



The Portrait of Creativity in Using Posters as an Interesting Learning Medium in Grammar Classes: A Narrative Inquiry Study on EFL Teachers

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Article Info

Article history:

Received May 02, 2024
Approved June 14, 2024

Keywords:

*Teacher creativity,
Technological literacy,
Poster, Learning
medium, Grammar
classes*

ABSTRACT

Teacher creativity supported by the use of technology can be achieved by making posters as a Grammar learning medium that can provide significant benefits to students' success in learning English. This study aimed to reveal the teachers' perceptions and experiences in fostering creativity through making posters as a Grammar learning medium. This research used a qualitative approach with a 'narrative inquiry' design. The subjects of this study consisted of three teachers from an English learning institution in Malang, Indonesia. This study used depth interviews as an instrument. The results of this study showed that the teachers' activity through making posters as a learning medium for 'Grammar' grew through three elements consisting of flexibility, originality, and curiosity. The use of posters could also increase productivity and foster technological literacy for teachers. Meanwhile, posters were also able to increase students' Grammar understanding and learning motivation better. In short, posters had a great positive impact in creating an interesting and fun learning environment. Thus, it is expected that teachers have the ability to make posters as a medium for learning English.

ABSTRAK

Kreativitas guru yang didukung dengan pemanfaatan teknologi dapat dicapai dengan menjadikan poster sebagai media pembelajaran Grammar yang dapat memberikan manfaat yang signifikan bagi keberhasilan siswa dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk mengungkap persepsi dan pengalaman guru dalam menumbuhkan kreativitas melalui pembuatan poster sebagai media pembelajaran Grammar. Penelitian ini menggunakan pendekatan kualitatif dengan desain 'naratif inkuiri'. Subjek penelitian ini terdiri dari tiga guru dari sebuah lembaga pembelajaran bahasa Inggris di Malang, Indonesia. Penelitian ini menggunakan wawancara mendalam sebagai instrumennya. Hasil penelitian menunjukkan bahwa aktivitas guru melalui pembuatan poster sebagai media pembelajaran 'Tata Bahasa' tumbuh melalui tiga unsur yang terdiri dari fleksibilitas, orisinalitas, dan rasa ingin tahu. Penggunaan poster juga dapat meningkatkan produktivitas dan menumbuhkan literasi teknologi bagi para guru. Sementara itu, poster juga mampu meningkatkan pemahaman Grammar dan motivasi belajar siswa dengan lebih baik. Singkatnya, poster mempunyai dampak positif yang besar dalam menciptakan lingkungan belajar yang menarik dan menyenangkan. Dengan demikian diharapkan guru mempunyai kemampuan membuat poster sebagai media pembelajaran bahasa Inggris.

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How to cite: Sujiatmoko, A. H., Setyowati, L., & MR, E. R. (2024). The Portrait of Creativity in Using Posters as an Interesting Learning Medium in Grammar Classes: A Narrative Inquiry Study on EFL Teachers. *Jurnal Ilmiah Global Education*, 5(2), 1092–1104. <https://doi.org/10.55681/jige.v5i2.2683>

INTRODUCTION

The world of education today is inseparable from technological developments that occur rapidly so that it may summon the integration between technological devices and learning activities organized by teachers (Salehi et al., 2014; Kopcha, 2012; Wilson & Christie, 2010). In fact, teachers' professional development are also often associated with their competence in using technology in organized learning activities (Harris & Hofer, 2011; Schmidt et al., 2009). In addition, the quality of learning activities provided by teachers sometimes needs to be measured through teacher creativity in providing learning media with the use of technology (Christensen & Knezek, 2008). In English language learning, for example, teachers are required to be able to provide interesting learning materials using significant technological devices. This is very important to be able to increase students' motivation in learning.

However, this is not easy to implement. The biggest challenge leads to the lack of teachers' competence in mastering or using existing technological devices (Bhalla, 2012; Kopcha, 2012; Ertmer et al., 2012; Dawson, 2008). The same thing happens to teachers at an English learning institution in Malang, Indonesia. Concretely, with limited ability to use technological devices, teachers can only use learning media that are less attractive to students.

