

CHAPTER II

LITERATURE REVIEW, CONCEPTUAL FRAMEWORK AND HYPOTHESIS

A. The Literature Review

1. Secretary

The term of secretary derives from Latin “secretum” which means secret. In accordance with the nature of the word, secretary is a person that should keep the company’s secrets from other companies or other employees (Nursiti, 2010, p.63).

From the definition above, there are many experts that defined secretary. According to Fowler and Fowler (1999, p.1142), secretary is a person who works for another person to assist in correspondence, paperwork, getting information and other matters. Then, according to Nahassy and Selden (1960, p. 184), secretary is an office worker who has a position that is more responsible than another employee. The duties usually involve taking a note from the director and making it to a letter that deals with public, answering telephone, inviting, make appointments, and maintain letters. A secretary often acts as an administrative assistant or a young leader. Furthermore, according to Nuraeni (2008, p.5), secretary is the assistant of a director who corresponds, accepts guests, checks and reminds the director about the appointments. Based on the definitions above, it is obvious that secretary is not only the assistant of the director, but also a person

with jobs, duties, and high responsibilities. A director has jobs and responsibilities in leading and managing the company. His/her jobs will be optimal if a secretary assists him/her (2008, pp. 4-5). As the conclusion, a secretary is a person who helps the director to do company activities which involve accepting telephone, making appointments, inviting, correspondence, etc.

According to Nursiti, the success of a secretary is determined by his/her secretarial competence. In doing his/her jobs, secretary is demanded to do the following duties (2010, pp. 46-48):

a) Performing the image of the company:

The image of the company is very important. Since a secretary is the assistant of the director, he/she must perform the image of the company.

b) Being responsible:

A secretary should be responsible in doing his/her jobs. He/she must be kind to the director, partners, and the employees.

c) Being able to keep the company's secrets:

A director puts the trust on the secretary. Therefore, a secretary must be able to keep either the company's secrets or the director's secrets.

d) Knowing technology:

A secretary does not only know to make himself/herself up, but also to use technology to help him/her to do the jobs.

e) Comprehending accounting and bookkeeping:

A secretary is demanded to be able to do accounting and bookkeeping to manage the company's administration activities.

f) Being able to use foreign language:

Being able to use foreign language is a plus value for secretary since many companies nowadays have relationships with foreign companies. The director usually asks the secretary to keep the relationship between the company and its foreign partners.

g) Recognizing the director's personality:

It is important for a secretary to know the personality of the director in order to make him/her be careful in doing the jobs and making decisions.

h) Having good ethics:

A secretary must have good ethics in speaking, eating, sitting, etc. because it relates to the image of the company.

i) Being able to speak in front of public:

The director sometimes asks the secretary to present in a meeting. Therefore, a secretary must have public speaking abilities.

According to Keraf (2005, p.43), professional is a person who does the job with a high commitment and full of responsibility to the jobs by relying on his/her ability, so a professional worker is able to produce optimal results of the jobs. Based on the definition, it is concluded that a professional secretary is a person

whose jobs to help a director of a company and he/she does the jobs with high commitment and full of responsibility.

A professional secretary is not determined by his/her appearance. According to Hidayat and Silowati (2008, p.8), it is determined by some following qualifications:

a) Having a good personality:

A professional secretary must be kind, patient, nice-looking, able to socialize, trustworthy, able to keep secrets, and smart.

b) Being able to use foreign language:

A professional secretary must be able to use foreign language, especially English to build relationships with foreign partners.

c) Having office worker skills:

A professional secretary must have secretarial knowledge to help him/her to do office worker jobs such as typing, accepting telephone, managing archives, and correspondence.

