



Fostering Professional Communication Competence through ESP-Based Business Document Writing among Business Management Students

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Article Info	Abstract
<p>Received: 2026-04-15 Revised: 2026-05-18 Accepted: 2026-06-10</p> <p>Keywords: <i>business document writing; English for Business Management; English for Specific Purposes; professional communication competence; workplace communication</i></p> <p>DOI: 10.24256/ideas.v14i1.10625</p>	<p><i>This study investigates how ESP-based business document writing was implemented in an English for Business Management course and how it supported the development of professional communication competence among Business Management students. Using a convergent mixed-methods design, the study involved 120 second-semester students from four classes. Data were collected through pretest and posttest writing tasks, a business document writing rubric, students' written products, classroom observations, open-ended questionnaires, questionnaires, and interviews. Quantitative data were analyzed descriptively by comparing pretest and posttest score ranges; no inferential statistical testing was conducted. Qualitative data were examined through thematic coding. The findings reveal that ESP-based business document writing activities, including brainstorming, document analysis, case-based writing tasks, feedback, revision, and portfolio development, helped students produce more relevant, systematic, formal, and workplace-oriented documents. Students' writing performance improved from a pretest score range of 40-60 to a posttest range of 69-80, with progress in content relevance, document structure, language use, business vocabulary, and mechanics. Qualitative findings further indicate increased awareness of communicative purpose, audience, document structure, formality, tone, message clarity,</i></p>

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vocabulary, and workplace context. The study concludes that business document writing is a relevant pedagogical strategy for aligning English instruction with workplace communication needs, although the findings remain contextual because the quantitative analysis was descriptive and the study was conducted in a single institutional course setting.

1. Introduction

English proficiency for Management graduates should extend beyond grammar, basic vocabulary, and everyday conversation. In contemporary workplaces, graduates are expected to use English for professional written communication, including emails, memos, reports, proposals, curriculum vitae, and application letters, as well as for meetings, presentations, negotiations, and intercultural interaction. This expectation is consistent with Workplace English as a Lingua Franca (WELF), which emphasizes clarity, politeness, appropriateness, and communicative effectiveness rather than native-like performance (Jeong, 2021). Therefore, English instruction for Management students need to prioritize professional language use in authentic workplace tasks.

Students, however, often find it difficult to transfer general English knowledge into professional business communication. Writing to a supervisor, a colleague, a client, or a prospective employer requires different choices of tone, formality, structure, and vocabulary. Initial open-ended responses in this study showed that students viewed ESP, Business English, business documents, professional emails, CVs, and application letters as important for career readiness. These needs indicate that English for Business Management courses should provide contextualized writing experiences that foster professional communication competence in relation to purpose, audience, formality, document structure, and workplace context.

Recent ESP and English for Occupational Purposes (EOP) research also supports a shift from general language mastery to contextual and competence-based language use. Jeong (2021) highlights the importance of communicative strategies in global workplace interaction, while Chan (2021) shows that students benefit from activities that help them identify their workplace communication needs. Kamil and Muhammad (2021) further note that many EOP studies have focused on needs analysis, whereas fewer have examined how professional communication competence is developed through specific classroom practices. These studies suggest that ESP should be needs-based and task-oriented, but they also reveal the need for more evidence on how instruction can cultivate workplace communication competence.

Business English studies similarly emphasize the importance of aligning materials with workplace communication tasks. Needs-analysis studies have identified interviews, CVs, presentations, email writing, report writing, and project-based activities as relevant for business students (Kholis & Iryanti, 2021; Jitpanich et al., 2022; Ginting & Dalimunte, 2023).

Genre-focused studies have shown that business emails and letters require attention to move patterns, politeness, lexical bundles, communicative purpose, and document structure (Park et al., 2021; Xia et al., 2022; Sujinpram & Wannaruk, 2024; Zalukhu et al., 2025). Taken together, these studies demonstrate the value of workplace-oriented writing, but most of them examine needs, perceptions, or single document genres rather than the integrated development of professional communication competence across multiple business documents.

