

# A Study on Factors Influencing Students' Business Writing Skills

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## Abstract

Writing is a language skill which is used for communication. The purpose of this study is to identify the most common factors that influence students' business writing and to provide them effective strategies to improve their business writing skills. Queens College students were the focus of this study. For this study, qualitative and quantitative approaches were employed. A total of 106 students from Queen's College took part in the study. A questionnaire was employed for data collection. The researchers analyzed the survey data using descriptive statistics. The results of this research showed that learners had a lot of difficulties with their business writing. Business writing can be challenging for most students for various of reasons, including traditional teaching approaches, insufficient practice, a lack of motivation, and a lack of sufficient vocabulary. The study suggests that students' business writing skills could be enhanced by having frequent practice, using effective teaching methods, having manageable class sizes, providing frequent feedback on errors, and through encouraging students to shift their perspective on the importance of writing.

**Keywords:** analysis, business, language learning factors, writing skill, education

## 1. Introduction

Writing proficiently is one of the four main English language abilities that require sophisticated process. Writing fluently is, undoubtedly, the most difficult skill for students of foreign languages to acquire (Richards and Renandya, 2002). The most difficult part of learning a new language, according to Nunan (1989), is writing it down. Speaking is easier than writing in any language, whether it's one's first or second language. Teaching English in Ethiopians primarily focuses on helping students become proficient speakers. Even though writing is an essential skill for communicating, the majority of students struggle to produce high-quality, error-free texts. All evidence suggests that writing is an intricate process that necessitates the writer to delve into their thoughts and ideas before giving them form and visibility. Writing is an intricate process that requires a wide range of abilities. It is particularly difficult for students to write reports, memos, proposals, and letters for businesses. One of the most important things you can do to build credibility and keep clients coming back is to master the art of commercial writing. Wasted resources could result from poorly written documentation (Killeen, 2013).

Effective corporate communication is based on clear and concise writing. All of a company's internal and external communications nowadays are based on business writing. It is possible to examine and analyze the recorded communications to find methods to improve the process going forward. On top of that, it gives the recipients plenty of time to read the messages carefully. Long messages requiring a lot of detail and information are best handled in this manner, as pointed out by Tymson et al. (2008). Developing students' skills in business writing, according to Nguyen (2015), is a great approach to help them become more well-rounded language users by exposing them to new vocabulary and grammar rules.

Writing is the most challenging skill for learners of any age or ability to acquire, according to the views of several experts cited by Alshumaimeri (2011). Writing instructors will emphasize the importance of correct grammar and style wherever feasible. Because of this, students hardly take the time to write their ideas and opinions; instead, they only memorize what their professors have already written (Aljafen, 2013; Jahin, 2007; Jahin & Idrees, 2010).

Additionally, a pilot study was conducted to ascertain the students' actual competence in business writing. This early research included twenty undergraduates. Reports, emails, memos, and letters were the four forms of corporate writing they were tasked with creating. The analysis of the students' writing revealed that they were severely lacking in some areas.

Fareed (2016) stated that students have a hard time understanding and using English grammar rules, as verbs change to show have subject-verb agreement according to tenses. The correct usage of articles, prepositions, pronouns, and connectives is another thing they struggle with. The numerous different sentence patterns in English, each with its regulations for the usage of conjunctions and dependent/subordinate clauses, can make it challenging for learners to write effectively in English syntax. Students require a large enough vocabulary to use a variety of words and phrases in their writing, depending on the context. However, they have a hard time choosing words that are appropriate in certain contexts. Because it requires the methodical development and organization of ideas, writing also poses a considerable challenge for learners. Despite their strong language skills and extensive vocabulary, their disorganized writing prevents them from completing the task to the required standard.

Writing tasks in English can be particularly challenging for students studying English as a second or foreign language (Abdulkareem, 2013; AlKhasawneh, 2010). Everyone, from native speakers to those learning English as a foreign language, finds writing to be an arduous task since it is considered a difficult language competence (Hanna, 2010). Consequently, this research aims to:

- To identify the core factors that affect students' business writing skills.
- To provide effective solutions for addressing these challenges
- To explore better strategies for teaching business writing skills.

## 2. Review of Literature

Writing in a foreign language was considered less important until around 1960, but today it is considered an essential skill for effective communication and an essential component of learning a new language. Writing is the process of committing ideas or words to paper or some other medium. Conversely, writing is the cerebral work of generating ideas, thinking about their expression, and arranging them into coherent paragraphs and assertions that a reader can understand (Harmer, 1998). Writing is a complex form of expression, not only a cerebral workout (Shokrpour & Fallahzadeh, 2007). The capacity to convey one's ideas clearly and concisely in writing is more valuable than ever in this day and age of rapid technological development, when the majority of communication occurs through computers (Griffiths, 2016). It shows how well the writer knows their subject and can explain it to the reader. It is not an easy task to learn to write, especially in a language other than one's native tongue, such as English.

