Writing a Curriculum Vitae on a Digital Platform, Canva

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A B S T R A C T

Most of Vocational High School students are designed to work after they graduate. They are shaped to be the professional workers in a company so that they have to master various skills. One of the basic competencies they need to master is writing. Writing skill can help them prepare the application letter when they apply for the job. Thus, this study aims to analyze the students' creativity in writing a Curriculum Vitae using a digital platform namely Canva. The object of this research was the students of Binakarya Mandiri Vocational High School Bekasi, grade XII majoring Technical Engineering. There were 30 students in the class. However, the researchers took 3 students' digital creative results as the samples of this research. Through a qualitative approach, the researchers applied the Teaching Principle theory by H. Douglas Brown and Heekyong Lee and the concept of Media Education from Alexander Fedorov. The result shows that the students in grade XII majoring Technical Engineering are more well-prepared and creative in writing the Curriculum Vitae using Canva.

1. Introduction

In the 21st century, "technology" is a significant concern in various fields, including education. In most nations, technology has become a conduit for the diffusion of knowledge. Today's technological integration has radically transformed how people think, work, and live through innovation and societal transformation (Grabe, 2007). Information and Communication Technology (ICT) integration in education refers to incorporating computer-based communication into daily teaching. In addition to preparing students for today's digital era, teachers are viewed as crucial figures in the use of ICT in their daily classes. ICT can facilitate dynamic and proactive teaching and learning environment (Arnseth, H., & Hatlevik, 2010).

Adopting ICT is not a single step but an ongoing process that completely supports instructional and informational learning resources (Young, 2003). ICT integration in education typically refers to a technology-based teaching and learning process closely associated with using learning technology in schools. Because students are comfortable with technology and will learn more effectively in a technology-based environment, the issue of ICT integration in schools, particularly classrooms, is crucial. This is because technology in education adds significantly to the pedagogical aspect, in which the application of ICT will facilitate effective learning with the aid of aspects and components (Jamieson-Procter et al., 2013). The objective of ICT integration is to enhance the quality, accessibility, and cost-effectiveness of instruction delivery to students while also highlighting the benefits of learning community networks to meet the difficulties of globalization in the present day (Albirini, 2006).

Vocational education is possibly the most heterogeneous of the significant educational disciplines. The diversity of its objectives, institutions, participants, and programs is one of its distinguishing and defining traits. Indeed, it serves a diverse array of national interests in distinct ways (Billett, 2011). Vocational education disciplines have the most extraordinary diversity of institutions, and their origin, change, and affiliations result from national or even regional sociocultural subsystems(Greinhart, 2005).

In various periods and some nations, the vocational education sector has been purposely split from other educational sectors on the premise that it must be better aligned with industrial demands than other sectors. Therefore, the evaluation of existing vocational education sectors, their reforms, and comparisons with other such sectors must consider their genealogies and structures, as well as their particular purposes, forms, and relationships with other elements of the educational sector and with community institutions. The uniqueness of these systems lies in the combination of cultural and functional contexts within society, as well as the norms, attitudes, beliefs, and ideals within societal and social subsystems that extend to the organization of institutions (Greinhart, 2005).

The primary emphasis of vocational education is on preparing and equipping students for the workplace. Vocational education is viewed as a form of education that occurs before people or groups enter the workforce and prepare them for it. The reference to particular forms of working life, whether paid or unpaid, and the concept of equipping individuals to emphasize the necessity of learning the types of skills would enable them to be effective in the particular set of activities, most likely paid employment (Billett, 2011). In addition, some concepts of vocational education emphasize less occupation-specific training and strive to develop abilities associated with general readiness for the working world (Billett, 2011).

From above statements, the authors view that the goal of vocational high school is to prepare the readiness of the students to work. That is why, their subjects more focus on the practical skills. Based on the research, one of the practical skills that vocational high school students need to master is the writing skill. Writing skill is the basic skill that can help them create their Curriculum Vitae or application

letter. Canva is one of the digital platforms that can help students in writing their Curriculum Vitae. Canva provides user-friendly features so that the students can create their digital CV without any technical issues. Thus, in this study, the authors are interested in analyzing how Canva can be used as a digital creative platform to write the students' Curriculum Vitae. In order to help the authors in doing the analysis, the authors applied the Teaching Principle theory by H. Douglas Brown and Heekyong Lee and the concept of Media Education from Alexander Fedorov.