Conceptually, this study is framed by Communicative Competence Theory and Genre Theory. Communicative Competence Theory views effective language use as the integration of grammatical, sociolinguistic, discourse, and strategic competence (Canale & Swain, 1980), while Genre Theory explains how texts are shaped by communicative purposes, audience expectations, and conventional structures within professional communities (Swales, 1990; Bhatia, 1993). In this study, business document writing is therefore understood not merely as sentence production but as purposeful workplace communication that requires students to select appropriate content, organization, tone, vocabulary, and format for specific business situations.

Despite the growth of research on ESP, Business English, workplace communication, and business writing, integrated classroom research on multiple business document genres remains limited. More attention is needed to how English for Business Management instruction can develop students' ability to write emails, memos, formal letters, short reports, simple proposals, CVs, and application letters as interconnected forms of professional communication. This study addresses that gap by integrating ESP, genre-based writing, and professional communication within one course and by examining both students' written products and their communicative awareness.

The study was guided by three research questions: (1) How is business document writing implemented in the English for Business Management course? (2) To what extent does business document writing contribute to the development of Management students' professional communication competence? (3) Which aspects of business documents most significantly support the development of students' professional communication skills?

Accordingly, the study aimed to describe the implementation of business document writing, analyze its contribution to professional communication skills, and identify the document aspects that most effectively enhance students' ability to write clearly, formally, systematically, purposefully, and with audience awareness.

The novelty of the study lies in conceptualizing business document writing as an integrated ESP strategy for developing professional communication competence across multiple workplace genres.

2. Method

This study used a convergent mixed-methods design. Quantitative and qualitative data were analyzed separately and then integrated to interpret the contribution of business document writing to students' professional communication competence. Quantitative data were used to describe changes in students' writing ability through pretest and posttest score ranges, while qualitative data were used to explain the implementation process, students' written products, classroom responses, and students' perceptions of workplace-oriented writing. This design was appropriate because the study sought not only to identify score development but also to understand how students developed awareness of purpose, audience, structure, tone, and workplace context.

The participants were 120 second-semester students enrolled in the English for Business Management course in the Management Study Program. Purposive sampling was used because these students were taking the course in which business document writing was implemented and were therefore directly involved in the instructional intervention. Second-semester students were selected because they had completed initial university learning experiences but still required explicit support in applying English to workplace-oriented tasks.

Four intact classes were included to represent the course implementation across parallel class groups. The study focused on several business document genres, including business emails, memos, formal letters, short reports, simple proposals, CVs, and application letters, because these genres represent common written communication practices in business and organizational contexts.

Data collection was conducted in several stages. First, students completed a business document-writing pretest to identify their initial ability. Second, the lecturer implemented ESP-based business document writing instruction by introducing the purposes, structures, linguistic features, formality levels, and communicative functions of each document type. Students then completed case-based writing tasks connected to management and workplace situations. Third, students completed a posttest to identify development after instruction. Students' written products were also collected as supporting documents for examining changes in content relevance, structure, language use, vocabulary, tone, and technical accuracy.

Classroom observations, open-ended questions, questionnaires, and interviews were used to complement the writing-test data. Observations documented the learning process, student participation, difficulties, and responses during writing activities. Open-ended questions and questionnaires explored students' perceptions of ESP, Business English, business documents, professional

emails, CVs, application letters, and the relevance of business document writing to workplace communication. Interviews provided additional explanations of students' experiences and difficulties in producing professional business documents.

The research instruments consisted of writing tests, a business document writing assessment rubric, an observation sheet, open-ended questions, questionnaires, and interview prompts. The rubric assessed clarity of purpose, audience appropriateness, content organization, information accuracy, business vocabulary, grammar, tone, formality, document format, spelling, and punctuation. The observation sheet recorded instructional implementation, while the open-ended questions and interviews elicited students' reflections on workplace-oriented communication. Before use, the instruments were reviewed by English language teaching experts, ESP/Business English experts, and the course lecturer to ensure content appropriateness, indicator clarity, and relevance to the learning context.