Harmer (1998) states that "the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right." Everyone agreed that students hate writing and that developing their writing abilities is contingent upon their proficiency in other language areas. Success in school and the job depends on one's ability to write clearly and concisely. Students gain abilities that are applicable across disciplines when they learn to write consistently and clearly (Dwivedi & Chakravarthy, 2015).

According to Nikitina (2012), it is crucial to include all the essential contents since an incomplete message might impact the communication process. A business document should also give the reader sufficient information about what to do, when to do it, and how to do it. Every species serves a certain purpose. An example of a results-oriented message would be an appeal to the reader to do something or follow a set of instructions; an example of an informational message would be to provide readers with facts without trying to achieve anything in particular; an example of a persuasive message would be to highlight the advantages of a particular product or service; and finally, a negative message would deal with a depressing topic, like a layoff or a decrease in pay.

Business writing requires both mental and physical concentration. Clarity is essential due to the potential for highly costly outcomes. Proper sentence construction, careful word choice, and clear expression are the hallmarks of good writing (Lundin, 2008). An organization's professional image may be conveyed through well-written business documents that adhere to established standards and use a formal tone. Graham (2008) highlighted the significance of material and tone, agrees with this division. Therefore, the purpose of business writing goes beyond just conveying information and might vary based on the circumstances.

Errors in business correspondence may impede understanding. According to Dwyer (2005), several common mistakes should be avoided. These include: using the wrong words and tone; communicating incomplete messages; presenting the content in an unsuitable way; providing inadequate feedback; and not considering cultural and language barriers. The purpose of this research was to provide students with a range of solutions to help them avoid making these kinds of mistakes.

Email is a way for people to communicate digitally and share information with one another. In today's corporate world, it has become an essential component of every communication. Emails provide quick and easy communication, enabling people to send ideas, requests, and information to others without the constraints of mail (Miller & Brown, 2019).

According to Kallestinova (2011), a report is "a document that provides information about a particular subject to a specific audience for a specific purpose or objective. Markel (2015) stated that a report is a structured document that presents information, analysis, and recommendations in a format that is useful for a particular audience and purpose. In addition, Blicq and Moretto (2015) argued that a report is a written document that presents data and analysis, often to solve a problem or make a decision, which typically includes an introduction, body, and conclusion.

According to Johnson and Smith (2017), curriculum vitae is a record of an individual's academic and professional history that highlights their relevant credentials and achievements for a particular position. An individual's academic and professional accomplishments, credentials, job experience, and applicable abilities should be included in curriculum vitae. For academic positions, research possibilities, and jobs, it is a frequent choice.

Lesikar and Flatley (2007) stated that a business letter is a written message, usually sent from one company to another, containing information, requests, inquiries, complaints, and other business-related matters. Besides, Ober (2012) argued that a business letter is a formal document used to convey information, make requests, or communicate important business matters between individuals or organizations. In addition, Guffey and Loewy (2016) define a business letter as a formal written message, usually sent from one organization to another, that follows a specific format and conventions and is used for various business purposes such as inquiries, requests, responses, and proposals.

### 3. Method

The researchers used a descriptive research design and a mixed-research approach. One hundred six students made up the sample. A judgmental sampling technique was used to select the sample. The data for this study was gathered using a survey questionnaire. A survey was sent out to the students of Queens College. In this study, students from a variety of economic backgrounds were involved. The survey question contains a broad scope of business writing issues.

Descriptive statistics was used to analyze the survey data. SPSS and Excel were used for data analysis. Tables and figures were employed to display the results of the data.

