academic, professional, and industry-specific settings. They probably have the ability to understand challenging literature, participate in insightful conversations, and express themselves clearly and precisely. Numerous justifications were given by Susanto (2017) for paying attention to vocabularies. First, having a broad vocabulary

is obviously necessary for linguistic proficiency. Learners of second languages are aware of this; they frequently say that a main issue is a lack of vocabulary and thus carry dictionaries rather than grammar books with them. On the other hand, vocabulary has been identified as the biggest single source of issues for language learners. This indicate that students view a vocabulary system's open-endedness as a source of difficulty.

Sixty (60) or 67% of the respondents gained the 25 – 30 score range, described as excellent level. This is followed by 19 – 24 score range, described as very good level, with 25 frequencies or 28% of the total. Finally, only 4 or 4% obtained 13 – 18 score range, described as good level. This indicates that majority of the respondents have excellent level of vocabulary mastery as to 2000-word. It is possible that these students have built a wide vocabulary repertoire, including terms and expressions that are often used in academic, professional, and industry-specific situations, if they have an outstanding level of vocabulary understanding in the 1001-2000 word families. They possess a solid command of both general and specific

language connected to the hospitality management industry. This may be associated with the findings of Kiliç (2019) who showed that vocabulary knowledge accounts for writing performance and speaking performance. Therefore, the study offers evidence that vocabulary knowledge is a significant predictor of performance in productive language skills.

Fifty-seven (57) or 64% of the respondents gained the 25 – 30 score range, described as excellent level. This is followed by 19 – 24 score range, described as very good level, with 27 frequencies or 30% of the total. Finally, only 3 or 3% obtained 13 – 18 score range, described as good level, and 2 or 2% acquired 7 – 12 score range described as basic vocabulary knowledge. This indicates that majority of the respondents have excellent level of vocabulary mastery as to 3000-word level. These students have built a significant lexicon that includes words and phrases frequently used in academic, professional, and industry-specific situations, as seen by their good level of vocabulary knowledge in the 2001–3000 word families. They have developed a solid grasp of specialized and broad jargon related to the hospitality management industry. As discussed by Patahuddin *et al.* (2017), given that vocabulary is an essential component of all languages, its importance in language use is clear. Students with poor lexical knowledge will find it difficult to speak clearly and effectively negotiate the meaning of a discourse. Students need to comprehend the vocabulary and sentence structure in order to appropriately negotiate meaning in interactions. The learners' inability to grasp texts or understand conversational meanings is caused by a lack of vocabulary. Vocabulary proficiency is crucial for effective language use; the greater a learner's vocabulary, the more successfully they can express ideas or concepts. It is particularly clear when speaking, because students must recall and generate the words required for effective communication. Fifty-six (56) or 63% of the respondents gained the 25 – 30 score range, described as excellent level. This is followed by 19 – 24 score range, described as very good level, with 28 frequencies or 31% of the total. Finally,

only 4 or 4% obtained 13 – 18 score range, described as good level, and 1 or 1% acquired 7 – 12 score range described as basic vocabulary knowledge. This indicates that majority of the respondents have excellent level of vocabulary mastery as to 4000-word level. The fact that these students have a strong vocabulary repertoire that includes words and phrases that are frequently used in academic, professional, and industry-specific situations suggests that they have an outstanding level of vocabulary understanding in the 3001-4000 word families. In order to successfully communicate and comprehend complex information, they have built a strong foundation of terms and expressions related to their area of study.

Fifty-two (52) or 58% of the respondents gained the 25 – 30 score range, described as excellent level. This is followed by 19 – 24 score range, described as very good level, with 34 frequencies or 38% of the total. Finally, only 3 or 3% obtained 13 – 18 score range, described as good level. This indicates that majority of the respondents have excellent level of vocabulary mastery as to 5000-word level. The vast majority of respondents who scored excellent or very good at the 5000-word level reflect a high degree of language proficiency among the participants. These people are well-versed in a variety of terms and have honed their comprehension and word-use skills in a variety of contexts. They are probably more adept in engaging in complicated conversations and academic endeavors, as well as understanding and communicating complex ideas. In the opinion of Al Habyby *et al.* (2017), vocabulary is one of the most crucial aspects of language and one of the first areas that applied linguists focused on. The most important component of language learning is vocabulary. If a student has a limited vocabulary, they will experience difficulty. The kids won't be able to communicate effectively using the structure and skills they have learnt. The ability to detect word forms, make judgments about which words to use when and how, and accurately spell words are all components of vocabulary. Language abilities and vocabulary are inextricably linked. The ability to understand the language is crucial.