Quantitative data were analyzed descriptively by comparing pretest and posttest score ranges generated from the writing rubric. Because the available quantitative analysis used score ranges, mean scores, standard deviations, effect sizes, and inferential statistical tests were not calculated. Qualitative data from written products, observations, questionnaires, open-ended responses, and interviews were analyzed through thematic coding. Coding combined deductive categories derived from the rubric and conceptual framework, such as purpose, audience, structure, formality, tone, and workplace context, with inductive themes emerging from students' responses.

The coding process involved reading the data, assigning initial codes, grouping related codes into themes, comparing themes across data sources, and interpreting them in relation to the research questions. Trustworthiness was supported through triangulation of data sources, repeated reading of responses and written products, and research-team discussion to reach interpretive agreement. Formal inter-coder reliability coefficients were not calculated; therefore, the qualitative findings are presented as thematic interpretations rather than statistical measures.

Ethical procedures were followed during the study. Students were informed about the purpose of the research, their participation was treated as voluntary, and their responses and written products were used for research purposes with confidentiality. Identifying information was anonymized in the analysis and reporting, as reflected in the use of respondent codes. Institutional permission or ethical approval was obtained before data collection in accordance with the relevant research procedures.

3. Result

Implementation of Business Document Writing in the English for Business Management Course

This section reports findings from syllabus analysis, classroom observations, learning activities, students' written products, and students' responses to open-ended questions. The analysis focused only on data related to ESP, Business English, business document writing, and professional communication competence. Responses about lecturer personality, general teaching style, or unrelated learning impressions were excluded because they did not directly answer the research questions.

Thematic coding of students' responses generated three main categories: understanding of ESP and workplace communication needs, understanding of the functions and structures of business documents, and the need for instructional support during business document writing. Triangulation across the syllabus, observation notes, and student responses confirmed that business document writing was both formally embedded in the course and experienced by students as workplace-oriented English learning.

The syllabus analysis showed that the ability to write business documents was among the course's main learning outcomes. Course learning outcome 1 stated that students were expected to model written business documents, such as business emails, business letters, CVs, and application letters, appropriately, systematically, and professionally according to business communication standards. The course description also indicated that learning focused on the ability to produce written documentation and to apply the structure, vocabulary, and etiquette of business communication in accordance with professional standards.

In practice, instruction was implemented through several stages. The initial stage began with brainstorming about business documents used in the workplace. Students were guided to identify common documents used in organizations, such as business emails, business letters, memos, reports, proposals, CVs, and application letters. This stage helped students understand that business documents function as professional communication tools with particular purposes, audiences, structures, and levels of formality.

The next stage involved introducing definitions, functions, structures, characteristics, and formal and informal expressions in business documents. Students analyzed examples of business documents, compared their similarities and differences, and examined the functions of each document based on its communicative purpose and audience. Subsequently, students were given specific business cases or situations and asked to transform them into appropriate business documents. The learning activities also included job vacancy analysis, CV and application letter writing for specific positions, and the development of business documents for a portfolio.

Observation notes indicated that the instruction required ongoing scaffolding. Several students required repeated reinforcement of the definitions, functions, structures, and distinctions among business document types. Students also benefited from support using digital and non-digital dictionaries to develop business vocabulary and formal expressions. Furthermore, students found it easier to begin writing when provided with a clear case context, including communicative purpose, message recipient, business situation, and the type of document to be produced.

Student responses supported the observation findings. For example, one respondent stated that “English learning materials should be based on workplace needs because students will use English in real job situations” (R1), while another noted that “learning different types of business documents helps students understand how to communicate in various situations” (R2). These responses show that students interpreted business document writing as ESP learning connected to workplace communication.

In response to RQ1, business document writing was implemented through ESP-based instruction that integrated brainstorming, concept introduction, document analysis, case-based practice, feedback, revision, and portfolio development. The implementation guided students to use English in written business communication more appropriately, systematically, and professionally. Contribution of Business Document Writing to the Development of Professional Communication Competence.

