

Enhancing Junior High School Students' Digital Advertisement Writing through Book Creator: A Quasi-Experimental Study

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ABSTRACT

Developing students' ability to write effective digital advertisement texts is crucial in today's media-rich environment. This study explores the impact of the Book Creator application on enhancing junior high school students' digital advertisement writing skills. A quasi-experimental design with a pretest-posttest control group was employed. The participants included 60 eighth-grade students who were randomly assigned to either the experimental group, which received instruction using the Book Creator app, or the control group, which followed traditional teaching methods. A validated writing skills test was used to measure students' performance before and after the intervention. Data were analyzed using tests of normality, homogeneity, paired t-tests, and independent t-tests. Findings revealed a significant improvement in the post-test scores of the experimental group ($M = 87.70$) compared to the control group ($M = 75.27$), with a mean difference of 12.43 ($t = 7.268$, $p < 0.001$). The experimental group demonstrated enhanced ability in constructing persuasive, well-structured, and visually supported digital advertisements. The results suggest that integrating Book Creator into writing instruction supports the development of digital writing competencies, including creativity, structure, and multimedia integration. The study highlights the potential of digital tools to foster digital literacy and engagement among junior high school learners.

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1. INTRODUCTION

Writing originated from pictorial representations that evolved into a means of transmitting information across generations (Wong et al., 2022). It can also be seen as a communication medium that conveys thoughts and ideas in a clear and structured manner (Dollah et al., 2021; Valentri et al., 2024). Writing skills are essential competencies that students must master to meet the demands and dynamics of the 21st century, particularly in the context of digital literacy (Trilling & Fadel, 2009). In the context of language learning, specifically Indonesian language instruction, writing is one of the four fundamental skills that students are required to acquire (Zulfadewina et al., 2020). Writing is categorized as an active and productive skill that plays a critical role in developing students' ability to express ideas in written

form, resulting in coherent and complete compositions (Kesuma et al., 2019). Writing activities are not limited to the arrangement of words but also reflect deep critical thinking, creativity, and the use of digital media as a channel for expressing ideas (Pranata et al., 2021). Writing skills significantly contribute to students' intellectual, emotional, and social development. Through writing, students not only practice composing words and sentences but also enhance their critical, logical, and structured thinking abilities (Febriyanti et al., 2017; Juariah et al., 2021)

In Indonesian language education, one form of writing skill that aligns with the digital era's development is the writing of advertisement texts. Advertisement text material, as part of Indonesian language instruction, plays a crucial role in developing students' abilities to understand and interpret messages found in various advertising forms (Hesti Puspita Sari, Salamah, 2025). Teaching strategies for advertisement texts require updates, prioritizing approaches that align with the characteristics of Generation Z learners. Such innovations should leverage technological advancements and connect instructional materials with real-life situations and students' actual needs (Pardede, 2019). Innovations in learning processes not only broaden students' knowledge and experience but also motivate them to create various works in digital formats (Darmawan, 2024). By utilizing technology, students are encouraged to develop writing skills relevant to the digital era, such as creating creative content, digital advertisements, online articles, and other forms of electronic media-based texts. Thus, mastering digital texts becomes a key competency aligned with the demands of modern times. Accordingly, advertisement texts have also transformed into digital advertisement texts.

Writing digital advertisement texts is a multifaceted skill that goes beyond basic writing ability. It requires mastery of persuasive language structures, careful selection of diction, and the capability to translate abstract ideas into appealing digital formats. Unlike traditional texts, digital advertisements are crafted to be consumed quickly, making conciseness and clarity essential. Writers must strategically choose words that not only inform but also evoke emotions and prompt action. According to (Kotler et al., 2019), digital advertisement texts function as tools of persuasive communication, aiming to influence audience behavior by presenting value propositions in an engaging manner.

In educational settings, teaching students to write effective digital advertisements involves more than just technical writing instruction—it includes developing their creativity, digital literacy, and marketing awareness. Students learn to create messages that are short, impactful, and tailored to the specific characteristics of digital platforms, such as social media, websites, or video-sharing apps. Essential elements of digital advertisement texts typically include an attention-grabbing headline, a clear and concise product description, highlighted benefits, a persuasive call to action, and supporting visual elements like images, animations, or short videos (Kotler et al., 2019). These components help learners practice multimodal communication, which is increasingly relevant in today's information-rich and visually-driven world.