The results of Zakaria's research (2021) showed that there were indications about the lack of teachers' competence in the English learning institution mentioned in creating learning media that attract students. This is also due to the lack of teachers' ability to use technology devices. Teachers only tend to hold learning activities by providing simple games without linking with the use of technology. As a result, the achievements achieved by students are not in accordance with the current conditions and are not able to support students in facing the challenges of today's life that lead to the use of technology.

Factors that are also considered important for achieving student learning success lead to teacher creativity (Harris & Hofer, 2011; Schmidt et al., 2009). Creative teachers will be able to create good learning situations that will have an impact on students' success in learning. On the other hand, teachers who are not creative will face problems related to how to enable students to understand the material being taught successfully.

Creativity cannot appear by itself. However, this requires supporting elements consisting of flexibility, originality and curiosity. Flexibility is considered a form of flexible mindset in accepting new situations in learning activities (Yang, 2022). Another element to consider in cultivating creativity is originality. Originality leads to efforts to be able to give birth and develop new ideas creatively (Lee, 2019). The final element in cultivating creativity is curiosity. Curiosity is access for each individual to do something. Curiosity becomes an impetus to create reasons why the individual needs to do something.

Teachers' creativity in creating interesting learning media with the use of technology requires a process that is not short. Teachers must be able to know, learn, understand, and master various techniques in operating technological devices to support the learning activities they hold so as to provide a modern and interesting nuance for students. However, their creativity in creating

modern and interesting learning media is constrained by their lack of knowledge and skills in using technology.

To support the improvement of teachers' competence in terms of introduction and use of technology as access to increase their creativity to create modern and attractive learning media, there needs to be efforts from institutions in the form of training and the like. This is very important to be able to bridge efforts to procure and improve teachers' professional learning. It is known that the provision of teacher professional development training programs needs to be carried out in a sustainable, active, social, and related to the practice of teaching and learning activities (Garet et al, 2001; Wilson & Berne, 1999). Therefore, efforts are needed to provide training and guidance to the teachers to be able to show their creativity through the provision of interesting learning media using technological devices.

Learning media is an important component in learning activities carried out by teachers. Teachers are expected to have the ability to provide or create learning media that can enable students to understand the material more easily. There are various learning media that can be used by teachers. The most important thing is that the learning media used by teachers must be in accordance with current conditions related to technological developments and advances.

One of the learning media that uses technology is posters. Posters are currently created or made by combining digital technology such as using Power Point Application or Canva. To be able to create or make posters, teachers are required to be able to master technology or have skills in operating existing digital applications. Thus, the effort to create or produce a poster as a learning medium is a challenge for teachers related to their skills in recognizing and using technology.

The use of posters as a learning medium is not something strange today. There is a lot of evidence confirming the contribution or benefits of posters as a learning medium for students' success in learning (Marlina et al., 2020). This is because there are a variety of positive activities that students can do using posters as a learning medium. In detail, students can make presentations that will lead students to improve their speaking skills (Prichard & Ferreira, 2014). Apart from that, posters are also useful for making students eliminate nervousness and create a sense of self-confidence (Ozturk, 2017).

Thus, the use of posters in English learning activities is expected to be an alternative strategy for creating positive and enjoyable learning situations (Zerin & Khan, 2013). The use of posters can also provide a solution to increase student learning motivation (Mohammadpur, 2013). In short, there is no doubt about the usefulness of using posters as a learning medium.

One of the things that can be done is to provide poster-making training. This is because posters can be an attractive learning medium that can be created by teachers (Osa & Musser, 2004). In addition, the use of posters also has the potential to lead students to show their performance through presentations made and can also build good interaction in class (Prichard & Ferreira, 2014). Posters that appeal to students are very useful in learning 'Grammar'. Tanner and Chapman (2012) found that the use of posters could help students to visualize explanations of the 'Grammar' materials given by the teacher so that it could make it easier for students to understand the materials taught.