To answer RQ2, pretest and posttest score ranges, rubric results, students’ written products, and student responses were analyzed. The quantitative analysis remained descriptive and was used to indicate the direction of score development rather than to test statistical significance. The rubric covered five aspects: content, structure, language use, business vocabulary, and spelling and punctuation, with a maximum score of 100.

The pretest results showed that students’ initial writing ability for business documents still needed improvement. Students’ scores ranged from 40 to 60, indicating that most written products did not fully meet the criteria for complete, systematic, and professional business documents. Students’ initial weaknesses were evident in the document content, which did not fully correspond to the given case; inconsistent document structures that did not follow business formats; language use that was not yet fully formal; limited business vocabulary; and errors in spelling and punctuation.

After participating in business document writing instruction, the posttest results indicated development in students’ ability to write business documents. Students’ scores ranged from 69 to 80, indicating that the quality of their writing moved toward a better category.

This development was reflected in students’ ability to develop content that was more relevant to the case, to arrange document structures more completely, to use more formal language, to select more appropriate business vocabulary, and to

reduce technical errors in spelling and punctuation.

Table 1. Comparison of Pretest and Posttest Score Ranges in Business Document Writing

Assessment Aspect	Maximum Score	Condition in the Pretest	Condition in the Posttest	Development Trend	Interpretation
Content	30	The content was incomplete, partly unrelated to the case, and did not fully address the instructions	The content was more complete, relevant to the case, and aligned with the communicative purpose.	High development	Students became more able to develop content based on the given business situation.
Structure	25	The document structure was incomplete and not consistently aligned with business formats.	The document structure was more complete, organized, and appropriate to the document type.	High development	Students gained a better understanding of the components and sequence of business documents.
Language use	25	The language was less formal, contained grammatical errors, and several sentences were ineffective.	The language became more formal, clear, and professional, although minor errors remained.	Moderate development	Students began to adjust language use to business communication contexts.
Business vocabulary	10	The use of business terms was limited and	Business terms were more accurate and	Limited development	Business vocabulary began to develop but

		not always contextually appropriate.	more relevant to the document purpose.		still required further reinforcement.
Spelling and punctuation	10	There were frequent errors in spelling, capitalization, and punctuation.	Technical errors decreased and the writing became easier to read.	Limited development	Technical accuracy developed, although further practice remained necessary.
Total score	100	40-60	69-80	The score range increased	Students' business document writing ability developed toward a better category.

Table 1 indicates that the clearest development occurred in content and structure. Students became better able to develop information according to the business case and to organize documents according to relevant formats. Language use also improved, especially in formality and clarity, while business vocabulary and mechanics showed more limited development and therefore require continued reinforcement.

The analysis of students' written products confirmed the score-range pattern. Posttest documents were generally more focused, better structured, more formal, and more appropriate to audience and purpose than pretest documents.

Table 2. Changes in the Quality of Students' Writing Based on Pretest and Posttest Products

Analytical Component	Condition in the Pretest	Condition in the Posttest	Observed Change
Document content	The writing was still general, lacked detail, and was not fully	The writing was more complete, more relevant to the case, and more	Students became more capable of developing information based

	aligned with the case. Some instructions were not covered.	aligned with the communicative purpose.	on the given business situation.
Document structure	The structure was inconsistent and several important parts were missing, such as subject, opening, closing, or signature in business emails.	The structure became more complete and more followed the format of the relevant document type, such as business email, business letter, CV, or application letter.	Students gained a better understanding of the components and sequence of business documents.
Language use	The language mixed informal and formal styles. Some sentences were ineffective and were influenced by Indonesian sentence patterns.	The language became more formal, polite, and professional, although minor errors remained.	Students began to adjust language use to business communication contexts.
Business vocabulary	The use of business terms was limited and some word choices were not contextually appropriate.	Business vocabulary became more accurate, especially terms related to work, clients, reports, job positions, and professional communication.	Students began using business terms to clarify their messages.
Spelling and punctuation	Errors in spelling, capitalization, punctuation, and technical formatting were still found.	Technical errors decreased and the writing became neater and easier to read.	Documents became more professional in technical presentation.

