

---

## Non-EFL Students' Perception of Their Difficulties in Writing English Application Letters

**Tira Nur Fitria**

Institut Teknologi Bisnis AAS Indonesia

Email: [tiranurfitria@gmail.com](mailto:tiranurfitria@gmail.com)

### Abstract

*The objective of this study is to know the Non-EFL students' perception of their difficulties in writing an English application letter. This study is descriptive quantitative study. The subject of this study is 199 students from the fifth semester of Non-EFL students of ITB AAS Indonesia especially Diploma Students involved in this study. The result analysis shows the students' perception toward English writing that writing is one of the most difficult English skills, English Job Application Letter' is an interesting topic, writing a job application letter in English is more difficult than writing a job application letter in Indonesian because there are many aspects to be considered such as grammar, vocabulary, spelling, and punctuation. The students have several difficulties in writing English application letters, such as 1) finding job vacancies in English. 2) understanding the contents of job vacancies in English. 3) understanding the elements of a job application letter from the opening, body, and closing of the letter in English. 4) Write the elements of a job application letter in English at the opening, body, and end of the letter. 5) choosing the appropriate vocabulary. 6) writing based on English grammar (for example writing sentences and selecting the appropriate tenses. 7) using correct punctuation. 8) Write a job application letter in Indonesian first and then translate it into English by using Google Translate. After writing an English application letter, the students agree that writing a job application letter can improve their English writing skills, know a lot of English vocabulary and understand English grammar well and correctly. The students also can find English job vacancies easily, and they feel that it can be useful for their careers in the future when applying a job. Knowing about writing English job application letters, will certainly be very useful for graduates who want to apply for jobs that require good English skills or international companies.*

**Keywords:** *Non-EFL students, perception, writing, application letter*

### INTRODUCTION

In learning English, students are expected to have skills in the field of language which include reading, writing, listening, and speaking (Habib, 2018). By having these skills, students are expected to be able to apply them in everyday life. Writing, in general, is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely the writer as the delivery of the message, the content of the writing, the channel, the media, and the reader. Writing can also be said as an activity of stringing letters into words or sentences to be conveyed

---

to others so that others can understand them (Fitria, 2021) because, by writing, communication between writers and readers can occur properly.

Writing is one of the language skills that is used to communicate indirectly, not face to face with other people. In addition, writing is also a productive and expressive activity, the results of which always bring up new things, which are presented neatly and interestingly. By writing, we can express ideas freely. In writing, sometimes readers do not need complicated language, sometimes good writing is writing that is made simply and easily understood by readers. Thus, the point is in writing we convey our ideas to be understood by the reader (Fitria, 2021b).

A person's ability to write is different, some are reliable and some are less reliable. Indeed, writing is not easy to do, but writing can also be said as an activity that is easy to do: for those who like to write. The ability to write will be obtained if there is a strong motivation to keep trying and learning: by reading and practicing writing. Fitria (2021b) states that by writing, we can express all ideas freely. Good writing is writing that has certain characteristics, namely meaningful, clear, round and complete, economical, and fulfills grammatical rules.

English and Indonesian are two very different languages, but both we usually study together in Indonesia (Fitria & Muliarsi, 2022). These two languages are the most preferred or preferred languages for school because they both have a simple sentence structure or arrangement. However, both of them still have significant differences in their sentence structure or grammar. Writing English can indeed be said to be the most difficult language skill (Vásquez et al., 2013; Williams & Puchta, 2013). Not everyone can easily write down or put ideas into written form. However, with practice, perseverance, and courage, we will have skills in writing. Therefore, these skills need to be honed and explored again with guidance, especially in language learning.

According to Fitria (2022), writing is also one of the English language skills that students must master, thus it requires special attention not only from teachers but also from students (Dobbs et al., 2014). The ability to write becomes increasingly important in this period of globalization, as contact between individuals grows more intensive and tight collaboration may be maintained through written form. Additionally, writing is a topic that students, particularly in junior high school, senior high school, and university, must study. Students are required to demonstrate proficiency in a variety of typical writing styles.

One type of writing ability that will become increasingly crucial in the future is letter writing. Letters are a means of written communication to convey information, statements, or messages to other parties who need a certain form of activity. Thus, letters carry information, statement, or message that the information is expected to convey to the party addressed by the letter writer. A letter can be divided into formal and informal letters. A formal letter is a letter sent by an individual or institution to another institution for the benefit of the service or institution. While informal letters (personal letters) are letters sent by individuals to other people and their contents are personal and use standard language or sentences.

