

# The Descriptive Analysis of Students' Writing Job Application Letters by Using Canva Worksheet

Maya Ulyani<sup>1\*</sup>, Widuri Indah Dwi Jayanti<sup>2</sup>

<sup>1</sup>ITSKES Muhammadiyah Selong, <sup>2</sup>SMKN 5 Yogyakarta

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**Abstract:** Writing is a fundamental skill in English language learning. However, it poses challenges for vocational students, especially when composing job application letters. Mastery in organizing content, utilizing appropriate formal language, and applying accurate grammar is essential for effective professional communication. This study aims to analyze students' ability to write job application letters using Canva Worksheets as an instructional tool. A descriptive qualitative research design was applied, focusing on eleventh-grade culinary program students at SMKN 6 Yogyakarta. Data were collected through observations, interviews, and student worksheets. A rubric-based scoring system was used to evaluate students' writing performance, considering content, organization, vocabulary, language use, and mechanics. The analysis followed Miles and Huberman's framework, involving data reduction, data display, and conclusion drawing. Findings revealed that although some students demonstrated strength in content and organization, a significant number struggled with vocabulary, grammar, and mechanics. Only 30% achieved high scores in content, and merely 16% excelled in vocabulary. Teacher insights affirmed challenges in structuring ideas and applying formal expressions. Canva Worksheets provided structured, visually appealing resources that increased student motivation and improved writing organization. Future studies should investigate the long-term impacts of digital tools on writing proficiency.

**Keywords:** canva, job application letter, vocational students, learning media

## INTRODUCTION

The integration of online applications into education has significantly transformed learning experiences, particularly in the digital era. Online applications have become essential tools in supporting education, particularly in English language learning (Nurbolat & Torekeyev, 2023). Writing, as one of the core English language skills, involves discovering and organizing ideas, translating them into text, and refining them for clarity and coherence. However, writing remains one of the most challenging skills for students to master,

\*Corresponding author: [mayaulyani28@gmail.com](mailto:mayaulyani28@gmail.com)

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particularly in the context of foreign language acquisition (Rachel & Samban, 2022). Google and other digital tools provide various features that facilitate students in composing and organizing their written texts effectively. According to Lina (2022), these applications are highly beneficial in writing correspondence for vocational students, helping them enhance their writing skills through structured and guided approaches. This challenge is evident among vocational students who are required to develop proficiency in writing job application letters, a crucial component of professional communication.

In the context of vocational education, Kurikulum Merdeka, the recent curriculum of Vocational High School at the tenth-grade level expects students to analyze the social functions of the text, the text structure, and linguistic elements of the text in both oral and written forms. The curriculum sets a Minimum Competence Criterion (MCC) of 75, which students must achieve to demonstrate proficiency in writing tasks. However, despite these expectations, students often face difficulties in writing, particularly in structuring ideas, using appropriate grammar, and selecting suitable vocabulary. These challenges hinder students from meeting curriculum standards and achieving proficiency in descriptive writing.

One of the critical writing tasks that vocational students must master is composing a job application letter. A job application letter serves as an applicant's initial introduction to potential employers, making it essential to be well-structured, persuasive, and professionally written (Wijayanti, 2021). According to Kosasih (2018), an effective job application letter should be written attractively and confidently to gain the trust of recruiters and enhance the applicant's chances of securing an interview. Additionally, Suryaman et al. (2018) describe a job application letter as a formal request for employment, often addressed to private or government agencies. Given the significance of this document, students must develop the necessary skills to craft compelling and professional job application letters.

Several studies have explored the writing skills of vocational and high school students in composing job application letters. Nariyah et al. (2021) through a quantitative study, found that while class XII vocational students generally understood the basic format of job application letters, many struggled with grammar, sentence structure, and clarity. Fricillia and Alber (2024), using a mixed-method approach, revealed that visual aids and clear instructions boosted students' confidence and motivation, with measurable gains in writing structure and coherence, though challenges remained in personalization and professionalism. Meanwhile, Maidah, et al. (2020) employing classroom action research, demonstrated that iterative instructional interventions such as collaborative writing and continuous feedback enhanced students' writing clarity, engagement, and positive attitudes toward learning. Collectively, these studies highlight the effectiveness of targeted instructional strategies in improving vocational students' job application letter-writing skills.