Audience appropriateness	Messages were not fully adjusted to the recipient and the professional relationship being constructed.	Messages paid more attention to the recipient, communicative purpose, and level of formality.	Students began to show audience awareness in business document writing.
Tone and formality	The tone was unstable; some parts were too casual, too direct, or insufficiently professional.	The tone became more polite, formal, and appropriate to workplace communication.	Students began to understand the importance of tone in professional written communication.

Table 2 further shows that the contribution of business document writing was reflected in document quality, not only in score changes. Improvements were visible in content completeness, structural accuracy, language formality, audience awareness, tone, vocabulary use, and technical presentation.

Qualitative data from the open-ended questions strengthened the quantitative results and the analysis of written products. One respondent stated that “learning different types of business documents helps students understand how to communicate in various situations” (R1). Another respondent stated that business documents helped students write “clearly, professionally, and appropriately depending on the purpose” (R2). These statements indicate that students understood business documents not only as writing assignments, but also as tools for adjusting messages to purpose, audience, and professional communication context.

Overall, RQ2 can be answered by stating that business document writing contributed to students’ professional communication skills by helping them write more clearly, systematically, formally, and contextually. Because the analysis used descriptive score ranges only, the findings should be interpreted as evidence of contextual improvement rather than statistical proof of effectiveness.

Prominent Aspects of Business Documents in Developing Students’ Professional Communication Competence

To answer RQ3, students’ open-ended responses, written products, and rubric indicators were analyzed through thematic coding. The analysis focused on document purpose, audience, structure, formality, tone, vocabulary, message clarity, internal and external communication, and workplace-context appropriateness.

The most prominent aspects contributing to professional communication competence were communicative purpose, audience appropriateness, document structure, formality and tone, message clarity, business vocabulary, and content appropriateness to workplace context. These aspects appeared repeatedly when students discussed document functions, email writing, CV and application letter writing, and the consequences of unclear workplace communication.

Table 3. Prominent Aspects of Business Documents Based on Thematic Coding

Aspect of Business Documents	Level of Emergence in the Data	Indication from Students' Responses	Contribution to Professional Communication Skills
Communicative purpose	Very dominant	Students stated that the purpose of a document must be understood before writing because it determines content, format, structure, and language style.	Develops purpose-oriented writing.
Audience appropriateness	Very dominant	Students mentioned that documents for supervisors, colleagues, clients, or companies require different language and levels of formality.	Develops audience awareness in professional communication.
Document structure	Dominant	Students understood that each document, such as business email, business letter, CV, and application letter, has a different structure.	Helps students organize messages systematically and clearly.
Formality and tone	Dominant	Students mentioned that choosing polite, clear, formal, but not overly rigid words and tone was challenging in professional emails.	Develops the ability to maintain politeness, professionalism, and workplace relationships.
Message clarity	Dominant	Students stated that unclear emails or	Trains students to convey messages

		documents may cause miscommunication, hinder teamwork, and damage business relationships.	clearly, concisely, and effectively.
Business vocabulary	Moderately dominant	Students mentioned the importance of business terms such as revenue, deadline, target market, qualification, skills, and job description.	Improves semantic accuracy, credibility, and professionalism in business communication.
Content appropriateness to workplace context	Moderately dominant	Students stated that job descriptions should be understood before writing CVs and application letters.	Develops the ability to adjust document content to workplace needs.
Differences between internal and external documents	Appeared in the data	Students distinguished internal documents such as memos and internal reports from external documents such as client emails, proposals, invoices, and contracts.	Helps students select documents according to organizational context and recipient.
Technical accuracy	Appeared in the data and rubric	The rubric assessed spelling and punctuation as part of business document quality.	Helps students produce documents that are neat, readable, and technically professional.

Note: The labels “very dominant,” “dominant,” “moderately dominant,” and “appeared in the data” indicate relative thematic prominence during coding. “Very dominant” refers to themes that appeared repeatedly across student responses and were supported by written products or rubric indicators; “dominant” refers to themes that appeared frequently in more than one data source; “moderately dominant” refers to themes that appeared consistently but with less frequency or detail; and “appeared in the data” refers to themes identified in limited but relevant responses. These labels are qualitative indicators and are not based on statistical testing.