Grammar is a learning material that often causes polemics for teachers and students. As one of the language components that must be understood by students, teachers must be able to teach grammar well to students. Teachers are required to have a variety of strategies as solutions in dealing with various existing polemics. This is because teaching Grammar is not just about providing information related to matters related to existing linguistic concepts, but also provides

opportunities for students to apply these Grammar concepts in real communication and interaction (Lawrence & Lawrence, 2013).

Polemics about grammar learning often originate from attitudes (Gotsch & Stathis, 2008). Many people believe that grammar is very important to teach to students. On the other hand, quite a few people also state that grammar no longer needs to be taught to students. Students are considered to have the freedom to speak and write without paying attention to their grammar skills. What needs to be realized is that Understanding grammar is often a must to be a consideration for success in achieving language competence (Ibrahim, 2016). Therefore, it is not an exaggeration if the understanding of grammar is often considered as the main target that must be achieved by learners or students before they attempt to practice existing language skills (Mart, 2013).

Knowing the importance of teacher efforts to be able to motivate students to participate in 'Grammar' learning activities, teachers are required to be able to provide interesting learning media. The use of posters is expected to be a solution to existing problems related to the provision of interesting learning media. Based on the explanation above, the researcher formulates the research question as follows. What elements of creativity are revealed in the participants' narratives about making interesting learning media through an e-poster grammar book?. Based on the shared narratives, what impacts do the participants feel after making interesting learning media through an e-poster grammar book?

RESEARCH METHODS

The study was conducted at an English learning institute in Malang, Indonesia. This study also focused on knowing about the form of creativity possessed by three teachers who taught 'Grammar'. A qualitative approach with a 'narrative inquiry' design was used in this study to explore the experiences of the participants (Barkhuizen, 2008; 2011). This aims to get to know more about what they have experienced in their lives (Clandinin & Connelly, 2000). Therefore, there is subjectivity in conveying the information carried out by these participants. In detail, the experience of these participants in showing their creativity through three elements consisting of flexibility, originality, and curiosity to create interesting learning media in teaching 'Grammar' through posters can be conveyed in depth (Greenstein, 2012)

Participants in this study were three teachers who taught 'Grammar' at an institution located in the English village of Malang, Indonesia. They were Adk (24 years old), Lel (23 years old), and Mir (24 years old). They are young teachers. The interesting thing was that they had an interest in using technology to create interesting learning media through posters. Thus, they did not feel burdened to be participants in the study. In addition, what this study wanted to reveal provided an overview of the facts and realities of how their creativity contributed to the improvements in students' attractiveness to their learning activities.

Empirical data in this study were obtained through in-depth interviews. Each interview session was held face-to-face for 30-60 minutes. The interview was conducted in the teacher's room several times after they had finished teaching. This interview activity asked about things or their experiences related to the picture of their creativity in creating interesting learning media through posters when teaching 'Grammar'. The questions asked in this interview included elements of creativity such as flexibility, originality, and curiosity. All the information gleaned from this in-depth interview was transcribed into narrative form.

Data analysis in this study used five steps of analysis proposed by Braun and Clarke (2014) as a procedure. First, a familiarization step was needed by repeating what had been heard about

the experiences told by the participants. In this way, we tried to highlight the most important part of the narrative told by the participants. Second, copying and reading the recording several times to obtain global and comprehensive information according to the data obtained. In this case, we also carried out the acts of interpretation. Third, the identification of the data obtained was carried out to conform to the grand theory. Fourth, grouping and coding were also done to avoid the presence and display similar utterances and expressions into a table. Then, sequencing codes containing various data obtained was carried out. Finally, categorizing the data according to elements of creativity which included flexibility, originality, and curiosity was also done.

