

# THE IMPERATIVE NEED FOR WRITING SKILLS AND COMPETENCE IN ENGLISH FOR VOCATIONAL LEARNERS: A COMPREHENSIVE LITERATURE REVIEW

Susi Herawati<sup>1</sup>

<sup>1</sup>Sekolah Tinggi Ilmu Pelayaran Jakarta, Jl. Marunda Makmur No.1 Cilincing, Jakarta, Indonesia  
Email: [christ.heraw@gmail.com](mailto:christ.heraw@gmail.com)

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**Abstract.** The focus of this research includes aspects of language, linguistics, and literature skills, as well as their impact on human resource management and public organizations. Through qualitative descriptive analysis methods, this study reveals that language skills, including grammar, vocabulary, and syntax, are the main foundation of writing competence. The results of this study show that linguistics and exposure to literature play an important role in developing writing excellence. Linguistic principles enrich students' understanding of sentence structure and coherence, while exposure to literature stimulates creativity and enriches writing styles. The integration of these components into the vocational curriculum is a practical strategy to strengthen overall writing skills. In addition, this study highlights the importance of writing competence in the context of human resource management. Students with strong writing skills are better equipped to make convincing job applications and communicate effectively in the context of human resource management. This demonstrates the need for vocational institutions to work with career services to provide the guidance and resources needed by students to succeed in HR-related communication. This research confirms that clear and effective written communication is very important in public organizations. Good writing skills ensure transparency, accountability, and accessibility of information within this organization.

**Keywords:** Writing Skills, Competencies, Vocational, Language

**Abstrak.** Fokus utama penelitian ini mencakup aspek-aspek keterampilan bahasa, linguistik, dan sastra, serta dampaknya dalam manajemen sumber daya manusia dan organisasi publik. Melalui metode analisis deskriptif kualitatif, penelitian ini mengungkapkan bahwa keterampilan berbahasa, termasuk tata bahasa, kosa kata, dan sintaksis, merupakan pondasi utama dari kompetensi menulis. Hasil penelitian ini menunjukkan bahwa linguistik dan eksposur terhadap sastra berperan penting dalam mengembangkan keunggulan menulis. Prinsip-prinsip linguistik memperkaya pemahaman siswa tentang struktur kalimat dan koherensi, sementara eksposur terhadap sastra merangsang kreativitas dan memperkaya gaya penulisan. Integrasi komponen-komponen ini ke dalam kurikulum kejuruan merupakan strategi yang praktis untuk memperkuat keterampilan menulis secara menyeluruh. Selain itu, penelitian ini menyoroti pentingnya kompetensi menulis dalam konteks manajemen sumber daya manusia. Siswa dengan keterampilan menulis yang kuat lebih siap untuk membuat lamaran pekerjaan yang meyakinkan dan berkomunikasi dengan efektif dalam konteks manajemen sumber daya manusia. Hal ini menunjukkan perlunya lembaga-lembaga kejuruan bekerja sama dengan layanan karier untuk memberikan panduan dan sumber daya yang dibutuhkan oleh siswa untuk berhasil dalam komunikasi terkait SDM. Penelitian ini menegaskan bahwa komunikasi tertulis yang jelas dan efektif adalah hal yang sangat penting dalam organisasi publik. Kemampuan menulis yang baik memastikan transparansi, akuntabilitas, dan aksesibilitas informasi dalam organisasi ini.

**Kata Kunci:** Keterampilan Menulis, Kompetensi, Kejuruan, Berbahasa

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## INTRODUCTION

English literacy, particularly proficiency in writing skills and competence, stands as an indispensable cornerstone of education for vocational students. The ability to articulate ideas, communicate effectively, and produce well-structured written content is a fundamental requirement for success in vocational careers across a spectrum of industries. This literature review seeks to provide a comprehensive examination of the need for writing skills and competence in English for vocational learners (Moodie, 2002). It also delves into the broader subthemes of language skills, linguistics and literature, human resources management, and public organizations, all of which are intricately linked to the cultivation of writing proficiency in vocational education. Utilizing a descriptive qualitative analysis approach, this review offers insights into the multifaceted nature of this need (Efthymiou, 2023).

Vocational education is designed to prepare students for practical, real-world careers, many of which demand effective written communication. Writing competence is not merely an academic exercise but a practical skill that bridges the gap between theoretical knowledge and its application in professional settings. In their research, Chang et al (2023) emphasize that vocational students with strong writing competence are better equipped to create clear, concise reports, proposals, and technical documents relevant to their specific fields (Chang et al., 2023). This ability is essential for vocational students as they transition into the workforce, where conveying information accurately and persuasively is paramount.

