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## **Fostering Students in Learning English through Creativity in Making Advertisement**

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**Abstract:** Creativity is an essential element in the current research trend for those of us living in the era of Society 5.0 revolution. In this digital age where technology is rapidly advancing and global competition demands proficiency in the English language as a tool for international communication, advertising through Project Based Learning (PBL) approach is a simple yet effective catalyst that can change the current paradigm of English language learning in classrooms, which tend to still employ traditional styles in some areas lacking supportive facilities. This research was conducted on one of the northernmost islands in Indonesia, specifically at SMP Negeri 1 Tahuna, Tahuna District, Sangihe Islands Regency, North Sulawesi Province. The study uses a qualitative method in which the researcher analyzes the effective use of materials related to advertisements, combined with the use of Canva media by students, thereby encouraging active student engagement in learning English. The research was applied to classes IXA – IXD, which have implemented Emancipated Curriculum as the national curriculum in Indonesia. Class IXA consists of 30 students, IXB has 31 students, IXC has 32 students, and IXD has 32 students, making a total of 125 students in class IX (54 male students and 71 female students). This certainly serves as a benchmark that simple materials, with the application of methods and technological touches, can access students' developmental levels in learning English, enabling them to foster not only skills but also their creativity. This approach can also be applied by teachers in other schools so that its implementation can be accessed comprehensively and effectively.

**Keywords:** Advertisement, Creativity, English learning, PBL

### **Introduction**

In the digital age, creativity plays a crucial role in English language instruction. It not only facilitates increased student engagement and enhances learning outcomes but also equips learners to navigate the complexities of communication in a globalized context. Creative teaching not only enhances critical thinking and problem-solving abilities but also promotes a more engaging and interactive classroom atmosphere (Palaniappan, 2009). By integrating creative approaches, educators can develop more dynamic, effective, and enjoyable learning experiences, thereby empowering students to articulate their thoughts and ideas confidently in English. Competition among every country in the modern era, such as today, arises from creative thinking, which certainly begins with the ability to understand and analyze something (Yao et al., 2024). Furthermore, Project-based learning (PBL) promotes active participation, critical analysis, and collaborative efforts, all of which are vital for nurturing creativity.

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Furthermore, PBL not only improves students' creative skills but also equips them to tackle real-world challenges effectively (Yu, 2024). The distinctive cultural and geographical characteristics of each region creates a rich environment for examining how creative methodologies can be effectively integrated into language instruction. By fostering a wider perspective on what defines a "good" student, teachers can more effectively facilitate the growth of creativity in the classroom (Karwowski, 2010). Teachers rarely see the creative potential possessed by each student and think about how to give them space to develop those talents (Karwowski et al., 2020). Another statement with same point of view, by involving students in collaborative challenges, educators can foster critical competencies, including teamwork, effective communication, and innovative problem-solving (Norris et al., 2023).

The relationship between language and creativity is dynamic, with each component influencing the other in diverse contexts. Language serves as a medium through which individuals convey innovative concepts and cultural narratives (Jonas, 2015). Along with this, English language learning in the region of Indonesia's Northernmost Island, specifically at SMP Negeri 1 Tahuna, Tahuna District, Sangihe Islands Regency, North Sulawesi Province, requires a creative touch to actively engage and excite students in learning English using materials about advertisements that are integrated with Canva media. This approach aims to address the challenges related to the research question in this study that "Does the English teacher on Indonesia's Northernmost Island at SMP Negeri 1 Tahuna foster students in learning English through advertisement by using canva and technology?" and "Does creativity in making advertisement foster students in learning English?"

## Method

This study was conducted on one of the northernmost islands of Indonesia, specifically at SMP Negeri 1 Tahuna in the Tahuna District of Sangihe Islands Regency, North Sulawesi Province. The research focused on classes IXA - IXD, all of which have adopted the Emancipated Curriculum as Indonesia's national curriculum. Class IXA comprises 30 students, IXB has 31 students, IXC includes 32 students, and IXD also consists of 32 students, resulting in a total of 125 students in the ninth grade, comprised of 54 male and 71 female students.