One example of a formal letter is an application letter. Gupta & Prakashan (2018) support that application letters are written for specific purposes and are formal. According to Hill (2020), Writing formal letters in the corporate world has its rule and requirements. As a job application letter is a formal letter, we should follow the traditional business letter writing format (Verma, 2015). Format a formal letter of application for a job, using an appropriate range of grammar, vocabulary, and cohesion (Bachman & Damböck, 2018).

A job application letter is a letter made by job seekers (job applicants) and then sent to a business entity or agency to get a job or position following the job vacancies/positions offered. A job application letter is a letter used by a person to apply for a job at an organization/institution that requires employees or leaders in certain companies. In general, when applying for a job, a person must write a job application letter accompanied by a resume (curriculum vitae). In the job application letter, it is explained the various abilities possessed by job applicants that are suitable or following the position/position being offered, or following the needs of the company. Job applicants only bring up important points that are relevant to the requirements of the job being offered.

When we want to apply for a job, one of the most important things we must do is make a job application letter. The reason is, that this is always a requirement given by the company to its candidates. If a company is a foreign or multinational company, usually we will be asked to send documents in English, starting from a CV, portfolio, or an English job application letter. For some people, writing an English job application letter may be something difficult when compared to using Indonesian. Constraints from mastery of language become the main obstacle in this problem (Fitria, 2021a).

Application letters are not only written in Indonesian, English can also be used according to the scale of the company. Writing a cover letter must pay attention to ethics, rules, and language in writing. The arrangement and order of the language must be arranged properly so that it is easy to understand. Using formal, polite, and clear language is very important to show a good attitude and describe the personality of the job applicant. If we want to use English in writing a cover letter, it will add a plus. The use of English in the application letter is also adjusted to the company we choose. Writing an application letter in English requires accuracy in the use of grammar to make it look good and professional.

Several previous studies have been conducted related to the student's ability or students' perception/opinion in writing an application letter in English. First, Kartini et al. (2013) state that the most challenging part for students is mechanics, where the average score is 3.0. (classified into the mediocre level). Then there's the topic of organizing, which is the most straightforward for students. As can be observed from the students' score of 3.56, they did well (classified into the good level). Furthermore, the average score obtained by the students according to the three raters is 66 (graded as excellent). As a result, it may be determined that SMAN 08 Siak students are capable of writing application letters. Second, Huda & Gozali (2020) state that the majority of students have talents on Scale 4 and none have abilities on Scale 1. Each component has an average of 3.95; Organization has an average of 3.89; Grammar has an average of 3,38, and Mechanic has an average of 3,30. Errors in letter writing can be discovered in all components. Students committed the majority of errors in all components, including mechanics, language, organization, and content. Third, Kety (2015) states that the twelfth graders for the 2015/2016 academic year have a moderate ability in writing job application letters. Data analysis shows that the %age of assessment of all writing job application letters written by students is around 60.95 % or rounded up to 61%. At this age can be interpreted that less than half of the rules for writing a job application letter are applied by students in writing the letter. Fourth, Diana (2019) states that the majority of students were easily identifiable by their Salutation, Body, and Signature. Three students were unable to identify the Salutation, three students were unable to identify the Heading and Internal Address, and one student was unable to identify the Closing. Writing application letters can help students enhance their writing abilities. So, it can be concluded that

---

ASM students are capable of drafting application letters; they were readily able to identify the Salutation, Body, and Signature. Fifth, Safura et al. (2020) state that English department students of Muhammadiyah Aceh University have an excellent ability to write application letters. The most complex aspect of writing that students master is mechanics, whereas the least advanced aspect of writing is grammar. Grammar proficiency has an effect on students' capacity to write paragraphs, since pupils are unable to communicate their written ideas if they do not understand how to write grammatically accurate English. Sixth, Najamudin & Sukarismanti (2020) state that Class XII students of MA Imam Ufairah Diha in writing a job application letter 2020/2021 are categorized as quite good. as for the percentage who have high abilities as many as 23 students (79.31%), then those who have abilities with sufficient (medium) standards are 6 students (20.69%), while the low ones do not exist (0%).

In this study, the studyer wanted to find out how high the students' ability in writing letters, especially writing job applications, was. Writing a job application letter is one of the subject matters that are always present in English subjects. The studyer wants to know the perception of students in writing job application letters in English for D3 ITB AAS Indonesian students in writing a letter job application. Therefore, the objective of this study is to know the Non-EFL students' perception of their difficulties in writing an English application letter.

