

TEACHING BUSINESS ENGLISH CORRESPONDENCE IN THE DIGITAL ERA IN POLITEKNIK KOMPUTER NIAGA LPKIA BANDUNG

Tjang Kian Liong

change@lpkia.ac.id

Program Studi Komputer Administrasi Bisnis, Politeknik Komputer Niaga
LPKIA Bandung

Abstract

Up to the present era of digital technology, printed-letters sent by post or electronic-mail have a very important role in businesses and government institutions. Meanwhile, the learning process of Business English Correspondence at the Polytechnic of LPKIA Bandung has not been much adjusted to the advancement of information and communication technology, so it might not suffice the needs of students who must work after they graduate. This study aims to describe the positive impact on the ability of students to produce and send business letters after studying the improved Business English Correspondence subject at the polytechnic mentioned above. The method used is descriptive analytics, and the data collection techniques are literature studies, questionnaires and interviews. The research comprises stages from analyzing pre-questionnaire evaluation result, revising and implementing the syllabus in the class, to analyzing post-questionnaire evaluation result. This study reveals that after completing the improved Business English Correspondence course, most students' awareness and ability increases in producing and sending business English letters and e-mail more properly. The conclusion is that a number of improvements should be made to the Business English Correspondence learning contents and methods to be able to keep pace with the current advances in digital technology.

Keywords: Teaching Business English Correspondence, Digital Era

Abstrak

Dari jaman dulu hingga era teknologi digital sekarang ini, surat yang dikirim melalui pos ataupun surat-elektronik yang dikirim melalui email berperan sangat penting di berbagai kantor perusahaan dan instansi. Sementara itu, proses pembelajaran Business English Correspondence di Politeknik Komputer Niaga LPKIA Bandung belum banyak disesuaikan dengan kemajuan teknologi informasi dan komunikasi sehingga dikhawatirkan belum cukup memenuhi kebutuhan mahasiswa yang harus bekerja setelah mereka lulus kuliah. Penelitian ini bertujuan memaparkan dampak positif terhadap kemampuan mahasiswa dalam memproduksi dan mengirim surat bisnis setelah mereka mengikuti mata kuliah Business English Correspondence yang dikembangkan melalui penelitian ini di lembaga pendidikan tersebut di atas. Metode yang digunakan adalah deskriptif analitis, dengan teknik pengumpulan data berupa studi kepustakaan, kuesioner dan wawancara. Tahapan penelitian dimulai dari menganalisis hasil evaluasi kuesioner awal, merevisi silabus dan menerapkannya dalam pembelajaran di kelas, hingga menganalisis hasil evaluasi

kuesioner akhir. Studi ini mengungkapkan bahwa setelah menyelesaikan mata kuliah Business English Correspondence yang telah direvisi, kesadaran dan kemampuan sebagian besar mahasiswa meningkat dalam memproduksi dan mengirimkan surat-surat bisnis elektronik Bahasa Inggris dengan cara yang lebih tepat. Kesimpulannya adalah bahwa sejumlah perbaikan harus dilakukan pada materi dan metoda pembelajaran Business English Correspondence untuk dapat mengimbangi kemajuan teknologi digital saat ini.

Kata kunci: *Pembelajaran, Business English Correspondence, Era Digital*

1. Introduction

Heraclitus says that nothing is permanent except 'change'. This is absolutely true, and one of the latest major changes that we encounter is the changes in technology and industry known as the Industrial Revolution 4.0. However, if we ask people around us in Indonesia about the meaning of Industry 4.0 many of them still hesitate to explain what it exactly means, although they can talk about the many apparent changes in our daily life, such as the emerging on-line shops and transportation services, transactions and settlement using financial technology, the opportunities to learn things through on-line reading texts and videos, and so forth.