A secretary is demanded to do his/her duties efficiently based on the knowledge and ability or skill that a secretary has. The abilities or skills can be acquired through learning, so the secretary can comprehend sufficient knowledge and skills to help him/her to be a professional secretary. Widiyanto (2009, pp.61-70) wrote on his journal about the duties of a secretary. Basically, the duties of a secretary are classified in three parts. The first part is assigned duties which are daily duties that are ordered by the director. The duties involve: making letter

concept, typing letters, sending letters, and sending money through bank. The second part is routine duties. It is the obligated duties faced by secretary with or without the instruction from the director. The duties involve: sorting letters, archiving, supplying office kits, and making reports. The third part is original works which are the creative works made by secretary. A secretary should be creative to produce ideas, so the jobs will give optimal results. The duties are not limited since it depends on the secretary's creativity.

The duties of a secretary are not only as mentioned above. Furthermore, according to Nursiti (2010, pp.85-84), the secretary's duties are not only about correspondence, but also about accepting telephone, accepting guests, making appointments, organizing the director's schedule, expressing congrats or condolence to the partners in behalf of the director, organizing meeting agenda, making a speech for the director, and writing the records of a meeting.

2. English for Secretary

According to Maley and Harding (2007, p.3), English for Specific Purposes (ESP) became popular in the 1970s for it was to response the increasing numbers of foreign students that came to study in university in UK and other metropolitan countries, and to develop new universities in Saudi Arabia, Iran, Malaysia, and elsewhere. In those cases, there was a request for courses to meet the students' demand that related to their immediate needs in English rather than to the general English offered in most secondary education institution.

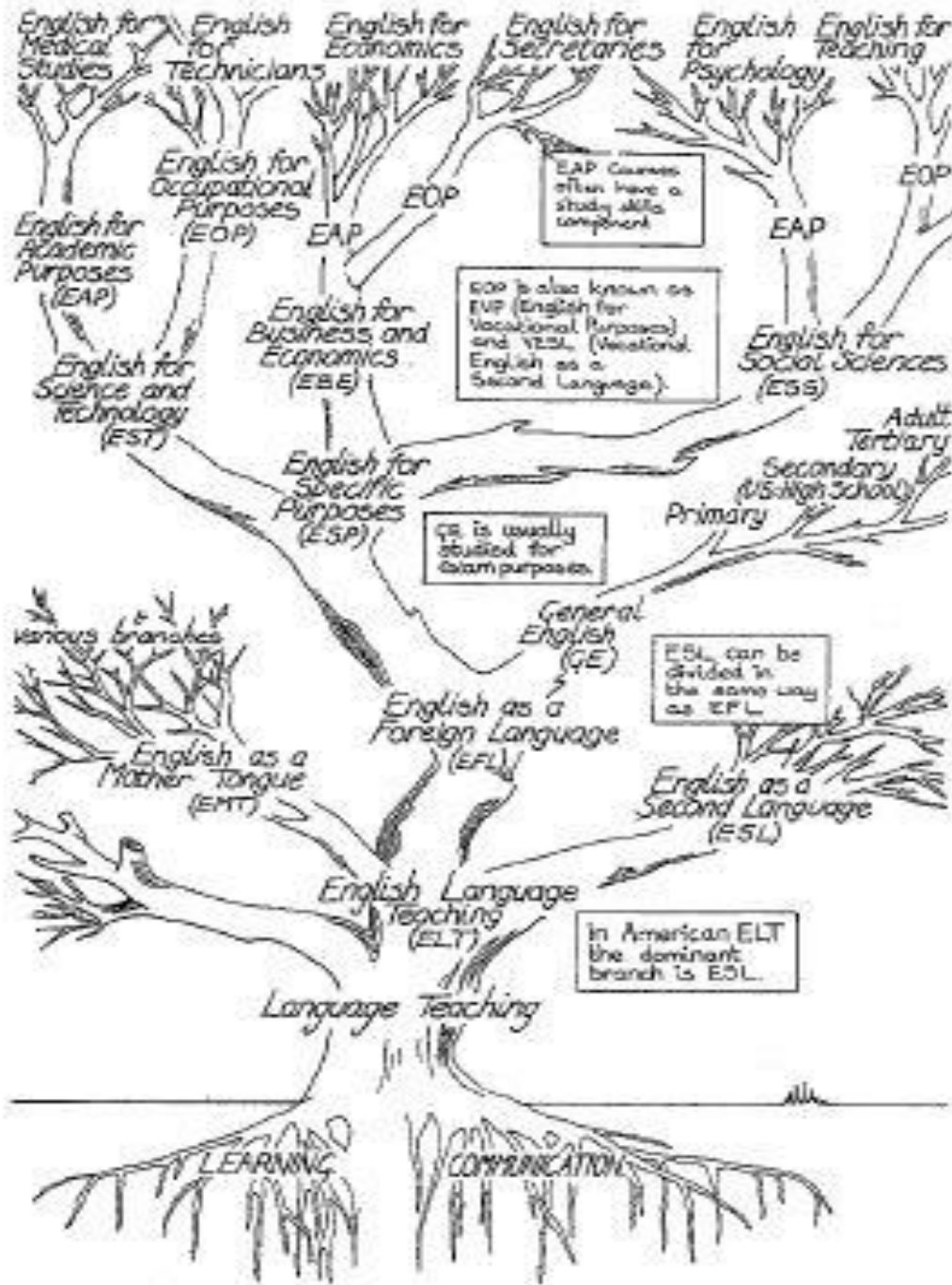
Maley and Harding (2007, p.4) also states that some interconnected trends show that ESP is an element of English. Since English is the major language of international communication, it is recognized as the language of career opportunity. Sudarto says, “the more and more people want to learn English not for pleasure, prestige, or literature purposes, but rather because English is the key to science, technology, and commerce. The purpose of learning English is then more specified” (2000). Therefore, the teaching of English should be more directly employment-related. The output of the secondary schools usually comprehends the general English and it is less acceptable in job area. For that reason, ESP materials are needed for they are directly related to vocational and professional purposes.