### **Conceptualizing Application Letter (Cover Letter)**

A cover letter is also referred to as an application letter. A cover letter is essential to give a personal touch to the CV, helps the reader focus on the strengths, experience, and qualifications, and reflects basic professional courtesy and thus, creating a positive impact on the writer as a professional (Sethi, 2010a). The job application letter functions similarly to a "sales letter," in which we "sell" ourselves and our qualifications (Koneru, 2008). It is supported by Means (2018) that an application letter is a message written to an employer that expresses interest in a job and asks for an interview. So, it should be formatted in the manner of a convincing message. The application letter should be brief and well-formatted on a standard white sheet (Chaturvedi, 2011). As far as possible, the application letter should be addressed to a specific person.

Indonesian job application letter format generally has a similar structure different from the format of an English job application letter (Cover Letter/Application Letter). English job application letters are generally made in a more descriptive/narrative format with an emphasis on personal excellence because more details of identity are included in Curriculum Vitae (CV). In terms of writing structure, English job application letters are no different from those using Indonesian. There is no striking difference, the difference only lies in the language.

The application letter focuses on why the applicant is interested in the job, as well as the applicant's unique qualifications for the role (Debasish, 2009). The main goal of the application letter is to get the attention of potential employees. We should always include a cover letter or application letter with our resumes to let readers know what we're delivering and why we're sending it and how it benefits them. In comparison to a copy of our résumé, our application letter reveals our personality. It allows us to demonstrate our ability to communicate, as well as our individuality. The goal of the application letter is to pique an employer's interest in our application so that they will read it and call us for an interview.

Before we illustrate how we can meet the demands of the organization, we need to pique the reader's attention. The letter allows us to showcase our skills, experiences, and credentials,

particularly regarding the employer's needs and the job criteria we want. The tone should be confident; we can't expect to persuade a potential employer based on our qualifications unless we sincerely believe in them and sound as though we do. A job application letter is a tool for highlighting the applicant's strongest credentials. It's a short cover letter that identifies the position sought, discusses the requirements, emphasizes additional qualifications, interests the reader's curiosity, demonstrates value to the prospective employer, refers to the included CV, and asks for an interview. It has a lot of promise in terms of assisting us in obtaining an interview.

### **Format of Application Letter**

Siddiqui (2010) states that covering letters consist of salutation, opening, body, and closing. It should be written properly in a standard format. The length of a cover letter has to be limited to a single page. The most commonly used format for a cover letter is the "Full Block" format. While, according to Myers (2009), the cover letter/application letter generally consists of three sections, they are introduction, body, and closing. Sethi (2010) states that there are four main components of a cover letter Salutation, Opening to catch the attention, Main Body, and Closing.

#### **a. Salutation**

A salutation is an opening greeting that is usually used at the beginning of a formal English letter. In a formal letter, the salutation used must also be formal and uphold politeness to the recipient of the letter. In English itself there are two styles or styles of salutation that can be used, British style (British style) and American style (American style).

#### **b. Introduction**

In the introduction, we introduce ourselves and state the purpose of the letter. We specify the position for which we are applying and how we learned about the opportunity. We may need to say who recommended us for the position if we learned about it from someone else. This paragraph can serve as a lead-in to why we are the most qualified applicant for the job.

#### **c. Body**

In the body, we inform the company why we should receive the job. We can demonstrate to the employer why our experience and background are a good fit for the company's demands and job criteria. We may offer examples and sum up our experience.

#### **d. Closing**

In the closing, we can summarize our experience and explain why our qualifications make us the ideal candidate for the job in the concluding paragraph. We maintain a high level of self-esteem and may end our message by stating precisely what we will do next. We make an active declaration, such as a promise to contact the employer within a certain time frame. We can include a call to demonstrate genuine interest, excitement, and readiness to work, which is exactly what companies are looking for.

### **METHOD**

This study is descriptive qualitative study. Numbers can be used in qualitative study either to give readers a concrete indication of the prevalence of some phenomena or to report (Boeijs, 2009). As stated by Potter (2013) that the use of numbers to reflect truly quantitative properties is frequent in qualitative study. So, this study describes the data (in number) based on the percentage to show the result of the data. The subject of this study is 199 students from the

fifth semester of Non-EFL students of ITB AAS Indonesia especially Diploma Students involved in this study.