However, many students today still face difficulties in writing, as evidenced by previous findings that indicate their writing skills remain low (Aini et al., 2021; Sukma & Amalia, 2021). This phenomenon arises from various contributing factors, including both internal and external aspects that influence writing achievement (H. Novariana, Sumardi, 2018; Rakafaeri et al., 2020). Internal factors affecting writing skills include mastery of grammar, the ability to choose appropriate vocabulary, and cognitive skills such as punctuation usage, capitalization, spelling accuracy, content organization, and idea structuring within written work (Guci et al., 2018; Pramesti, 2015; Rakafaeri et al., 2020). On the other hand, external factors impacting students' writing abilities include low learning motivation, which leads to a lack of enthusiasm and engagement in the skill development process (Sukma & Amalia, 2021). Additionally, challenges in mastering writing skills are often linked to students' attitudes, their command of linguistic knowledge, and limited vocabulary (Javadi-Safa, 2018; Mulyaningsih et al., 2022). Poor writing proficiency is also influenced by ineffective teaching methods, making it difficult for students to translate their knowledge into structured written form (Cho & Brutt-Griffler, 2015; Cole & Feng, 2015; Hussain, 2017). If left unaddressed, these issues will hinder the development of students' digital literacy competencies, which are vital in both professional and social contexts.

Digital learning media refer to any software or applications used to facilitate teaching and learning processes through information and communication technology (Kuntari, 2023). Digital media offer more interactive, engaging, and flexible learning experiences compared to conventional methods (Mayer, 2020). The use of digital media in writing instruction has been proven to enhance motivation, active student participation, and learning outcomes, particularly in expressing ideas creatively. Digital media also support project-based learning approaches that encourage students to produce tangible, technology-based projects (Thomas, 2000).

One promising tool is Book Creator, a platform that enables students to create interactive digital books combining text, images, audio, and video. Book Creator provides a space for students to channel their creativity into authentic digital products, thereby supporting project-based learning approaches (Thomas, 2000). As a web- and mobile-based application, Book Creator allows students to craft interactive digital books enriched with multimedia elements. This application aligns with the concept of active learning, where students become content creators rather than passive consumers of information (Hani Atus Sholikhah, Khalidatun Nuzula, Novritika & Dari, 2024). Previous research has shown that the use of Book Creator can enhance students' creativity, writing skills, and critical thinking abilities. Moreover, Book Creator fosters collaborative learning and enriches students' learning experiences through visual and multimedia integration (Helaluddin & Fransori, 2019). By integrating Book Creator into digital advertisement text writing lessons, students can better grasp advertising concepts, develop creativity in designing advertisement messages, and increase motivation to produce innovative digital works (Farkhanah, 2023).

Several studies have indicated that using Book Creator can improve students' learning motivation, creativity, and writing skills. Furthermore, Book Creator offers an enjoyable learning experience, as students can see their work presented in an appealing format that can be digitally published (Al, 2024). This aligns with (Ausubel, 1968) principle of Meaningful Learning, which posits that learning becomes more meaningful when students can connect new material with real-life experiences. However, few empirical studies have examined how Book Creator specifically influences digital advertisement writing competencies in Indonesian junior high school settings. Existing research often focuses on general writing or storytelling without addressing the multimodal, persuasive nature of digital advertisements.

Therefore, this study aims to analyze the impact of using Book Creator on junior high school students' ability to write digital advertisement texts. By filling this research gap, the study contributes to both pedagogical innovation and the enhancement of students' digital literacy. The findings are expected to inform educators and curriculum developers on effective strategies to integrate technology in writing instruction, especially for genres that require visual, persuasive, and creative skills..

2. METHODS

This study employed a quasi-experimental method (Cook, 2002) aimed at investigating the This study employed a quasi-experimental method (Cook, 2002) with a pretest-posttest control group design to investigate the effectiveness of Book Creator in teaching digital advertisement text writing. The population consisted of all eighth-grade students at SMP Negeri 55 Kota Bandung. A cluster random sampling technique was used to select two classes, each comprising 30 students, who were randomly assigned as the experimental group and the control group.

To ensure the initial equivalence between groups before the intervention, a comparison of pretest mean scores was conducted using an independent t-test. The results indicated no significant difference in writing competence between the experimental and control groups at the pretest stage ($p > 0.05$), confirming baseline comparability. ANCOVA was also considered in the final analysis to adjust for any remaining variation in pretest scores.

