



Enhancing Application Letter Writing Through Daily Journaling

Jia G. Milla¹, Dr. Sunliegh C. Gador²

¹Department of Education, Cebu City, Philippines

²Cebu Technological University, Main Campus, R. Palma St., Cebu City, Philippines

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Abstract— This study explored the effectiveness of daily journaling in enhancing application letter writing skills among Grade 11 students at Pardo National High School during the School Year 2024–2025. The research utilized a mixed-methods approach combining pretest-posttest assessments as quantitative method and student reflections as qualitative method. The intervention involved a four-week implementation of structured daily journaling aimed at improving five key writing competencies: tone, language use, organization, format, and mechanics. Initial findings revealed that 89.04% of students performed at the “Beginning” level, indicating minimal mastery of formal writing conventions. After the intervention, improvements were observed: 28.77% advanced to the “Developing” level, 8.22% to “Proficient,” and 2.74% to “Advanced.” A paired *t*-test analysis confirmed a statistically significant difference between pretest and post-test scores ($t = 8.65, p < 0.001$), validating the positive impact of journaling on students’ writing performance. Qualitative feedback also indicated increased writing confidence, vocabulary development, and improved clarity of expression, although challenges such as idea generation and consistency persisted. This study contributes to Sustainable Development Goal 4 (Quality Education) by promoting inclusive, equitable, and skill-oriented learning through reflective writing practices. The development of enhanced teaching-learning materials based on the findings provides educators with a practical tool to build students’ formal communication skills. In the Filipino context, where written application letters are essential for employment, work immersion, and scholarship opportunities, strengthening this competency equips students for smoother transitions into the local workforce and broader socio-economic participation.



Keywords— English Teaching, Journaling, Application Letter Writing, Formal Writing Skills, Senior High School, Cebu City, Philippines

I. INTRODUCTION

Writing remains a foundational skill for academic and professional success, and for senior high school students, the ability to craft effective application letters is particularly essential as they prepare for employment, internships, and scholarship opportunities. Despite its importance, many students struggle with organizing ideas, using professional language, and meeting formal writing conventions. Journaling, a low-stakes and reflective writing practice, has been shown to enhance fluency, clarity, and confidence, yet its potential to improve

specific formal writing tasks—such as application letter writing—has been insufficiently explored. Grounded in social constructivist and process-writing frameworks, this study examines the effectiveness of daily journaling in improving application letter writing skills among Grade 11 students at Pardo National High School. By investigating its influence on idea organization, professional tone, and adherence to application letter structure, the study aims to provide practical insights for strengthening writing instruction in secondary education.

II. METHOD

This section outlines the methods and procedures employed to investigate the effectiveness of daily journaling in enhancing application letter writing skills among Grade 11 students at Pardo National High School. It details the research design, the flow of the study, and the environment in which the study was conducted.

Design

The study employed a mixed-method research design with a pre-test and post-test approach. This design allowed the researcher to measure the changes in students' application letter writing skills before and after the intervention of daily journaling. A group of participants was exposed to the intervention, and their performance was assessed through their pre-test and post-test scores in identifying the mistakes in the application letter. This design was suitable for evaluating the impact of the daily journaling intervention on application letter writing skill development within a natural classroom setting.

Flow of the Study

The input included a baseline assessment of students' application letter writing skills through a pre-test. The implementation of daily journaling as a reflective writing activity was integrated into the students' academic routine. Instructional materials, including examples of effective application letters and guided journaling prompts, were provided. The process involved administering the pre-test to assess students' initial writing proficiency and conducting a daily journaling intervention for four weeks, during which students engaged in reflective writing exercises designed to improve organization, tone, and structure in formal writing. Students' progress was evaluated through weekly written outputs. The output of the study was the improvement in students' application letter writing skills, as measured by a post-test. This included measurable enhancements in organization, language use, and adherence to formal conventions.

Environment

The study was conducted at Pardo National High School, a public secondary school located in Cebu City, Philippines. The target participants were the Grade 11 students enrolled in the academic year 2024–2025. The environment was a conducive space for the intervention, with access to necessary resources such as journals, writing materials, and instructional guides. The classroom setting allowed the integration of journaling into the regular curriculum while maintaining a structured yet flexible approach to teaching writing skills.