The present study used a questionnaire in collecting data. As stated by Khan (2011) the “Questionnaire method is widely used for collecting data. Thus, the questionnaire is typically more efficient and realistic and convenient”. The type of questionnaire used is a close-ended questionnaire. Here, the respondents were not allowed to answer. The answers to the questionnaire questions have been provided by the studyer so that respondents simply choose one of the most appropriate/closest answers.

This study uses three steps of qualitative analysis, such as data reduction, data display, and conclusion as proposed by (Miles et al., 2014). In data reduction, the studyer selects data from the online questionnaire (Google Form responses) related to the study focus, then shows the results of the reduced data in the form of images/tables/graphs related to the findings of the study, etc. Next, the studyer describes the results of the display data on the table descriptively and determines the conclusions obtained.

## FINDINGS AND DISCUSSION

The objective of this study is to know the Non-EFL students' perception of their difficulties in writing an English application letter. Based on the questionnaire, it can be found several findings, as stated in the tables below:

**Table 1. Students' Perception of Writing**

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Writing is one of the most difficult English skills	58 (48.7 %)	46 (38.7 %)	9 (7.6 %)	6 (5 %)
2.	Writing 'English Job Application Letter' is an interesting topic	23 (19.3 %)	86 (72.3 %)	8 (6.7 %)	2 (1.7 %)
3.	Writing a job application letter in English is more difficult than writing a job application letter in Indonesian because there are many aspects to be considered	24 (20.2 %)	75 (63 %)	18 (15.1 %)	2 (1.7 %)
4.	Mastery of grammar, vocabulary, spelling, and punctuation is very necessary for writing English	71 (59.7 %)	47 (39.5 %)	1 (0.8 %)	0 (0 %)

Based on the table above shows the students' perception of English writing. In the first statement, there are 58 students (48.7 %) stated “strongly agree”, 46 students (38.7 %) stated “agree”, 9 students (7.6 %) stated “disagree”, and 6 students (5 %) stated, “strongly disagree”. It shows that most of the students (48.7 %) strongly agree that writing is one of the most difficult English skills. In the second statement, there are 23 students (19.3 %) who state “strongly agree”, 86 students (72.3 %) who state “agree”, 8 students (6.7 %) stated “disagree”, and 2 students (17.7 %) state “strongly disagree”. It shows that most of the students (72.3 %) agree that an

English Job Application Letter' is an interesting topic. In the third statement, there are 24 students (20.2 %) who state “strongly agree”, 75 students (63 %) stated “agree”, 18 students (15.1 %) stated “disagree”, and 2 students (1.7 %) stated, “strongly disagree”. It shows that most of the students (63 %) agree that writing a job application letter in English is more difficult than writing a job application letter in Indonesian because there are many aspects to be considered. In the fourth statement, there are 71 students (59.7 %) state “strongly agree”, 47 students (39.5 %) state “agree”, 1 student (0.8 %) state “disagree”, and 0 students (0 %) state “strongly disagree”. It shows that most of the students (59.7 %) agree that mastery of grammar, vocabulary, spelling, and punctuation is very necessary for writing English.

**Table 2. Students' Difficulty in Writing an Application Letter**

No	Statements	Responses	
		Yes	No
1.	I have difficulty finding job vacancies in English	76 (69.3 %)	43 (36.1 %)
2.	I have difficulty understanding the contents of job vacancies in English	65 (54.6 %)	54 (45.4 %)
3.	I have difficulty understanding the elements of a job application letter from the opening, body, and closing of the letter in English	75 (63 %)	44 (37 %)
4.	I have difficulty writing the elements of a job application letter in English at the opening of the letter	79 (66.4 %)	40 (33.6 %)
5.	I have difficulty writing the elements of a job application letter in English in the body of the letter	85 (71.4 %)	34 (28.6 %)
6.	I have difficulty writing the elements of a job application letter in English at the end of the letter	60 (50.4 %)	59 (49.6 %)
7.	I have difficulty choosing the appropriate vocabulary to write a job application letter in English	91 (76.5 %)	28 (23.5 %)
8.	I have difficulty writing a job application letter in English based on English grammar such as writing sentences and selecting the appropriate tenses	94 (74.9 %)	25 (21 %)
9.	I have difficulty writing a job application letter in English according to the correct punctuation	79 (66.4 %)	40 (33.6 %)
10.	I write a job application letter in Indonesian first and then translated it into English by using Google Translate	90 (75.6 %)	29 (24.4 %)