Qualitative research enables a more nuanced and comprehensive analysis of the complexities inherent in educational experiences (Lichtman, 2023). Utilizing a qualitative methodology, the researcher examines the effective integration of advertisement-related materials with the use of canva media by students, thereby fostering active engagement in English language learning.

Data collection methods in qualitative research are varied and encompass techniques such as interviews, observations, and the analysis of documents (Yin, 2016). Data collection in this research of English language learning is the accumulation of students' scores from their creativity and writing skill in making advertisement by using canva and assessment rubrics to see their works or skills.

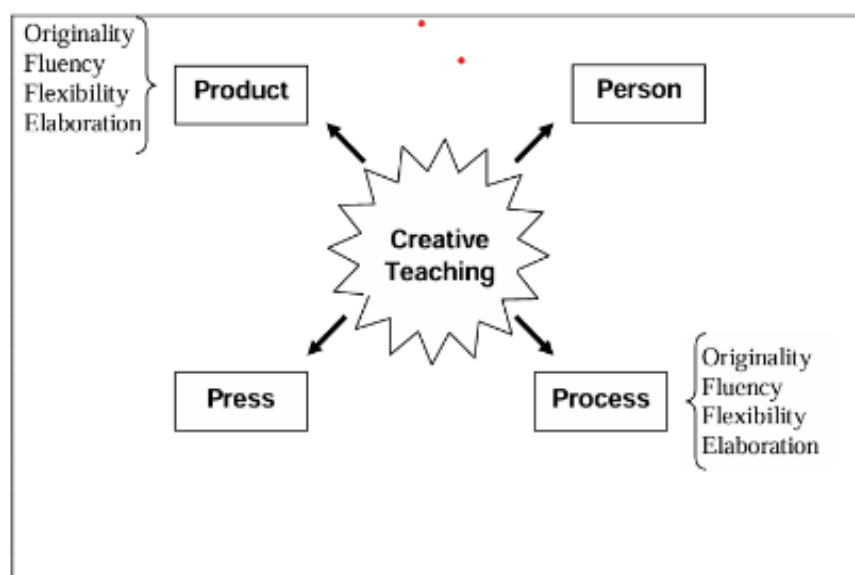


Figure 1. Creative teaching model (Palaniappan, 2004)

## **Discussion**

In this study, I took the population on one of the northernmost islands in Indonesia, specifically at SMP Negeri 1 Tahuna, Tahuna District, Sangihe Islands Regency, North Sulawesi Province. This research examines how the application of creativity in fostering students learning English through creativity in making advertisements by using canva media. Recognizing the obstacles students encounter when using computer technologies can guide the development of more effective educational strategies and interventions. Additionally, the successful incorporation of technology into English learning depends on addressing students' concerns and boosting their confidence (Sabti & Chaichan, 2014).

Advertisements offer a practical context for students to understand how language is used in real life, helping to connect classroom learning with daily communication (Bieberly, 2013). The environment and infrastructure greatly support creative teaching; this pattern is then illustrated in the Figure1 above. By analyzing advertisements, learners acquire important insights into intercultural communication, deepening their appreciation of diverse perspectives. Studying advertising in an educational context offers students valuable opportunities to improve their language skills while exploring the intricacies of cultural exchange (Downing & Delfa, 2015). In this learning activity, the initial step taken by the teacher is to divide the students into several groups, each consisting 2 students. They are then assigned by the teacher to create a project as banner of advertisement to promote something like banners to promote goods or services. In the upcoming activity, the teacher provides students with the chance to design banners that promote local goods or services tied to the culture of the Sangihe Islands district, using English. By examining advertisements shown by the teacher or exploring other resources such as Google, YouTube, and social media, students can enhance their understanding of these products and services, which helps foster their creativity in crafting English advertisement with canva. The teacher has already introduced the techniques and usage of canva in earlier sessions, so students are comfortable using it for their English studies, particularly for this advertising project. Once the students complete their advertisements with canva, they will present their creations to the class in pairs, utilizing a slideshow and PowerPoint. In prior classes, they received guidance on computer use and how to present with slideshows and PowerPoint, which has made them adept at employing technology to facilitate independent and creative learning in the classroom. The incorporation of technology in language education improves accessibility while also promoting engaging and interactive learning experiences (Sarica & Cavus, 2009).