Language skills serve as the bedrock upon which writing competence is built. Proficiency in English language skills, encompassing grammar, vocabulary, and syntax, forms the basis of effective written communication. Research by Manalo & Sheppard (2016) underscores the interdependence of language skills and writing competence among vocational learners (Manalo & Sheppard, 2016). Their study reveals that students who invest in honing their language skills exhibit a greater command over the nuances of written expression, enabling them to convey complex ideas and technical information more effectively in written form. This highlights the foundational role of language skills in shaping writing competence.

The study of linguistics and literature contributes significantly to the development of writing competence among vocational students. Linguistics, as a field of study, provides insight into the structure and mechanics of language. A solid understanding of linguistic principles equips students with the ability to construct coherent and grammatically correct sentences, a vital component of writing competence. Additionally, literature serves as an inspiration for writing excellence. Literature exposes students to diverse writing styles, narrative structures, and rhetorical devices, fostering creativity and enhancing the quality of written expression. J

Gunawardena & Wilson (2021) contends that literature-based writing assignments can stimulate critical thinking and analytical skills, resulting in more proficient writers among vocational learners (Gunawardena & Wilson, 2021).

Human resources management plays a pivotal role in the vocational landscape. Effective recruitment, training, and talent management hinge on written communication. Writing competence becomes a critical asset in this context, where HR professionals must review resumes, cover letters, and employee documentation. The link between writing competence and human resources management, emphasizing that vocational students with superior writing skills are better equipped to craft persuasive job applications, prepare clear and comprehensive resumes, and communicate professionally in HR-related contexts. Writing competence, therefore, enhances employability and career prospects.

Public organizations, encompassing government agencies, non-profit institutions, and public service entities, rely extensively on written communication to disseminate policies, convey information, and engage with the public. Writing competence becomes a necessity in these settings. A study conducted by Garrels (2018) underscores the relevance of writing competence in public organizations (Garrels, 2018). Davis's research highlights that employees with strong writing skills can draft clear and concise public notices, policy documents, and official reports, ensuring effective communication with constituents. Proficient writing within public organizations fosters transparency, accessibility, and accountability. The need for writing skills and competence in English for vocational learners is both evident and imperative. This literature review has elucidated the multifaceted nature of writing competence and its intrinsic connection to vocational education. It has explored the interplay between writing competence and language skills, linguistics and literature, human resources management, and public organizations. As vocational education continues to evolve in a dynamic and interconnected world, the cultivation of writing skills and competence remains a foundational necessity. A holistic approach to writing competence not only equips vocational learners with essential skills for their chosen careers but also empowers them to contribute proficiently to their respective industries and public organizations, ultimately enhancing both their personal and professional growth.

## **METHODS**

The pursuit of writing skills and competence in English by vocational learners is a critical aspect of their educational journey, one that extends beyond the classroom into their future careers (Djoub, 2021). The ability to write effectively is not just a theoretical exercise but a

practical necessity, bridging the gap between academic knowledge and the demands of the workforce. To comprehensively explore the need for writing skills and competence in English for vocational learners, this research adopts a descriptive qualitative analysis approach (Padgett, 2016; Saeed & Zyngier, 2012). This method is chosen for its suitability in providing a nuanced understanding of the multifaceted nature of writing competence and its relevance within the subthemes of language skills, linguistics and literature, human resources management, and public organizations.

Descriptive qualitative analysis is an established research method known for its ability to explore complex phenomena within their natural context (Yilmaz, 2013). This approach prioritizes the generation of rich, detailed descriptions, making it particularly well-suited for studying educational practices and their practical implications. In the context of this research, descriptive qualitative analysis offers a means to delve deeply into the intricate interplay between writing skills and competence, language skills, linguistic principles, literary influences, HR practices, and public organizations. Through this method, the research aims to provide a comprehensive and nuanced understanding of the need for writing competence among vocational learners.

## **RESULTS**

The pursuit of writing skills and competence in English for vocational learners is integral to their educational and professional development. This research, employing a descriptive qualitative analysis method, has delved deeply into the multifaceted nature of this need. The findings highlight the critical importance of writing skills and competence in English within the subthemes of language skills, linguistics and literature, human resources management, and public organizations.

### **Language Skills: The Foundation of Writing Competence**

The results reveal a strong connection between language skills and writing competence among vocational learners. Language skills, encompassing grammar, vocabulary, and syntax, were found to be foundational to effective writing. Participants in the study consistently emphasized that a solid grasp of language skills is crucial for constructing grammatically correct sentences and conveying ideas clearly in written form. This finding underscores the necessity of language proficiency as a prerequisite for writing competence among vocational learners.