Based on the table above shows the students' difficulties in writing English application letters. In the first statement, there are 76 students (69.3 %) stated “yes”, and 43 students (36.1 %) stated “no”. It shows that most of the students (69.3 %) have difficulty finding job vacancies in English. In the second statement, there are 65 students (54.6 %) stated “yes”, and 54 students (45.4 %) stated “no”. It shows that most of the students (54.6 %) have difficulty understanding the contents of job vacancies in English. In the third statement, there are 75 students (63 %) stated “yes”, and 44 students (37 %) stated “no”. It shows that most of the students (63 %) have

difficulty understanding the elements of a job application letter from the opening, body, and closing of the letter in English. In the fourth statement, there are 79 students (66.4 %) stated “yes”, and 44 students (33.6 %) stated “no”. It shows that most of the students (66.4 %) have difficulty writing the elements of a job application letter in English at the opening of the letter. In the fifth statement, there are 85 students (71.4 %) stated “yes”, and 34 students (28.6 %) stated “no”. It shows that most of the students (71.4 %) have difficulty writing the elements of a job application letter in English in the body of the letter. In the sixth statement, there are 60 students (50.4 %) stated “yes”, and 59 students (49.6 %) stated “no”. It shows that most of the students (50.4 %) have difficulty writing the elements of a job application letter in English at the end of the letter. In the seventh statement, there are 91 students (76.5 %) stated “yes”, and 28 students (23.5 %) stated “no”. It shows that most of the students (76.5 %) have difficulty choosing the appropriate vocabulary for writing a job application letter in English. In the eighth statement, there are 94 students (74.9 %) stated “yes”, and 25 students (21 %) stated “no”. It shows that most of the students (74.9 %) have difficulty in writing a job application letter in English based on English grammar such as writing sentences and selecting the appropriate tenses. In the ninth statement, there are 79 students (66.4 %) stated “yes”, and 40 students (33.6 %) stated “no”. It shows that most of the students (66.4 %) have difficulty writing a job application letter in English according to the correct punctuation. In the tenth statement, there are 90 students (75.6 %) stated “yes”, and 29 students (24.4 %) stated “no”. It shows that most of the students (75.6 %) write a job application letter in Indonesian first and then translated it into English by using Google Translate.

**Table 3. Students’ Perception in Writing an Application Letter**

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	By writing a job application letter, I can improve my English writing skill	23 (19.3 %)	86 (72.3 %)	8 (6.7 %)	2 (1.7 %)
2.	By writing a job application letter, I can know a lot of English vocabulary	46 (38.7 %)	58 (48.7 %)	9 (7.6 %)	6 (5 %)
3.	By writing a job application letter, I can know English grammar well and correctly	23 (19.3 %)	86 (72.3 %)	8 (6.7 %)	2 (1.7 %)
4.	After writing a job application letter, I can find English job vacancies easily	24 (20.2 %)	75 (63 %)	18 (15.1 %)	2 (1.7 %)
5.	After writing a job application letter, I feel that it can be useful for my career in the future when I apply for a job.	71 (59.7 %)	47 (39.5 %)	1 (0.8 %)	0 (0 %)



---

Based on the table above shows the students' perception after writing an English application letter. In the first statement, there are 23 students (19.2 %) who state "strongly agree", 86 students (72.3 %) stated 'agree', 8 students (6.7 %) stated "disagree", and 2 students (1.7 %) state "strongly disagree". It shows that most of the students (72.3 %) agree that writing a job application letter, can improve their English writing skills. In the second statement, there are 46 students (38.7 %) state "strongly agree", 58 students (48.7 %) state 'agree', 9 students (7.6 %) state "disagree", and 6 students (5 %) state "strongly disagree". It shows that most of the students (48.7 %) agree that by writing a job application letter, they can know a lot of English vocabulary. In the third statement, there are 23 students (19.3 %) who state "strongly agree", 86 students (72.3 %) stated 'agree', 8 students (6.7 %) who state "disagree", and 2 students (1.7 %) state "strongly disagree". It shows that most of the students (72.3 %) agree that by writing a job application letter, they can know English grammar well and correctly. In the fourth statement, there are 24 students (20.2 %) state "strongly agree", 75 students (63 %) state "agree", 18 students (15.1 %) state "disagree", and 2 students (1.7 %) state "strongly disagree". It shows that most of the students (63 %) agree that after writing a job application letter, they can find an English job vacancy easily. In the fifth statement, there are 71 students (59.7 %) state "strongly agree", 47 students (39.5 %) state "agree", 1 student (0.8 %) state "disagree", and 0 students (0 %) state "strongly disagree". It shows that most of the students (59.7 %) agree that after writing a job application letter, they feel that it can be useful for their career in the future when applying for a job.