It is not simple to define ESP. To give a clear definition about ESP, it is better to contrast it with General English. Sudarto cited in Carver’s (1983, pp.131-137) to contrasted ESP and General English. Carver contrasted ESP with TENOR (Teaching English for No Obvious Reason). Carver stated that TENOR was teaching English that did not include any specific purpose and only emphasized on the language ability, while ESP was classified in term of purposes. Carver, then, concluded that there was distinction in methodology. Teaching ESP was in a context of purpose (occupational requirements or vocational education), while teaching General English was in dependent context (proper for any context).

Based on the explanation above, it is concluded that ESP is an approach to language learning in which all the materials are based on people's needs and purposes.

After knowing the nature of ESP, many people are still confused with ESP. They find some terms about EAP (English for Academic Purposes), EST (English for Science and Technology), EOP (English for Occupational Purposes), EBE (English for Business and Economics), etc. They do not know the relation between one to the other. To make it understandable, it is better to see the ESP tree which was made by Hutchinson and Water. According to Sudarto, the tree was the simpler to understand. Sudarto cited in Hutchinson and Water (1987, pp.16-17) that the family tree showed clearly "the status of the citizen of ESP and its satellite settlements in relation to the general world of ELT". Sudarto added that "the tree shows some of the common divisions of ELT and the specific domain of the teaching of English for Secretary could then be identified" (2000, p.12).

Picture of the Tree of ESP (Hutchinson & Water, 1987, p.17)



At the top of the tree, there are many branches of ESP and English for Secretary is one of them. There are two main majors under English for Secretary, e.g. EAP and EOP or it is also known as EVP (English for Vocational Purposes). It means that people in general need English either for occupation or education.

At the bottom of the tree, it shows that ESP is one of the branches of EFL (English as a Foreign Language) and ESL (English as a Second Language), where ELT (English Language Teaching) is the main branch. The tree cannot stand without roots. The roots of it are communication and learning.

