
RESEARCH ARTICLE

Development of Language Creativity in Learning Advertising Texts through Social Media in Public Schools in Indonesia

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ABSTRACT

This research aims to overcome the problem of language creativity development in learning advertising texts through electronic social media. The research method used is a quasi-experimental method with data analysis through quantitative descriptive analysis. The research process is carried out in stages, starting from analyzing several social media platforms and collecting and selecting several *platforms* that have been analyzed so that they can be used as examples in learning advertising text. Data was collected through observations and tests on learning success that utilize social media platforms in learning. Data processing uses the t-test technique. The subjects of this study were 50 students in grades VIII B and VIII D, and they were then divided into 5 groups. The instruments used in this research are pre-test and post-test. Based on the results of the study, it can be stated that after the test of 3 components, namely, language creativity, quality of advertising text, and use of social media, students' ability increased quite significantly after participating in learning advertising text by utilizing electronic social media platforms. The use of electronic social media in learning advertising texts can improve students' language creativity and the quality of advertising texts.

KEYWORDS

Creativity, language, learning advertising texts, electronic social media.

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1. Introduction

The world of education cannot be separated from technological developments. The rapid development of technology and information cannot be anticipated by hindering its use in the world of education (Ed, 2017). Starting from media, learning support tools, and even practice questions can be done through an application or *website* (Nurillahwaty, 2021). The media must be able to be manipulated, seen, heard, and read. Therefore, language learning media is a tool that conveys messages and information in the form of letters and words, which can be conveyed to children in visual and audiovisual form and can be manipulated according to the needs and development of the child's language (Fitriani, dkk, 2019).

Innovative learning requires technology and learning media that create a more interactive, engaging, and effective learning environment for students (Scientific FK, 2024). Learning media is one of the components of learning that plays an important role in learning activities. By following technological advances, educators can apply learning by utilizing digital technology to advance the world of education (Suminar, 2019; Effendi, dkk, 2019). Implementation *platform* Electronic social media is a new nuance in motivating learning that they find in the modern era, including in the development of language creativity through learning advertising texts (Adawiyah R, 2024; Rahman, dkk,2023; Johan EPE, 2023). Creativity is the ability to create something new, provide creative ideas when solving a problem, or recognize new relationships between existing elements (Anafiah, 2018).

In the development of language creativity, especially in terms of writing, development, practice, and promotion are needed to express their opinions about writing, namely by placing graphic symbols that represent language that is understood by others [Adawiyah, 2024]. Language skills depend on the maturity of the cortex cells, environmental support, and environmental education, and children may have many ideas but are not yet able to express them (Suprihatin, dkk, 2019). Students can benefit greatly by developing the language skills listed above. One of them is the ability to communicate fluently, express thoughts and ideas precisely and accurately, and help students understand other topics (Dhari et al., 2022). In addition, in his book, he reveals the meaning of writing, which is a creative process of transferring ideas into symbols of writing (Rahman et al., 2023). This opinion hints at the complexity of the writing process that requires mastering creative skills so that the meaning of writing can be understood by others.

The meaning of writing that must be understood by others is included in learning advertising text, borrowing the meaning of (Johan et al., 2022); advertising text is a subject that displays posters and slogans to attract readers to be interested in the products or advertisements offered. Educators must adjust the media they will use so that students are interested (Zahra A, dkk, 2023). Platform electronic social media such as *Tiktok*, *Facebook* (Now named *Meta*), *Instagram*, and the like are technologies that can be used by educators in learning advertising texts (Rahman M, dkk 2023; Johan EPE, dkk, 2023). This application offers several features that make it easier for educators to pour innovative ad text learning ideas so that they can attract students' attention to ad text materials that can provide a new experience.

The purpose of this writing is to discover the development of language creativity in learning advertising texts in public schools in Indonesia through electronic social media platforms for Indonesian language subjects. The author observes that many students already know the uses and functions of electronic social media platforms but have never used them to create advertising text. Therefore, this study is important in seeing how different learning is between advertising learning through poster media in general compared to learning through electronic social media. Learning advertising texts using electronic social media platforms is supported by *the Project Based Learning learning method* so that it can produce a learning outcome in the form of the development of language creativity, especially in writing; students are expected to be more interested in participating in learning and bring new experiences for them so that they are familiar with digital technology.

This paper will describe the use of electronic social media platforms in learning advertising texts and the results of their application or implementation in Indonesian learning to develop students' creativity. Efforts to improve the quality of this learning media are expected to stimulate students' interest in learning Indonesian, especially the development of writing creativity. In this all-technological digital era, the author feels the need to research how much language creativity has developed in learning advertising texts in a public school in Indonesia through *electronic social media* platforms.

2. Literature Review

Language creativity has four abilities: speaking, reading, writing, and listening. Ability is a form of individual development towards language creativity; reading is one of the effective means of obtaining message information from the writer through the medium of written language; while writing, the initial process of a person finding the language creativity obtained is expressed by the use of language such as language style provides an aesthetic element, in the language style there is a figurative meaning of the reader's emotional sensitivity to Delve into the message, meaning, and ideas of the author. Linguistic creativity cannot be separated from communication; this occurs through the internalization of grammar rules, spelling rules, and formation rules that govern the use of language. Humans can delve into sentences even though they have never looked at them (Laila, 2022).

Advertising is a way of communicating, which is an instrument that disseminates information that will benefit two parties (the advertising producer and the reader) (Mardiyah, 2021). The instrument referred to here is language. Language plays an important and essential role in advertising. This means that the use of language is one of the important instruments that can affect the success or failure of an advertisement.

