

ABSTRAK

Kajian kes yang dijalankan ke atas sekumpulan pelajar program pengajian *UK BTEC Higher National Diploma (HND) in Business* di Institut Teknologi Darulnaim (ITD), Kota Bharu, Kelantan ini meninjau kesan penggunaan e-mel dalam penulisan memo bagi mata pelajaran *Bahasa Inggeris Intensif untuk Perniagaan*, dengan tujuan meningkatkan lagi penguasaan pelajar terhadap format penulisan memo di samping mengurangkan kekerapan kesalahan ejaan ke tahap minimum. Kedua-dua gabungan kaedah kuantitatif dan kualitatif telah digunakan, masing-masing berpandukan kajian oleh Biesenbach-Lucas dan Weasenforth (2001) bagi menentukan tahap penguasaan format penulisan memo dan kekerapan kesilapan ejaan serta kajian oleh Frizler (1995) bagi meninjau kebaikan dan keburukan penggunaan e-mel tersebut dari perspektif pelajar dan pengajar. Subjek kajian ($n=10$) ini dipilih berdasarkan ciri-ciri tertentu berpandukan kaedah *purposive sampling* (Frizler, 1995). Pelajar diberi latihan di dalam kelas dan tumpuan diberi pada format dan kesalahan ejaan, sebelum dan selepas penggunaan e-mel, dan dibandingkan dengan skrip jawapan mereka dalam Penilaian Akhir Semester. Borang soal selidik diedarkan pada dua peringkat tersebut sementara temubual bersemuka dengan setiap pelajar diaturkan pada akhir semester. Sepanjang tempoh tersebut, pengajar juga telah membuat catatan berdasarkan persepsinya terhadap apa yang berlaku. Statistik deskriptif dan inferensi digunakan dalam analisis data yang bersifat kuantitatif diperolehi dengan bantuan pakej perisian statistik *SPSS for Windows* versi 10.01 sementara data yang bersifat kualitatif dianalisis mengikut pendekatan Frizler (1995), berpandukan kriteria yang diasaskan oleh Strauss (1987). Keputusan kajian menunjukkan bahawa terdapat perubahan dari segi penguasaan format penulisan memo dan kekerapan kesalahan ejaan setelah e-mel digunakan. Selain itu, kajian ini juga menunjukkan bahawa terdapat perubahan pada minat untuk belajar penulisan memo setelah penggunaan e-mel dilaksanakan. Pelajar dan pengajar juga berpendapat bahawa terdapat lebih banyak kebaikan daripada keburukan penggunaan e-mel dalam penulisan memo tersebut.

ABSTRACT

This case study, conducted on the pioneer group of the UK BTEC Higher National Diploma (HND) in Business at Institut Teknologi Darulnaim (ITD), Kota Bharu, Kelantan, attempted to explore the effects of using e-mail in Business English memo-writing, with the aims of enhancing students' grasp of the appropriate memo-writing format as well as minimising the number of occurrences of spelling errors. Combined methods, qualitative and quantitative, were employed, following similar methods used by Biesenbach-Lucas and Weasenforth (2001) in analysing the memo format and spelling errors as well as by Frizler (1995) in exploring the benefits and limitations of using e-mail in memo-writing from the students' and the instructor's perspectives respectively. Purposive sampling ($n=10$) was done (Frizler, 1995) based on certain predetermined criteria. In-class memo-writing exercises were given where emphasis is placed upon the memo format and the number of occurrences of spelling errors produced, before and after using e-mail. These texts were later compared to the ones produced without using e-mail in the end of semester Final Assessment. Two-phased questionnaires were distributed before and after the use of e-mail and by the end of the semester, a one-on-one interview was conducted. Throughout this duration, the instructor took notes of daily accounts of what had been taking place from her own perspective. Descriptive and inferential statistics were applied to quantitative data analysis with the help of statistical software package, *SPSS for Windows ver. 10.01* while qualitative data analysis were analysed as suggested by Frizler (1995), based on criteria established by Strauss (1987). Results indicated that there had been a change in the students' grasp of the appropriate memo format and the number of occurrences of spelling errors produced by the students as a result of using e-mail in memo-writing. In addition, there was also a change in the students' interest in learning memo-writing as a result of the use of e-mail in memo-writing. From the students' and instructor's perspectives, it was concluded that the benefits of incorporating the use of e-mail in memo-writing had outweighed its limitations.