In line with this fact, the required capability and competencies people in general must possess have also changed, including in the work place and business field. The necessity of keeping up with the changes in the current technological advancement has been hinted by the policy that the Indonesian government has made, i.e. when Airlangga Hartanto, the Indonesian Minister for Industry, socialized the roadmap 'Making Indonesia 4.0' in March 2018. The press release of Airlangga's speech at that time states that this ministry has designed a roadmap known as 'Making Indonesia 4.0' which integrates the implementation of various strategies for Indonesia to enter the Industry 4.0 era. This roadmap need some collaborative actions involving a number of stakeholders, ranging from government institutions, associations, industries, to academic elements (Kementerian Perindustrian Republik Indonesia, 2018).

Airlangga also mentions that the initial step should be to improve human resources' competencies through the link and match program between education and industry, and this can only be done if there is synergy between related ministries including the Ministry of Research, Technology and Higher Education (BKPM, 2017). The above stated government's roadmap should be responded positively by all stakeholders in the educational sector, in order that the government aspirations and efforts to make Indonesian

people and enterprises ready to perform satisfactorily and maintain their competitiveness in the era of Industrial 4.0.

Angelianawati (2018) points out in her research paper that the recent rapid technological development changes the way people interact, live, work and study; and the current industrial revolution reshapes various aspects including systems of education. Her statement strongly confirms the idea that different sectors in Indonesia have to keep up with the current technological changes, including the education sectors. Angelianawati, citing Aoun's opinion in her research paper, also points out further that an English teacher can equip his students with capacities for living and working within and through the rapid changes of technologies and industries.

In a narrower scope, the ways teachers teach, the ways students study, and the contents students have to learn should naturally be updated too. This is true, because with the advent of technology in producing and sending electronic letters known as e-mail, there are a number of changes learners should know, for examples:

1.1. Changes in Terminology

a. Enclosures versus Attachments

An **enclosure** is defined in online Cambridge Dictionary as a document, etc. that is included inside a letter. Since the term enclosure is used mainly for printed or written letters, and the teachers teaching Business English Correspondence in the Polytechnic of LPKIA have so far been teaching how to produce paper-letters or printed-letters, using older versions of teaching sources mostly based on textbooks, then the majority of the students are more familiar with the word 'enclosures'.

An **attachment** is defined in online Cambridge Dictionary as a computer file that is sent together with an email message. The word e-mail attachment has gradually become more often and widely used since Nathaniel Borenstein developed more utilitarian and seamless e-mail attachment systems in 1990s (Kingsly, 2012). Therefore, the word e-mail attachment is unlikely to be found in business correspondence textbooks especially those used by the teachers in Polytechnic of LPKIA as they are using handouts based on textbooks published more than ten years ago.

b. CC versus BCC

CC stands for **Carbon Copy**. As the name denotes, this is the method which has been used since the era of manual handwriting or typewriters to produce copies of a letter

by using carbon paper. In this modern time of digital technology, the term carbon copy is still used when people are sending e-mail. Search Windows Server (2005) defines a carbon copy in e-mail as a copy of a note sent to an addressee other than the main addressee. The term CC has long been taught in English correspondence classes in Polytechnic of LPKIA. Up to the present, when students use computers to type English letters, and even when they send electronic letters by e-mail, they already know and can use 'CC' facility in their e-mail.

The term BCC stands for **Blind Carbon Copy**. The distinction of BCC is that no one but the sender can see the list of BCC recipients (Hoffman, 2017). Thus, when someone does not want the primary recipient or cc recipients of the letter to know that he has sent the letter to a third party, he can send a blind carbon copy, which is also called a blind courtesy copy (Information Technology Help Desk, University of Pittsburgh, 2020)

The term BCC has existed for a long time, but it did not always appear in handwritten or typewritten letters. However, with the advent of e-mail system technology, the term BCC always appears in an email page.

c. Wet Signatures versus Electronic Signatures

It is clear and known to many people that a business letter should be signed for legality reasons. In the Business English Correspondence classes the lectures usually teaches the necessity for a business letter to be signed by the right people. However, students are not made aware that in fact there are at least two kinds of signatures they have to know, i.e. **wet signatures** and **electronic signatures**.

Bahlert & Wingfield (n.d.) point out that wet signatures are still used but people very often enter into agreements using electronic signatures.