Various factors influence students' ability to write effective job application letters. According to Harmer (2007), mastery of grammar and sentence structure is crucial, as grammatical errors can diminish the credibility and professionalism of a job application letter. Guffey, Mary & Loewy (2016) emphasize the importance of understanding the format and structure of a job application letter, as a well-organized document reflects attention to detail. Additionally, Murphy & Herta (2021) argue that the ability to articulate qualifications and work experience is essential in writing a strong cover letter. Zega et al., (2024) highlight

the importance of confidently showcasing strengths and achievements, while Bailey (2014) stresses the need for editing and revising skills to ensure a polished final document. Furthermore, Zega et al., (2024) underscore the significance of demonstrating an understanding of the company and position applied for, as this reflects the applicant's dedication and interest in the role.

To address these challenges, the use of digital tools like Canva has been explored as a means of enhancing students' writing skills. Canva, a graphic design platform, provides a variety of templates and interactive tools that facilitate the creation of engaging learning materials (Nahuda, 2024). The integration of Canva into the teaching of job application letter writing offers several benefits. It enables teachers to design visually appealing instructional materials while allowing students to engage in hands-on learning. By using Canva, students can construct job application letters in a structured and interactive manner, helping them understand format, grammar, and content organization more effectively (Rahmaniah et al., 2021).

In the case of SMKN 6 Yogyakarta, particularly in the XI grade culinary program, job application letter writing is a crucial part of the English curriculum. Since students from that program are preparing to enter the workforce, mastering this skill is essential for their professional development. The application of Canva in this context not only simplifies the teaching process but also increases students' motivation and engagement with the learning topic (Signori et al., 2023). Through Canva's features, teachers can create professional job application letter templates, infographics, and other visual aids that enhance comprehension and retention. Students, in turn, can apply their knowledge practically by designing their job application letters using Canva, reinforcing both theoretical and practical learning aspects.

Given these considerations, this research question is as follows: How do vocational high school students perform in writing job application letters when using Canva Worksheets as instructional media? The objective of this study is to analyze the writing performance of vocational high school students in composing job application letters using Canva Worksheets as an instructional tool. Specifically, it seeks to identify students' strengths and challenges in writing, evaluate the effectiveness of Canva in enhancing structure, grammar, and content organization, and explore its potential to improve student engagement and achievement in job application letter writing within vocational education settings. Canva provides an interactive and visually engaging platform that can assist students in structuring their job application letters effectively. By leveraging this digital tool, the study seeks to evaluate students' writing performance, identify common challenges, and explore how Canva Worksheets can enhance the teaching and learning process in writing job application letters. The findings of this study will contribute to the development of innovative instructional strategies to improve vocational students' writing skills, ultimately preparing them for successful job applications in the future.

## METHOD

### Research Design

In carrying out this study, the researcher employed a descriptive qualitative research design. According to Atmowardoyo (2018), descriptive research is utilized to provide an accurate

representation of existing issues. The concept of a "pre-existing phenomenon" differentiates descriptive research from experimental research, which not only examines conditions before treatment but also monitors changes following intervention over time. In descriptive research, the phenomena under investigation already exist prior to the study. Researchers are responsible for gathering relevant data through various research instruments, including tests, questionnaires, interviews, and observations. The primary objective of descriptive research is to offer a systematic and comprehensive description of the phenomena within the established context of the study.

### **Participants**

The place of the research was SMKN 6 Yogyakarta, especially in the eleventh grade of the Culinary Program. There are 4 eleventh grade classes which have 36 students for each. The researcher focused on XI Kuliner 4 of SMKN 6 Yogyakarta which was taken as purposive sampling. This research was conducted from January until February 2025. The time allocation is considered to be the yearly academic calendar of SMKN 6 Yogyakarta.