Sudarto cited in MacKay and Mountford (1978, p.6) that “what constituted language variation is the use to which language is put in particular circumstances by particular users”. Based on the opinion, it is concluded that English for Secretary is English language that is used by secretaries for communication in their work field.

In addition, Sudarto also cited in Salim and Toren (1981, p.13) that secretary communication tasks are related very much with the functions of the secretary and thus it depends on the positions level held. Therefore, to meet the English communication needs of secretary students, the teacher should provide them with English skills that are needed for communication in their work field.

Based on the syllabus of English for Secretary of ASMI Buddhi, the following materials are served for the students. The general goal of this lesson is to make the students able to use general, secretarial, and business English for communication in accordance to secretarial competences.

- a) Introducing the profile of the company to the foreign companies.

The aim of this material is to enable the students to introducing herself and her company's profile. The main topics of this material involve: introducing personality profile, describing the jobs and responsibilities, introducing company profile, finding out about others.

- b) Asking and giving instructions.

The aim of this material is to enable the students to use expressions to ask and give instructions. The main topics of this material involve giving and asking instructions by using some expressions such as "May I ...?", "Could you ...?", "Would you ...?", etc.

- c) Telephone conversations.

The aim of this material is to enable the students to accepting telephone, responding short messages, and writing messages. The main topics of this material involve spelling, noting down messages, making requests, accepting requests, and refusing requests.

- d) Presenting the profile of an organization in the company.

The aim of this material is to enable the students to present the profile of an organization in the company. The main topics involve presenting the company's profiles, facilities, and organizations.

e) Exchanging information with foreign company.

The aim of this material is to enable the students to exchange information to each other, and describe needs. The main topics involve exchanging information, describing needs, expressions about size and dimension.

f) Presenting the history of the company.

The aim of this material is to enable the students to present the history of the company. The main topics involve presenting company's history, explaining time, and reporting on a trip.

g) Socializing with foreign companies.

The aim of this material is to enable the students to socialize by using English. The main topics of this material involve socializing in a business dinner, offering products, describing hobbies and daily activities.

h) Expressing or asking opinions in a meeting.

The aim of this material is to enable the students to express and asking opinions in a meeting. The main topics of this material involve recommending actions and asking for opinions.

i) Expressing solutions and confirmations in a meeting.

The aim of this material is to enable the students to express solutions and confirmations in a meeting. The main topics of this material involve making suggestions, justifying decisions, and solving problems.

3. English Correspondence Skills

Communication is an essential part in humans' life since humans are social beings. It helps them to connect with each other. Rahaditya cited from Cherry and Stuart about the term of communication. Etymologically, it derived from Latin "*Communis*" or "*Communicare*" which meant to make common. It also derived from Latin stem "*Communico*" which meant to divide (2010, p.106).

Furthermore, there are some experts that defined communication. According to Cangara (2008, p.24), communication is "an appropriate way to explain the action of communication to answer who says, what in, which channel, to whom what effect". Nashrudin said that communication is a dynamic process that can affect those who communicate. People who do communication are active communicator. They exchange information orally or written (2011, pp.25-26). Machfoedz stated that communication is to produce utterances to exchange information, knowledge, idea, etc. verbally or written (2004, p.1).

From the definitions above, it is concluded that communication is the way people interact with each other to exchange information, knowledge, idea, etc. neither orally or written.