Although the expression 'wet signature' has often and widely been used in the Internet and in our society, but it is hard to find this expression in dictionaries. However, the Laserfiche Support (2017) defines it as a signature created when someone physically marks a document by writing his or her name or marking a sign, and the word 'wet' implies that the signature may be made in ink or wax and needs some time to dry. We tend to find wet signatures in older fashion of written or typewritten letters. This kind of wet signatures is already familiar and common to everyone.

On the other hand, when we type and send e-mail, we cannot put down a wet signature on the e-mail. Therefore we may want to use an electronic or digital signature.

Dictionary.com defines an electronic signature as a signature or its equivalent which is electronically affixed to an electronic document. While Laserfiche Support (2017) explains that an electronic signature may be defined as “the acknowledgement or adoption of an electronic message, transaction, or document”. It can be made by, for example, typing a name at the end of an email or an electronic document, making an image of a handwritten signature, or digitally capturing a signature made on a touch device.

An electronic signature is often called a dry signature, but again dictionaries do not seem to have included the word ‘dry-signature’ into their lexicon.

1.2. Changes in Methods of Sending and Receiving Business English Mail

Correspondence at certain time in the older days involved, among others, activities such as: drafting, writing or typewriting, signing and giving a company stamp on a letter, folding and putting the letter and perhaps some enclosures into an envelop, and finally sticking a stamp and posting the letter. The recipient would receive the letter, open the envelop, and take out the letter and the enclosures.

In the present days of information and communication technology, correspondence may still involve activities similar to those mentioned above such as: typing, printing, and then sending the letter together with the enclosures by mail. However, an electronic mail can now be sent through the network (intranet or Internet) without being printed into a hard-copy first. In this case some computer knowledge and skills are needed regarding how to send e-mail and its attachments in the most proper way. Knowledge about how to download a mail and its attachments is equally important.

Considering those advances in the practice of Business English Correspondence, we should agree to Angelianawati’s point that there should be a change and reshaping in the teaching and learning systems and processes. (Angelianawati, 2018).

The teaching and learning process of Business English Correspondence in Polytechnic LPKIA is still conducted in a somewhat traditional way, in which teachers are still teaching only how to produce written or typewritten-and-printed letters, and students are assigned to produce and submit hardcopy letters without using latest technology such as the Internet.

Whereas one of the Polytechnic LPKIA’s objectives is to produce graduates well-prepared to cater the needs of companies and organizations for human resources who are capable to do their tasks in business administration field, in which producing and sending

English letters and mail may be one of the tasks they must be able to conduct in a fairly satisfactory manner.

This research aims to discuss the effort to improve the teaching and learning of Business English Correspondence and the results in the Polytecnic of LPKIA Bandung, focusing primarily on improving the contents and methods of teaching the subject mentioned above to keep up with the advancement of the information and communication technology, especially in producing and sending electronic mail or e-mail.

2. Research Methodology

The method used in this research is descriptive analytics, and the data collecting techniques are library research, questionnaires and interview (questions and answers).

The research was done in several phases. **First**, in the sixth semester of the 2018/2019 academic year, questionnaires were distributed and answered by 30 students who had passed in the Business English Correspondence subject. This is to find out how well students could answer questions about the differences between printed-letters and e-mail, for examples in terms of usage, parts of the letters, terminology and ways of sending them to the recipients.

The distributed questionnaire contains the following questions:

1. *In business, is it better to send a printed letter or to send an e-mail do you think? Why?*
2. *What are the parts or layout of an English business letter?*
3. *When writing and sending an e-mail, do you need to write the address (street, city, country) of the recipient's company? Why / Why not?*
4. *You place a DOCUMENT into an envelope together with a letter. This means that you the DOCUMENT.*
5. *You send a FILE to someone together with an e-mail message. This means that you the FILE.*
6. *A is an e-mail that is copied to one or more recipients.*
7. *When you want to send an e-mail to more than one person, do you type all their addresses in the 'To ' section? Is there another way of sending an e-mail?*
8. *What is BCC in e-mail? We use it when*
9. *Do you need to sign an e-mail? Why / Why not?*
10. *When you want to send a job application letter by e-mail, do you:*
 - a. *type your letter on the e-mail body, or*

b. do you attach your mail together with your CV and other documents?