### **Instruments**

The research instruments employed in this study include an observation sheet and an interview guideline. The observation sheet was employed as a research instrument to gain insights into participants' behaviors and interactions in their natural environments. Researchers utilized both structured and unstructured observation techniques to record participants' actions, interactions, and non-verbal cues. This approach is particularly useful for understanding behavior as it occurs in real-time, providing rich contextual data that participants may not articulate during interviews or in written surveys (Eisenhardt, 2021). The use of observation added depth to the study by capturing elements of the research topic that might have been overlooked through other instruments.

The next instrument used in this study was an interview guide, which allowed for a more in-depth exploration of participants' perspectives. Semi-structured interviews were conducted, providing a balance between guided questions and flexibility to explore emergent topics. Interviews enable researchers to delve deeper into participants' personal experiences, motivations, and understanding of the subject matter (Haukås & Tishakov, 2024). The combination of observation and interview offered a comprehensive approach, ensuring the study captured both qualitative and quantitative insights for a more nuanced understanding of the research questions.

### **Procedures**

In this research, the researcher sought to gain a deeper understanding of students' writing skills, particularly in arranging a job application letter. The data collection process began with classroom observations, allowing the researcher to closely follow the teaching and learning activities as they naturally unfolded. These observations were conducted twice a week to capture a consistent and comprehensive view. To further enrich the findings, the researcher conducted interviews with English teachers to explore their perspectives on students' performance and challenges in writing job application letters. Additionally, student

questionnaires were distributed to gather thoughtful input from the learners themselves, ensuring their voices and experiences were meaningfully represented in this research.

### Data Analysis

According to Miles & Huberman (1984), four stages must be followed to analyze the data, consisting of data collection, data reduction, data display, and conclusion drawing and verification.

- a. Data Collection. The researcher collects the data through document analysis of students' scores in writing job application letters and interviews with the teachers. The researcher used a specific writing scoring rubric to analyze students' worksheets. In English writing skills, there are five critical components namely content, organization, vocabulary, language use, and mechanics Jacob et al., (1981) as follows:

*Table 1. Writing Scoring Rubric*

	Aspects	Criteria	Score
1	Content	The content demonstrates a strong understanding of the subject matter and is directly aligned with the designated topic.	27-30
		The content shows a basic understanding of the subject and is generally relevant to the topic, though it lacks sufficient detail.	22-26
		The content reflects a limited understanding of the subject and provides insufficient development of the topic.	17-21
		The content demonstrates a lack of understanding of both the subject and the topic.	13-16
2	Organization	The ideas are clearly articulated and supported, with a well-organized structure and logical progression.	18-20
		The content is loosely organized, but the main ideas are clear. While the sequence is logical, it remains incomplete.	14-17
		The ideas are unclear or disjointed, lacking logical sequencing and proper development.	10-13
		The ideas do not communicate; no organization.	7-9
3	Vocabulary	The language demonstrates a sophisticated range, with effective and precise word choice and usage.	18-20
		The language shows an adequate range, with occasional errors in word form, choice, and usage, but the meaning remains clear.	14-17
		The language exhibits an inadequate range, with frequent errors in word form, choice, and usage, which may obscure the intended meaning.	10-13
		Essentially translation; little knowledge of English vocabulary	7-9
4	Language use	The linguistic elements; effective use of complex constructions, with few errors in tense, number, word order, articles, pronouns, or prepositions.	22-25