The first theory is Teaching Principle by H. Douglas Brown and Heekyong Lee. In learning English or any other foreign languages, there are basic skills that the students need to learn. They are listening, speaking, reading, and writing. However, the focus of this study is in writing. According to (Brown, H. D., & Lee, 2015), they stated that the compositional nature of writing has led to the development of writing pedagogy that emphasizes teaching students on how to generate ideas, organize them coherently, use discourse markers and rhetorical conventions to integrate them cohesively into a written text, revise text for more precise meaning, edit text for correct grammar, and produce a final product (Brown, H. D., & Lee, 2015). Central to pedagogical study on writing is the character of the writing composition process (O'Brien, 2004); (Leki, I., Cumming, A., & Silva, 2008).

The compositional aspect of writing has influenced the structure of writing courses. Before the past fifty years, writing instructors focused mainly on the final product of writing: the essay, the report, and the tale, as well as how it should "look." Compositions were expected to follow to English rhetorical style requirements, exhibit good grammar, and be ordered structurally and in cohesion. A big deal of emphasis was placed on "model" writings that students would emulate, as well as on the extent to which a student's final result matched a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical characteristics such as spelling and punctuation (Brown, H. D., & Lee, 2015). Hedgcock (2005) in (Brown, H. D., & Lee, 2015) defined the essence of process writing as involving students in meaningful writing, promoting numerous drafts and changes, and offering formative feedback through conferencing.

The following theory was taken from Alexander Fedorov about Media Education. The primary objectives of media education are to prepare the new generation for living in the modern information world, give diverse information, teach a person to understand it, recognize its psychological effects, and master non-verbal forms of communication using technical means" (Media Education, 1993).

Today, media education is viewed as the process of a person's growth with the aid of and through the mediums of mass communication (media). It aims to foster a culture of interaction with media, creative and communicative skills, critical thinking, perception, interpretation, analysis, and assessment of media texts, as well as other kinds of self-expression using media technology (Federov, 2003). He also stated that teaching about the media is based on the premise that media

affect the world in which we live. Therefore it is becoming increasingly crucial for students to comprehend social infrastructures.

Media education objectives might vary based on the specific topic and aims of a lesson, the age of the pupils, the theoretical foundation, etc. However, life demonstrates that many media educators can identify the essential goals for their students in one way or another (Federov, 2003). Duncan (1993) in (Federov, 2003) asserts that teaching through the media, while concerned with the language of media, focuses primarily on using media as a vehicle to spark conversation or as a motivator for Language Arts classes. In other words, teachers use media as a delivery system for subject content while teaching through media.

There are several previous researches that had been done. The first research was conducted by (Hadi et al., 2021) entitled "TEACHING WRITING THROUGH CANVA APPLICATION". Their study aims to examine the efficacy of using Canva application media to improve students' writing skills. The observation was conducted in Ciledug, Mts Al-Islamiyah, in July and August. Researchers applied pre- and post-tests as part of a pre-experimental design of quantitative research. This study collected data on the academic performance of pupils through the use of writing exams. The results demonstrated that the Canva Application helps enhance pupils' writing abilities. For future research, English teachers might use this study's fundamental premise as a basis for teaching writing skills (Hadi et al., 2021). Another research sample was conducted by (Elsa & Anwar, 2021) which entitled "The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand". Their study intends to determine how English teachers in Loei, Thailand, view the use of the Canva program as a virtual learning media creation tool. This research has a mixed-method strategy that begins with quantitative data collection. Following the analysis of quantitative data, qualitative data is gathered and examined. This study demonstrates that the Canva application may be used to generate educational media. As a result of this study, the function and benefit of Canva were separated into two categories: supplement and substitute. (1) Canva made it easier for teachers to create learning materials, and (2) Canva Application enhanced the online teaching process. (1) Canva Application improves learning media effectively; (2) Canva learning media is simple to disseminate to students; and (3) Canva application can assist with technical requirements (Elsa & Anwar, 2021). However, our research is different from the previous one as we focus on analyzing the students' creativity in writing a Curriculum Vitae using a digital platform namely Canva.

2.   Methodology

This research analyzed how Canva, a digital creative platform can be used as a medium to enhance students' writing especially in writing a Curriculum Vitae. To support this analysis, the authors used a qualitative method. We used the theory from H. Douglas Brown and Heekyong Lee entitled Teaching by Principle and the Media Education concept from Fedorov. The object of the study was taken from

the CV of SMK Binakarya Mandiri Bekasi students and some literary articles. There were several stages that we did. First, the authors selected certain Binakarya Mandiri students' writing as the sample of the research. There were 3 samples used for this study. Second, the researchers analyzed the students' writing by connecting it with the theory of Teaching by Principle by H. Douglas Brown and Heekyong Lee and Media Education by Federov. The last, the authors took a conclusion from the prior observation.