11. Why do you choose to do so? (Look at no.10)

Second, an evaluation was made to the students' answers to find out the areas in which they need improvements [EVA 1].

Third, revision was made to the existing syllabus to be implemented in the class and produce better results.

Fourth, the teaching and learning process was conducted based on the revised syllabus, and this was implemented to the students studying Business English Correspondence in the third semester, academic year 2019/2020.

Fifth, the same questionnaire was given to be re-answered by those students mentioned in the previous paragraph.

Sixth, evaluation [EVA2] was made and then the result was compared to those of EVA1. This comparison of tests' scores showed whether there had been an improvement on the learners' conception and knowledge.

3. Results and Discussions

3.1 Finding out Students' Capacity and What to Improve

The result of the questionnaires [Evaluation Result 1 or EVA1] unveiled the facts described below.

Questionnaire question No. 1. Most students (63%) had an idea that it would be better to send e-mails rather than printed-letters in business, with the reasons that e-mails are faster (37%), cheaper (21%), can easily be sent to many recipients (26%), and other reasons (16%). This presents a **positive** finding that most students are aware of the importance of technology in doing correspondence tasks.

Questionnaire question No. 2. Most students mentioned correctly the parts or layout of an English business letter. This is a **positive** finding.

Questionnaire question No. 3. Most students (80%) said that when sending an e-mail we need to write the *address (street, city, country) of the recipient's company*; this is to enable the e-mail to be sent to the right address or the recipient's company. This presents a **negative** finding that most students are not yet aware that writing an *e-mail address* only is enough to make the e-mail reach the recipient.

Questionnaire question No. 4. Most students (53%) correctly filled in the blank with the word 'enclose' when answering the sentence "You place a *DOCUMENT* into an

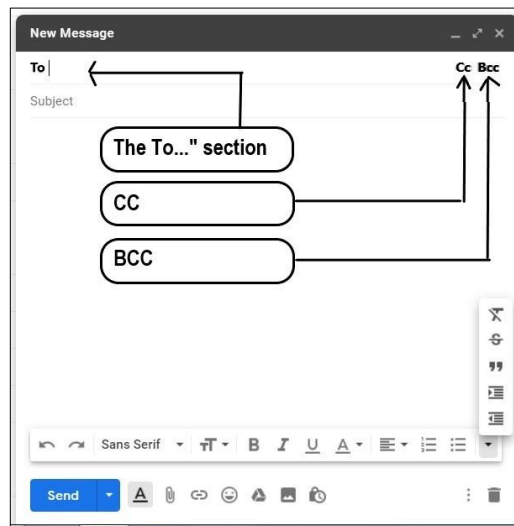
envelope together with a letter. This means that you _____ the DOCUMENT.” This presents a **positive** finding that most students are already familiar with the word ‘enclose’.

Questionnaire question No. 5. Most students (83%) failed to fill in the blank correctly with the word ‘attach’ when answering the sentence “You send a FILE to someone together with an e-mail message. This means that you _____ the FILE”. This presents a **negative** finding that most students are not yet familiar with the word ‘attach’.

Questionnaire question No. 6. Most students (57%) correctly filled in the blank with the word ‘CC’ or ‘carbon copy’ when answering the sentence “A _____ is an e-mail that is copied to one or more recipients”. This presents a **positive** finding that most students are already familiar with the terminology ‘CC’.

Questionnaire question No. 7. Most students (87%) did not give any answer to the question “When you want to send an e-mail to more than one person, do you type all their addresses in the ‘To’ section?”. This presents a **negative** finding that most students are not yet familiar with the ‘To’ section of an e-mail. Figure 1 below shows what the ‘To.....’ section looks like.