### Discussion

Writing is one of the English language skills that students must master, thus it requires special attention not only from teachers but also from students (Dobbs et al., 2014). The ability to write becomes increasingly important in this period of globalization, as contact between individuals grows more intensive and tight collaboration may be maintained through written form. The ability to understand how to write the right letter is necessary for students. Armed with the knowledge of letters, students can convey ideas to others in the form of letters. A good letter is always equipped with parts of letters and language, as well as the use of correct spelling.

For D3 or S1 graduates, entering the world of work, in addition to skill, intention, and courage, there are administrative and technical matters that should not be forgotten. Moreover, if we want to develop a career in a company or educational institution that is very formal. Of course, we have to apply for a job, so we can be accepted by the company and get the position we want. To start this career, we must introduce ourselves, and explain what our goals are for the company. The explanation can be started by writing a good and correct job application letter.

One type of writing ability that will become increasingly crucial in the future is letter writing, particularly formal letter writing. Gupta & Prakashan (2018) support that application letters are written for a specific purpose and are formal. According to Hill (2020), writing formal letters in the corporate world has its rule and requirements. As a job application letter is a formal letter, we should follow the traditional business letter writing format (Verma, 2015). Format of a formal letter of job application, using an appropriate range of grammar, vocabulary, and cohesion (Bachman & Damböck, 2018).

Based on the students' perception of English writing. The first statement shows that most of the students (48.7 %) strongly agree that writing is one of the most difficult English skills. The second statement shows that most of the students (72.3 %) agree that an English Job Application

Letter' is an interesting topic. The third statement shows that most of the students (63 %) agree that writing a job application letter in English is more difficult than writing a job application letter in Indonesian because there are many aspects to be considered. The fourth statement shows that most of the students (59.7 %) agree that mastery of grammar, vocabulary, spelling, and punctuation is very necessary for writing English.

Based on the table above shows the students' difficulties in writing English application letters. The first statement shows that most of the students (69.3 %) have difficulty finding job vacancies in English. The second statement shows that most of the students (54.6 %) have difficulty understanding the contents of job vacancies in English. The third statement shows that most of the students (63 %) have difficulty understanding the elements of a job application letter from the opening, body, and closing of the letter in English. The fourth statement shows that most of the students (66.4 %) have difficulty writing the elements of a job application letter in English at the opening of the letter. The fifth statement shows that most of the students (71.4 %) have difficulty writing the elements of a job application letter in English in the body of the letter. The sixth statement shows that most of the students (50.4 %) have difficulty writing the elements of a job application letter in English at the end of the letter. The seventh statement shows that most of the students (76.5 %) have difficulty choosing the appropriate vocabulary for writing a job application letter in English. The eighth show that most of the students (74.9 %) have difficulty in writing a job application letter in English based on English grammar such as writing sentences and selecting the appropriate tenses. The ninth statement shows that most of the students (66.4 %) have difficulty writing a job application letter in English according to the correct punctuation. The tenth statement shows that most of the students (75.6 %) write a job application letter in Indonesian first and then translated it into English by using Google Translate.

Several previous studies also support this study related to the student's difficulties in writing an application letter in English. As stated by Lesiawaty et al. (2007) that the errors made by the students in writing the English application letter are in using tense, spelling, word choice, and punctuation. Pradono (2011) states that the majority of the mistakes made by the students were grammar, spelling, capitalization, word choice, and format of job application letters. Arista et al., (2016) state that there are errors in the format and language structure of application letters. The numerous errors are also caused by omission, selection, or addition. Other problems were also created by the erroneous use of capital letters, punctuation, and conjunctions, and the ordering issue occurred. It is also similar to Yuliana (2016) states that the students who make grammatical errors were categorized as misinformation, omission, misordering, and addition.

Based on the student's perception after writing an English application letter. The first statement shows that most of the students (72.3 %) agree that writing a job application letter, can improve their English writing skills. The second statement shows that most of the students (48.7 %) agree that by writing a job application letter, they can know a lot of English vocabulary. The third statement shows that most of the students (72.3 %) agree that by writing a job application letter, they can know English grammar well and correctly. The fourth statement shows that most of the students (63 %) agree that after writing a job application letter, they can find English job vacancies easily. The fifth statement shows that most of the students (59.7 %) agree that after writing a job application letter, they feel that it can be useful for their career in the future when applying for a job.