SMP Negeri 1 Tahuna is situated on the northernmost island of Indonesia, within the Sangihe Islands archipelago. This region is distinguished by its unique geographical features, which encompass a diverse array of natural landscapes, including pristine beaches, mountainous terrain, and a rich tapestry of biodiversity. Students' motivation can be influenced by their cultural perceptions of English, underscoring the need to incorporate local contexts into language teaching, in the other side teachers are essential in nurturing this motivation, as their support and encouragement can significantly change students' attitudes toward learning English (Yunus & Abdullah, 2011).

Despite its stunning natural environment, these geographical conditions present significant challenges, especially concerning accessibility and the adequacy of educational infrastructure. Such challenges can impact the delivery of quality education and the overall learning experience for students in this remote area. Students' attitudes toward learning English have a substantial impact on their motivation and overall ability to master the language (Yunus & Abdullah, 2011). This integration not only promotes a more meaningful and contextually relevant learning experience but also addresses the specific linguistic needs of students. Furthermore, such an approach aligns well with contemporary educational frameworks that advocate for innovative pedagogical strategies in diverse and underserved settings, ultimately contributing to a more responsive and holistic educational experience.

### **How Creative Teacher Giving Impact in Learning English**

Teachers recognize creative students by identifying traits that signify creativity. They employ specific strategies, such as project-based learning and collaborative activities, to nurture this creativity. Furthermore, creative teaching methods boost student engagement and motivation (Morais & Azevedo, 2011). Studies conducted in this century suggest that creativity has become highly valued, particularly in the context of educational innovation, resulting in the adoption of new ideas and concepts (Norris et al., 2023). Professional development initiatives should concentrate on supplying teachers with the resources needed to encourage creativity within their classrooms (So & Hu, 2019).

Teachers' underlying beliefs greatly affect their perceptions and reactions to students' creative behaviors (Karwowski, 2010). Teachers are essential in converting ethical leadership into actions that can reduce aggression and encourage positive interactions among students (Da'as, 2023). Collaboration in project-based learning not only enhances the educational experience but also fosters a variety of perspectives that boost creativity. Teachers are essential as facilitators in this approach, helping students to investigate and nurture their creative abilities (Yu, 2024). Sometimes creativity has not been maximally applied to all students in the education world when we return to the classroom learning process, even though ideally creativity can drive student learning outcomes, and as teachers, we need to support it.

### **How Advertisement can be a Catalyst for Students in Creative Learning**

Advertising material is often more engaging and relevant for students compared to regular academic texts. This can boost motivation and make the learning process more enjoyable. Using intercultural advertisements is an effective way to close cultural divides and improve language acquisition. By integrating genuine media, it fosters cultural awareness and can significantly enrich the EFL learning experience (Tirnaz & Haddad Narafshan, 2020). Advertisements frequently use interesting and varied vocabulary. By analyzing ads, students can expand their vocabulary and understand the common usage of terms. Through engagement with advertising, students are exposed to a rich array of cultures, which promotes an appreciation for diversity and the significance of language. The analysis of advertising language is fundamental in developing students' cross-cultural competence, equipping them with the essential skills for effective communication in a globalized context (Gorelova, 2014). Advertisements provide real-life examples of using English in everyday contexts, this helps students see how language is used for communication in actual situations. The intentional use of language in advertisements greatly affects the interpretation of directions, highlighting the importance of effective communication (Simon & Dejica-Cartis, 2015). Here are some strategies and ideas to enhance creativity in English language learning through advertisement-making:

#### *Techniques and Activities*

**Collaborative Work:** Organize students into groups and give each group a particular task, like developing a storyboard for an advertisement. This encourages collaboration, effective communication, and problem-solving abilities.