Figure 1
E-mail Page



However, nearly half of the students (47%) gave the correct answers ‘CC’ and/or ‘BCC’ when answering “Is there another way of sending an e-mail?”. This presents a **positive** finding that many of the students already know that e-mail can also be sent by CC and/or BCC. Some other students give other answers, e.g. an e-mail can be sent using Google Drive, etc.

Questionnaire question No. 8. Most students (73%) correctly answered that BCC in e-mail means 'Blind Carbon Copy', and 63% of them correctly answered that we use Blind Carbon Copy to send a copy of e-mail to a third party without the primary recipient knowing it. This presents a **positive** finding that most students already know the concept of BCC.

Questionnaire question No. 9. Most students (53%) answered "Yes" to the question "Do you need to sign an e-mail?" but the reasons they gave was contradictorily 'it is not necessary' (63%) or other reasons (37%). This presents a **negative** finding, i.e. most students just had an idea that an e-mail does not need a signature but they could not give any clear reason why.

Questionnaire question No. 10. Most students (93.33%) had an opinion that when they wanted to send a job application letter by e-mail they would attach their letter together with their C.V. and other documents rather than typing the letter on the e-mail body.

Questionnaire question No. 11. The top four reasons why they would attach their letter (see no. 10 above) are to make the e-mail look tidier (25%), to show greater respect (18%), there are other documents to send (14%) and to be downloaded (14%). This presents a **positive** finding that students already had an idea that they may need to send a job application letter by e-mail and should attach a number of documents in doing so. One important thing most students did not mention is that the job application letter may need to be downloaded and filed by the recruiting company, and this will not be as conveniently done if the job application letter is typed on the e-mail body.

From the evaluation [EVA1] above, it can be summed up that improvements to the syllabus should be made based on these findings:

- a. Most students are not yet aware that writing an **e-mail address** is enough to make the e-mail reach the recipient.
- b. Most students are not yet familiar with the word '**attach**'.
- c. Most students are not yet aware of the various uses of '**To**' section of an e-mail.
- d. Most students had an idea that an e-mail does not need a **signature** but could not give any clear reason why.
- e. Most students may not realize that a **job application letter** will need to be downloaded and filed by the recruiting company.

3.2 Revising Business English Correspondence Syllabus

Based on the findings about what should be improved, the syllabus of Business English Correspondence was then revised, aiming primarily that:

- a. Students can explain, use or apply the term ‘attach’ and ‘attachment’, ‘dry signatures’ and ‘wet signatures’
- b. Students can send an e-mail and determine whether to use the ‘To...’ section, Carbon Copy (CC), or Blind Carbon Copy (BCC) facilities.
- c. Students can explain the different effects between writing messages on an e-mail body and attaching documents, for example a job application letter.

Therefore, a revised syllabus was designed and it contains topics as described in Table 1 below. The subject ‘Business English Correspondence’ also has a new general objective, i.e.: “After completing this course, students are able to compose business letters, i.e. inquiries, replies to inquiries, orders and job application letters and send those documents together with the necessary attachments by e-mail.”

Table 1:
Revised Syllabus of ‘Business English Correspondence’