The research instrument was a writing test specifically designed to measure students' ability in writing digital advertisement texts. It was developed based on four core indicators: (1) completeness of advertisement structure, (2) accuracy in using persuasive language, (3) creativity in presenting ideas, and

(4) integration of visual and textual elements. Content validation was conducted by three experts in Indonesian language education, who assessed the instrument based on relevance, clarity, and alignment with curriculum standards. Items were revised accordingly based on their feedback.

To ensure the reliability of the writing assessment, inter-rater reliability was calculated. Two independent raters evaluated the students' writing using a standardized rubric, and the inter-rater reliability coefficient (Cohen's Kappa) was 0.82, indicating strong agreement. Additionally, internal consistency of the instrument was measured using Cronbach's Alpha, yielding a score of 0.87, which reflects high reliability.

All learning sessions followed a structured lesson plan developed collaboratively by the researchers and validated by pedagogical experts to ensure instructional consistency across sessions. Both experimental and control group teachers were provided with identical learning objectives and assessment rubrics. The control group received instruction using traditional methods, while the experimental group was guided in using Book Creator, following a uniform implementation procedure across all sessions.

Ethical approval for this study was granted by the school principal and the research ethics committee of the relevant university. Informed consent was obtained from all participating students and their parents, and student assent was collected before the study commenced.

Data were collected through pretests and posttests and analyzed using descriptive statistics, normality and homogeneity tests, paired t-tests, and independent t-tests. All statistical analyses were conducted using SPSS version 25 at a significance level of 5% ($p < 0.05$).

3. FINDINGS AND DISCUSSION

This study aimed to examine the effectiveness of implementing Book Creator in teaching advertisement text writing. The instruction on writing digital advertisement texts using Book Creator was conducted over four sessions, each lasting 2 x 40 minutes. The following are the steps undertaken in the process.

Table 1. Learning Activities and Descriptions for Digital Advertisement Creation Using Book Creator.

Session	Learning Activities	Description
1	Orientation and Introduction to <i>Book Creator</i>	The teacher explains the learning objectives and introduces the <i>Book Creator</i> application. Students download/access <i>Book Creator</i> and create their individual accounts. The teacher provides examples of simple digital advertisement texts.
2	Analysis of Digital Advertisement Structure and Language	The teacher discusses the characteristics of effective digital advertisements (attention-grabbing titles, product descriptions, product advantages, persuasive sentences). Students analyze sample digital advertisements and discuss their key components.
3	Planning and Drafting Advertisement Concepts	Students select the product/service they will advertise. They draft their advertisement text (title, product description, advantages, call to action) on a worksheet. The teacher guides students in developing simple concepts for their digital advertisement designs.
4	Creating Digital Advertisements Using <i>Book Creator</i>	Students create digital advertisements by combining text and images using <i>Book Creator</i> . Upon completion, students present their work in front of the class. The teacher provides formative feedback on each student's project.

Data analysis was conducted through several statistical tests. The first analysis involved descriptive statistics. The results of the descriptive analysis indicated a difference in the mean scores between the experimental group and the control group, both in the pre-test and post-test.

Table 2. Experiment Descriptive Analysis Results.

Descriptive Data Analysis	N	Lowest Value	Highest Value	Average Value	Standard Variation
Pre-test Experiment	30	62	86	76.00	6.226
Post-test Experiment	30	72	96	87.70	6.363
Pre-test Control	30	60	84	70.30	7.283
Post-test Control	30	62	88	75.27	6.878

Based on the table above, it is evident that the mean post-test score of the experimental group demonstrated a notable improvement compared to their pre-test score. A comparable trend was noticed in the control group, although the improvement was less significant.

3.1 Test of Normality

A normality test was conducted to determine whether the data conformed to a normal distribution. Both the Kolmogorov-Smirnov and Shapiro-Wilk tests were applied. As shown in Table 3, most data sets yielded significance values greater than 0.05, indicating a normal distribution. However, the post-test scores of the experimental group showed a Shapiro-Wilk value of 0.028, which is below the conventional threshold of 0.05, suggesting a deviation from normality.