Communicative purpose was very dominant. Students understood that writers must know whether a document is intended to inform, request, persuade, apply for a job, report, or build a business relationship. One respondent stated, “It is important to understand the purpose of a document before writing it because it affects the content, tone, and format” (R3). This response indicates that students

began to see business document writing as purposeful communication rather than a purely grammatical task.

Audience appropriateness was also very dominant. Students recognized that documents for supervisors, colleagues, clients, or companies require different levels of formality, word choice, and relationship-building strategies. This awareness helped students adjust messages to recipients and professional relationships.

Document structure, formality and tone, message clarity, vocabulary, and workplace-context appropriateness were also important. Students noted that each document genre has expected components, that professional emails require careful wording, and that unclear messages may cause misunderstanding or damage workplace relationships. Business vocabulary and job-description analysis further helped students connect document content to professional situations. In response to RQ3, these aspects supported students' ability to produce business documents that were clear, systematic, polite, relevant, and professionally appropriate.

4. Discussion

Implementation of Business Document Writing as Workplace-Oriented ESP Learning

The findings show that business document writing functioned as workplace-oriented ESP learning because students practiced using English to complete recognizable professional tasks. Interpreted through Communicative Competence Theory, the instruction supported not only grammatical competence but also discourse competence through document organization, sociolinguistic competence through audience and formality awareness, and strategic competence through decisions about how to communicate messages clearly in workplace scenarios (Canale & Swain, 1980).

This result supports the view that ESP should be designed around workplace communication needs rather than isolated language knowledge. Chan (2021) and Kamil and Muhammad (2021) emphasize the importance of identifying occupational communication needs, while Sudana et al. (2024) highlight the need for Business English materials connected to authentic tasks such as emails, reports, proposals, and business etiquette. The present study extends this discussion by showing how such needs can be translated into classroom activities involving document analysis, case-based writing, feedback, revision, and portfolios.

The need for scaffolding also indicates that business document writing is a complex genre-based skill. From the perspective of Genre Theory, students need to learn how communicative purpose, audience, structure, and conventional expressions shape different business documents (Swales, 1990; Bhatia, 1993). Therefore, instruction should not ask students to imitate formats mechanically; instead, it should help them understand why particular structures, tones, and vocabulary choices are appropriate in particular workplace situations.

The findings are consistent with Sujinpram and Wannaruk (2024), Osman and Turiman (2022), and Al Hilali and McKinley (2021), who emphasize genre-based instruction, authentic examples, and socio-contextual dimensions of workplace writing. However, this study also suggests a limitation of model-based instruction: students may become dependent on examples if they are not gradually guided to adapt models to new audiences, purposes, and cases. Future ESP teaching should therefore balance explicit modeling with independent problem-solving tasks.

The main contribution of the study is its integration of several document types within one instructional design. While many previous studies focus on one genre, such as emails or business letters, this study combines emails, memos, formal letters, reports, proposals, CVs, and application letters to provide broader professional writing experience for Management students.

Business Document Writing and the Development of Professional Communication Competence

Students' writing development can be explained by the explicit, contextual, and practice-based nature of the instruction. Students were introduced to document purpose, audience, structure, and formal expressions before writing case-based documents. This sequence helped them understand that professional writing requires relevant content, logical organization, appropriate tone, and contextual language choices, not merely grammatical accuracy.

The stronger development in content and structure likely occurred because these aspects were supported by document models and guided practice. This result aligns with Sujinpram and Wannaruk (2024) and Zalukhu et al. (2025), who found that genre-based approaches help students understand text organization, communicative purpose, and formal expressions. Compared with needs-analysis studies such as Jitpanich et al. (2022), the present study contributes by showing how identified writing needs can be addressed through instruction and written products.

The more limited development in business vocabulary, spelling, and punctuation suggests that these aspects require repeated exposure beyond a short instructional sequence. Xia et al. (2022) show that lexical bundles contribute to business email professionalism, while Desnaranti and Putra (2023) emphasize the need for Business English in both formal and informal business situations. Accordingly, business vocabulary should be reinforced through authentic examples, phrase practice, paraphrasing, and guided use of digital resources.