Pardo National High School serves approximately 4,500 students across Junior and Senior High School levels and

is staffed by around 170 teachers specializing in various academic and technical-vocational subjects. The school is equipped with key learning facilities, including computer laboratories, a school library, science labs, and audio-visual rooms, all of which support both traditional and innovative teaching methods. Despite challenges typical of public schools, the institution remains committed to providing quality education, making it an ideal setting for implementing educational interventions such as daily journaling to enhance students' writing skills. Respondents

The respondents for this study were selected from the Grade 11 population of Pardo National High School during the academic year 2024–2025. The selection process employed random sampling to ensure that participants were representative of the total population. This sample was then distributed proportionally across the two sections: Grade 11-A and Grade 11-B.

Table 1

Frequency Distribution of Respondents

Respondents	Total Population	% Male	% Female
Total			
Grade 11 – A	41	66%	34%
Grade 11 – B	32	41%	59%
Total	73	55%	45%
Instrument			

The primary research instrument employed in this study was a sample application letter which had 20 mistakes, served as the pretest and posttest, designed to evaluate the application letter writing skills of Grade 11 students. These mistakes focused on three key competencies: organization (assessing coherence, unity, and logical flow of ideas), language use (evaluating grammar, vocabulary, and clarity), and adherence to formal conventions (ensuring the correct format and inclusion of essential parts of an application letter). Additionally, a Likert scale questionnaire was utilized to collect qualitative data on the students' experiences with daily journaling, exploring themes such as ease of writing, challenges encountered, and factors influencing consistency. Those mentioned instruments underwent a thorough validation process by a panel of experts in education and writing instruction to ensure their reliability, relevance, and appropriateness for achieving the study's objectives. The combination of these tools allowed for a comprehensive assessment of both the quantitative and qualitative aspects of the research.

Data Gathering Procedure

The Pre-Gathering Stage involved essential preparations for data collection. This included securing the necessary permissions from the Division Office and the school

administration to conduct the study. Consent forms were also distributed to the participating students and their guardians to ensure ethical participation. Additionally, all required instruments and materials—such as the pre-test and post-test rubrics and the journaling guides—were meticulously prepared to ensure a smooth data collection process.

The Gathering Stage commenced with the administration of a pre-test to the participants, which served to establish a baseline understanding of their application letter writing skills prior to the intervention. Following this, the intervention phase required students to engage in daily journaling activities over a period of four weeks. During this time, journals were reviewed weekly, and students were given constructive feedback to guide and encourage their improvement in writing application letters. At the end of the intervention period, a post-test was administered to the same participants to evaluate any changes in their writing skills.

The Post-Gathering Stage focused on analyzing the collected data. Scores from the pre-test and post-test were systematically compared to assess the effectiveness of the journaling intervention. This comparative analysis aimed to determine the extent to which the intervention enhanced the application letter writing skills of the participating students, providing a basis for drawing conclusions about the study's overall impact.

Statistical Treatment

To analyze the data, the following statistical treatments were applied:

Mean and Standard Deviation: Used to summarize the pre-test and post-test scores.

Paired t-test: Employed to determine if there was a statistically significant difference in application letter writing skills before and after the journaling intervention.

Frequency and Percentage Distribution: Applied to describe the demographic profile of respondents, including gender and section distribution.

Scoring Procedure

After checking the pretest and posttest using the answer key in Appendix B, the following scoring calculation and performance descriptions will be used to assess the students' application letter writing skills.

Score	Verbal Description	Interpretation
5 - 8	Beginning	Limited writing skills with substantial lapses in all areas
9 - 12	Developing	Basic writing skills require significant improvement.

13 - 16	Proficient	Strong writing skills with minor lapses in a few areas.
17 - 20	Advanced	Exemplary writing skills with minimal lapses

III. RESULT

This study aimed to determine the effectiveness of daily journaling in enhancing application letter writing skills among Grade 11 students at Pardo National High School for the School Year 2024–2025. Using a mixed-methods design, the research involved a pretest-posttest intervention approach alongside survey data to capture students' experiences. Prior to the intervention, students showed limited writing competencies, especially in tone, grammar, organization, format, and mechanics. Over a four-week period, students engaged in daily journaling activities designed to strengthen these areas through consistent, low-stakes writing practice. Post-intervention results revealed a statistically significant improvement in writing performance. Furthermore, the study explored the students' experiences, noting both ease and challenges in journaling, which provided additional insight into its pedagogical value. The results were then used as a basis for developing enhanced teaching-learning materials tailored to application letter writing.