3.   Results and Discussion

One of the lessons in English class especially for XII graders of Vocational High School is writing Curriculum Vitae. This lesson is highly essential as the students learn how to write CV and know the format and the content. Thus, in that lesson, they are expected to write their CV with their own future position they expect. This lesson can be used as preparation before they graduate.

To analyze the improvement of SMK Binakarya Mandiri students' in writing a CV, the authors classified the writing component as proposed by Brown and Lee (2015) and Media Education by (Federov, 2003). The display of Canva can be seen in Figure 1.
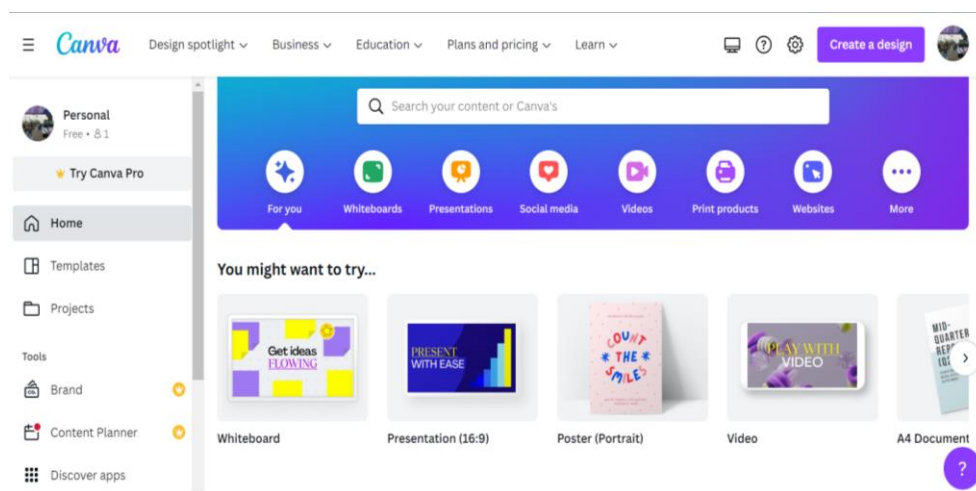

Figure 1. Canva features

In Figure 1, we can see the display of Canva with its features. As we know, online education necessitates that instructors think imaginatively and innovatively in order to attract pupils. Canva is an online graphic creation tool with a drag-and-drop interface and access to more than one million images, graphics, and fonts. It contains hundreds of typefaces and millions of pictures, photo filters, icons, and free shapes. Through Canva, everyone especially students can create any designs easily. They can create poster, brochure, resume, sticker, etc. In this study, the authors focus on how Canva can be utilized as a medium in writing a CV.

The first observation is taken from Abdul Latip, a student of SMK Binakarya Mandiri grade XII majoring Technical Engineering 7 which can be seen in Figure 2.
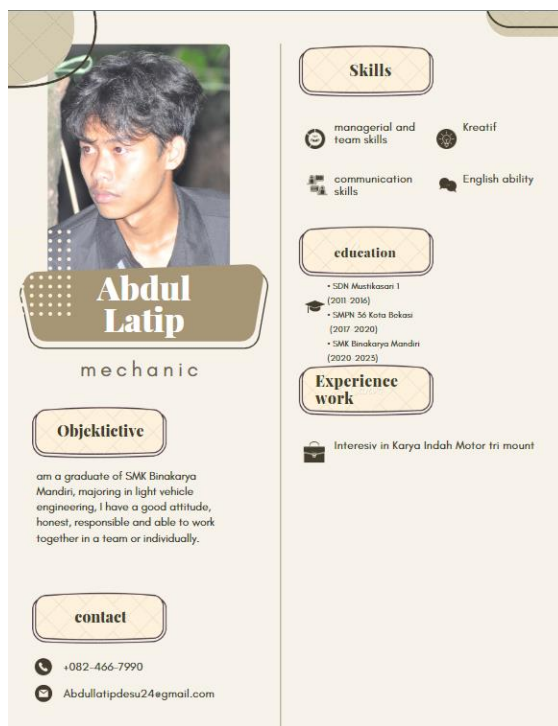

Figure 2. Abdul Latip's CV

In Figure 1, the authors observed that Abdul wrote his CV nicely as he provided detail information about himself. He put the objective, the contact, the education, skills, and experience. However, when we get closer in observing it, his CV contains some errors. In Objective, he misspelled the letter "objektictive" instead of "objective". Then, he wrote "am a graduate of SMK Binakarya Mandiri, majoring in light vehicle engineering, I have a good attitude, honest, responsible and able to work together in a team or individually". As we can see there are some grammatical errors on his writing. Brown and Lee (2015) stated the compositional nature of writing has led to the development of writing pedagogy that focuses on teaching students how to generate ideas, organize them coherently, use discourse markers and rhetorical conventions to integrate them cohesively into a written text, revise text for more precise meaning, edit text for correct grammar, and produce a final product (Brown, et.al., 2015).