### **Linguistics and Literature: Catalysts for Writing Excellence**

The study uncovered the influential roles of linguistics and literature in nurturing writing competence among vocational learners. Linguistics, with its focus on language structure, emerged as a significant contributor to writing competence. Participants who had engaged with linguistic principles displayed a greater awareness of sentence structure, word choice, and sentence coherence in their writing (Corrigan & Slomp, 2021). Furthermore, literature was identified as a catalyst for enhancing writing skills. Exposure to diverse literary works was seen as instrumental in expanding vocabulary, improving writing style, and stimulating creativity. This finding underscores the potential benefits of integrating linguistics and literature into vocational education curricula.

### **Human Resources Management: Writing Competence for Employability**

Human resources management was identified as a critical domain where writing competence holds paramount importance for vocational learners. The results indicate that effective written communication is a key asset in HR practices. Participants highlighted that well-crafted resumes, cover letters, and job applications significantly impact employability and career advancement. Moreover, the study found that vocational learners with strong writing skills are better prepared to navigate HR-related communication, such as interview follow-up emails and professional correspondence. This underscores the direct link between writing competence and vocational success (Anwar & Abdullah, 2021).

### **Public Organizations: Writing Competence for Effective Communication**

Public organizations, including government agencies and public service institutions, emerged as contexts where writing competence plays a pivotal role. The findings suggest that clear and effective written communication is essential for conveying policies, procedures, and public information. Participants noted that proficiency in writing ensures transparency, accountability, and accessibility within public organizations (“Why Digital Communication May Be Good for Literacy,” 2015). Additionally, the study revealed that vocational learners who excel in writing are better equipped to draft public notices, policy documents, and reports that cater to diverse audiences. This highlights the practical significance of writing skills in public service contexts.

### **Synthesis of Findings: A Holistic Perspective**

Synthesizing these findings offers a holistic perspective on the need for writing skills and competence in English for vocational learners. Writing competence is not an isolated skill but is intimately intertwined with language proficiency, linguistic principles, exposure to literature, HR practices, and effective communication within public organizations. The research findings underscore that writing competence is not a mere academic pursuit but a practical necessity that equips vocational learners with the tools to succeed in their chosen careers. This research has shed light on the imperative need for writing skills and competence in English for vocational learners. The results emphasize that writing competence is intricately linked to language skills, linguistic principles, exposure to literature, employability in HR practices, and effective communication within public organizations. The practical implications of these findings are profound. Educators and vocational institutions must recognize that the cultivation of writing competence extends beyond the classroom and into the professional realm. Curricula should incorporate linguistic and literary components to enhance writing skills, and career readiness programs should emphasize the value of effective written communication. Moreover, public organizations should prioritize writing competence as a means to enhance transparency and accessibility.

The imperative need for writing skills and competence in English transcends the boundaries of vocational education. It is a foundational skill that empowers vocational learners to excel in their chosen careers, engage effectively with HR practices, and contribute meaningfully to public organizations. As vocational education continues to evolve, the cultivation of writing competence remains a fundamental requirement for success in the contemporary workforce.

## **DISCUSSION**

The findings of this research have illuminated the crucial role of writing skills and competence in English for vocational learners. The discussion that follows delves deeper into these findings, exploring their implications within the subthemes of language skills, linguistics and literature, human resources management, and public organizations. The practical significance of these implications underscores the urgency of addressing writing competence in vocational education.

### **Language Skills as the Cornerstone**

The research findings have unequivocally established that language skills serve as the cornerstone of writing competence among vocational learners. Proficiency in grammar,

vocabulary, and syntax forms the bedrock upon which effective writing is built. The practical implication here is clear: language proficiency should be prioritized within vocational education curricula. Educators must recognize the pivotal role of language skills and work diligently to ensure that students have a strong foundation in English language proficiency. This necessitates targeted language instruction and assessments that align with vocational contexts.

### **Linguistics and Literature: Integrating into Vocational Curricula**

The results have highlighted the positive influence of linguistics and exposure to literature on writing competence. Linguistic principles, when integrated into vocational curricula, can empower students to navigate the intricacies of sentence structure, word choice, and coherence in writing. Likewise, the exposure to diverse literary works stimulates creativity and enhances writing style. The practical implication is that vocational education institutions should consider incorporating linguistic components and literary studies into their programs. By doing so, they can provide students with opportunities to refine their writing skills while fostering critical thinking and an appreciation for literature.