Table 2: Vocabulary Mastery using Vocabulary Size Test

Vocabulary Mastery using Vocabulary Level Test	90 – 99 Very high vocabulary size		75 – 89 High vocabulary size		50 – 74 Average vocabulary size		25 – 49 Low vocabulary size		1 – 24 Very low vocabulary size		Mean
	F	%	F	%	F	%	F	%	F	%	
20, 000 Version A	34	38%	36	40%	7	8%	12	13%	0	0	80
20, 000 Version B	15	17%	52	58%	8	9%	14	16%	0	0	79

Fifty-two (52) or 58% of the respondents gained the 75 – 89 score range, described as high vocabulary size. This is followed by 90 – 99 score range, described as high vocabulary size, with 15 frequencies or 17% of the total. Fourteen or 16% obtained 25 – 49 score range, described as low vocabulary size while only 8 or 9% acquired 50 – 74 score range, described as average vocabulary size.

This indicates that majority of the respondents have high vocabulary size of vocabulary mastery as to 20, 000 version A. The result implies that the students of hospitality management students in HEIs in Oriental Mindoro have high vocabulary size as to 20, 000 version A indicating that they have strong understanding of the vocabulary covered by the test, and is likely to be able to

comprehend complex texts and communicate effectively in a wide range of situations. However, though a significant proportion of students fall under high vocabulary size, still, only few attained an exceptional understanding of the vocabulary. The results may be associated with the assertion of Nguyen and Nation (2011) that learners need to sit all the items in the test because for various reasons learners are likely to get some items correct which are outside their typical level of vocabulary knowledge. These reasons include the presence of loanwords, and the presence of words related to hobbies, academic study, or specialist interests. Twenty-three (23) or 26% of the hospitality management students gained the below 75 score range, described as failed when it comes to writing memos. This is followed by the score of 75, described as passed, with 15 frequencies or 17% of the total. Fourteen

or 16% obtained 76 – 78 score range, described as fair while only 2% acquired above 94 score range, described as excellent. This suggests that the majority of hospitality management students have little experience crafting memos. The result implies that the students of hospitality management students in HEIs in Oriental Mindoro have high vocabulary size as to 20, 000 version B indicating that they have strong understanding of the vocabulary covered by the test, and is likely to be able to comprehend complex texts and communicate effectively in a wide range of situations. However, though a significant proportion of students fall under high vocabulary size, still, only few attained an exceptional understanding of the vocabulary. This may be associated with the conclusion of Rahman *et al.* (2018) that focused on variables that might have affected students' vocabulary knowledge or vocabulary size.

Table 3: Business Communication Skills

Business Communication Skills	97 - 100 Excellent		94 - 96 Outstanding		91 - 93 Very Good		88 - 90 Good		85 - 87 Very Satisfactory		82 - 84 Thoroughly Satisfactory		79 - 81 Satisfactory		76 - 78 Fair		75 Passed		Below 75 Failed		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
Transactional	0	0%	2	2%	1	1%	7	8%	12	13%	22	25%	7	8%	16	18%	8	9%	14	16%	80
Persuasive	7	8%	8	9%	11	12%	10	11%	12	13%	14	16%	6	7%	5	6%	8	9%	6	7%	80
Informational	5	6%	0	0%	8	9%	6	7%	5	6%	4	4%	6	7%	18	20%	21	24%	16	18%	77
Instructional	2	2%	2	2%	4	4%	4	4%	11	12%	8	9%	6	7%	14	16%	15	17%	23	26%	74