### 4. Results and Discussion

Q1. My wrong use of grammar impedes my business writing skills

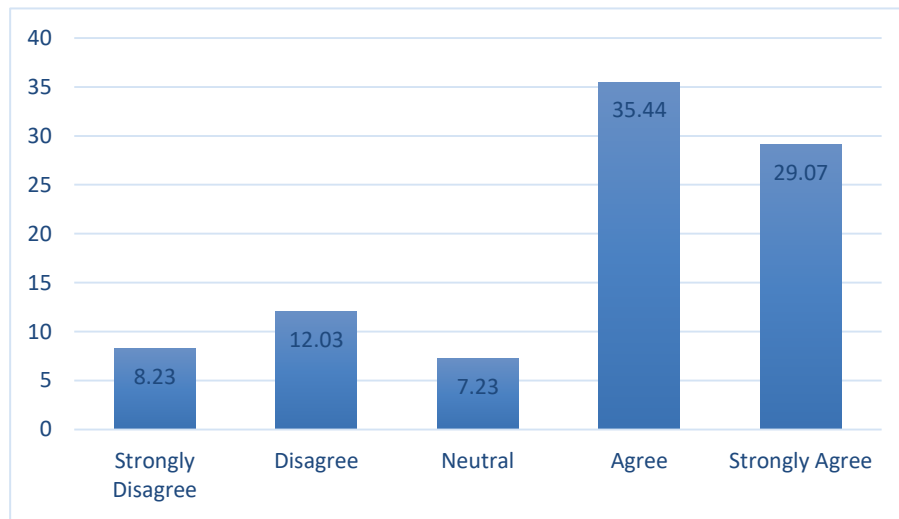


Figure 1. An impact of wrong grammar on students' business writing skills

According to Figure 1, 8.23% of the students strongly believe that their incorrect use of grammar does not hinder their business writing skills. These findings indicate that only a small portion of students possess a strong sense of confidence in their grammatical skills and hold the belief that it does not have an impact on their capacity to write effectively for business-related goals. 12.03% of the students hold the opinion that their incorrect grammar usage does not hinder their business writing abilities. Although they may recognize the presence of grammatical problems, they may not perceive these flaws as severely impeding their capacity to effectively communicate in a professional setting. 7.23% of students provided a neutral response, suggesting that they may lack a strong opinion or there is uncertainty regarding the influence of their grammar errors on their business writing proficiency. Approximately 35.44% of the respondents acknowledged that their incorrect usage of grammar had a negative impact on their business writing abilities. These findings indicate that a considerable number of students appreciate the significance of grammar in professional communication and recognize its influence on their writing skills. In addition, a significant number of 29.07% of the students firmly acknowledge that their incorrect grammar usage hinders their proficiency in business writing. This suggests that a significant number of students are very conscious of the adverse effects of grammar errors and may

actively strive to strengthen their grammar abilities in order to improve their proficiency in professional writing. White and Thompson (2018) emphasized the importance of appropriate language in corporate settings, which is present in the data. They observed that contractual or agreement problems stemming from inadequate grammar could have substantial legal ramifications for firms. In addition, Watcharapunyawong and Usaha (2013) identified the following 22 grammar errors made by the students in their business writings: punctuation errors, capitalization errors, spelling errors, run-on sentences, incomplete sentences, addition errors, word selection errors, word order errors, tense errors, clause errors, plural errors, article errors, preposition errors, pronoun errors, subject-verb agreement errors, possessive errors, verb errors, conjunction errors, adverb errors, adjective errors, noun errors and omission errors. Chan (2004) investigated the mistakes found in the writing of Chinese students in Hong Kong to analyze the impact of syntactic transfer on the quality of their writing output.

Q2. I face difficulty in logically organizing my ideas when I write my business English emails.

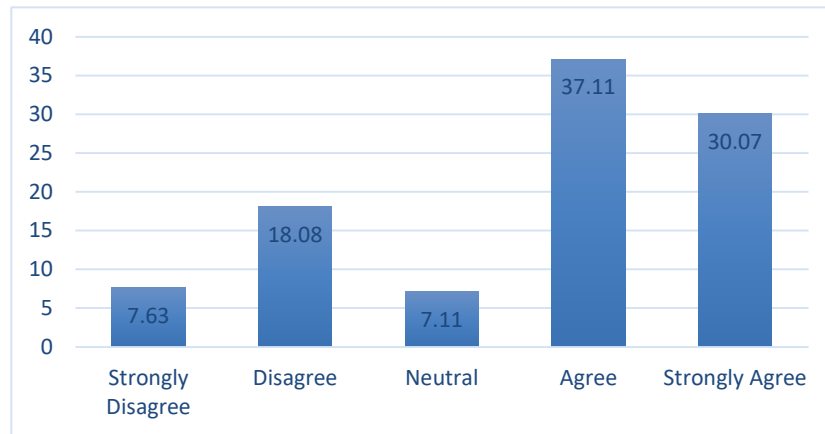


Figure 2. Facing difficulty in logically organizing ideas when students write their business English emails

The data depicts the students' responses regarding the challenges they face in effectively structuring their thoughts when composing business English emails. 7.63% strongly refute the notion that they encounter challenges in effectively structuring their thoughts while composing business English emails. These findings indicate that just a few students possess the confidence to organize their ideas clearly and logically when composing emails. 18.08% of the students disagreed with the assertion, suggesting that they do not experience notable difficulties in arranging their thoughts when composing business English emails. These students may possess strong organizational skills or have strategies in place to facilitate the logical flow of information in their emails. 7.11%, responded neutrally to the statement, suggesting that they neither agree nor disagree with the notion of facing difficulty in organizing their ideas when composing business English emails. This could indicate a lack of awareness or varying experiences among students regarding this specific aspect of writing. On the other hand, a considerable number of students, 37.11%, agree that they encounter difficulty in logically organizing their ideas when writing business English emails. This acknowledgment implies that a significant number of students struggle with structuring their thoughts effectively, potentially leading to less clear and concise communication in their email correspondence. Moreover, the largest number of respondents, 30.07%, strongly agree that they face difficulty in logically organizing their ideas when writing business English emails. This indicates a substantial number of students expressed the challenges they encounter in this aspect of their writing, recognizing the importance of clear organization in effective communication.