Regarding ethical considerations in this study, researchers also negotiated with participants to discuss the procedure of this study. First, related to the relationship between researchers and participants, researchers tried to maintain good relations with participants. Related to the purpose of this study, the researcher also conveyed honestly the purpose of the research conducted to the participants. It was expected that participants could accept and be willing to be interviewed in an effort to obtain data. Regarding the transition in the implementation of interviews, researchers asked permission for participants to conduct interviews after they had finished teaching so that the phenomena they experienced could be conveyed directly so as to avoid losing important information when the interview was conducted. Thus, the participants finally had the awareness to support the interview and the implementation of this research. It also confirmed that ethical permission had been granted, ensuring that their rights were respected and upheld.

FINDINGS AND DISCUSSION

Elements of Creativity

Flexibility

Creativity cannot be separated from the flexibility in expressing ideas. The poster contains a short, but important piece of information. In this case, what is contained in a poster is the selected information that needs to be conveyed to other people or readers so that they can understand the information clearly in a short time. For this reason, the selection of information requires a creativity that must be owned by an individual. One aspect of creativity that must be fulfilled is flexibility. This is an element that gives the breadth or freedom of a poster maker to choose the information to be conveyed. The important thing is that there is an attraction that can be displayed in the poster made. This was stated by one of the participants as follows.

'The thing I like most about making posters as a medium for learning 'Grammar' is the freedom to display the content of the poster itself. Indeed I need to follow certain things related to the type of 'Grammar' material that I will teach. However, I don't feel that it is an obstacle or limitation that is holding me back. Instead, I feel flexible to create, design, or have images and forms of writing that I display in the poster so that students can feel happy and interested in reading.' (Adk, 23: 01)

The above statement shows that flexibility was an important element in poster making. This was because the information conveyed by the poster maker had to be interesting to the readers. The attraction created was the result of flexibility in expressing ideas. This gave participants the freedom to show their creativity to create interesting 'Grammar' learning media. The existence of certain types of material that had to be the content or information conveyed to students was not a burden for tutors to make attractive posters. This was also conveyed by other tutors as follows.

'The interesting thing about posters as learning media is that the content of the poster itself varies. In this case, the content of the poster is not only monotonous writing, but also contains images that support the information conveyed through the writings themselves. To be able to fulfill this, flexibility or freedom is needed for tutors to be able to create better.' (Le1, 24: 02)

What was stated by the participants above revealed the role of the element of flexibility in producing a poster as their creativity. Flexibility led to freedom in displaying poster content with a variety or variety of forms of information conveyed. Most of what happened in a poster was a combination of images and writing. This was also very important because it could provide interesting things for students when learning 'Grammar' held by the teachers.

Originality

Creativity is not just trying to produce as many works as possible. One thing that also needs to be considered as a condition of eligibility for various works that have been produced, namely authenticity. Authenticity becomes the pillar for each work produced by each individual. This is because authenticity will provide a reflection of the ability possessed in creating. It also serves to avoid the appearance of cheating such as plagiarism in academic contexts. In making posters, originality is needed to prove that teachers also have competence in the use of technology. This was also stated by a participant as follows.

'Like the written work that can be produced by every teacher, in making posters, teachers are also required to be able to prove the authenticity of the posters made. This is very important to prevent teachers from plagiarism that can tarnish the good name of the teacher himself and the institution. Therefore, originality is a very serious concern among teachers here. Originality in poster making is also a barometer of teachers' competence related to their skills in using technology.' (Mir, 23: 03)

What was stated above showed that originality was an important part in measuring a teacher's creativity in making posters. Teachers were still required to work professionally by avoiding plagiarism that could tarnish the good name of the teachers themselves and the institution. Whatever poster work had been made by the teacher had to be originally made by the teachers themselves that had never been created by anyone else before. The content of the 'Grammar' material in the poster could be the same, but related to the appearance of the content of the poster consisting of images and writing had to be original. This was also stated by other participants as follows.