Table 3 showed that 23 or 26% of the hospitality management students gained the below 75 score range, described as failed when it comes to writing memos. While writing memos, the specific area where students found difficulty in writing memos was in effectively structuring the content and conveying concise and clear messages. Students struggled with organizing the information in a logical and coherent manner, as well as using appropriate language and tone to convey the intended purpose of the memo. Furthermore, some students faced challenges in effectively summarizing key points and ensuring the memo was concise while still conveying the necessary

information. The results may be linked with the findings of Brownell (2019) who found that the scores of hospitality managers were not extreme. It was also indicated that writing memos were the activities middle managers performed least frequently. Likewise, this may be attributed to the findings of Alshare and Sewailem (2018) that hospitality industry places more emphasis on the value of hard skills than the necessity of soft skills. On the other hand, 21 or 24% of the hospitality management students gained the score of 75, described as passed when it comes to writing minutes. While writing minutes, students can considerably structure

and organize the minutes effectively. They can present the information in a logical sequence, ensuring that all necessary details are included while maintaining clarity and coherence. However, students struggle with using appropriate language and terminology specific to the hospitality industry. This includes correctly interpreting and incorporating industry-related terms, abbreviations, and acronyms into the minutes. This may be linked with the assertion of Hiranburana (2017) that writing minutes is similar to writing business e-mails in general as they both share similarities in terms of purpose, structure, and communication style.

Meanwhile, 14 or 16% of the respondents gained the score of 82 - 84, described as thoroughly satisfactory when it comes to writing cover letters. While writing their cover letters, students can convey their relevant qualifications and experiences in a way that specifically aligns with the requirements of the hospitality industry. However, they find it challenging to highlight their customer service skills, knowledge of hotel operations, or experience in event planning, and link them directly to the position they are applying for. Also, students find it difficult to incorporate industry-specific terms effectively and naturally, which impact the overall professional tone of their cover letters. Finally, students had trouble in effectively highlighting their relevant experiences, such as internships or part-time jobs in the industry, and connect them to the specific requirements of the position. They find it challenging to articulate their transferable skills, such as teamwork, leadership, problem-solving, and adaptability, and link

them to the demands of the hospitality field. The results may be linked with the claims of Zahedpisheh *et al.* (2017) that the rapid development of the tourist and hospitality industries have a direct impact on the English language, which is the most extensively used and spoken language in international tourism in the twenty-first century.

Finally, 22 or 25% of the hospitality management students gained the score of 82 - 84, described as thoroughly satisfactory when it comes to writing daily official letters. While writing daily official letters, students did not have any difficulty with correctly formatting the letter, including the proper placement of the date, recipient's address, salutation, body paragraphs, closing, and signature. However, they find it challenging to organize their thoughts and ideas in a logical and coherent manner within the letter's structure. Likewise, students find it hard to strike the right balance between formal and courteous language, particularly when addressing superiors, colleagues, or clients.

They also struggle to avoid using overly informal or casual language that is not suitable for official communication. In terms of expressing their ideas succinctly and avoiding unnecessary repetition or wordiness, only few can do it effectively. They find it difficult to convey their message effectively while keeping the letter concise and to the point. Correspondingly, Kijpoonphol and Linh (2021) argued that one of the most significant skills for persons working in the tourism and hospitality industries is the ability to communicate effectively in English.

Table 4: Correlational Analysis between Vocabulary Level Test (VLT) and Business Communication Skills

Variables	DV - Business Communication Skills											
	Instructional			Informational			Persuasive			Transactional		
	r	p-value	Result	r	p-value	Result	r	p-value	Result	r	p-value	Result
1000-word level	.081	.451	NS	.140	.190	NS	.170	.111	NS	.086	.422	NS
2000-word level	.110	.304	NS	.193	.070	NS	.152	.155	NS	.123	.250	NS
3000-word level	.095	.376	NS	.154	.149	NS	.113	.290	NS	.078	.466	NS
4000-word level	.070	.514	NS	.157	.142	NS	.104	.331	NS	.070	.516	NS
5000-word level	.055	.608	NS	.115	.282	NS	.101	.347	NS	.062	.564	NS