In a related study by Smithson and Clark (2022), it was found that students who consistently used correct grammar demonstrated a heightened awareness of precision and thoroughness in their writing. This research suggests that mastering grammatical rules may contribute to improved clarity and organization of ideas, which are essential elements of effective business communication, including email writing. Thus, addressing grammar proficiency alongside organizational skills may help students enhance their overall writing abilities in the context of business communication. Harris and colleagues (2014) highlighted the challenge that students face when it comes to expressing their ideas in writing. They struggle to effectively structure and articulate their thoughts on paper. Furthermore, Richards and Renandya (2002) emphasized that the key to successful writing is not only in the development of ideas but also in ensuring that these ideas are presented clearly and cohesively. This requires students to carefully organize their thoughts in a logical manner to prevent any confusion for the readers. According to Saprina et al. (2021), students struggle with organizing their ideas cohesively. A number of students face challenges in structuring their paragraphs effectively due to difficulties in formulating a clear thesis statement, organizing their thoughts within paragraphs, ensuring writing coherence, and integrating ideas into coherent sentences. In order to overcome these difficulties, students should utilize variety of learning opportunities.

Q3. I use correct punctuation marks in my business writing

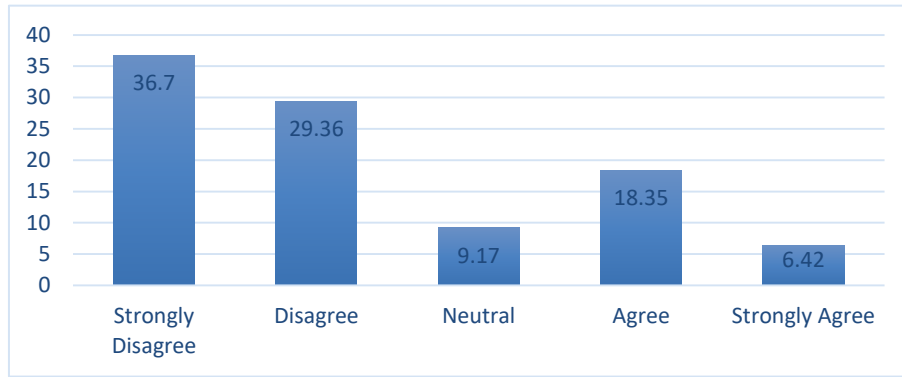


Figure 3. Using correct punctuation marks in business writing

Figure 3 indicates that 36.7% of students strongly disagree that they use correct punctuation marks in business writing skills. This suggests that a minority of students feel uncertain or lack confidence in their ability to apply proper punctuation in their business writing, which may impact the clarity and professionalism of their communication. Similarly, 29.36% of the students disagree with the statement, indicating that they acknowledge the importance of correct punctuation but may struggle to consistently apply it in their business writing. These students may recognize the need for improvement in their punctuation skills to enhance the effectiveness of their written communication. 9.17% of students responded neutrally to the statement, suggesting that they neither agree nor disagree with the assertion regarding their usage of correct punctuation marks in business writing skills. This neutral response may stem from a lack of awareness or varying experiences among students regarding their punctuation proficiency. In contrast, 18.35% agree that they use correct punctuation marks in their business writing skills. This indicates that a considerable number of students are confident in their ability to apply proper punctuation, which can contribute to clear and effective communication in a professional context. Moreover, the largest number of respondents, accounting for 6.42% of the students, strongly agree that they use correct punctuation marks in their business writing skills. This suggests that a substantial number of students are not only confident but also emphatic about their proficiency in punctuation usage, recognizing its importance in conveying professionalism and clarity in written communication.

Brown and Garcia (2020) highlighted the importance of language selection in shaping the tone and level of formality in business writing. A study revealed that students who chose proper vocabulary to match their desired tone were more effective in expressing professionalism and building an appropriate communication style. Smith and Davis (2019) emphasised that students with superior language proficiency demonstrated a higher level of refinement and efficacy in their business communication. The findings emphasise the significance of having a strong command of the language, particularly the proper use of punctuation, in improving the quality of business writing and communication. The students struggled with employing proper punctuation, as they were unfamiliar with the intended usage of punctuation marks (Nuriyanti & Yuliawati, 2017).