Sessions	Topics	Subtopics	Activities
1	<ul style="list-style-type: none"> ▪ Parts of English business letters ▪ Formats of business letters 	<ul style="list-style-type: none"> ▪ From Letter Head to Carbon Copy ▪ Block style, semi block style, etc. 	<ul style="list-style-type: none"> ▪ Lectures ▪ Writing practice
2	<ul style="list-style-type: none"> ▪ Inquiry letter (1) 	<ul style="list-style-type: none"> ▪ Points of messages ▪ Useful sentences 	<ul style="list-style-type: none"> ▪ Lectures ▪ Writing practice: sentences
3	<ul style="list-style-type: none"> ▪ Inquiry letter (2) 	<ul style="list-style-type: none"> ▪ Writing an Inquiry ▪ Folding a letter (standard, accordion, etc.) 	<ul style="list-style-type: none"> ▪ Writing an Inquiry letter ▪ Assignment: writing and folding an Inquiry
4	<ul style="list-style-type: none"> ▪ Inquiry letter (3) 	<ul style="list-style-type: none"> ▪ Writing an Inquiry 	<ul style="list-style-type: none"> ▪ Review previous week’s learning material ▪ QUIZ 1 (writing an Inquiry)
5	<ul style="list-style-type: none"> ▪ Inquiry letter (4) ▪ Reply to Inquiry (1) 	<ul style="list-style-type: none"> ▪ Points of messages ▪ Useful sentences 	<ul style="list-style-type: none"> ▪ Review of Quiz 1 ▪ Lectures ▪ Writing practice: sentences
6	<ul style="list-style-type: none"> ▪ Reply to Inquiry (2) 	<ul style="list-style-type: none"> ▪ Writing a Reply to Inquiry 	<ul style="list-style-type: none"> ▪ Discussing previous week’s task ▪ Translating useful sentences
7	<ul style="list-style-type: none"> ▪ Reply to Inquiry (3) 	<ul style="list-style-type: none"> ▪ Producing a Reply to Inquiry ▪ Typing, printing, and folding a letter 	<ul style="list-style-type: none"> ▪ Writing a Reply to Inquiry ▪ Assignment: typing, printing, folding Reply to Inquiry

8	▪ Inquiry and Reply to Inquiry	▪ Review of materials given in session 1-7	▪ Lectures / discussions / questions and answers
9	Mid-term Test	▪ Writing a Reply to Inquiry	▪ Written Test
10	▪ Order letter (1)	▪ Points of messages ▪ Useful sentences	▪ Lectures ▪ Writing practice: paragraphs
11	▪ Order letter (2)	▪ Producing an Order ▪ Dry and Wet Ink Signatures	▪ Writing an Order letter ▪ Assignment: sending an Order using 'To...' section, CC, and BCC
12	▪ Order letter (3)	▪ Producing an Order	▪ Discussing previous week's task
13	▪ Order letter (4)	▪ Producing an Order	▪ QUIZ 2 (writing an Order)
14	▪ Job Application Letter	▪ Parts of Application Letter ▪ Points of messages ▪ Useful sentences	▪ Lectures ▪ Writing an Application Letter
15	▪ C.V.	▪ Producing a C.V. ▪ Sending via e-mail and attachments	▪ Lectures ▪ Writing practice ▪ Assignment: Sending application letter and attaching C.V. and copies of certificates
16	▪ Job Application Letter and C.V.	▪ Producing letter and sending via e-mail and attachment	▪ Discussing previous week's task ▪ Assignment: Printing application letter and enclosing C.V and copies of certificates
17	End-term Test	▪ Application letter and enclosures ▪ Questionnaires	▪ Submission of previous week's assignment ▪ Filling up Questionnaires

3.3 Conducting Teaching and Learning Process

The teaching and learning process of Business English Correspondence using the newly revised syllabus was conducted in the third semester, the academic year 2019/2020. Special emphasis and efforts were given to the teaching and learning processes with the objectives as follows:

- a. To improve students' understanding about the concept of 'enclosure' and 'attachment'. These two concepts were taught with emphasis, especially in sessions 15, 16, and 17.
- b. To improve students' understanding about dry signatures, wet ink signatures, and whether it is necessary to apply and how to apply a dry signature on electronic letters. This issue is explained and discussed in sessions 11 and 12.
- c. To improve students' experience and skill in sending e-mail using 'To...' section, CC, and BCC. This is taught and practiced in sessions 11 and 12.

- d. To improve students' knowledge and understanding of the needs and the different effects between writing messages on an e-mail body and attaching documents. This issue is explained in session 11 and special emphasis is given in session 15.
- e. In session 15, the teacher should remember to explain that when a job application or cover letter is sent as an attachment, the e-mail body must not be left blank. On the contrary a message or letter should be typed here to introduce the purpose of sending this e-mail, that is to apply for a job vacancy and that an application letter together with the required electronic documents are attached.
- f. It must also be explained to the students that all these attachments may be downloaded and filed by a staff in the Human Resource Department in the company or organization recruiting candidates for a job vacancy.
- g. It must also be explained to the students that writing a company's complete address such as the name of the street, number of the building, name of the city and country is necessary in a letter which will be attached or printed, but it is a common practice that people just write the e-mail address when writing an e-mail in the e-mail body.