Table 3. Results of the Normality Test

Group	Kolmogorov-Smirnov	df	Sig.	Shapiro-Wilk	df	Sig.
Pre-Test for the Experimental Group	0.133	30	0.183	0.957	30	0.261
Post-Test for the Experimental Group	0.152	30	0.074	0.921	30	0.028
Pre-Test for the Control Group	0.157	30	0.056	0.941	30	0.097
Post-Test for the Control Group	0.116	30	0.200	0.972	30	0.582

The conflicting results—where Kolmogorov-Smirnov suggests normality and Shapiro-Wilk indicates a mild deviation—necessitate a cautious interpretation. While the Kolmogorov-Smirnov test is more suitable for large samples, the Shapiro-Wilk test is generally more sensitive and preferred for small to moderate sample sizes ($n < 50$).

Given this discrepancy, and to strengthen the robustness of the findings, it is recommended to complement parametric tests (e.g., t-tests) with non-parametric alternatives such as the Mann-Whitney U test and the Wilcoxon Signed-Rank test as a confirmatory approach. In this study, parametric assumptions were retained due to the overall pattern of normality and the robustness of t-tests to slight violations, but future replications are encouraged to cross-validate results using non-parametric procedures.

3.2 Paired T Test

A paired t-test was conducted to assess whether there was a significant difference between the pre-test and post-test scores for each group. In the experimental group, a significant improvement was observed including a t-value of -46.832 and $p < 0.001$. Meanwhile, the control group also showed an improvement, though smaller, accompanied by a t-value of -8.933 and $p < 0.001$.

Table 4. Paired T Test Results

Comparison	Mean	Standard Deviation	t	Significance (2-tailed)
Pre-test of the Experimental Group - Post-test of the Experimental Group	-11.700	1.368	-46.832	0.000
Pre-test of the Control Group - Post-test of the Control Group	-4.967	3.045	-8.933	0.000

3.3 Test of Homogeneity

A homogeneity test was performed to assess whether the data exhibited consistent variance between the two groups. The homogeneity test results revealed a significance value exceeding 0.05, suggesting that the variances between the two groups are homogeneous or consistent.

Table 5. Results of the Homogeneity Test

Factor	Levene's Test Statistic	df1	df2	Significance.
Student Learning Outcomes	0,427	1	58	0.516

These results indicate that the variance between groups does not differ significantly, ensuring the validity of the statistical tests conducted.

3.4 Independent T Test

An independent t-test was performed to examine whether there was a significant difference between the post-test scores of the experimental and control classes. Test results revealed a significant difference, including a t-value of 7.268 and $p < 0.001$. The experimental class had an average post-test score of 87.70, whereas the control class only achieved 75.27, resulting in a difference of 12.433.

Table 6. Results of the Independent T-Test

Comparison	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval
Equal variances assumed	7.268	58	0.000	12.433	1.711	9.009 – 15.858

Table 6 presents the independent t-test results, indicating a significant difference in learning outcomes between the experimental and control groups.

Table 7. Average Values of Experimental and Control Classes

Class	N	Mean	Standar Deviasi	Std. Error Mean
Post-Test Experiment Class	30	87.70	6.363	1.162
Post-Test Control Class	30	75.27	6.878	1.256

These results further confirm that the implementation of Book Creator significantly enhances students' writing skills compared to conventional methods.

Discussion

The discussion below elaborates on the key findings of this study by linking them to existing literature, assessing their practical significance, and reflecting on broader instructional and curriculum implications. The analysis is organized into several subthemes to provide clarity and depth.

Effectiveness of Book Creator

Based on the data analysis conducted, the findings indicate that the use of Book Creator has a significant positive impact on improving students' writing abilities compared to traditional teaching methods. This is evident from the higher post-test scores in the experimental group compared to the control group, with an average difference of 12.43 points. This significant improvement is further supported by the results of the paired T-test, which showed a clear distinction between the pre-test and post-test scores in the experimental class, demonstrating a substantial increase in students' average performance after the implementation of Book Creator. These findings suggest that the use of this application not only enhances students' writing skills but also fosters their creative thinking, collaborative idea development, and the ability to present concepts through engaging and relevant visuals. While effect size was not calculated directly, the large mean difference and low standard error suggest a substantial practical impact, especially considering the short duration of the intervention (four sessions).