Social media is an internet-based tool that helps users to connect, collaborate, and communicate with others in real time (Amelia, 2020). Social media is changing the communication paradigm from a face-to-face model to a web-based application model. This unique function makes social media potentially a useful medium for providing health promotion interventions, especially for adolescents, who are the largest users.

3. Methodology

The research method used is pseudo-experimental research, with a research design *pretest and posttest design with the control group* (Zahra et al., 2023). Data processing is carried out with quantitative description to systematically describe the facts and/or characteristics of an object or subject precisely according to what is happening in the field. The study will describe how Instagram's electronic social media is used as a learning medium for advertising texts to develop language creativity and innovative attitudes

among students learning the Indonesian language. The description was carried out based on the results of quantitative data processing with a linear regression model through the t-test of the difference in average scores before and after using social media in learning and after using Instagram electronic social media.

The data source of this study was selected using a purposive sampling technique, namely students in grades VIII B and VIII D in a school in Indonesia. The sample was chosen because of the material about the ongoing advertising text at that level. The selection of the class was also carried out because classes B and D are considered to have homogeneous abilities with a relatively similar number of students. The research instrument to collect this research data is carried out through observation techniques and performance tests or work results. The observation technique was carried out to observe the learning process in the form of educator activities in implementing learning media in the form of Instagram and electronic social media as a development of language creativity in learning advertising texts.

The research was carried out for one month, which lasted from March 19, 2024, to April 17, 2024, in accordance with the subject matter in Indonesian Language that must be delivered. To obtain information on the feasibility of the lesson plan used, validation is carried out to experts and teachers who have experience in learning Indonesian. Measurements were carried out using performance tests to obtain the effectiveness of learning outcomes.

4. Results and Discussion

The first stage of this study is that the researcher conducts a preliminary study through observation, interviews, and questionnaires on students and teachers of grades VIII B and VIII D with the aim of finding problems related to learning that occurs in Junior High School. The problem can then be analyzed by researchers to create a new innovation, namely by applying a learning media that can help students and teachers in learning. In addition to interviews, the researcher also analyzed the needs of schools by providing questionnaires for students and teachers who were part of the preliminary study. This is done to provide an overview of knowledge about the use of electronic social media. From this data, it is known that students' need for social media is very necessary.

In the second stage, the researcher shared pre-test and post-test worksheets to measure the extent to which students understood the learning of advertising texts, how to use social media, and how creative students were in making advertisements. After obtaining data on the students' work results through pre-test and post-test, the researcher tested the data to be used as evidence to determine whether learning advertising text through social media was successful or not. Next, the researcher makes a teaching material that will be validated by teachers or experienced experts. The following are the results of the learning planning validation test:

Table 1. Results of the Learning Planning Validation Test

It	Component	Validator	Validation Results	
			Score	Meaning
1	Learning Planning	Learning Specialist	82%	Proper
		Experienced Teachers	85%	Proper
2	Performance Measurement Tests	Measurement Expert	87%	Proper
		Experienced Teachers	91%	Highly Worthy
3	Creativity Enhancement Test	Measurement Expert	83%	Proper
		Experienced Teachers	85%	Proper

Table 2. Results of Measuring the Performance of the Experimental Group

NO	GROUP	PERFORMANCE COMPONENTS										
		LANGUAGE CREATIVITY		Differ ence	AD TEXT QUALITY		Differ ence	USE OF SOCIAL MEDIA		Differ ence	COMBINATIO N	
		For testing	Post test		For testin g	Post test		For testing	Post test		For testin g	Post test
1	Group 1	60	80	20	70	80	10	70	85	15	200	245
2	Group 2	70	80	10	65	75	10	75	85	10	210	240
3	Group 3	65	85	20	70	85	15	80	87	7	215	257
4	Group 4	75	85	10	70	80	10	77	85	8	222	250
5	Group 5	60	78	18	65	85	20	78	88	10	203	251
TOTAL		330	408	78	340	405	65	380	430	50	1.050	1.243

Table 3. Results of the T-Test of Combined Data Number of Pre-Test Scores of Performance Components

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	80,400	66,182		1,215	,348
	Kreativitas Berbahasa	,160	,398	,274	,402	,727
	Kualitas Teks Iklan	-,220	,948	-,158	-,232	,838

Based on the results of the t-test above it show that before the researcher applied advertising text learning through electronic social media, the learning of advertising text still used print media, and the enthusiasm of students was lacking, so the ability of students to be less creative in making an advertisement.

Table 4. Results of the T-Test Data Combined Number of Post-Test Scores of Performance Components

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	73,746	12,600		5,853	,028
	Kreativitas Berbahasa	-,148	,131	-,336	-1,128	,376
	Kualitas Teks Iklan	,301	,101	,889	2,983	,096

Based on the table above it shows that learning advertising text using social media can be said to be successful in increasing language creativity in making an advertisement. Compared to the results of the pre-test t-test, after using electronic social media and the post-test t-test, there was a significant development in language creativity, and the quality of the advertisements also increased by making social media a learning medium that could be used as a reference for making advertisements.

5. Conclusion

The conclusion that can be drawn from this research and development is that the validity of learning planning can be seen from the presentation of the results of validation of performance components carried out by teachers and experienced experts, where each validator plays the role of media and material experts. The average assessment results obtained from experts are 82% - 91%, with the criteria of "Feasible" and "Very Feasible" to be used in learning. So, it can be concluded that social media can be used when learning advertising texts and can measure the extent of students' creativity in speaking languages at SMPN 2 Karangsembung. So, it can also be concluded that students feel enthusiastic and get a lot of inspiration from social media when making advertisements. After the group's performance was tested with the T-Test, the results were obtained that the development of language creativity through social media at SMPN 2 Karangsembung was said to be successful or effective. Students' ability to make advertisements has increased significantly.

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