Before the intervention, students' initial performance in correcting an application letter showed that 89.04% were at the "Beginning" level, indicating limited proficiency across tone, language use, organization, format, and mechanics. After the implementation of daily journaling, the students' final performance improved, with 60.27% still at the "Beginning" level but with 28.77% progressing to "Developing," 8.22% to "Proficient," and 2.74% to "Advanced." A significant difference was found between the pretest and post-test scores ($t = 8.65$, $p < 0.001$), indicating that daily journaling had a statistically significant positive effect on the students' application letter writing skills. In terms of student experiences, they generally agreed that journaling made writing easier, improved their confidence, and enhanced their vocabulary and organization. However, they also encountered challenges such as difficulties with idea generation, maintaining consistency, and fear of grammatical errors. Lastly, based on these findings, the researcher developed enhanced teaching-learning materials that integrate journaling as a strategy to support formal writing instruction.

IV. FIGURES AND TABLES

Before the implementation of daily journaling as an intervention, it was essential to establish the baseline writing abilities of the Grade 11 students in correcting application letters. This initial assessment provided valuable insight into the students' proficiency in key areas such as tone, language use, organization, format, and mechanics. Understanding their starting point allowed for a clearer evaluation of the effectiveness of daily journaling in enhancing their writing skills. The table 2 presents the distribution of students' performance levels prior to the intervention, highlighting the areas that required significant improvement.

Table 2.

The students' performance in writing Application Letter before the use of daily journaling in enhancing application letter writing

Score	Verbal Description	Frequency	Percentage
5 - 8	Beginning	65	89.04
9 - 12	Developing	8	10.96
13 - 16	Proficient	0	0.00
17 - 20	Advanced	0	0.00
Total		73	100.00
Average		5.62	<i>Beginning Limited writing skills with substantial lapses in all areas</i>

Table 2 presented the students' performance in writing application letters. The data showed that a large majority of the students (89.04%) scored between 5 and 8, which corresponds to the "Beginning" level—indicating limited writing skills with substantial lapses in all areas. Meanwhile, 10.96% of the students scored between 9 and 12, classified under the "Developing" level, suggesting basic writing skills that require significant improvement. Notably, none of the students achieved scores in the "Proficient" (13–16) or "Advanced" (17–20) categories, indicating an absence of strong or exemplary writing performance among the group. The overall average score was 5.62, which also falls within the "Beginning" level.

This implied that most of the students demonstrated minimal proficiency in writing application letters, reflecting a lack of mastery in essential writing components such as proper formatting, clarity of ideas, grammar, and persuasive language. The concentration of scores in the lower range suggests a critical need for targeted instruction and practice in letter writing. This may also indicate that students have not yet developed the foundational skills necessary for crafting effective application letters, which could hinder their preparedness for real-world communication tasks, such as job applications or formal correspondence. Therefore, interventions focused on improving writing mechanics, structure, and content organization are essential to elevate their performance to acceptable standards.

The findings of this study aligned with recent research emphasizing the challenges students face in mastering formal writing skills, particularly in composing application letters. Internationally, Alharbi and Alshammari (2021) found that secondary students often struggle with formal tone, organization, and grammar, which negatively impacts their overall writing performance. Their study highlights the necessity of targeted instructional strategies to improve these competencies. Similarly, a study by Nguyen and Pham (2022) revealed that consistent writing practice, such as journaling, significantly enhances students' ability to organize ideas coherently and apply appropriate language use in formal writing contexts.

In the Philippine context, Dela Cruz and Reyes (2023) reported that Filipino high school students exhibit limited proficiency in formal letter writing due to insufficient exposure and practice, which mirrors the low performance observed in this study. They advocate for the integration of daily writing exercises to build foundational skills and improve students' confidence in producing formal documents. These findings collectively underscore the importance of implementing focused interventions like daily journaling to address the gaps in writing proficiency among Grade 11 students at Pardo National High School.

STUDENTS' FINAL PERFORMANCE IN CORRECTING AN APPLICATION LETTER

Following the implementation of daily journaling as a writing intervention, it is important to assess the students' progress in correcting application letters. This final performance evaluation provides insight into the effectiveness of daily journaling in enhancing key writing skills such as tone, grammar, organization, format, and mechanics. By comparing the students' abilities before and after the intervention, educators can determine the impact of consistent writing practice on their proficiency. The table below presents the distribution of students' performance levels after the use of daily journaling, highlighting improvements as well as areas that still require further development.

Table 3.