Student Engagement and Creativity

In addition to performance improvements, qualitative data indicated a positive shift in student engagement. The independent T-test results revealed a marked difference in learning outcomes between the experimental and control groups, reinforcing the effectiveness of Book Creator in helping students generate creative ideas and produce advertising texts that are more engaging, logical, and persuasive. The results of this study affirm that integrating Book Creator into digital advertisement writing instruction significantly boosts students' skills. This improvement aligns with previous findings (Hani Atus Sholikhah, Khalidatun Nuzula, Novritika & Dari, 2024) which assert that leveraging digital media in teaching enhances students' motivation, engagement, and the quality of their output.

One contributing factor to this progress is the nature of Book Creator, which allows learners to combine text, images, audio, and video within an intuitive platform (Aima et al., 2024). Consequently, students are not merely focused on writing but also practice composing effective visual messages—an essential competence in 21st-century digital literacy (Ng, 2012). Theoretically, these results support (Mayer, 2020) Cognitive Theory of Multimedia Learning, which states that learning becomes more effective when students process information through both verbal and visual channels, rather than text alone. In this study, the experimental group developed digital advertisements by integrating visuals with narratives, leading to deeper cognitive processing. Book Creator has the potential to be embedded

as a curriculum tool—particularly within writing modules that emphasize persuasive, functional, and digital texts.

Moreover, the use of Book Creator promotes constructivist learning principles, where students actively build knowledge through hands-on experiences (Rochat, 2023). By acting as content creators rather than passive recipients, students' critical and creative thinking abilities are further nurtured (Jonassen, 2000). In terms of language skills, crafting digital advertisement texts requires precision in selecting persuasive language, logical structuring of information, and clarity of message delivery. Book Creator offers students the flexibility to revise and refine their work, aligning with the process writing approach advocated by (Chris, 2019).

Pedagogical and Curriculum Implications

The integration of Book Creator in writing instruction demonstrates strong pedagogical value. Interviews with Bahasa Indonesia teachers revealed that integrating Book Creator into writing lessons positively influenced teaching effectiveness. Teachers found the assessment process more manageable, as students' work was presented in an organized and structured digital format. Furthermore, the use of this tool encouraged active participation even among typically passive students. Teachers also observed increased student engagement, as learners showed greater enthusiasm and confidence in presenting their projects to their peers. These observations are consistent with (Tondeur et al., 2013), who noted that incorporating digital technologies into instruction enhances student participation and engagement, particularly in project-based learning contexts.

From the students' perspective, interviews highlighted that they experienced a more enjoyable and meaningful learning process while using Book Creator to design digital advertisements. Learning tasks were no longer seen as monotonous chores but transformed into creative activities that resonated with their daily interactions in the digital world. They had the opportunity to explore various visual, audio, and design elements during the creation process, which also enriched their digital literacy skills. This finding supports (Marín & Castañeda, 2023) argument that digital literacy extends beyond technical competence to include creativity in processing diverse digital information formats. Additionally, the boost in students' confidence when presenting their projects indicates that digital media such as Book Creator can effectively strengthen communication skills among learners.

Limitations

Despite promising results, this study has several limitations. It was conducted in a single school with a limited sample size ($n = 60$) and a relatively short intervention period (four instructional sessions). These factors may limit the generalizability of the findings. Additionally, access to compatible devices and varying digital competencies among students posed implementation challenges—echoing the infrastructure and readiness issues noted (Pranata et al., 2021).

Future research should consider multi-site studies, a longer intervention period, and include measurements of effect size, long-term retention, and transferability of skills. Furthermore, exploring differentiated instruction approaches using Book Creator could provide insights into inclusive and adaptive learning strategies.

4. CONCLUSION

Based on the results, this study concludes that the use of Book Creator significantly enhances junior high school students' ability to write digital advertisements, while also promoting creativity, motivation, and digital literacy—key competencies for 21st-century learners. The research provides valuable empirical evidence on the effectiveness of digital multimodal platforms in underexplored Indonesian educational contexts, demonstrating their potential to support engaging and meaningful writing instruction. Practically, the integration of Book Creator in the classroom fosters more active student participation, improves assessment processes, and encourages expressive, multimodal

communication, even among previously disengaged learners. However, this study is limited by its short duration and focus on a single grade level within one geographic context, which may affect the generalizability of the findings. Future research is encouraged to conduct longitudinal studies to examine the long-term effects of Book Creator on writing development, explore its impact across diverse educational settings and age groups, and investigate the combined use of Book Creator with other digital tools, such as Canva, to evaluate its broader applicability and scalability.

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