		The language uses effective but simple constructions, with minor issues in complex structures. There are several errors in tense, word order, articles, pronouns, and prepositions, but the meaning is rarely obscured.	18-21
		There are major issues with both simple and complex constructions, along with frequent errors in tense, number, word choice, word order, articles, pronouns, and prepositions, which result in confusion or obscuring of meaning.	11-17
		The text is dominated by errors and fails to effectively communicate the intended message.	5-10
5	Mechanics	The text demonstrates mastery of conventions, with limited errors in spelling, punctuation, capitalization, and paragraphing.	5
		There are occasional errors in spelling, punctuation, capitalization, paragraphing, and poor handwriting or typing, but the meaning remains clear.	4
		Frequent errors in spelling, punctuation, capitalization, paragraphing, and poor handwriting or typing make the meaning confused or obscured.	3
		There is no mastery of conventions, with the text dominated by errors in spelling, punctuation, capitalization, paragraphing, and unreadable handwriting or typing.	2

- b. Data Reduction. The process of data reduction began even prior to the formal collection of data. It was reflected in the development of the study's conceptual framework, the researcher's initial interpretation and understanding of the research problem, and the selection of appropriate data collection methods. This early stage of data reduction involved refining and focusing the scope of inquiry to ensure that the data gathered would be relevant and meaningful to the study's objectives.
- c. Data Display. The researcher employed mathematical formulas to convert the collected information into numerical forms to present the data clearly and in order. This approach allowed for easier interpretation and analysis of the findings. Furthermore, the researcher also used the percentage (Arikunto, 2014) to count how far students' writing competence in a job application letter is as follows:

*Table 2. The Range of Percentage*

No	Range	Category
1	80% - 100%	Excellent
2	66% - 79%	Good
3	56% - 65%	Sufficient
4	40% - 55%	Less Good
5	<39%	Fail



Conclusion Drawing and Verification. Throughout the research process, the researcher continuously engaged in drawing preliminary conclusions while still in the field. This involved stepping back from the data to reflect on its significance and interpret what the analyzed information revealed in relation to the research questions. Conclusion drawing was not a final step but an ongoing process of making sense of the findings. Verification, in this context, referred to the effort to ensure that the emerging conclusions were well-supported and could be clearly explained in relation to the study's focus and objectives.

## RESULTS

### The Result of Student's Observation (Worksheet)

The researcher conducted the student's observation (worksheet) of writing a job application letter on Monday, 24 February 2025, as follows:

*Table 3. The Recapitulation of the Student's Score in Writing a Job Application Letter*

No	Name	Aspects					Total Score	Value
		CO	OR	VOC	LA US E	MEC		
1	AAD	21	17	13	21	4	76	76
2	AZA	26	20	20	21	5	92	92
3	ADJ	21	17	13	21	4	76	76
4	AAR	21	20	17	17	4	79	79
5	AZM	21	17	17	21	5	81	81
6	CHAI	26	20	17	21	5	89	89
7	CHM	21	20	17	17	4	79	79
8	CHEL	26	20	17	21	5	89	89
9	DKS	21	17	13	21	4	76	76
10	EKA	26	20	20	21	5	92	92
11	EMIL	26	20	20	21	5	92	92
12	ERK	21	17	13	21	4	76	76
13	FDF	21	17	13	21	4	76	76
14	FMH	26	20	20	21	4	91	91
15	JHP	21	17	13	21	4	76	76
16	KEI	21	17	13	21	4	76	76
17	LDA	26	20	20	21	4	91	91
18	LOK	21	17	20	21	4	83	83
19	MEL	21	17	13	21	4	76	76
20	MFS	21	20	17	17	4	79	79
21	MRA	21	17	13	21	4	76	76
22	NFS	21	17	13	21	4	76	76
23	NSZ	21	17	13	21	4	76	76
24	NIN	26	20	17	21	5	89	89
25	OZZ	21	13	13	21	3	71	71
26	PTS	21	20	17	17	4	79	79
27	RAD	26	20	17	21	5	89	89
28	RKP	16	17	13	21	4	71	71

29	RAR	16	17	13	21	4	71	71
30	RTR	16	17	13	21	4	71	71

#### Aspects

CO	: Content
OR	: Organization
VOC	: Vocabulary
LA USE	: Language Use
MEC	: Mechanics

According to the analysis of student worksheets, the researcher found that the students' writing skills varied across different aspects when utilizing Canva as a learning tool. The findings are detailed below:

#### a. Content

A maximum score of 30 was set to represent an excellent to very good performance in writing content. The researcher found that 11 students (30%) scored 26, indicating a performance level categorized as good to average. The majority of students, 20 (56%), received a score of 21, suggesting a fair to poor level of content development in their writing. Meanwhile, 5 students (14%) scored 16, reflecting a very poor performance in this aspect.