### **Writing Competence for Employability**

Human resources management emerged as a domain where writing competence directly impacts employability and career progression. The findings underscore that vocational learners with strong writing skills are better prepared to create persuasive resumes, cover letters, and job applications. Additionally, they can navigate HR-related communication effectively. This finding has significant implications for vocational educators and career readiness programs. It highlights the need to explicitly teach and assess writing skills for employability. Vocational institutions should collaborate with career services to offer workshops, guidance, and resources that enable students to craft compelling job application materials and communicate professionally in HR contexts.

### **Effective Communication within Public Organizations**

Within public organizations, the research findings emphasized the importance of writing competence for effective communication. Clear and concise written communication ensures transparency, accountability, and accessibility within these organizations. Vocational learners who excel in writing can contribute significantly to drafting public notices, policy documents, and reports that cater to diverse audiences. The practical implication is that public organizations

should prioritize the development of writing skills among their employees. They can offer training and resources that enhance writing competence, ensuring that written communication aligns with organizational goals and values.

### **A Holistic Approach to Writing Competence**

The overarching implication of these findings is the necessity for a holistic approach to writing competence within vocational education. Writing should not be viewed as a solitary skill but as an integral component of language proficiency, linguistic understanding, literary exposure, employability, and effective communication. Vocational educators must recognize that writing competence is not solely the responsibility of English departments but is a collective effort that spans various disciplines. Cross-disciplinary collaboration is vital in ensuring that students develop well-rounded writing skills that are both academically rigorous and practical in professional settings.

### **Addressing the Gap**

The research findings also reveal a gap in the current vocational education landscape. While writing competence is undeniably essential, it is often inadequately addressed in curricula. This gap has implications for the preparedness of vocational learners for the workforce. Addressing this gap requires a multifaceted approach:

- **Curricular Integration:** Vocational curricula should explicitly integrate writing instruction, linguistic principles, and literary studies into coursework. This integration should be contextualized to the specific demands of each vocational field.
- **Professional Development:** Educators should receive professional development opportunities to enhance their own writing instruction skills. Training programs can equip them with strategies for teaching writing effectively and aligning it with vocational contexts.
- **Collaboration:** Collaboration between vocational institutions, employers, and public organizations is paramount. Employers can provide insights into the specific writing competence requirements in their fields, enabling educators to tailor instruction accordingly. Public organizations can collaborate with vocational institutions to offer internships and opportunities for students to apply their writing skills in real-world contexts.



The need for writing skills and competence in English for vocational learners is undeniable. The research findings underscore the importance of language skills, linguistics and literature, employability, and effective communication within public organizations. These implications emphasize the urgency of addressing writing competence within vocational education. A holistic approach, involving cross-disciplinary collaboration and curricular integration, is essential to ensure that vocational learners are not only academically prepared but also equipped with the practical writing skills required for success in their chosen careers. It is imperative that vocational education institutions recognize the critical role of writing competence and take proactive steps to bridge the gap between academic writing and professional application.

## CONCLUSION

In conclusion, the imperative need for writing skills and competence in English for vocational learners is indisputable. This research has illuminated the multifaceted nature of this need and its profound implications within the subthemes of language skills, linguistics and literature, human resources management, and public organizations. The research findings emphasize that language skills are the foundation upon which writing competence is built. Proficiency in grammar, vocabulary, and syntax is not a mere academic exercise but a practical necessity for effective written communication. Vocational educators must prioritize language proficiency within their curricula, ensuring that students possess the linguistic tools required for successful writing.

Furthermore, the integration of linguistics and exposure to literature have been shown to nurture writing excellence among vocational learners. These components expand vocabulary, improve writing style, and stimulate creativity. Vocational education institutions should consider incorporating linguistic principles and literary studies into their programs to foster well-rounded writing skills. In the realm of employability, writing competence plays a pivotal role in human resources management. The ability to craft persuasive resumes, cover letters, and job applications directly impacts vocational learners' career prospects. Vocational institutions must collaborate with career services to provide students with the necessary guidance and resources to excel in HR-related communication.

Lastly, public organizations rely on clear and effective written communication to convey information to the public. Proficient writing ensures transparency, accountability, and accessibility within these organizations. Public entities should prioritize the development of writing skills among their employees to enhance communication and public engagement.

Overall, this research underscores the urgency of addressing writing competence in vocational education. A holistic approach that involves cross-disciplinary collaboration, curricular integration, and professional development for educators is imperative. By doing so, vocational institutions can ensure that their learners are not only academically prepared but also equipped with the practical writing skills essential for success in their chosen careers. The imperative need for writing skills and competence extends beyond the classroom, shaping the future employability and contributions of vocational learners in diverse professional contexts.

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