'One of the challenges I faced when creating posters containing 'Grammar' material was that the content of the material had many similarities with other teachers. This is because the source of the material does come from the same book. However, we also realize our professionalism as teachers who are responsible for the originality of our own work. So we try our best to avoid plagiarism'. (Le1, 24: 04)

The above statement revealed an effort to maintain the teachers' professionalism when making posters. They consciously and responsibly avoided plagiarism, namely copying or

duplicating the work of others to become their own work. This action certainly showed unprofessional things. They also realized a challenge faced when making posters with the same material. In this case, the content of the material in some posters could be the same because indeed they took the content of the material from the same book or source. However, their creativity became a responsibility that had to be fulfilled by showing the authenticity of their own work.

Curiosity

Making posters is like an activity to discover new things. This, of course, requires the encouragement that each teacher has. The impulse can be curiosity. Teachers are expected to be able to foster curiosity as a basic foundation for developing their profession. In making posters, curiosity does not only appear when they have the intention to know how to make posters well. However, it also leads to how to create attractive posters with images and writing that are able to amaze the readers. This was stated by a participant as follows.

'My first experience when making posters as a learning medium for 'Grammar' came from my curiosity how to have an interesting learning medium for students. I also try to find information related to what things I can do. Finally, I came up with an idea about using posters as a new thing to become a medium for learning 'Grammar' for students. This, finally, sparked my curiosity about how to make an attractive poster.'
(Adk, 23: 05)

The statement above explained that the effort to make posters as a medium for learning 'Grammar' for students was based on curiosity to do something or produce something new. This encouragement was the main trigger for teachers to be creative. This curiosity could continue into concrete action by finding new ideas as a breakthrough in fostering creativity.

The Impacts of Creativity through Making Posters

Increased Teacher Productivity

Teacher creativity through poster making is proven to be able to increase teacher productivity. This is because the teacher is able to produce a work optimally. The work in the form of this poster gives a sign of increased teacher productivity. Teachers are not only doing obligations by teaching in class but are also required to always think of solutions to existing problems through their creativity and productivity. This was stated by a participant as follows.

'After successfully making a poster as a learning medium for 'Grammar' for students, I feel very happy. This is because I feel that as a young teacher I have the potential and productivity to produce innovative works that will be useful for students. It also gives birth to enthusiasm for me to develop my profession as a better teacher in the future.'
(Mir, 23: 06)

The above statement illustrated significant evidence of the usefulness of making posters for teachers themselves. This evidence pointed to an increase in the productivity of teachers. By producing many works, teachers felt very productive, and this could be a potential to see the future development of teachers themselves as professional teachers who not only carried out obligations by teaching but also showed their better capacity by working.

Formation of Technological Literacy

The development and advancement of technology is expected to bring changes related to the ability of teachers to recognize and operate technology itself. In this case, teachers are not just consumers of technological developments and advances who can only enjoy the existence of technology itself in an effort to meet consumptive needs. However, teachers are expected to be able to use this technology to create their own works to support the implementation of the learning activities they do. In other words, technology can be a subject for the development of teacher competence and skills in teaching, not an object that only presents pleasure in fulfilling desires. Efforts to recognize and utilize technology as a tool to foster their creativity and productivity are known as 'technology literacy'. This was stated by one participant as follows.

"In the era of technological development and advancement like today, teachers are expected not only to function as connoisseurs of technology as a tool for fulfilling wants and needs, but to be able to foster understanding and skills in using the technology. This is known as 'technological literacy.' Making posters certainly requires the use of technology such as existing digital applications. Well, teachers are expected to be able to operate or use the application to create works such as interesting learning media to support the learning activities carried out." (Lel, 24: 07)

The above statement showed that one of the benefits of technological developments and advances for teachers was the growth of 'technological literacy' for teachers. In this case, teachers were required to have skills in operating and using technology as a means to create various works that were useful to support the learning activities held. Making posters was a real example of the existence of 'technological literacy' owned by teachers.