3.4 Finding out Students's Capacity after the Revised Syllabus Was Implemented

At the end of the third semester, academic year 2019/2020, after the students finished their Business English Correspondence class, they were asked to answer the same questionnaires mentioned earlier (See: Part 2, Research Method, paragraph 2). Their answers were studied [referred here as Questionnaire Result 2 or **EVA2**] and the study reveals the results as follows.

Questionnaire question No. 1. Most students (80%) had an idea that it would be better to send e-mails rather than printed-letters in business, with the reasons that e-mails are faster (33%), cheaper (17%), can easily be sent to many recipients (17%), paperless (13%) and other reasons (20%). This shows a 17% **increase** in students' awareness of the importance of technology in doing correspondence tasks.

Questionnaire question No. 2. There is a 3% **increase** in the number of students who correctly mentioned the parts or layout of an English business letter.

Questionnaire question No. 3. Most students (90%) said that when sending an e-mail we do not need to write the address (street, city, country) of the recipient's company, with the reason that the e-mail will reach the recipient as long as the e-mail address is provided correctly. However, students put forward that to be courteous and more formal, it

may be necessary to write the recipient's name, position and company's name. This shows that students have **better understanding** about the common practices of e-mail writing.

Questionnaire question No. 4. Most students (77%) correctly filled in the blank with the word 'enclose' when answering the sentence "*You place a DOCUMENT into an envelope together with a letter. This means that you _____ the DOCUMENT*". This shows a 24% **increase** in students's understanding of the word 'enclose'.

Questionnaire question No. 5. Most students (80%) correctly filled in the blank with the word 'attach' when answering the sentence "*You send a FILE to someone together with an e-mail message. This means that you _____ the FILE*". This shows a 63% **increase** in students' understanding of the word 'attach'.

Questionnaire question No. 6. Most students (83%) correctly filled in the blank with the word 'CC' or 'carbon copy' when answering the sentence "*A _____ is an e-mail that is copied to one or more recipients*". This shows a 26% **increase** in students' understanding of the word 'CC'.

Questionnaire question No. 7. Most students (73%) answered 'Yes' to the question "*When you want to send an e-mail to more than one person, do you type all their addresses in the 'To*' section?" and when they are asked during the question and answer session, they could explain the different usages of the 'To.....' section and 'CC' and 'BCC'. This shows that most students already **understand** the use of 'To' section, CC and BCC.

In respond to question "*Is there another way of sending an e-mail?*", 90% students mentioned CC and BCC, and the rest gave other answers such as Google Drive.

Questionnaire question No. 8. All students (100%) answered correctly that BCC in e-mail means 'Blind Carbon Copy', and 93% of them correctly answered that we use Blind Carbon Copy to send a copy of e-mail to a third party without the primary recipient knowing it. This shows that students' understanding of the BCC concept and usage has **increased** substantially.

Questionnaire question No. 9. Most students (87%) answered "Yes" to the question "*Do you need to sign an e-mail?*", and 77% of those who answered "Yes" stated that a signature would serve as a sign of approval, while the rest (23%) stated that a signature would make the letter more legitimate.

Questionnaire question No. 10. All students (100%) answered that when they want to send a job application letter by e-mail they would attach their letter together with their C.V. and other documents rather than typing the letter on the e-mail body.

Questionnaire question No. 11. The question why students would choose to attach a job application letter was answered well, and the four top reasons mentioned are: to be downloaded (67%), there are other documents to send (20%) and to fulfil the requirements of the recruiting companies (13%). This shows that **most** students are aware that e-mail attachments are meant to be downloaded and probably filed, while a letter typed on an e-mail body is usually meant to be read only.