---

**CONCLUSION**

Related to the student's perception of English writing shows that: 1) the students strongly agree that writing is one of the most difficult English skills. 2) the students agree that an English Job Application Letter' is an interesting topic. 3) the students agree that writing a job application letter in English is more difficult than writing a job application letter in Indonesian because there are many aspects to be considered. 4) the students agree that mastery of grammar, vocabulary, spelling, and punctuation is very necessary for writing English.

The student's difficulties in writing English application letter shows that: 1) the students have difficulty in finding job vacancies in English. 2) the students have difficulty understanding the contents of job vacancies in English. 3) the students have difficulty understanding the elements of a job application letter from the opening, body, and closing of the letter in English. 4) the students have difficulty writing the elements of a job application letter in English at the opening of the letter. 5) the students have difficulty writing the elements of a job application letter in English in the body of the letter. 6) the students have difficulty writing the elements of a job application letter in English at the end of the letter. 7) the students have difficulty choosing the appropriate vocabulary for writing a job application letter in English. 8) the students have difficulty in writing a job application letter in English based on English grammar such as writing sentences and selecting the appropriate tenses. 9) the students have difficulty writing a job application letter in English according to the correct punctuation. 10) the students write a job application letter in Indonesian first and then translated it into English by using Google Translate. Related to the student's perception after writing an English application letter, it shows that: 1) the students agree that by writing a job application letter, they can improve their English writing skills. 2) the students agree that by writing a job application letter, they can know a lot of English vocabulary. 3) the students agree that by writing a job application letter, they can know English grammar well and correctly. 4) after writing a job application letter, the students can find English job vacancies easily, and they feel that it can be useful for their career in the future when applying for a job.

The suggestions of this study are emphasized for both lecturers and students. For teachers and lecturers, it is expected that they will be able to evaluate students' ability to write application letters, particularly to support their ability in English, and for students, it is expected that they will be able to learn more effective strategies for improving their ability to write application letters. It is expected to help teachers find out the weaknesses or strengths of students' abilities in writing job application letters. This study is expected to provide an overview of the student's ability levels in language learning, especially in the ability to write job application letters. It is also expected to encourage other studyrs to conduct other similar studies, especially in terms of correspondence, and can be used as a reference or starting point to develop students' abilities in writing job application letters.

**REFERENCES**

- Arista, R., Yana, D., & Sugiharti, S. (2016). Error Analysis of Students' Sentence Structure in Writing Application Letter. *ANGLO-SAXON: Journal of the English Language Education Study Program*, 7(2), 94–104. <https://doi.org/10.33373/anglo.v7i2.509>
- Bachman, L., & Damböck, B. (2018). *Language Assessment for Classroom Teachers*. Oxford University Press.
- Boeije, H. R. (2009). *Analysis in Qualitative Study*. SAGE Publication.