#### b. Organization

In terms of organization, 15 students (42%) achieved a score of 20, reflecting a high level of coherence and structure in their writing. Meanwhile, 20 students (56%) scored 17, indicating a good to average level of organizational ability. Only 1 student (2%) received a score of 13, suggesting a fair to poor level in structuring their written work.

#### c. Vocabulary

The vocabulary component was assessed with a maximum score of 20, representing excellent to very good language use. The analysis revealed that 6 students (16%) achieved the top score. Additionally, 13 students (36%) scored 17, indicating a good to average vocabulary range. However, 17 students (48%) obtained a score of 13, showing a fair to poor command of vocabulary in their writing.

#### d. Language Use

For language use, a perfect score of 25 is denoted excellent to very good grammatical accuracy and sentence structure. Notably, none of the students reached this score. However, 30 students (83%) scored 21, indicating good to average performance. The remaining 6 students (17%) scored 17, which reflected a fair too poor use of language in their job application letters.

#### e. Mechanics

Regarding mechanics, which includes punctuation, capitalization, and spelling the highest possible score was 5. A total of 10 students (28%) achieved this top score, while 25 students



(70%) scored 4, demonstrating a good to average level of mechanical accuracy. Only 1 student (2%) received a score of 3, indicating a fair to poor level in this area.

### **The Result of the English Teacher Interview**

The interview with the English teacher was completed on February 25th, 2025. The researcher conducted this interview to investigate the elements that influence students' ability to compose a writing product of a job application letter using the Canva worksheet. The activities were recorded on an interview sheet. During the interview, the teacher collaborator explained that teaching writing for the topic of a job application letter entailed using an English textbook, finding references on the internet, and involving students in group discussions.

Furthermore, the teacher collaborator highlighted some difficulties students encountered when writing job application letters, particularly in collecting their thoughts and presenting them in a suitable language. To address these issues, the teacher offered encouragement and guidance, supporting students in overcoming their writing difficulties. After noticing these problems, the teacher pondered on the learning model to make the necessary possible improvements.

To assist students in improving their writing skills, the teacher assigned them to revise their job application letters as homework. Furthermore, Canva Worksheet was released as teaching media to ease job application letter writing. The teacher remarked that Canva Worksheets enhanced the learning environment by providing visually attractive activities tied to a job application letter. This method encouraged pupils to think critically, develop their vocabulary, and organize their ideas into logical sentences and paragraphs. Before composing the job application letter, the teacher used Canva Worksheets to lay the groundwork for writing by engaging students in mind-mapping activities that allowed them to explore paragraph ideas systematically. The following is the summary of the interview with the English teacher.

*Table 4. List of Interview Sheets*

No	List of Questions	Teacher's Response
1	Did your students have any difficulties in writing a job application letter?	Yes, some students faced difficulties in the project of writing a job application letter, particularly in structuring the content, using formal language, and ensuring grammatical accuracy.
2	What are the main causes of the students' difficulties in writing a job application letter?	The main challenges students faced included a lack of familiarity with formal business writing, difficulty in organizing logically, limited vocabulary for professional settings, and grammatical errors that affected clarity and professionalism.