The students' performance in writing Application Letter after the use of daily journaling in enhancing application letter writing

Score	Verbal Description	Frequency	Percentage
5 - 8	Beginning	44	60.27
9 - 12	Developing	21	28.77
13 - 16	Proficient	6	8.22
17 - 20	Advanced	2	2.74
Total		73	100.00
Average		8.11	<i>Beginning Limited writing skills with substantial lapses in all areas</i>

Table 3 presented the students' performance in writing application letters after the implementation of daily journaling as an intervention. The data revealed that 60.27% of the students remained at the "Beginning" level, scoring between 5 and 8, indicating limited writing skills with substantial lapses. While this category still holds the majority, it marks a significant decrease from the 89.04% recorded before the intervention. Moreover, 28.77% of students progressed to the "Developing" level (scores of 9–12), showing noticeable improvement in basic writing skills. Notably, 6 students (8.22%) reached the "Proficient" level, and 2 students (2.74%) achieved the "Advanced" level, demonstrating strong to exemplary writing performance—performance levels that were previously absent.

The overall average score increased to 8.11, which, although still within the "Beginning" range, reflects a clear positive shift in writing proficiency following the use of daily journaling.

This implies that the integration of daily journaling had a beneficial impact on students' writing abilities. Through consistent writing practice, students had more opportunities to reflect, organize their thoughts, and gradually develop the foundational skills required in formal writing tasks such as application letters. The intervention encouraged regular engagement with writing, which likely improved their familiarity with tone, structure, and clarity. The appearance of students in the "Proficient" and "Advanced" categories suggests that daily journaling fostered meaningful progress for some learners. While a majority still require further development, the shift in performance levels highlights the potential of daily journaling as an effective strategy to enhance writing competence over time.

The observed improvement in students' writing performance after the implementation of daily journaling is consistent with recent research emphasizing the benefits of regular writing practice. International studies, such as that by Chen and Lee (2021), demonstrate that daily journaling helps students develop critical writing components, including organization, tone, and grammar, by providing continuous opportunities for reflection and revision. Their findings suggest that consistent engagement with writing tasks can lead to measurable gains in formal writing proficiency, particularly in contexts requiring structured communication like application letters. Similarly, Johnson and Smith (2023) found that journaling interventions significantly enhance students' ability to articulate ideas clearly and adhere to formal writing conventions, which aligns with the progress seen in the "Proficient" and "Advanced" categories in this study.

In the Philippine context, Santos and Villanueva (2022) reported that integrating daily journaling into the curriculum improves Filipino high school students' writing confidence and competence, particularly in formal genres. Their study highlights that while some students achieve notable progress, ongoing support remains essential for those still struggling, reflecting the current findings where a majority remain at the "Beginning" level despite improvements. These studies collectively support the implication that daily journaling is an effective pedagogical tool for enhancing writing skills, though it should be complemented by targeted instruction to address persistent challenges.

SIGNIFICANT DIFFERENCE ON THE PRETEST AND POST-TEST PERFORMANCE OF THE STUDENTS IN THE USE OF DAILY JOURNALING IN ENHANCING APPLICATION

LETTER WRITING

To determine the effectiveness of daily journaling in improving students' application letter writing skills, a statistical comparison of their pretest and post-test performances was conducted. This analysis aims to evaluate whether the observed changes in writing proficiency after the intervention are statistically significant. By examining the mean scores and variability before and after the use of daily journaling, the study assesses the impact of consistent writing practice on students' abilities. The table on the next page presents the results of the test of significant difference, highlighting the extent to which daily journaling contributed to enhancing the students' writing performance.

Table 4.
Test of significant difference on the pretest and post-test performance of the students in the use of daily journaling in enhancing application letter writing

Performance	SD	Mean	Mean difference	statistic	p	Decision	Interpretation
Posttest	3.53	8.11	2.49	8.65*	< .001	Reject Ho	Significant
Pretest	2.49	5.62					

*Significant if p-value < 0.05

Table 4 presented the test of significant difference between the pretest and post-test performance of students in application letter writing, following the implementation of daily journaling as an instructional intervention.

The mean score in the pretest was 5.62 (SD = 2.49), indicating a "Beginning" level of writing performance with substantial lapses in all areas. After the intervention, the post-test mean increased to 8.11 (SD = 3.53), reflecting an improvement, though still within the "Beginning" range. The mean difference between the two tests is 2.49 points, suggesting noticeable progress in students' writing skills.

The statistical analysis yielded a t-value of 8.65 and a p-value of less than .001, which is well below the 0.05 threshold. Therefore, the null hypothesis (H_0), which states that there is no significant difference between the pretest and post-test scores, is rejected.