Deddy Mulyana cited in William I. Gorden (2005, pp.5-30) stated that communication is classified into four parts. First, communication is a social media. It means that communication helps people to build and show their identity in their daily life to gain happiness and to avoid themselves from any pressure and conflict. Second, communication is a media to express feelings. Communication

aims to express our feelings. People express the feelings through non verbal communication. They show their happiness, sadness, anger, sympathy, hate, etc. neither through words nor through expression. For instance, a mother shows her love to her child by caressing her child's head. People show their anger by swearing or bulging out of the eyes. Third, communication is a ritual media. People do many ceremonies along the year, for example, birth ceremony, circumcision ceremony, birthday ceremony, engagement ceremony, wedding ceremony, praying (shalat), Eid ceremony or Christmas ceremony. Those ceremonies are ritual communication. The last, communication is an instrument. Communication has many purposes, i.e. to inform, to teach, to motivate, to change attitude, to act, and to entertain. It also has short term and long term purposes. Short term purposes are verbal or non verbal strategies to show our identity by speaking politely, promising, or wearing fancy clothes. It aims to get compliment, to develop a good impression, and to get sympathy. Meanwhile, long term purposes are verbal and non verbal strategies to show our communication skills, such as, speech, negotiating, speaking in foreign language, or correspondence.

According to Machfoedz (2005, pp.7-8), there are two basic forms of communication that is generally used by people, i.e. verbal communication and non verbal communication. Verbal communication is communication in form of conversation or correspondence. It uses words to express idea. It needs skill of communication in order to make people understand what we mean. On the other

hand, non verbal communication refers to communication without producing words. It uses gestures, signal, and face expression (pp.182-183).

Correspondence is one of communication strategy in form of verbal communication. Based on Machfoedz (2005, pp.40-41), there are two general reasons why people use correspondence for communication. First, it is efficient. It saves time, energy, and cost to send information and to get response. The letter can be saved for a long time and it can be evidence if there is any misunderstanding in the relationship of two sides. Second, a letter represents someone's attendance as it reflects the sender.

Machfoedz (2005, p.42) states that in business field, many companies use correspondence to interact with their business partners. They offer and sell their products, announce, claim, show gratitude and appreciation.

A good secretary should comprehend English correspondence skills since the main responsibility of secretary is to interact with the other people or company (Nathalia, 2010, p.114). Many companies do not only have relation with domestic companies, but also foreign companies. Thus, a qualified secretary should comprehend English as English is the first foreign language.

Correspondence is included in writing skill. Tarigan (1988, p.3) stated that writing skill is on the last position of language skill, but it is the most important skill in people's scientific life. Therefore, a person is called has a good academic if he/she is able to write well.

Based on the syllabus of English Correspondence of ASMI Buddhi, the following materials are served for the students. The general goal of this lesson is to make the students able to write English business letters and English secretarial letters by using effective expressions which is useful for them in doing secretarial jobs.

a) Writing CV

The aim of this material is to enable the students to write job application and CV. The main topics of this material involve writing job application and CV, and writing emails.

b) Functions of commerce letter.

The aim of this material is to enable the students to understand the functions commerce letters. The main topics of this material involve the functions of commerce letters (letters, memos, faxes, emails).

c) Writing invitations, agendas, and meeting records.

The aim of this material is to enable the students to write letters or emails that relate to meeting. The main topics of this material involve writing meeting invitations, agendas, and meeting records, and notifications.

d) Writing letters that contain meeting appointment, confirmation, cancelation or postponement.

The aim of this material is to enable the students to write appointment letters or emails. The main topics of this material involve writing meeting appointment, confirmation, cancelation, or postponement.

e) Writing reservation and confirmation letters.

The aim of this material is to enable the students to write letters that contain reservation and confirmation. The main topics of this material involve writing letters about reservation a hotel room and reservation confirmation.

f) Writing public relation letters and customer service letters.

The aim of this material is to enable the students to write public relation letters and customer service letters. The main topics of this material involve writing letter dealing with public relation and serving customers.

g) Writing complains letters.

The aim of this material is to enable the students to write complains letters. The main topic of this material involves writing complain letters.