Q4. Lack of coherency affects my business writing skills

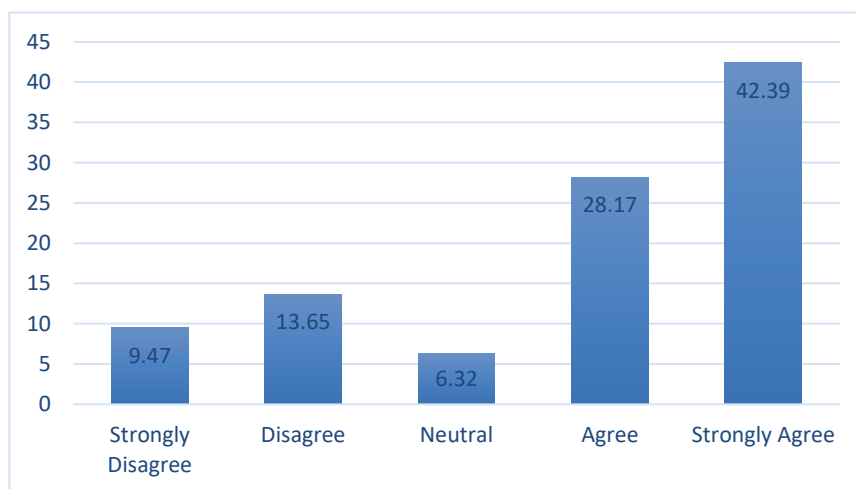


Figure 4. Lack of coherency affects students' business writing skills

Figure 4 shows that 9.47%, strongly disagree that a lack of coherency affects their business writing skills. This suggests that a small portion of students are confident in their ability to maintain coherence and logical flow in their business writing, despite potential challenges. 13.65% disagree with the statement, indicating that they do not perceive a lack of coherency as a significant hindrance to their business

writing skills. These students may have developed strategies to ensure coherence in their writing or may naturally possess strong organizational abilities. 6.32%, responded neutrally to the statement, indicating that they neither agree nor disagree with the assertion about a lack of coherency affecting their business writing skills. This neutral response may stem from a lack of awareness or varying experiences among students regarding the impact of coherency on their writing. In contrast, a significant portion of students, 28.17%, agree that a lack of coherency affects their business writing skills. This result implies that a substantial number of students recognize the importance of coherence in effectively conveying their ideas and messages in a business context. Furthermore, 42.39% of the students strongly agree that a lack of coherency affects their business writing skills. This indicates most of the students who feel strongly about the detrimental impact of incoherent writing on their ability to communicate effectively in a professional setting. According to Saprina et al. (2021), the majority of students struggle to articulate their thoughts in a clear and connected manner when composing an essay. Many students continue to struggle with formulating a strong thesis statement, structuring paragraphs effectively, ensuring writing flows smoothly, and connecting ideas in proper sentences.

Overall, the data suggests that while some students may not perceive lack of coherency as a significant issue, a considerable number recognize its importance in business writing. Addressing issues related to coherence, such as organizing ideas logically and maintaining a clear flow of information, may be beneficial for enhancing overall writing proficiency and professionalism among students.

Q5. I practice business writing both inside and outside the classroom

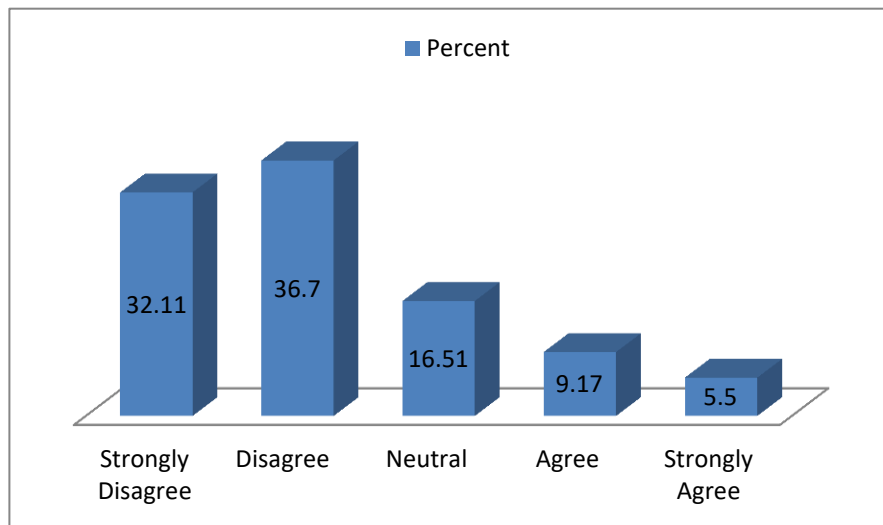


Figure 5. Practicing business writing both inside and outside the classroom

According to Figure 5, 32.11% of the students strong disagree over their practice of business writing, both within and outside the classroom. 36.7% of the learners disagree opinion to the statement. They may not engage in business writing in the classroom or beyond, or they may perceive their practice as predominantly confined to the classroom environment. 16.51% of students expressed neutrality, suggesting that they have ambivalent or uncertain attitudes about the frequency and context of their practice in business writing. A total of 9.17% of students agreed with the statement, indicating their active engagement in business writing, both within and outside the confines of the classroom. They understand the significance of engaging in business writing outside of education environments. A significant number of students, namely 5.5%, strongly agree with the statement, demonstrating a firm conviction that they engage in business writing both within and beyond the confines of the classroom. They likely perceive the value of honing their business writing skills in various contexts and understand the importance of real-world application beyond academic exercises.

