



THE USE OF AI APPLICATION FOR WRITING CV: DESCRIPTIVE ANALYSIS

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Abstract

Several research studies have proven how an Artificial Intelligence (AI) application eases people's jobs in writing. In this regard, AI applications and how students use them in writing Curriculum Vitae (CV) were described. Eighty business students participated in answering the online questionnaire. The result shows that instead of using AI-based-CV Maker instantly, the participants prefer AI assistance for technical skills such as translation, design and grammar checking. AI tools are only one of the tools to use due to trust issues on content and contextual background..

Keywords: Artificial Intelligence application, Curriculum Vitae

INTRODUCTION

Several research have investigated the use of Artificial Intelligence (AI) in various fields including in education. As an example, AI applications have become assisting tools for students to accomplish their assignments. It has been proven that AI-powered English writing assistants significantly affect students' writing quality (Fitria, 2021). Supportively, AI tools have the potential to assist English learners in writing, especially those who have problems with structure (Gayed et al., 2021). Several professional writers also found the benefits from the AI writing assistant tools. In fact, Ippolito et al. (2022) found the limitation of AI that there still needs more style, authorial voice, and content development. Though having limitations, these positive impacts have proven the significance of AI for writing quality.

Considering the positive impacts of AI to writing, it is intriguing to investigate the success from the writers' perspective. Prior research mostly focuses on examining the product of AI's assistance. Meanwhile, there is no research yet to explore the process, including from the students' perspective. How students who experience the writing process use those beneficial AI-powered writing assistants, including in writing CV



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<https://ejournal.umpri.ac.id/index.php/smart/index>
SMART Journal: Journal of English Language Teaching and Applied Linguistics

needs to be clarified. CV is not a regular document as it showcases someone's academic and professional achievement. There must be specific writing techniques to create a CV that can visualize someone's competence completely.

How far AI writing assistant tools help students to improve their writing needs to be investigated as it was mentioned that AI could not assist students to write optimally since they have limitations in developing content and style that become the characteristics of CV (Ippolito et al., 2022). In summary, this study describes how the students use the AI-based writing assistant tools. The finding can be helpful for teachers as a consideration when designing materials and activities for writing CVs, as nowadays, the existence of AI has changed things, including learning.

Regarding the facts about the criteria of a good CV, it was suggested that focusing on the audience' needs referring to the company that opens the job vacancy as there are various beliefs regarding appropriate length, content, design, acceptable degrees of creativity and other technical criteria of good CV (Bovee, C. & Thill, 2020). In fact, in writing CV process, students have problems with grammatical (translation, diction, and grammar), textual (idea arrangement, format, and coherence) functional (what to write, how to impress recruiters, how to highlight strengths, what a good CV including the design looks like) and sociolinguistic aspects (being aware of multi-cultural organization and being professional in writing) (Vu & Le, 2022). Nowadays, there are several AI-based writing tools that can be used to create a CV instantly by filling out the categories required, namely *Rezi*, *resumA.I.*, *CVMaker*, *Resume Worded*, *Kickresume*, *Hiration*, *Skillroads*, *HyreSnap* and other CV maker applications. Unfortunately, there is no study proving the effectiveness of those applications.

Meanwhile, the problems experienced by someone writing a CV can be solved using AI-based writing tools. First, *Grammarly*, *Google Translate*, and *Quillbot* can be used to solve grammatical problems. As an example, *Grammarly* gives real-time suggestions for enhancing grammar, spelling, punctuation, clarity, engagement, and delivery. Meanwhile, *Google Translate* can be an option for those who need translating applications that offer several dictions. *Quillbot* can also be an option as it assists users in paraphrasing to avoid plagiarism. In line with the idea, AI-powered writing tools mentioned above could efficiently promote learning and attitudinal technology acceptance through formative feedback and assessment (Nazari et al., 2021).

Next, *Canva* can be an option to assist users in creating the design. *Canva* provides a template for CVs and tools to edit. Concerning the problems experienced by someone who wants to create a CV and the options of AI-based writing tools mentioned above, it is necessary to find out exactly what happened. Therefore, how AI will assist students in writing a CV is questioned in this study.

RESEARCH METHOD

This study applied descriptive analysis to describe how the students use the AI-based writing assistant tools. Particularly, descriptive analysis identifies and describes phenomena to determine who, what, where, when, and to what extent to identify causal effects (Loeb et al., 2017). Then, the participants of this study were chosen using purposeful sampling. There were 80 students of the Business English class who have experience writing a CV as a course assignment and participated in this study. Online questionnaires in Microsoft Forms investigating their experiences in writing CV were distributed. The data were collected and analyzed quantitatively in the form of percentages.

FINDINGS AND DISCUSSION

Finding

From the data collected, it is perceived that all students were fully using AI-based writing assistant tools. The data shows that 73% of students did not use AI-based CV maker applications. They prefer to use other writing applications to help them solve the writing problems found. Surprisingly, 3% of students were using *Resume A.I.*, 21% were using *CV Maker*, and 3% were using *Resume Worded*. After investigating 22 students who made use of Instant CV Maker, it was found that none of them used the CV result from the application as the final result. They were using the CV published from the application as the draft of their CV to be edited for a better CV in their versions.

Meanwhile, the 58 students were taking different steps in writing. They made a draft of their CV and used several AI-based writing tools to perfect it. They created the drafts on their own first, as they already had guidelines on what to write. The other students with drafts from the AI-based instant CV maker also use them to solve writing

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problems. Those writing tools were *Chat GPT*, *Quillbot*, *Grammarly*, *Google Translate*, *DeepL*, and *Canva*.