Table 4 showed that there is no significant relationship between vocabulary level in terms of 1000-word level; 2000-word level; 3000-word level; 4000-word level; and 5000-word level and business communication skills as to instructional (0.451, 0.304, 0.376, 0.514, 0.608); informational (0.190, 0.070, 0.149, 0.142, 0.282); persuasive (0.111, 0.155, 0.290, 0.331, 0.347); and transactional (0.422, 0.250, 0.466, 0.516, 0.564). This indicates that vocabulary level of hospitality management students does not affect their business communication skills. While having a high level of vocabulary mastery is

undoubtedly beneficial, it does not automatically guarantee proficiency in business communication, particularly in the context of the hospitality industry. The vocabulary tests commonly used, such as the one mentioned (Webb, Sasao, and Ballancen, 2017), typically focus on general word families and do not specifically cater to the specialized jargon and terminology used in the hospitality field. There may be other aspects, aside from language, that may have a greater impact on students' business communication skills such as communication methods, cultural competency, interpersonal skills, and contextual

knowledge. One factor is that hospitality management students believed that they must prioritize hard skills over soft skills. Business communication in hospitality management goes beyond language proficiency. Students

need to possess a deep understanding of the industry's specific contexts, protocols, and practices. This includes knowledge of industry-specific terms, regulations, trends, and customer expectations.

Table 5: Correlational Analysis between Vocabulary Size Test (VST) and Business Communication Skills

Variables	DV - Business Communication Skills											
	Instructional			Informational			Persuasive			Transactional		
	r	p-value	Result	r	p-value	Result	r	p-value	Result	r	p-value	Result
20000 Version A	-.194	.068	NS	-.181	.090	NS	-.105	.329	NS	-.161	.131	NS
20000 Version B	-.237*	.025	S	-.194	.069	NS	-.128	.232	NS	-.182	.088	NS

Table 5 showed that there is a significant relationship between vocabulary size in terms of 20, 000 version B and business communication skills as to instructional, with r value of $-.237^*$ and p value of $.025$, verbally interpreted as significant. Hence, this study rejects the hypothesis that there is no significant relationship between vocabulary size in terms of 20, 000 version B and business communication skills as to instructional.

The negative value of the correlation coefficient (r) does not diminish the significance of the relationship between vocabulary size and business communication skills. The negative sign indicates that there is an inverse relationship or a negative association between the two variables. In this case, it suggests that as vocabulary size increases, business communication skills in terms of instructional performance tend to decrease. In this case, the p -value of 0.025 indicates that there is a 2.5% chance of observing the obtained correlation coefficient (or a more extreme value) if there is truly no relationship between vocabulary size and business communication skills as to instructional. Since the p -value is less than the predetermined significance level (usually 0.05), the study concludes that the relationship is statistically significant. This means that the observed correlation coefficient is unlikely to have occurred by chance alone, providing evidence to reject the null hypothesis and support the alternative hypothesis that there is a significant relationship between vocabulary size and business communication skills as to instructional. Therefore, despite the negative correlation coefficient, the significance of the relationship suggests that vocabulary size plays a role in influencing business communication skills in terms of instructional performance. It indicates that students with larger vocabulary sizes tend to have different levels of proficiency in instructional business communication skills compared to those with smaller vocabulary sizes. As mentioned by Gökcan and Aktan (2022), the extent of one's vocabulary is critical in practically every element of learning a foreign language. A increasing corpus of research on English learners' vocabulary size has revealed that it is a strong predictor of language proficiency.

CONCLUSION

Hospitality management students possess a strong foundation in vocabulary, which can facilitate effective communication within the industry. While a notable portion of hospitality management students have a good vocabulary size, there is room for improvement to reach an exceptional level of understanding and expression. There is a need for focused instruction and support to enhance hospitality management students' skills in instructional writing, particularly in areas such as memo writing. Vocabulary level alone does not determine the effectiveness of business communication skills among hospitality management students, highlighting the importance of other factors such as practical application and contextual understanding. Vocabulary size of hospitality management students has a direct impact on their proficiency in business communication, emphasizing the significance of a diverse and extensive vocabulary for effective communication in the industry.