In summary, the data reflect diverse attitudes and behaviors among students regarding their engagement in business writing activities. A considerable number agree with the importance of practicing business writing both inside and outside the classroom. The research conducted by Luan et al. (2024) highlighted the benefits of a process-oriented teaching approach for writing skills, as opposed to a product-oriented one. They also stressed the importance of students practicing writing in various settings, inside and outside the classroom, with enough time dedicated to improving their writing abilities. According to Naushan et al. (2023) having a solid foundation of previous knowledge enables students to grasp the text more effectively, as they can draw connections and derive meaning from familiar subject matter.

Q6. I face difficulty in using correct grammar in my business writing.

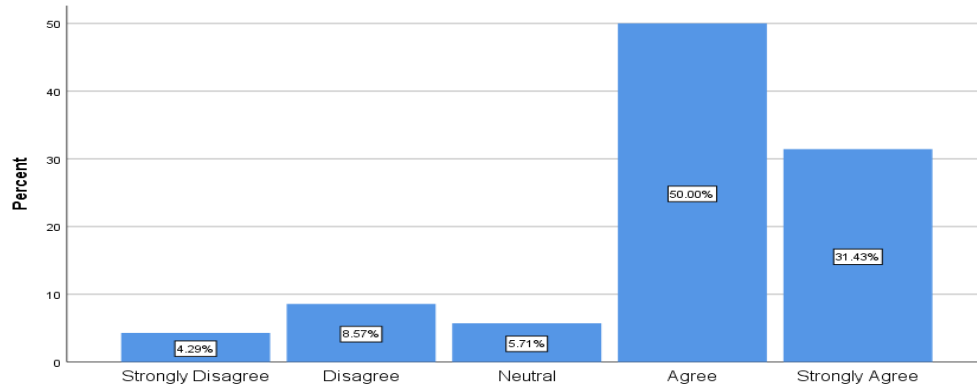


Figure 6. Making grammar mistakes in their business writing

Based on Figure 6, it can be observed that 4.29% of the students strongly disagree that they have difficulty using accurate grammar in their business English emails. This suggests that they have a high level of confidence in their grammar skills. In addition, 8.57% of the students expressed disagreement with the assertion, indicating their belief that they only make a small number of grammar problems in their business writing. In addition, 5.71% of the students provided a neutral response, suggesting a state of uncertainty regarding the frequency of grammar faults in their business writing. 50% the students acknowledge making grammatical faults in their business writing, recognizing the presence of flaws in their written work. In addition, a notable number of students (31.43%) express a strong agreement on their tendency to produce language errors in their business writing. This finding highlights the widespread acknowledgment among students of the high occurrence of grammar faults in their written work. This shows that the education policy in foreign language teaching and learning should be reassessed in order to enhance students' business writing skills.

According to the research by Johnson and Smith (2017), there is a positive correlation between students' mastery of grammar and the clarity and effectiveness of their business writing. The research proved that students with advanced grammar abilities were able to generate business communication that was more cohesive and easily accessible. In the study by Farooq et al (2012), it was found that L2 writers find grammar to be the most challenging aspect of writing. Consequently, students face difficulties in forming sentences with the correct structure. Failing to establish a strong foundation in grammar can lead to communication breakdowns.