Impact on Students

Improved Comprehension of 'Grammar' Material

'Grammar' is one of the language components that is the key to success in learning English for students. The problem is that 'Grammar' is often considered a scary 'icon' for students because of the difficulty it has to understand. Therefore, the challenge for teachers who teach 'Grammar' is the effort to build better teaching strategies. This can be done by creating learning media that can make students understand the 'Grammar' material more easily. What happens in this poster about 'Grammar' material provides a way to make students understand 'Grammar' more easily. This is because what is in the poster is a combination of images and writing. Thus, every example sentence that uses the concept of 'Grammar' can be directly and vividly described through existing images so that students can understand what is happening related to the use of the concept of 'Grammar' well. This was stated by a participant as follows.

"One of the benefits of posters as a learning medium that can be felt by students is that there is a real picture of the use of a concept of 'Grammar' itself through the compatibility between images and existing sentences. This is certainly very helpful for students to be able to understand the 'Grammar' material taught well. Students do not need to try to imagine what the concept of 'Grammar' is like in real life, however, students can immediately notice it through the compatibility between the image and the example sentences given or displayed in the poster." (Adk, 23: 08)

The above statement showed the benefit of using posters as a medium of learning 'Grammar' for students. What had happened so far related to students' efforts to understand 'Grammar' material through writing often made them confused and difficult to understand. However, with the use of posters where they could directly observe the fit between example sentences and images, their understanding became better. The confusion of the students could be answered correctly by the combination of pictures and writing.

Increased Learning Motivation

In learning 'Grammar', student motivation is often a bet in achieving success in learning English. This is because 'Grammar' is often known as a learning material that is difficult to understand. And if this happens to students, it can destroy the motivation to learn English that they have. Difficulty in understanding the material will make them feel hopeless or depressed so they do not want to continue learning English.

The existence of posters as an interesting English learning medium provides a different nuance where students' fears and worries slowly disappear in students. This is because the appearance of attractive posters can motivate students to be enthusiastic in understanding the difficult 'Grammar' material. Thus, students' learning motivation will increase. This was stated by a participant as follows.

"Students' learning motivation towards 'Grammar' material is often a polemic for teachers. This happens when students have difficulty in understanding the 'Grammar' material taught. Their activation is slowly disappearing. This should be a concern for every teacher to find a solution to the problem. One of them is the use of posters that are proven to be able to help students to foster enthusiasm for learning. This is because what is in the poster is very interesting to them." (Mir, 23: 09)

What was stated above revealed the benefits of using posters in increasing student learning motivation. This is very important, especially since the poster was intended to support 'Grammar' learning activities which had a high level of difficulty and were often the cause of the destruction of motivation to learn English owned by students. The appearance of attractive posters could make students able to eliminate fear and worry about the difficulties that were faced in learning and understanding the 'Grammar' material.

Those positive impacts felt in creating 'Grammar' learning media through posters is quite significant. The findings of this study show that what happens to teachers by making posters can lead to increased productivity. In addition, teachers also feel the presence of a competence or skill in the use of technology, namely technological literacy.

Teacher creativity is a very important factor in supporting the success of the implementation of current learning activities (Harris & Hofer, 2011; Schmidt et al., 2009). It can be seen that teachers who are not creative and monotonous in presenting learning activities will make students feel bored when participating in the learning activities held. This should make teachers aware of the role of their creativity in creating engaging learning activities.

Efforts to create interesting learning activities can be made by creating interesting learning media. One of the things that teachers can do is to make posters as a learning medium. Posters have a very good role in supporting learning activities provided by teachers. This is because what is in the poster displays dense and concise information and is interesting to the reader. This is very

useful if used to explain the material 'Grammar'. That's why, the use of posters in teaching can be a very good model.

Learning 'Grammar' is often considered to have a high level of difficulty. Not a few students have problems understanding the material 'Grammar'. This often makes students frustrated and demotivated to learn English. The problem is that 'Grammar' is the main key in achieving success in learning or mastering English well (Ibrahim, 2016). This is because whatever language skills will be practiced and developed will not be separated from the mastery and application of the concepts of 'Grammar' (Mart, 2013). Therefore, it is expected that students have good motivation to learn and master 'Grammar' properly and correctly.