In the process of writing CVs, students felt at ease as *ChatGPT* helped them to have some references about CVs so they could find out the structure of CVs. Besides, *ChatGPT* also helped them answer any questions that may arise during the writing process with a more understandable answer. Students also use *ChatGPT* to solve grammatical issues, namely translating content, finding better diction, and checking grammar. It is aligned with the notion that *ChatGPT* helps users answer questions, admit mistakes, challenge incorrect premises, and reject inappropriate queries (Zhai, 2022).

Meanwhile, *Quillbot* was an AI tool for students to avoid plagiarism through paraphrasing. Besides having effective sentences, by paraphrasing, students who may have had no idea how to write could get powerful diction for their writing. Further, *Quillbot* has seven different modes to help users modify their writing according to the intended context (Fitria, 2021). Therefore, it is reasonable for students to use *Quillbot* to select the appropriate diction for their CVs. Some students find it challenging to find an appropriate word to describe what they intend to say in writing. When they have some options, it must be beneficial.

The students perceived that in the process of writing a CV, grammar became a big problem. Therefore, they find it obligatory to use trusted translating tools. Accordingly, students use translation tools such as *Grammarly* because they experience the effectiveness in revising their writing (Fitriana & Laeli, 2022). Furthermore, *Grammarly* has proven to be effective in enhancing grammatical accuracy, lexical richness, writing fluency, and syntactic complexity in students' writing (Dizon & Gayed, 2021)

At the same time, the AI-based writing tools for translation, namely *Google Translate* and *DeepL*, were also used. The students chose these two translating tools because they are easy to use quickly. However, *Google Translate* must support reliable and understandable translation if the source texts contain technical terms, complex words, uncommon texts, and meanings that perplex the students (Phan & Chen, 2021). Thus, though quality is limited, they still use those translating tools.

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Finally, the students also use *Canva*, one of the online design and publishing tools assisting users in having their design with the provided editable templates to design their CVs. Some students need help dealing with the appropriate design for a CV. Therefore, they need a writing tool for design. *Canva* offers various templates for their users. Students can choose the template that suits their characteristics and the intended workplace style. Furthermore, the utilization of *Canva* in writing CVs has been found to significantly improve students' creativity (Lestari & Sihombing, 2022).

Discussion

Students use AI-based writing tools to assist them in writing CV for two things. First, AI-based writing tools were used to create the structure and the design of CV. Some students use instant CV Maker was used to help them know the structure of CV nowadays, check the CV arrangement, assist them in visualizing the big picture of their CVs, and get references for the appropriate dictions to be written on each component. These findings confirm that the students use the instant CV maker to solve the writing problems, namely textual (idea arrangement and format) and functional problems (what to write and what a good CV, including the design, looks like) (Vu & Le, 2022). Another issue dealing with solving the textual and functional problems then exists. How the students ensure their CVs are coherent, impressive for the recruiters and appropriately highlighted to showcase their strengths is questioned.

Second, AI-based writing tools were used to improve the accuracy of the writing. According to Wang (2021) language accuracy refers to the correctness of language use, proper grammar, vocabulary and pronunciation. Based on the data, the students use various applications namely *Chat GPT*, *Quillbot*, *Grammarly*, *Google Translate*, *DeepL*, and *Canva*. Those applications were used as their functions. In fact, the production would not be perfect as the applications have some limitations. As an example, Dizon & Gayed (2021) found that *Grammarly* sometimes provides misleading and inconsistent feedback. Thus, the students still need to recheck their work again. At the same time, these AI-based writing applications truly help the students who have limited vocabulary mastery for improving their accuracy. Amanda, et al (2023) found the effectiveness of *Quillbot* as a tool to enlarge the users' diction. Provided with several diction options, students are able to create CV with powerful vocabulary to visualize themselves. Then, the students' ability in choosing the options is questioned.

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Therefore, it can be concluded that students use AI- based writing tools to assist them in solving two out of four writing problems proposed by Vu & Le, 2022 namely grammatical, textual, and functional. It was found that how to impress recruiters, how to highlight strengths (functional), sociolinguistic aspects (being aware of multi-cultural organization and being professional in writing) could not be solved yet using AI tools.

CONCLUSION

Business students use AI-based writing tools to solve the writing problems they find while writing a CV. Although several AI-based CV Makers can publish a CV instantly simply by filling out the content section, students still use other AI-based writing tools to create a better CV. At the same time, other students create their drafts and use several AI-based writing tools that they know and trust. *Chat GPT*, *Quillbot*, *Grammarly*, *Google Translate*, *DeepL*, and *Canva* were the tools that the students often used. *Chat GPT* was used to solve translation, diction and grammar problems. Besides, as *Chat GPT* can answer any questions, some students also use *Chat GPT* to know the structure and arrangement of a good CV.

Meanwhile, *Quillbot* was used to find an appropriate diction that should be powerful to visualize the student's self. Then, *Grammarly* became a writing tool that they will use when writing a CV as it not only revised the grammar mistakes but also considered the context of writing. Besides those writing tools, some translation tools, such as *Google Translate* and *DeepL*, are used in writing CVs. Lastly, students also use online design applications to help them design their CVs appropriately to create a representative image.

Unfortunately, this study only investigates the application items used and their benefits. Further research is suggested to explore the process and the challenges found in using the AI-based writing tools. It can be beneficial for students to know what they should improve when using AI-based writing in the process of writing CV.

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