*Q7. Lack of motivation affects my business writing skill*

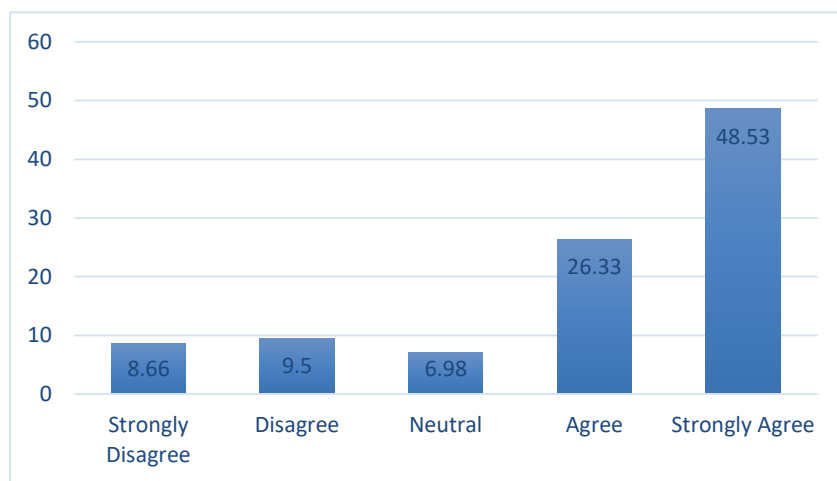


Figure 7. The impact of lack of motivation on business writing skill

Figure 7 shows that 8.66% of the students strongly disagree with the impact of lack of motivation on their writing talent. This suggests that they have a high level of confidence in their capacity to overcome motivational obstacles in writing. In addition, 9.5% of the students express disagreement with the assertion, indicating that they perceive only insignificant obstacles in their writing as a result of insufficient motivation. 6.98% of the students provided neutral responses. 26.33% of the sample admit that lack of motivation has a negative impact on their writing abilities. This finding highlights the considerable number of students who recognize the influence of motivational obstacles on their writing abilities. Additionally, a sizable portion of students (48.53%) firmly believe that a lack of motivation affects their writing

abilities. This finding underscores the considerable number of students who perceive a high level of difficulty in writing as a result of motivational considerations. Motivation is the most important element in education environment.

In summary, the results emphasize that a majority of the learners experience difficulties in their writing as a result of a lack of interest. Most students perceive challenges in writing due to motivational factors. Choosing precise vocabulary is essential for accurately communicating complex facts. According to Thompson and Wilson (2019), students who utilized technical terminology correctly in their business writing showed competence and effectively communicated their views. This underscores the need to eliminate motivational obstacles to improve writing skills. Students often find it hard to improve their business writing skills because of factors like outdated teaching methods, lack of practice, low motivation, and a limited vocabulary (Mathumathi et al., 2024).

Q8. I face difficulty in using a wide range of vocabulary in my business English emails.

Table 1. Facing difficulty in using a wide range of vocabulary in business English emails

	Frequency	%
Strongly Disagree	9	8.49
Disagree	17	16.03
Neutral	5	4.71
Agree	41	38.67
Strongly Agree	34	32.07
Total	100	106.0

As shown in Table 1, 18.49% of the students strongly agree that their limited vocabulary knowledge has no negative effect on their business writing. This indicates they are not substantially impacted by the quality of their writing and that they possess a considerable degree of self-assurance regarding their vocabulary abilities. Furthermore, a greater number of the students (16.03%) disagree with the claim, stating that they consider the influence of their limited vocabulary to be minimal on their proficiency in business writing. Furthermore, concerning the impact of their language proficiency on their business writing, 4.71% of the students offered a neutral response, indicating a state of uncertainty. Regarding their business writing, 38.67% of the students acknowledge that their limited vocabulary proficiency affects their ability to compose effectively. Furthermore, an impressive 32.07 % of the students strongly concur that their limited vocabulary proficiency has a significant impact on their business writing. This finding suggests that a number of students understand the critical correlation between their proficiency in vocabulary and the ability of their business writing.

Regarding corporate communication, White and Brown (2020) emphasized the importance of employing appropriate terminology. Better communication outcomes have been observed among learners who possess the ability to differentiate between formal, technical, and informal language. According to Sermsook et al. (2017), the main causes of the errors in writing are the students' lack of proficiency in English grammar and vocabulary, as well as their lack of attention to detail. Therefore, teachers should help their students widen their vocabulary range in the school.

Q9. My English teacher's teaching method affects my business writing skill

Table 2. The impact of teaching method on business writing skill

	Frequency	%
Strongly Disagree	8	7.5
Disagree	15	14.15
Neutral	11	10.37
Agree	37	34.90
Strongly Agree	35	33.01
Total	100	100.0

Based on the data in Table 2, it can be observed that 7.5% of the students hold a strong negative opinion on their English teacher's teaching technique and its effectiveness in improving their business writing skills. This demonstrates a firm conviction within this group that their English teacher's methodology significantly enhances their writing skills. In addition, 14.15% of the respondents express disagreement with the statement, indicating that although they have some qualms, they still consider their English teacher's approach fairly advantageous for their business writing abilities. In addition, 10.37% of students provided a neutral response, suggesting a state of uncertainty regarding the efficacy of their English teacher's instructional approach in enhancing their business writing abilities. A significant number of students, specifically 34.9%, acknowledge that their English teacher's instructional technique has little success in enhancing their business writing skills. A huge majority of 33.01% strongly agree that their English teacher's teaching technique does not contribute to improving their business writing skills, suggesting that the method is widely perceived as unsuccessful in this regard.

Most students expressing this attitude indicate that a considerable number perceive their English teacher's approach as unsuccessful in improving their business writing skills. According to Martinez et al. (2017), collaborative learning opportunity also contribute significantly to the development of teamwork and communication skills, which are crucial aspects of good business writing. Lamessa et al. (2023) discovered that reducing class size provides students with increased chances for individualized instruction and practice, allowing teachers to allocate more time to each student and foster a more tailored learning environment. According to Luan et al. (2024), the teachers' teaching methods and strategies influence students' writing skills. A continuous teacher training program is recommended to employ the best and effective teaching method in education environment. Furthermore, Shareefa et al. (2024) stated that the successful implementation of



differentiated instruction in diverse classrooms is heavily influenced by the level of professional development and knowledge competency that teachers possess, which is determined by their qualifications and training.