4. Perception

There are many experts that defined perception. According to Morris and Maisto (2003, p.126), “perception, which takes place in the brain, is the process of organizing, interpreting, and giving meaning to that raw data in order to understand what is going on around us”. In addition, Rakhmat (2001, p.51) said that perception is an experience about objects or events which is obtained through concluding information or interpreting messages. Furthermore, Walgoti (2004, p.88) stated that perception is a process that is preceded by accepting stimulus through our senses, and it keeps going on until it produce perception. It means that perception relates to the process of sense since it is an initial process of

perception. In accordance with Walgoti's statement, Slameto (2003, p.102) stated that perception is a process of accepting stimulus, messages, or information to human's brain. People interact with the circumstance through their senses.

Based on the definitions above, it is concluded that perception is the process of organizing and interpreting messages or stimulus through our sense to understand the information around us. According to Rilofani (2009, p.54), there are a lot of object or feeling in our life. The advantageous objects or feelings will produce positive response, and vice versa.

The process of perception is started by an object or stimulus in form of information from the circumstance. Our senses accept the information and the brain interpret it. The information gives a personal impression and the perception appears. The perception then gives a conclusion and action which is realized through attitude (Walgito, 2004 p.96).

The process of stimulus is a physical process which involves senses. As explain above, the senses accept stimulus and the brain interpret it. This stage is called physiological process. After that, there is a process in the brain which moves human to do an action. This stage is called psychology process. Thus, the last stage of the process of perception is when a human realizes the stimulus. This stage is perception. It is a response of perception which a human accepts in any kind of form (2004, p.97).

One's perception is influenced by the experiences, sense, conscience, and attention. A person with high intelligence and sensitivity is also influenced the perception. The person is able to realize and sum up any phenomenon.

5. Mastery

According to Slameto, the mastery of a material is the result of the cognitive knowledge. The cognitive results have some hierarchy levels i.e.: (1) non verbal information, (2) verbal or factual information, (3) concepts and principles, (4) problems solving, and (5) creativities. The non verbal information is recognized through censoring to some objects or events directly. The verbal or factual information is recognized or acquired by observing people to know what they are talking about, what they are reading, to get information or concepts. The concepts are important to form principles. The principles are important to solve problems or to build creativities (1991, p.131).

According to Haryanto (2007, pp.35-37), cognitive aspect consists of six levels or hierarchy behavior that is started from the lowest level to the highest level as follows:

- a. Knowledge, which involve students' ability in memorizing or recalling the knowledge they already know.
- b. Understanding, which involve students' ability in interpreting, translating, or revealing an object with their own way.
- c. Applying, which involve students' ability in applying methods to face the real problems.

- d. Analysis, which involve students' ability in specifying an object in to some pieces in order to get the information about the object.
- e. Synthetic, which involve students' ability in producing an invention by combining some elements and the knowledge they already know.
- f. Evaluation, which involve students' ability in predicting or making a right decision based on the criteria or the knowledge they already know.

B. The Conceptual Framework

As explained on the background of the study, secretary students are demanded to be able to use English. Secretary Academy of ASMI Buddhi Tangerang offers English materials for their students, i.e. English for Secretary and English Correspondence. Both of the English materials aim to make the students are able to use secretarial English to help them to do secretarial jobs, such as accepting telephone, introducing the company, writing business letters, etc. English Correspondence is actually a part of English for Secretary. However, it is important to learn English Correspondence specifically since secretaries are demanded to be able to write many kinds of business or secretarial letters.

Secretary Academy of ASMI Buddhi students realized that English for Secretary is really useful for them to do secretarial jobs as they are working in domestic company that corporate with foreign companies. They believe that their mastery of English for Secretary will ease them to study English Correspondence. It seemed that the better their mastery of English for Secretary, the better their English

Correspondence skills. Based on this thought, this study was conducted to investigate if there is any significant correlation between students' perceptions on their mastery of English for Secretary and their English Correspondence skills.

C. The Hypothesis of the Study

The hypothesis that was applied in the research is:

Ho : There is no significant correlation between students' perceptions on their mastery of English for Secretary and their English Correspondence skills.

Ha : There is significant correlation between students' perceptions on their mastery of English for Secretary and their English Correspondence skills.