In a closer observation, the grammatical errors that he made should be revised into "I graduated from SMK Binakarya Mandiri, majoring in Engineering. I have a good attitude. I am honest, responsible, and able to work in a team or individually". We see that he can generate the ideas well. However, he still needs to revise his CV for more precise meaning. Another point that he needs to revise is the use of capitalization. He should write every sub-point in capitalized letter at the beginning. As we can see that he wrote "contact, Experience work, education, and Skills" in inconsistency. He is supposed to write those sub-points into

"Contact, Work Experiences, Educational Background, and Skills." Another error can be seen on the misspelling. He wrote "mount" instead of "months" and "kreatif" instead of creative.

The following analysis can be seen from Figure 3.

Figure 3. Adi Suwun's CV

In Figure 2, we can see, Adi Suwun Sitarum's CV. He wrote completely in his CV including his background, skill, contact, education, and experience. Based on our over view, we see that Adi's CV was written correctly in grammar. He did not make any major errors in grammar. He only has a few like "I'm an active…" it is supposed to be "I am an active…". In this sample, the authors see that his CV is better in writing especially in formulating the ideas and patterns. For the sake of digital creative aspect, we see that his design looks simple and easily to understand. All in all, his design template doesn't distract the readers, teachers, or recruiters in knowing about the applicant. Thus, we view that he knows the appropriate template for his job.

In a closer analysis, writing requires three essential components. According to (Bacha, 2002) the text is emphasized by three important sub-skills of writing:
- language (sentence structure, syntax, vocabulary, coherence, and mechanics)
- organization (general statement, thesis statement, topic phrase, supporting sentences, and conclusion)
- content (main, supporting ideas, logical order of ideas)

In this sense, the authors view that Adi's CV is constructed well. The sentence structure, vocabulary, coherence, and mechanics are well-organized. Besides that, he knows what the best template for his position is.

The last observation is taken from Figure 4.

Figure 4. Adilla's CV

In Figure 3, we can see the student's CV named Adilla Purmiahida. He wrote his CV completely including personal background, refrenses, contact person, language skills, educational background, skills and hobbies, experience, and certificates during his study. In this context, the authors view that his CV is written with a simple design that makes the readers easily understand what he writes. However, when we get closer to analyse the composition of his writing, he still needs some revisions. Aside from it, in his sub-point, he wrote "Certification" instead of "Certificates". The vocabulary used there is filled with ambiguity. Thus, he needs to check the vocabulary use to his teacher at the beginning. Besides that, in Experience section, he told his experience but with Present tense instead of Past. In our over view, it would be much better if he wrote his responsibility using the pointer instead of the story. The last correction is the parallelism. On his CV, he wrote "such as engine maintenance, chassis body and electrical systems, mastering automotive component assembly techniques and

basic and further discipline". We view that he does not write the sentence appropriately. The problem of his writing is parallelism.

In a closer observation, the use of parallelism reduces repetition in writing, making it a precious tool for authors. However, it is simple to have improper parallelism. When joining a list of two or more items with and, but, or, we must ensure that the items are parallel. In this context, parallel denotes balanced or equal. Items in a list must be grammatically and functionally equivalent.We can join nouns to nouns, adjectives to adjectives, prepositional phrases to prepositional phrases, or clauses to clauses, but we cannot join nouns to adjectives or phrases to clauses.

4. Conclusion

To conclude, Canva is one of the teaching media that can help students and teachers. Teachers can guide the students how to use Canva in writing a CV. Students can explore and share their capabilities by writing a CV through Canva. In this sense, we can see technology is fruitful in teaching and learning process. However, there are other aspects both teachers and students need to consider. Teachers still need to give guidance and understanding the format of writing, the component, the structure, etc. Students also need to focus on teachers' explanation about points that have been taught. By collaborating between the students and teachers, the authors believe that the problems happen to the students above can be reduced.

Acknowledgement

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