*Q10. I cannot use appropriate words in my business letters.*

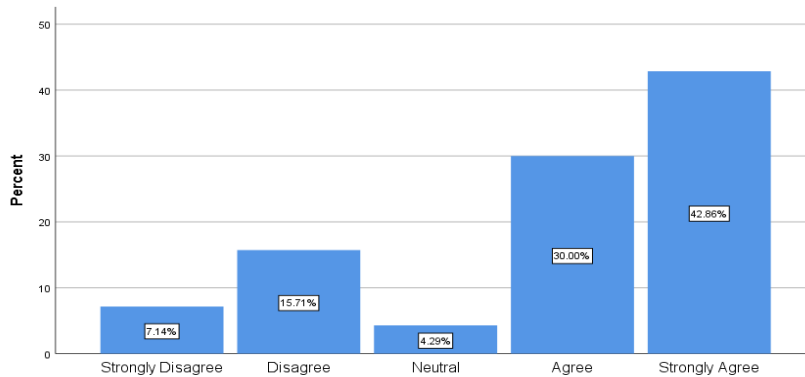


Figure 8. Using appropriate words in business letter writings

The data depicted in Figure 8 show the distribution of responses regarding students' competence in employing suitable vocabulary in their business correspondence. The data reveals that 7.14% of the students express a strong disagreement on the presence of problems in selecting appropriate terms, suggesting a notable level of confidence in their vocabulary usage. In addition, 15.71% of the participants express disagreement with the assertion, indicating their confidence in their ability to effectively choose words in their business correspondence. In addition, 4.29% of students expressed neutrality, suggesting a sense of uncertainty regarding their proficiency in utilizing appropriate words in business correspondence. 30.0% of the students acknowledge facing challenges in choosing suitable vocabulary for their business correspondence, indicating a substantial number of students who grapple with this particular component of writing. Furthermore, a significant number of the student, specifically 42.86%, firmly acknowledges encountering difficulties in employing suitable terminology. This suggests that a considerable number of students struggle with choosing an acceptable vocabulary for their business communication. According to Lauren. (2004), building a strong vocabulary is often cited as a challenge for students when it comes to writing. Strakey emphasized the importance of selecting the appropriate words in an essay to effectively communicate their thoughts. Writing in English involves a wide array of choices that cover different levels of writing skills. These choices include punctuation, vocabulary, word selection, and grammatical structure, as well as determining the content and organization of the written text (Richards & Renandya 2002).

Overall, the data underscores that most students encounter difficulties in using appropriate words in their business letters. The majority of respondents acknowledging this challenge underscore the significance of vocabulary selection in business communication. Ineffective word choice can potentially impact the professionalism and clarity of business correspondence.

### 5. Conclusion

Writing is the ability to create meaningful texts in a language. Students must develop the skill of writing, even though it is often considered the most boring and challenging aspect in education. The results show that students face many challenges when producing their business reports. Students struggle with business writing due to a combination of factors, including a small vocabulary, insufficient grammatical expertise, insufficient practice, and the typical teaching technique. Lack of words, appropriate teaching methods, motivation, interest, and grammar are the core factors that affect students' business writing skills. The study suggests ways students may improve their business writing skills by looking at common mistakes they make, how they struggle with practicing regularly, and what causes these problems. The study revealed that students at Queens College can benefit from honing their business writing skills. The following remedies have been suggested: practicing writing both inside and outside the classroom, improving methods of instruction, and incorporating a variety of learning activities to engage students in studying business writing. Additionally, students should do extra reading and use the internet to look for sample emails, letters, and reports writings. Independent study and regular practice are also essential for students to develop their writing skills.

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The authors declare that they do not have any known competing financial or non-financial interest and/or personal relationships that could influence this research article.

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Dr. Ng Miew Luan contributed to edition and revision of the paper. Dr. Megala Rajendran contributed to edition and revision of the paper. Dr. M. Sumathy contributed to edition and revision of the paper. Dr. Thomas Alwa Edison K contributed to edition and revision of the paper. Dr. Toong Hai Sam contributed to edition and revision of the paper. Dr. Prakash A contributed to provide critical insights and ensured the overall clarity of the paper. Lamessa Oli conceptualized and developed the literature review, developed objective, collected data, analysed data, interpreted data, presented the arguments in the article and wrote the manuscript.

We, authors, discussed the research findings, contributed to the interpretation of the results, reviews and approved the final version of the manuscript.

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No additional data are available.

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