**Visual Aids:** Utilize visual aids such as images, videos, or animations to assist students in crafting captivating advertisements. This approach also allows them to practice English in a more interactive and engaging manner.

**Peer Feedback:** Motivate students to provide feedback on each other's advertisements, concentrating on aspects like grammar, vocabulary, and creativity. This fosters their critical thinking and communication skills.

#### *Benefits*

**Improved Language Skills:** Incorporating advertisements into English language instruction can enhance students' listening comprehension, vocabulary, and grammar abilities.

**Increased Engagement:** Advertisement offers a fun and engaging method for learning English, making the process more enjoyable and interactive.

#### *Real-Life Context*

Provide a real-world context for language learning, making it more relevant and applicable to students' daily experiences.

### **Data Collection**

In this study, the teacher used a qualitative approach involving questions related to English language learning for students, allowing the teacher to see and identify the extent of the students' English proficiency before implementing the material on advertisements, which was integrated with media such as canva and technology like computers and the use of PowerPoint for slideshows during student presentations in English class. An example of a questionnaire table using Likert-type questions can be seen in the following figure.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1.1 The College is an important part of the city of Madeup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Even though the Principal of Madeup College has been convicted of fraud, he is still an honourable man.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Madeup College should be merged with Clackfax University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The College Coat of Arms is outdated and should be replaced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Madeup College should change its name to the College of Madeup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Disadvantaged learners can succeed at Madeup College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Exams results at Madeup College are . . . made up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1. Likert-type questions (Wilkinson & Birmingham, 2011)

The checklist table below is one model that can be used by teachers to assess students' creativity in evaluating their creative abilities. However, teachers can also use tables or assessment rubrics they create themselves, as utilized by the English teachers. Multiple studies have been conducted to determine how effectively creative teachers can boost their students' creativity through their instructional methods and the design of unique learning experiences. Currently, a checklist (Table 1) derived from the creative teaching model (Figure 1) is being tested in ongoing research to evaluate its effectiveness in assessing the level of creative teaching employed by educators.

	PROCESS				PRODUCT				PERSON	PRESS
	OR	FL	FX	EL	OR	FL	FX	EL		
TEACHING CREATIVELY										
TEACHING CREATIVITY										

OR- Originality FL – Fluency FX – Flexibility EL - Elaboration

Figure 2. Creative teaching checklist (Palaniappan, 2009)

	Novice	Developing	Expert
Fluency	Students considered one idea.	Students considered several ideas.	Students considered many <sup>a</sup> ideas.
Flexibility	Students considered one type of idea.	Students considered several types of ideas.	Students considered many types of ideas.
Originality	Student developed a common idea that many other students would have suggested and/or replicated an existing idea.	Student developed an interesting idea that several other students would have suggested and/or minimally added onto an existing idea.	Student developed a unique idea that few other students suggested and/or substantially built upon an existing idea in a unique way.
Elaboration	Students added minimal details and improvements to their ideas.	Students added a few details and improvements to their ideas.	Students added many significant details and improvements to their ideas.
Usefulness	Students proposed ideas that may meet the end-user's needs in certain conditions.	Students proposed ideas that would meet the end-user's needs.	Students proposed ideas that would meet the end-user's needs and significantly add value to their lives.
Specific creativity strategy <sup>b</sup>	Students randomly selected and implemented a creative thinking strategy, and/or they were unable to leverage the strategy to improve their ideas.	Students selected and implemented a creative thinking strategy to develop their ideas. They explained how the strategy supported their creativity.	Students deliberately selected and implemented a creative thinking strategy to develop their ideas. They explained how the strategy supported their creativity.

Figure 3. Sample rubric anchoring assessment criteria on the definition of creativity (Shively et al., 2018)

The two aspects of creative teaching—teaching creatively and teaching creativity—are assessed using four dimensions of creativity: Process, product, person, and press. The process and product components are evaluated according to four dimensions of creative thinking: Originality, fluency, flexibility, and elaboration. The number of ideas for a specific project can vary; teachers may use general terms like “many” or “several” based on their class or project requirements. Educators should specify the particular strategy they implement in their lessons. Creativity strategies may encompass brainstorming methods such as reverse brainstorming, attribute listing, and analogical thinking, among others. Additional strategies to help refine ideas might include hits and hot spots or decision matrices.