3	How did you solve your student's difficulties in writing a job application letter?	I provided structured guidance on the form and key components of a job application letter, such as the introduction, body, and closing. I also used model letters as examples, conducted peer reviews, and gave individual feedback to help students improve their writing.
4	Did you utilize the Canva worksheet in teaching students how to write a job application letter to students?	Yes, I integrated Canva worksheets into the lesson to provide visually engaging templates and guided exercises that helped students understand the correct structure and language used in job application letters.
5	What are the effects of using a Canva worksheet as media for students in writing a job application letter?	The Canva worksheet made learning more interactive and visually appealing, which helped students better understand the structure of a job application letter. It also increased their

## DISCUSSION

The findings of this research revealed that the implementation of Canva worksheets in teaching the writing of a job application letter has provided notable benefits for students, particularly in structuring their ideas and improving their writing skills. The observational data revealed that students exhibited varied levels of proficiency in writing job application letters. While, some students demonstrated strong skills in content development, organization, vocabulary use, language mechanics, and grammar, others faced challenges in these areas, particularly in structuring their ideas coherently. From the previous study, it was found that many students struggled with grammar, sentence structure, and clarity in writing a job application letter (Nariyah et al., 2021). Therefore, the use of the Canva worksheet enabled the students to understand the basic format of a job application letter.

From the writing results of the students' Canva worksheets, a significant number of students achieved excellent scores in the aspects of content and organization, demonstrating an understanding of job application letter structure. However, language use and mechanics remained areas where many students struggled. This aligns with the English teacher's observations during interviews, where it was highlighted, that students often found it difficult to structure their letters, use formal language appropriately, and maintain grammatical accuracy.

The integration of Canva worksheets was found to be beneficial in addressing these challenges. The teacher reported that using Canva provided a visually engaging learning experience, which helped students understand the necessary structure and elements of a job application letter more effectively. It is in line with Rahmaniah et al. (2021) notion that by implementing Canva, students can construct job application letters more effectively, considering its structured and interactive manner, helping students understand format, grammar, and content organization. Additionally, the interactive features of Canva encouraged students to engage in hands-on learning, enhancing their motivation and creativity in writing.

Further analysis of the teacher's interview responses indicated that students initially struggled with professional vocabulary and formal expressions. However, with repeated

practice and the structured guidance provided through Canva, they gradually improved in organizing their thoughts and presenting their qualifications clearly and professionally. The teacher's strategy of utilizing Canva for mind mapping and brainstorming before writing the actual letter was particularly effective in helping students generate ideas and maintain logical flow in their writing.

Additional insights from the observations highlighted those students showed more engagement when using Canva, as compared to traditional teaching methods. Students were observed collaborating more actively, sharing ideas, and providing peer feedback, which contributed to a more interactive learning environment. This is in line with Nahuda (2024), that Canva can facilitate the creation of engaging learning materials for the students. Moreover, students who initially lacked confidence in writing displayed greater enthusiasm when using Canva, as the structured templates helped alleviate anxiety related to formatting and content organization.

The observation also indicated that students with higher visual learning preferences benefited the most, as the platform provided a clear framework that guided them in structuring their letters properly. These findings support the argument that digital tools such as Canva can significantly aid in improving student's writing skills by providing an interactive and structured learning environment. The use of Canva not only facilitated a better understanding of formal writing but also made the learning process more engaging for students. Moving forward, further research could explore the long-term impact of digital tools on writing proficiency and investigate additional strategies to support students who continue to struggle with grammar and mechanics.

## CONCLUSION

In conclusion, the findings show that the use of Canva worksheets as learning media has significantly improved students' writing skills to write a job application letter. While students initially faced several challenges in structuring their ideas, using formal language, and maintaining grammatical accuracy, the integration of Canva provided an interactive and visually engaging approach that enhanced their comprehension and motivation. The structured guidance offered through Canva helped students organize their thoughts, develop professional vocabulary, and present their qualifications more effectively. Additionally, the increased collaboration and engagement observed in the classroom suggest that digital media such as Canva enable the teacher to create a more dynamic learning environment. Future studies could further explore the long-term impact of such digital interventions on students' writing skills proficiency and assess additional methods to strengthen grammar and mechanics.

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