The integration of quantitative and qualitative data indicates development in both writing performance and communicative awareness. Score ranges showed improvement from pretest to posttest, while qualitative data showed increased awareness of purpose, audience, document structure, formality, tone, vocabulary, and workplace context. Nevertheless, because the quantitative findings were descriptive and no inferential test was conducted, the results should be interpreted

as a contextual indication of improvement rather than as generalizable evidence of causal effectiveness.

Prominent Aspects of Business Documents in Professional Communication Competence

The aspects of communicative purpose, audience, document structure, formality, tone, message clarity, business vocabulary, and workplace context became prominent because they are central to professional written communication. These aspects reflect the communicative and genre-based nature of business writing: students must understand why a document is written, who will read it, what information is required, and how the message should be organized to be clear, polite, and professionally appropriate.

The prominence of purpose and audience shows that business document writing trains students to make communicative decisions. This is important because business documents are produced to inform, request, persuade, report, apply, or build relationships. Students therefore need to move beyond linguistic correctness toward audience-sensitive and purpose-oriented writing.

Formality and tone remained challenging because they involve pragmatic judgment and workplace relationships. This finding is consistent with Park et al. (2021), who show that request emails in business contexts involve distinct move patterns and strategies. It also highlights a possible instructional challenge: students may know the format of a professional email but still struggle to balance politeness, clarity, and directness.

Document structure was important because each genre has different conventions. Business emails, business letters, CVs, application letters, reports, and proposals have different purposes and organizational patterns. This finding supports Stojanov (2024) and Swathi et al. (2025), who emphasize genre-based instruction, writing models, feedback, and workplace-oriented practice. At the same time, classroom genre practice may not fully capture the pressures of authentic workplaces, such as time constraints, organizational hierarchy, client expectations, and collaboration with colleagues; therefore, transfer from classroom writing to workplace writing should be examined further.

Case-based practice and simulation helped students connect writing with workplace situations. Xie (2023) similarly shows that simulation can support business vocabulary, business knowledge, and writing skills. In this study, students wrote more effectively when the case specified the communicative purpose, recipient, workplace situation, and document type.

Business vocabulary and recruitment-document writing also required continued support. Terms such as deadline, target market, qualification, skills, and job description helped students make messages more specific and professional, but mastery of such vocabulary needs repeated practice. In writing CVs and application letters, students also learned to align content with job descriptions, showing that

recruitment documents function as professional communication tools rather than merely administrative forms.

Technology may support this process, particularly through digital dictionaries, corpora, and AI-assisted feedback. Lee (2024) shows that AI can help refine business cover letters, but technology should be used critically. Students may become dependent on automated suggestions if lecturers do not guide them to evaluate audience, purpose, accuracy, and ethical use.

Pedagogical Implications

The findings have several pedagogical implications. First, Business English instruction for Management students should be based on workplace communication needs rather than on grammar and general vocabulary alone. Materials should include authentic tasks such as writing emails to clients, preparing short reports, composing proposals, analyzing job descriptions, writing CVs, and preparing application letters.

Second, lecturers can use a staged learning model comprising communication needs analysis, genre introduction, analysis of authentic examples, case-based practice, draft writing, feedback, revision, and portfolio development. This model is important because non-English-major students still require explicit support to understand business documents as professional communication rather than merely written texts. This implication aligns with Situmorang et al. (2023), who emphasize that ESP in business communication should be directed toward practical needs and professional contexts.

Third, business vocabulary, formal expressions, and technical accuracy need systematic reinforcement. Instructors can use formal-expression lists, vocabulary categorization tasks, paraphrasing practice, authentic document analysis, and guided revision activities to help students use business language more accurately across different contexts.

Fourth, digital dictionaries, corpus-based resources, and AI-assisted feedback may be used as support tools, but they should not replace the lecturer's role in helping students evaluate context, audience, communicative purpose, and ethical language use.