	Novice	Developing	Expert
Summarizes topic or argument	Does not organize information, leading to inadequate understanding	Inconsistently demonstrates ability to organize information, leading to inadequate understanding	Consistently demonstrates ability to organize information, leading to adequate understanding
Considers previous assumptions	Assumptions are defined, but not explained as having significance to the position	Assumptions are defined and linked to topic ideas, but not clearly explained or elaborated upon	Assumptions are defined and linked to topic ideas; student can elaborate on assumptions and discuss implications
Communicates point of view	Does not identify own position on the issue	Identifies own position on the issue, drawing support from experience	Identifies own position on the issue, drawing support from experience, and information not available from assigned sources
Provides evidence of research	No evidence provided to support argument	Accepts evidence at face-value, even if incorrect, inadequate, or misrepresented to support argument	Information is gathered from appropriate and credible sources to support argument
Analyzes data	No analysis of a topic. Student only lists or defines concepts of topic	Demonstrates ability to analyze and make interpretations of topic	Demonstrates ability to analyze and elaborate on interpretations of topic
Considers other perspectives and positions	No identification of other perspectives and positions	Identifies other perspectives and positions	Identifies and assesses other perspectives and positions
Draws implications	Cannot explain or testify to the impact of new information	Explains or testifies to the impact of new information	Explains the impact of learning new information, making predictions, and generates new ideas
Assesses conclusions	No reflection of idea evolution on argument development	Limited reflection of idea evolution on argument development	Extensive reflection of idea evolution on argument development

Figure 4. Using the components of critical thinking to develop assessment criteria (Shively et al., 2018)

To assess the extent to which each criterion is met in various pieces of writing, four levels of achievement have been established: excellent, good, fair, and poor, defined as follows:

1. Excellent: Writing in this category demonstrates outstanding use of the criterion.
2. Good: Writings at this level show partial achievement of the criterion.
3. Fair: In this category, the criterion is only minimally met.
4. Poor: Writing in this category fails to meet the criterion in any way.

For a more detailed explanation of how these criteria can be applied to student writing, please refer to the Appendices section, which includes sample analyses.

Criteria	4. Excellent	3. Good	2. Fair	1. Poor
Image	Maximal use of significant details (there is no or just 1 abstraction, generalization and judgment)	Several use of significant details (they are significantly more than abstractions, generalizations and judgments)	Minimal use of significant details (they are significantly less than abstractions, generalizations and judgments)	No use of significant details (sole use of abstractions, generalizations and judgments)
Characterization	Maximal use of characters' physical appearance, action, thought, symbol, etc. to reveal characters (complete indirect characterization)	Several use of characters' physical appearance, action, thought, symbol, etc. to reveal characters	Minimal use of characters' physical appearance, action, thought, symbol, etc. to reveal characters	No use of characters' physical appearance, action, thought, symbol, etc. to reveal characters (complete direct characterization)
Voice	Maximal use of images to make the voice appealing	Several use of images to make the voice appealing	Minimal use of images to make the voice appealing	No use of images to make the voice appealing
Story	The use of narrative to convey purpose.	-	-	No use of narrative to convey purpose (purpose is conveyed through formal statement)

Figure 5. Creative writing rubric by Hamideh Mozaffari (Jafari, 2013)

## Results

After the students finished creating advertisement banner projects in English to promote goods or services using Canva, each student was given the opportunity to present their work in front of the class with their partner in English. The aim is for students at SMP Negeri 1 Tahuna, Tahuna District, Sangihe Islands Regency, North Sulawesi Province, to become accustomed to presenting in front of the class, which can help boost their confidence to perform in front of their peers. The incorporation of technology into collaborative learning projects enhanced communication while also making the learning experience more engaging and interactive (Al-Rawahi & Al-Mekhlafi, 2015). By implementing Project-Based Learning (PBL) with advertising material, combined with the use of media like canva and technology such as computers and PowerPoint slides, students can significantly enhance their skills, resulting in creative, innovative, and enjoyable English learning objectives. This combination of methods in this learning circle can certainly be adopted by every English teacher at the junior high school level, whether in urban areas or remote villages, such as SMP Negeri 1 Tahuna, located on the northernmost island in Indonesia's archipelago.