The Dean of the College of Business and Management may endorse the proposed Business Communication Guide to ensure that all students, faculty, and staff follow a consistent and standardized approach to business communication, which can lead to improved communication practices and outcomes. Business Communication teachers may develop vocabulary enhancement programs or workshops to further improve the exceptional understanding of vocabulary among hospitality management students. Business Communication teachers may expand the Business Correspondence Guide by including additional business communication formats in the guide, such as email communication, reports, and presentations, to provide a comprehensive resource for students. They may also incorporate industry-specific examples and case studies into the guide to help students understand the practical application of business correspondence skills within the hospitality field. Likewise, Business Communication teachers may design and implement writing workshops or courses specifically focused on instructional writing, such as memos, to help students improve their skills in this

area. Future researchers may investigate the relationship between vocabulary mastery and business communication skills in different contexts within the hospitality industry. This could include specific areas such as customer service, marketing, or event management, allowing for a more nuanced understanding of the relationship. This will provide valuable insights for future researchers and industry professionals.

REFERENCES

- Al Habyby, M., Martono, M., & Sarosa, T. (2017). A Correlational Study Between Writing Interest, Vocabulary Mastery, and Writing Skill. *English Education*, 5(1), 10-16.
- Alshare, K., & Sewailem, M. F. (2018). A gap analysis of business students' skills in the 21st century: a case study of Qatar. *Academy of Educational Leadership Journal*, 22(1), 1-22.
- Beglar, D. (2010). A Rasch-based validation of the Vocabulary Size Test. *Language testing*, 27(1), 101-118.
- Gökcan, M. U. S. T. A. F. A., & Aktan, D. Ç. (2022). Validation of the Vocabulary Size Test. *Journal of Measurement and Evaluation in Education and Psychology*, 13(4), 305-327.
- Hiranburana, K. (2017). Use of English in the Thai workplace. *Kasetsart Journal of Social Sciences*, 38(1), 31-38.
- Kijpooonphol, W., & Linh, N. D. (2021). Needs of front office staff's English communication skills. *Journal of Thai Hospitality and Tourism*, 16(1), 92-105.
- Kiliç, M. (2019). Vocabulary Knowledge as a Predictor of Performance in Writing and Speaking: A Case of Turkish EFL Learners. *PASAA: Journal of Language Teaching and Learning in Thailand*, 57, 133-164.
- Nguyen, L. T. C., & Nation, I. S. P. (2011). A bilingual vocabulary size test of English for Vietnamese learners. *RELJ Journal*, 42(1), 86-99.
- Nurweni, A., & Read, J. (1999). The English vocabulary knowledge of Indonesian university students. *English for Specific Purposes*, 18(2), 161-175.
- Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z. (2017). Investigating Indonesian EFL learners' learning and acquiring English vocabulary. *International Journal of English Linguistics*, 7(4), 128.
- Rahman, A., Yap, N. T., & Darmi, R. (2018). The association between vocabulary size and language dominance of bilingual Malay-English undergraduates. *3L, Language, Linguistics, Literature*, 24(4).
- Siddiqui, K. A. (2020). Analyzing Factors Influencing the Paragraph Organization in English Language Writing of Intermediate Students. *International Journal of Teaching and Learning in Higher Education*, 32(1), 99-106.
- Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata*, 1(2), 183.
- Webb, S., Sasao, Y., & Ballance, O. (2017). The updated Vocabulary Levels Test. *ITL - International Journal of Applied Linguistics*, 168(1), 33-69. Portico. <https://doi.org/10.1075/itl.168.1.02web>
- Workplace Communication Statistics (2022). <https://pumble.com/learn/communication/communication-statistics>
- Zahedpisheh, N., Abu Bakar, Z. B., & Saffari, N. (2017). English for Tourism and Hospitality Purposes (ETP). *English Language Teaching*, 10(9), 86-94.