Fifth, the assessment of business document writing should use a rubric that covers content, structure, language use, business vocabulary, and spelling and punctuation. Such a rubric helps students understand the quality standards for business documents and enables lecturers to provide more focused feedback. In ESP contexts, rubrics should also address communicative dimensions, such as purpose, audience, message clarity, formality, and contextual appropriateness.

Synthesis of the Findings.

In synthesis, business document writing served as a pedagogical bridge between English learning and professional communication practice. ESP-based instruction enabled students to understand how language functions in business contexts, while case-based writing practice helped them produce more focused,

systematic, and professional documents.

The study's contribution lies in integrating several business document genres within a single instructional design. By combining emails, memos, formal letters, reports, proposals, CVs, and application letters, the study extends previous single-genre research and illustrates how professional communication competence can be developed through contextual, gradual, and needs-based writing practice.

At the same time, the findings should be read critically. The study was conducted in one institutional course, the quantitative analysis was descriptive, and classroom writing may not fully represent the complexity of authentic workplace communication. These limitations provide direction for future research using broader samples, stronger statistical analysis, and workplace-based or internship-based writing contexts.

5. Conclusion

This study shows that business document writing can serve as a relevant ESP instructional strategy in an English for Business Management course. The instruction was implemented through concept introduction, analysis of document examples, case-based practice, feedback, revision, and portfolio development. These stages helped students understand that business documents are professional communication tools that must be adjusted to purpose, audience, structure, formality, and workplace context.

The findings indicate development in students' ability to write business documents after instruction. The pretest score range was 40-60, while the posttest score range was 69-80. Development was evident in content, structure, language use, business vocabulary, and spelling and punctuation, supported by qualitative evidence of increased awareness of communicative purpose, audience appropriateness, document structure, tone, formality, and workplace context.

The most prominent aspects of business documents in shaping students' professional communication competence were communicative purpose, audience, document structure, formality and tone, message clarity, business vocabulary, and content appropriateness to workplace context. These findings suggest that the development of professional communication skills through business document writing is not only about language accuracy but also about understanding context, selecting appropriate documents, and delivering messages clearly, systematically, and professionally.

This study has several limitations. The quantitative data were presented descriptively by score range, without mean scores, standard deviations, effect sizes, or inferential statistical testing; therefore, the findings cannot be generalized to broader populations.

In addition, the study was conducted with second-semester Management students in one English for Business Management course, so the results are best understood as a contextual account of ESP learning through business document writing.

Suggestions and Recommendations

Based on the findings and discussions, ESP or Business English lecturers are advised to integrate business document writing gradually into instruction. Learning activities can be designed around genre introduction, analysis of authentic examples, case-based practice, draft writing, feedback, revision, and portfolio development. These stages are important because non-English major students still require scaffolding to understand the functions, structures, language, and contexts of business document use.

Business document writing instruction also needs to pay particular attention to the development of business vocabulary, formal expressions, tone, and technical writing accuracy. The findings show that business vocabulary, spelling, and punctuation still require further reinforcement. To reinforce vocabulary concretely, instructors could implement targeted vocabulary exercises focused on business terminology, guided practice with context-specific vocabulary in writing tasks, and regular in-class activities that require students to categorize, match, and appropriately use business terms within authentic document genres. Additionally, integrating digital dictionaries, analyzing authentic document examples, engaging in paraphrasing exercises, developing lists of formal expressions, and utilizing technology-based resources may be considered as supporting strategies.

Future studies are recommended to use individual student scores, mean scores, standard deviations, effect sizes, and appropriate inferential tests, such as paired t-tests or Wilcoxon signed-rank tests, to analyze writing development more robustly. Future research may also involve different classes, study programs, institutions, or workplace-based contexts to examine the transferability of business document writing instruction.

In addition, future research may extend the types of business documents analyzed, such as business reports, cooperation proposals, memos, meeting minutes, invoices, or professional digital communication documents. The use of technologies such as corpus-based resources, digital dictionaries, and AI-assisted writing tools may also be further investigated to examine their contributions to the development of business document writing and students' professional communication skills.

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