With the application of this method, students become increasingly creative in making advertisements in English, and they are also motivated to learn English more enthusiastically, leading to significant improvements in the quality, outcomes, and objectives of English learning in the classroom. Additionally, the use of canva and technology makes the learning process very engaging for the students. Here are some key elements that serve as benefits after implementing this method in classroom learning:

1. Learning English becomes more enjoyable.
2. Bridging students to learn advertising in English.
3. Teaching students to be responsible and to collaborate well.
4. Making students more creative and innovative, as well as critical thinkers.
5. Helping students enhance their English skills, especially in writing and speaking.
6. Making students more confident to perform in front of their peers.
7. Increasing students' knowledge about how to promote goods or services.
8. Enhancing students' knowledge about technology and *Canva* media.

The two facets of creative teaching—teaching creatively and teaching creativity—are evaluated through four creativity dimensions: Process, product, person, and press. The process and product elements are assessed based on four dimensions of creative thinking: Originality, fluency, flexibility, and elaboration based on Figure 2 as creative teaching checklist (Palaniappan, 2009), it can be concluded that the creative teaching and teaching of creativity conducted by English teachers at SMP Negeri 1 Tahuna indicate that in the teaching process and product phases, students are able to produce original works in the form of advertisement banners about goods and services using English. They can also present their works in front of the class, which positively impacts their speaking fluency skills in English, thereby encouraging students to learn English without feeling pressured, thus successfully achieving the objectives of English language learning.

The total students of SMP Negeri 1 Tahuna especially for all the class IX is about 125 students which the class IXA consists of 30 students; IXB has 31 students; IXC has 32 students; and IXD has 32 students. To evaluate how well each criterion is fulfilled across different written works, four levels of achievement have been defined: excellent, good, fair, and poor, as outlined below:

1. Excellent: Writing in this category exhibits exceptional application of the criterion.
2. Good: Works at this level demonstrate a partial fulfilment of the criterion.
3. Fair: In this category, the criterion is met only to a minimal extent.
4. Poor: Writing in this category does not meet the criterion at all.

For a more comprehensive understanding of how these criteria can be utilized in assessing student writing, please consult the appendices section, which provides sample analyses. The results by the teacher's assessment of students in the grade X will be shown by the chart in Figure 6 below. Based on Figure 6 (students' achievements based on the creative writing rubric) above, from the total number of students in Class IX, which is 125 students, the teacher's assessment shows that:

- IX A: 30 Students (6 students in the “Excellent” category, 20 students in the “Good” category, 4 students in the “Fair” category, and 0 students in the “Poor” category)
- IX B: 31 Students (4 students in the “Excellent” category, 20 students in the “Good” category, 7 students in the “Fair” category, and 0 students in the “Poor” category)

- IX C: 32 Students (4 students in the “Excellent” category, 20 students in the “Good” category, 6 students in the “Fair” category, and 2 students in the “Poor” category)
- IX D: 32 Students (4 students in the “Excellent” category, 16 students in the “Good” category, 10 students in the “Fair” category, and 2 students in the “Poor” category)