4. Conclusion

This research done in the Polytechnic of LPKIA Bandung reveals that, after a new syllabus of Business English Correspondence is redesigned taking into account the technological development in producing electronic mail and sending it through the Internet, and after this new syllabus is implemented in the class, the students show greater awareness, understanding, and capability in producing Business English letters and sending them electronically in a more appropriate manner. The improvement of students' awareness and cognition is proven by the escalation of acceptable answers they gave in EVA2 if compared to those in EVA1.

It is important to use the redesigned syllabus mentioned above, because when students study how to write business letters in a traditional way, usually they only study how to produce business letters with correct parts, e.g. the letter head, the inside address, the signature, etc., but one day in the future when the students have finished their studies and start working in a company or organization, they will unavoidably have to write and send electronic mail, whereas some parts of e-mail may somehow be different from those of a hand-written or type-written letter.

Therefore, it is suggested that Business English Correspondence teachers use the updated syllabus which include the teaching and learning of terminology and methods related to producing and sending electronic mail as well as attaching electronic documents.

5. References

Angelianawati, L. (2018). *Being An English Teacher in Industiral Revolution 4.0: An overview about Roles, Challanges, and Implications. JDP Volume 11, Nomor 3, November 2018: 307-316.*

Attachment. (n.d.) *In Cambridge Dictionary*. <https://dictionary.cambridge.org/dictionary/english/attachment>

Bahlert, Charles N. and Wingfield, Patrick J (n.d.) E-signatures & the law. *Daily Journal Corporation*. <https://www.dailyjournal.com/mcle/394-e-signatures-the-law>.

BKPM - Badan Koordinasi Penanaman Modal. (2017) Making Indonesia 4.0: Indonesia's Strategy to Enter the 4th Generation of Industry Revolution. *Indonesia Economic Update*. <https://www.investindonesia.go.id/en/why-invest/indonesia-economic-update/making-indonesia-4.0-indonesias-strategy-to-enter-the-4th-generation-of-ind>

Electronic signature. (n.d.) *In Dictionary.com*. <https://www.dictionary.com/browse/electronic--signature?s=t>

Enclosure. (n.d.) *In Cambridge Dictionary*. <https://dictionary.cambridge.org/dictionary/english/enclosure>

Galih, Bayu; Haryanti Puspa Sari; Maharani, Tsarina (2020). *Kronologi dan Urutan Munculnya 6 Orang Positif Virus Corona di Indonesia*.
<https://nasional.kompas.com/read/2020/03/09/05280011/kronologi-dan-urutan-munculnya-6-orang-positif-virus-corona-di-indonesia>.

Hoffman, Chris (2017). *What's the Difference Between CC and BCC When Sending an Email?* <https://www.howtogeek.com/128028/htg-explains-whats-the-difference-between-cc-and-bcc-when-sending-an-email/>

Kementerian Perindustrian Republik Indonesia. (2018) Making Indonesia 4.0: Strategi RI Masuki Revolusi Industri Ke-4. *Siaran Pers*.
<https://kemenperin.go.id/artikel/18967/Making-Indonesia-4.0:-Strategi-RI-Masuki-Revolusi-Industri-Ke-4>

Kingsly, Patrick (2012). Father of the email attachment. *The Guardian. International Edition*. <https://www.theguardian.com/technology/2012/mar/26/ather-of-the-email-attachment>

Laserfiche Support. (2017). *The Difference Between Electronic and Digital Signatures in the Laserfiche 10.2 App*. <https://support.laserfiche.com/kb/1013813/the-difference-between-electronic-and-digital-signatures-in-the-laserfiche-10-2-app>

Search Windows Server (2005). *Definition Carbon Copy (cc)*.
<https://searchwindowserver.techtarget.com/definition/carbon-copy-cc>

Using the Blind Carbon Copy (BCC) Feature in Email. (n.d.) University of Pittsburg.

<https://www.technology.pitt.edu/help-desk/how-to-documents/using-blind-carbon-copy-bcc-feature-protect-privacy-email-addresses>

What's the difference between wet, digital and electronic signatures. (n.d.)

<https://www.laserfiche.com/ecmblog/whats-the-difference-between-wet-digital-and-electronic-signatures/>