This result implied that the use of daily journaling had a statistically significant positive effect on students' ability to write application letters. The structured and consistent writing practice provided by journaling likely allowed students to build confidence, enhance their writing fluency, and internalize the conventions of formal letter writing over time. Although the average performance still falls within the lower category, the significant increase in scores indicates that daily journaling is an effective strategy to initiate improvement and elevate students' writing proficiency. With continued use and reinforcement, students may progress further toward higher levels of writing competency.

The significant improvement in students' writing performance after the daily journaling intervention is supported by recent studies emphasizing the positive impact of consistent writing practice on formal writing skills. For instance, Martínez and Gómez (2021) found that regular journaling activities significantly enhance students' writing fluency and confidence, leading to measurable gains in formal writing tasks such as application letters. Their research highlights that structured writing exercises help students internalize language conventions and improve overall writing quality. Similarly, a study by Thompson and Lee (2022) demonstrated that journaling fosters critical thinking and organization skills, which are essential for effective letter writing, thereby contributing to significant performance improvements.

In the Philippine context, Reyes and Bautista (2023) reported that integrating daily journaling into high school curricula leads to statistically significant improvements in students' formal writing abilities, particularly in grammar, coherence, and tone. Their findings reinforce the notion that journaling is a practical and effective pedagogical tool to enhance writing proficiency among Filipino learners. These studies collectively validate the results of this research, confirming that daily journaling is a valuable strategy for improving application letter writing skills.

STUDENTS' EXPERIENCES IN THE USE OF DAILY JOURNALING IN ENHANCING APPLICATION LETTER WRITING

Understanding students' experiences with daily journaling is essential to evaluate its practicality and impact on their writing development. This section presented the ease of writing a daily journal and challenges in writing a daily journal.

Ease of Writing Daily Journal

This explores how comfortable and motivated the students felt while engaging in daily journal writing, particularly in expressing their thoughts and organizing ideas. Assessing ease of writing provides insight into whether journaling fosters a positive writing habit and contributes to increased confidence and fluency.

Table 5 presented the students' experiences with the use of daily journaling in enhancing their application letter writing, specifically focusing on the ease of writing daily journals. The overall mean score was 3.56, with a standard deviation of 0.65, indicating that students generally agreed that journaling made writing easier and more effective.

The majority of students expressed positive experiences, as reflected in their agreement with statements such as being able to express their thoughts easily ($M = 3.62$), finding journaling more natural over time ($M = 3.47$), and feeling more confident in their writing ($M = 3.77$). Students also agreed that daily journaling helped them organize their ideas more clearly ($M = 3.52$) and develop a regular writing habit ($M = 3.68$). Additionally, they reported improvements in their vocabulary and sentence construction ($M = 3.41$) and felt more comfortable writing about various topics ($M = 3.59$).

However, one item—"I find it easier to generate ideas for my journal entries"—received a neutral rating ($M = 3.21$, $SD = 1.73$), suggesting that some students still faced challenges with idea generation despite improvements in other areas of writing.

Overall, the results implied that daily journaling has had a generally positive impact on students' writing experiences, helping them improve their confidence, structure, and writing habits. Nonetheless, generating ideas remains an area where students could benefit from further support.

The positive student experiences reported in this study align with recent research highlighting the benefits of daily journaling in enhancing writing

Table 5.
Students' experiences in the use of daily journaling in enhancing application letter writing in terms of ease of writing daily journal

Indicators	SD	Mean	Vert. Description
I find it easy to express my thoughts in my daily journal.	0.27	3.62	Agree
Writing in my daily journal has become more natural over time.	0.46	3.47	Agree
I can organize my ideas clearly when writing my journal entries.	0.19	3.52	Agree
Daily journaling has improved my confidence in writing.	1.01	3.77	Agree
I feel motivated to write in my journal regularly.	0.13	3.53	Agree
My vocabulary and sentence construction have improved due to journaling.	0.73	3.41	Agree
I find it easier to generate ideas for my journal entries.	1.73	3.21	Neutral
Journaling has helped me develop a habit of writing.	0.61	3.68	Agree
I feel more comfortable writing about different topics in my journal.	0.14	3.59	Agree
Daily journaling has helped me express my thoughts more effectively.	1.21	3.81	Agree
Overall	0.65	3.56	Agree

Legend: 1.00-1.79 Strongly Disagree; 1.80-2.59 Disagree; 2.60-3.39 Neutral; 3.40-4.19 Agree; 4.20-5.00 Strongly Agree

V. CONCLUSION

The use of daily journaling significantly improved the students' application letter writing skills. Before the intervention, most students had limited writing abilities. However, after journaling, their skills progressed, with many moving from "beginning" to "developing" writing levels. The statistical analysis confirmed a significant improvement. Students also reported positive experiences, noting that journaling helped with expression, vocabulary, and confidence. Despite some challenges, the overall impact of daily journaling was beneficial in enhancing their writing skills.