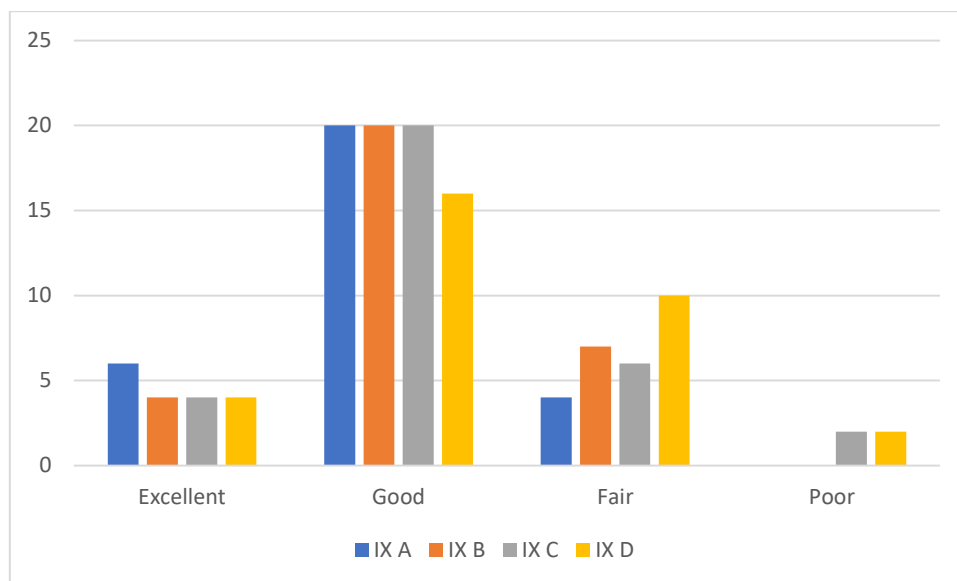


Figure 6. Students' achievements based on the creative writing rubric by hamideh mozaffari

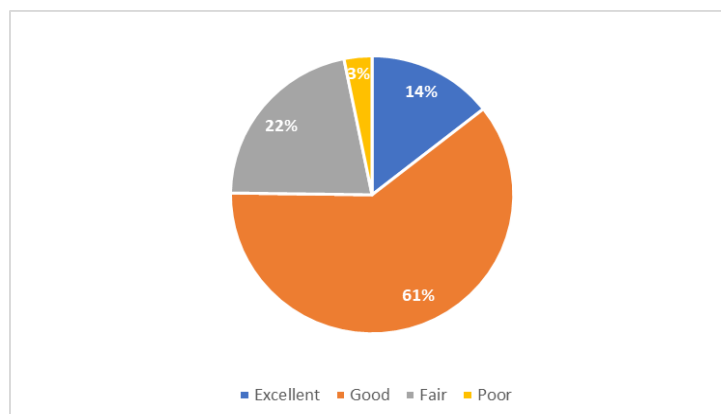


Figure 7. Pie chart of student grades in class XI

Based on the teacher assessments presented in Figure 6, then we can identify the distribution of student grades based on Figure 7 (pie chart of student grades in the entire class XI) and realting with Figure 8 (students' performance level) which shows that 3% or 4 students are in the 'Poor' category, 14% or approximately 18 students are in the 'Excellent' category, 22% or 27 students are in the 'Fair' category, and the impressive result of this study indicates that about 61% of students fall into the 'Good' category.

Performance Level	Number of Students
Excellent	18
Good	76
Fair	27
Poor	4

Figure 8. Students' performance level



## **Conclusion**

This research highlights that creativity in language learning is crucial and needs to be developed in the current digital era, especially in the learning process, particularly in English, at SMP Negeri 1 Tahuna, Tahuna District, Sangihe Islands Regency, North Sulawesi Province. Using advertising projects, such as creating banners in collaboration with media like canva and technology such as computers and PowerPoint presentations, can encourage students to think and act creatively, innovatively, and critically. This approach can make the learning process more enjoyable, achieving optimal learning outcomes in English proficiency. In addition to encouraging students in learning English, this method can also enhance their creativity in creating engaging advertisements in the form of banners, as well as train and improve their writing skills in English. Furthermore, this learning experience can boost students' confidence in speaking English in front of the class, providing many benefits during the implementation of this teaching method.

## **Recommendation**

This approach can be adopted by teachers anywhere to make English learning more engaging, especially for 9th-grade students. By combining project-based learning with creativity in creating advertisements integrated with technology and media like canva, the learning experience becomes more interactive and enjoyable, helping students absorb the material better.

## **Scientific Ethics Declaration**

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the authors.

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