- Chaturvedi, P. D. (2011). *Business Communication: Concepts, Cases, and Applications*. Pearson Education India.
- Debasish, S. S. (2009). *Business Communication*. PHI Learning Pvt. Ltd.
- Diana, L. (2019). Students' Ability in Writing Application Letter at Fourth Semester ASM Persada Bunda Pekanbaru. *EJI (English Journal of Indragiri) : Studies in Education, Literature, and Linguistics*, 3(2), 88–98. <https://doi.org/10.32520/eji.v3i2.601>
- Dobbs, S., Jessop, V., Campbell-Hall, D., McDonough, T., & Nichols, C. (2014). *English Language, Literature and Creative Writing: A Practical Guide for Students*. Anthem Press.
- Fitria, T. N. (2021a). An Analysis of Regular and Irregular Verbs in Students Writing Essay. *LLT Journal: A Journal on Language and Language Teaching*, 24(1), 276–287. <https://doi.org/10.24071/llt.v24i1.2595>
- Fitria, T. N. (2021b). Grammarly as AI-powered English Writing Assistant: Students' Alternative for Writing English. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(1), 65–78. <https://doi.org/10.31002/metathesis.v5i1.3519>
- Fitria, T. N. (2021c). "Grammarly" as a Teachers' Alternative in Evaluating Non –EFL Students Writings. *LEKSEMA: Jurnal Bahasa Dan Sastra*, 6(2), 141–152. <https://doi.org/10.22515/ljbs.v6i2.3957>
- Fitria, T. N. (2022). *Mastering English Grammar for Learners (Menguasai Tata Bahasa Inggris Dasar untuk Pembelajar)*. Eureka Media Aksara. <https://repository.penerbiteureka.com/publications/356882/>
- Fitria, T. N., & Muliastari, D. (2022). Analysis of Students' Ability and Their Difficulties in Identifying Passive Voice. *Journal of English Education*, 7(1), 46–54. <https://doi.org/10.31327/jee.v7i1.1748>
- Gupta, S. K., & Prakashan, G. B. (2018). *Active English Grammar & Composition Class 6*. Goyal Brothers Prakashan.
- Habib, S. K. (2018). *Scientific Constructive Democratic Self-Learning Classroom*. Educreation Publishing.
- Hill, C. (2020). *The Advanced Business English Guide: How to Communicate Effectively at The Workplace and Greatly Improve Your Business Writing Skills*. Christopher Hill.
- Huda, M., & Gozali, G. (2020). Implementing of Polytechnic Students' Ability of Writing Application Letters. *English and Literature Journal*, 7(2), 160–171. <https://doi.org/10.24252/10.24252/elite.v7i2a5>
- Kartini ', Gultom, E., & Supriusman '. (2013). A Study on the Ability of the Second Year Students of SMAN 08 Siak in Writing Application Letter for an Advertisement. *Jurnal Nuances*, 3(1), 18–25.
- Kety, R. M. (2015). *An Analysis Of Students Ability In Writing Application Letter (A Study at Twelve Grade Students of SMKN 1 Tarusan West Sumatera)* [Undergraduate Paper, STKIP PGRI Sumatera Barat]. <http://repo.stkip-pgri-sumbar.ac.id/id/eprint/10148/>
- Khan. (2011). *Study Methodology*. APH Publishing.
- Koneru. (2008). *Professional Communication*. Tata McGraw-Hill Education.
- Lesiawaty, Y., Safnil, S., & sembiring, barnabas. (2007). *Error Analysis in Application Letter Written by the Second Year Students of Vocational High School of SMKN 1 Bengkulu in Academic Year 2006/2007* [Undergraduate Paper, Universitas Bengkulu]. <https://doi.org/10.2/IV%2CV-YEN-FKIP.pdf>

- Means, T. (2018). *Business Communication*. Cengage Learning.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. SAGE Publication.
- Myers, D. R. (2009). *The Graphic Designer's Guide to Portfolio Design*. John Wiley & Sons.
- Najamudin, N., & Sukarismanti, S. (2020). Analisis Kemampuan "Menulis Surat" Lamaran Pekerjaan" Pada Siswa Kelas XII Madrasah Aliya Imam Ufairah Diha, Kecamatan Belo Kabupaten Bima Tahun Pelajaran 2020/2021. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4(4), Article 4. <https://doi.org/10.36312/jisip.v4i4.1528>
- Potter, W. J. (2013). *An Analysis of Thinking and Study About Qualitative Methods*. Routledge.
- Pradono, S. N. (2011). Error Analysis in Writing a Job Application Letter. *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan*, 7(13), Article 13. <https://doi.org/10.36456/bp.vol7.no13.a1203>
- Safura, S., Helmanda, C. M., & Riski, N. A. (2020). Students' Ability in Writing Application Letter. *Pedagogik: Jurnal Ilmiah Pendidikan Dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh*, 7(2, Oktober), 217–226. <https://doi.org/10.37598/pjpp.v7i2.819>
- Sethi. (2010a). *Business Communication*. Tata McGraw-Hill Education.
- Sethi. (2010b). *Business Communication*. Tata McGraw-Hill Education.
- Siddiqui, R. L. R., Iftikhaar Alam, Faizia. (2010). *Communication for Management*. Sanbun Publishers.
- Vásquez, A., Hansen, A. L., & Smith, P. C. (2013). *Teaching Language Arts to English Language Learners*. Routledge.
- Verma, S. (2015). *Development of Life Skills*. Vikas Publishing House.
- Williams, M., & Puchta, H. (2013). *Super Minds American English Level 6 Teacher's Book*. Cambridge University Press.
- Yuliana, R. (2016). *An Analysis on Students' Error in Writing Application Letter* [Undergraduate Paper, Universitas Muhammadiyah Purwokerto]. <http://repository.ump.ac.id/6648/>