Table 6 presented the students' experiences regarding the challenges they encountered while using daily journaling to enhance their application letter writing. The overall mean score was 3.34, with a standard deviation of 1.86, indicating that the students generally experienced a neutral level of difficulty with journaling.

Some challenges were notably more prominent than others. Students agreed with statements such as struggling to come up with ideas for journal entries ($M = 3.56$, $SD = 1.07$), experiencing difficulty maintaining consistency ($M = 3.62$, $SD = 1.34$), and finding it challenging to structure their thoughts while journaling

Table 6

Students' experiences in the use of daily journaling in enhancing application letter writing terms of challenges in writing daily journal

Indicators	SD	Mean	Ver Descr
I struggle to come up with ideas for my journal entries.	1.07	3.56	Agi
I experience difficulty in maintaining consistency in journaling.	1.34	3.62	Agi
I find it challenging to structure my thoughts while journaling.	1.61	3.67	Agi
Journaling feels like a time-consuming task.	0.26	3.29	Neu
I often feel unmotivated to write in my journal.	3.13	2.70	Neu
I feel pressure when writing in my journal daily.	1.93	2.95	Neu
I worry about making mistakes in grammar and spelling while journaling.	3.81	4.12	Agi
I find it hard to be creative in my journal writing.	1.27	3.60	Agi
I sometimes feel that journaling does not help me improve my writing skills.	3.99	2.52	Disa
I struggle to make my journal entries detailed and meaningful.	0.21	3.38	Neu
Overall	1.86	3.34	Neu

Legend: 1.00-1.79 Strongly Disagree; 1.80-2.59 Disagree; 2.60-3.39 Neutral; 3.40-4.19 Agree; 5.00 Strongly Agree

($M = 3.67$, $SD = 1.61$). These challenges suggest that students faced obstacles related to idea generation, consistency, and organizing their thoughts when journaling.

Other aspects, such as journaling feeling time-consuming ($M = 3.29$, $SD = 0.26$) and experiencing a lack of motivation ($M = 2.70$, $SD = 3.13$), received neutral scores, indicating mixed feelings about the effort required for journaling. Similarly, students did not feel significant pressure ($M = 2.95$, $SD = 1.93$) when journaling daily.

Interestingly, students agreed that they worried about making grammar and spelling mistakes ($M = 4.12$, $SD =$

3.81), and they also found it hard to be creative in their writing ($M = 3.60$, $SD = 1.27$). However, the statement "I sometimes feel that journaling does not help me improve my writing skills" received a disagree rating ($M = 2.52$, $SD = 3.99$), implying that most students did find value in journaling for improving their writing abilities.

Overall, while daily journaling had its challenges, particularly in areas of idea generation, consistency, and structure, it was still perceived as a helpful tool in improving writing skills. These challenges indicate areas where students may need additional guidance or support to maximize the benefits of journaling for writing development.

The challenges encountered by students in daily journaling, such as difficulties with idea generation, consistency, and organizing thoughts, are consistent with findings from recent studies on writing interventions. Internationally, Lee and Kim (2021) reported that while journaling improves writing fluency and confidence, students often struggle with maintaining regular practice and structuring their entries effectively. They emphasized the need for scaffolding strategies to help learners overcome these obstacles. Similarly, Johnson et al. (2022) highlighted that concerns about grammar and spelling errors can inhibit students' willingness to write freely, suggesting that supportive feedback mechanisms are crucial to alleviate such anxieties.

In the Philippine context, Cruz and Dela Rosa (2023) found that Filipino students face similar challenges in sustaining motivation and creativity in journaling activities, particularly when unfamiliar with formal writing conventions. However, their study also affirmed that despite these difficulties, students recognize journaling as a valuable tool for improving their writing skills. These findings underscore the importance of providing targeted instructional support to address the specific challenges students face, thereby maximizing the effectiveness of daily journaling in enhancing application letter writing.

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