To support this, teachers are expected to be able to be creative to create various kinds of breakthroughs. Efforts to build creativity cannot be separated from the elements of creativity itself which consist of flexibility, originality, and curiosity. Flexibility is considered a form of flexible mindset in accepting new situations in learning activities (Yang, 2022). The findings of this study revealed that teachers managed to build a flexible mindset to be able to create an attractive poster by adjusting new things that are happening today. This is consistent with Hett (2012) who found that teachers feel there is room to develop or expand their ideas to support the learning activities they carry out through the use of technology.

Another element to consider in cultivating creativity is originality. Originality leads to efforts to be able to give birth and develop new ideas creatively (Lee, 2019). Originality is an important part of measuring the strength of the teacher's mindset in creating. This is because originality can prevent teachers from committing cheating actions such as cheating or duplicating the work of others. The findings of this study revealed that in making posters, teachers succeeded in displaying originality such as the use of images and writing with certain styles or forms that are interesting and different from the work of others. The combination of images and writing in the poster is able to help students to create their imagination in learning (Awaludin et al., 2017).

The final element in cultivating creativity is curiosity. Curiosity is access for each individual to do something. Curiosity becomes an impetus to create reasons why the individual needs to do something. The results of this finding show the curiosity of teachers to create interesting learning media so they try to find new ways by making posters. This is in accordance with Osa & Musser (2004) who found that the use of posters is able to provide interesting learning activities for students.

Meanwhile, students also feel a positive impact. These findings show that the students managed to understand the 'Grammar' material better through various activities supporting. This is in line with Marlina et al. (2020) who found that the students were successful in selecting various activities to learn Grammar through posters. This is because what is in the poster related to the content of the material provided by the teacher has a combination of pictures and example sentences that can direct students' imagination well (Tanner and Chapman, 2012). Furthermore, the students also managed to grow their learning motivation well. This is because what is displayed by the teacher through the poster is something interesting so that it can bury students' fear and worry about difficulties and mistakes when learning 'Grammar'. This is in line with Syukri & Humaera (2019) who found that the student's learning motivation increased when being taught with the use of posters.

CONCLUSION

Creativity is a power to produce various works for every teacher. Such creativity is built through elements of flexibility, originality, and curiosity. Flexibility provides space for teachers to

find a variety of ideas freely. Originality is a barometer in itself to find out the creative power of teachers through the authenticity of the work produced. And curiosity can provide encouragement for teachers to always be productive in producing the necessary breakthroughs. These elements of creativity are able to bring teachers to be productive and have the ability to have technological literacy skills to support the development of their profession as teachers in the future

Through their creativity, each teacher is expected to be able to create a variety of interesting learning media by utilizing existing technology. Posters are a form of teacher creativity in creating interesting learning media for students. The use of posters is proven to make a significant contribution in 'Grammar' learning activities. What happens in the poster is able to bring a pleasant atmosphere of 'Grammar' learning activities so as to eliminate fear and worry about all mistakes and difficulties faced and can increase students' understanding and motivation in learning English.

Finally, this study considers specific cases with 3 participants as data sources so it is difficult to generalize. Further research is expected with a larger number of participants and more diverse complexity. In addition, related to research participants, it is hoped that there will be further research that focuses on efforts to find out creativity in students through making posters in participating in other language learning activities. statement about how the research work contributes to the field of study as a whole (shows how progress from the latest knowledge). A common mistake in this section is to repeat the results of an experiment, abstract, or be presented with a very list. The concluding section must provide clear scientific truths. In addition, the conclusions can also provide suggestions for future experiments.

ACKNOWLEDGEMENT

This research is fully supported by PNPB of Faculty of Letters, Universitas Negeri Malang for funding in 2023.

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