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## ENHANCING ESP STUDENTS' CREATIVE THINKING SKILLS THROUGH VIDEO ADVERTISING PROJECTS: A CASE STUDY IN ENGLISH FOR TOUR OPERATIONS

by

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### Abstract:

*The rapid growth of global business in the 21st century necessitates integrating creative thinking skills into teaching and learning programs. Regarding this issue, one potential learning output for integrating creative thinking skill enhancement in teaching and learning activities is the creation of video advertisements. The current study investigated the students' perspective toward video advertising project implementation to enhance students' creative thinking skills in a project-based learning class. The current study is a case study that took 24 students as participants. The video project was conducted through 4 meetings. In the current study, the data were obtained through observation, a questionnaire, and an interview. The data was then analyzed using qualitative data analysis, which involved data reduction, data display, and conclusion drawing. The study's results indicate that all students recognized the video advertising project's potential to positively impact their creativity, particularly in terms of enforcing creative ideas, developing scriptwriting skills, refining video editing skills, and honing negotiation skills. Only a few students perceived it negatively, as they faced challenges in group contributions. Thus, implementing a video advertising project is necessary to improve students' creative thinking skills.*

**Keywords:** *creative thinking skill, English for tour operations, project-based learning, video advertising project,*

### Abstrak:

*Perkembangan bisnis secara global di abad ke-21 mensyaratkan pengintegrasian kemampuan berfikir kreatif dalam program pembelajaran. Berdasarkan isu tersebut, salah satu luaran yang berpotensi untuk mengintegrasikan kemampuan berfikir kreatif dalam kegiatan belajar mengajar adalah produksi video advertising. Penelitian ini mengkaji persepsi mahasiswa terhadap pengimplementasian video advertising project terhadap tingkat berfikir kreatif para mahasiswa dalam sebuah kelas pembelajaran berbasis proyek. Penelitian ini merupakan sebuah penelitian studi kasus yang melibatkan 24 mahasiswa. Proyek video dilaksanakan melalui 4 pertemuan. Dalam pelaksanaan penelitian ini, data diperoleh melalui survei, kuesioner, dan wawancara. Data-data tersebut kemudian diolah secara kualitatif melalui data reduction, data display, dan conclusion drawing. Dari hasil penelitian ini, didapatkan bahwa seluruh mahasiswa menyadari bahwa implementasi video advertising project berdampak sangat baik terhadap sisi kreatifitas mereka, khususnya dalam penciptaan ide kreatif, menulis scenario kreatif, mengedit video, dan bernegosiasi. Hanya sedikit mahasiswa yang memandang*

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*negative pengimplementasian project ini dikarenakan mereka menemukan tantangan dalam kontribusi dalam grup. Oleh karenanya, pengimplementasian video advertising project dipandang perlu untuk digunakan di dalam kelas guna meningkatkan kemampuan berfikir kreatif mahasiswa.*

**Kata Kunci:** *English for tour operations, kemampuan berfikir kreatif, pembelajaran berbasis proyek, video advertising project*

## INTRODUCTION

The recent curriculum update, the *Merdeka Belajar Kampus Merdeka (MBKM/En: Freedom to Learn)* curriculum, allows the teacher and students to explore the learning process in freedom. The MBKM curriculum provides an opportunity for teachers and students to gain knowledge and skills, and practice them both in the classroom and the industry (Sari et al., 2023). The change in the current curriculum aims to address the challenges in the 4.0 industry, where technology is rapidly evolving. To keep pace, students must actively participate in the learning process, leading to their cognitive and skillful development. Through the ministry decree, the teaching and learning process is required to integrate interactive teaching methodology and create a student-centered learning atmosphere.

In the ministry decree, several teaching methodologies have been proposed to support the MBKM program, including small group discussion, role-play and simulation, case-based learning, collaborative learning, cooperative learning, project-based learning, problem-based learning, discovery learning, inquiry, self-directed learning, and contextual instruction. These methodologies have been identified as providing a positive impact on the teaching and learning process. The small group discussion is practical to raise self-regulated learning and encourage students to participate actively in the discussion with their peers (Alviani & Saragih, 2024). The case-based learning elevates students' problem-solving skills and encourages them to have better comprehension of the learning material (Fahmi et al., 2025). Collaborative learning enhances students' problem-solving skills through peer discussion (Srivastava, 2025).

Meanwhile, cooperative learning engages students in the learning process, improving their problem-solving, reasoning, and critical thinking skills, which in turn lead to better academic achievements (Nou et al., 2025). In project-based learning, students gain a deeper learning experience in a case and have a sharper understanding of solving problems (Miller & Krajcik, 2019). Similarly, problem-based learning can also enhance students' problem-solving abilities, both individually and in groups, and enable them to analyze problems deeply,

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leading to practical solutions (Gunawan et al., 2025). Discovery learning helps students stay motivated and engaged in the classroom, providing opportunities for them to connect their background knowledge and experience to the learning topic (Budianto et al., 2021). Self-directed learning elevates learning autonomy, which leads to students' motivation and improves their learning outcomes (Brown & Ma, 2025). Contextual instruction also brings a positive impact by allowing students to select their learning materials based on their interests and passions, which leads to increased motivation in learning and accommodates the diversity of learning needs (Samsudin et al., 2024). In this study, project-based learning in the classroom was selected to be explored in-depth. The reasons for choosing this approach over others are the challenges faced by English lecturers and teachers in applying project-based learning in the classroom (Rambe & Suganda, 2023).

Project-based learning is a teaching method that prioritizes student participation in a project, where students are asked to plan, design, execute, and evaluate their projects. Through this series of learning activities, students will actively participate in collaborative learning to achieve the final goal of the given project (Hasni et al., 2016). Thus, students will be able to gain a deeper learning experience in a case and have a sharper understanding of solving problems (Miller & Krajcik, 2019).

Prior studies have also unraveled the positive impact of employing project-based learning in the classroom. Project-based learning has been identified to elevate learners' autonomy (Khoudri et al., 2023) and students' self-confidence (Maulina, 2024) in learning. With a variety of activities, Project-based learning also encourages students' motivation (Kavlu, 2022), interest (Kavlu, 2022), and enthusiasm (Amalia et al., 2024) in learning. It leads the students to become more responsible in accomplishing the project (Bagherzadeh et al., 2014). In the English classroom, Project-based learning also encourages students to learn language skills better, such as writing (Aghayani & Hajmohammadi, 2019), speaking (Yusuf et al., 2023), and reading (Assiddiq & Sasmayunita, 2022). The students also gained better skills (Lubis et al., 2024), which helped encourage positive attitudes toward the language learning process (Aghayani & Hajmohammadi, 2019). Besides, in ESP classrooms, project-based learning enables students to gain a more comprehensive understanding of learning concepts, both theoretically and practically (Hidayati, et al., 2023; Indrasari, 2016).

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From the teacher's perspective, Project-based learning also provides various benefits for teaching and learning activities. Project-based learning provides an opportunity for teachers to use varied material resources and conduct ongoing assessment (Rambe & Suganda, 2023). It also helps the teacher to accommodate students with different levels of language proficiency (Maulina, 2024). The teacher can also enhance their social presence in the classroom, leading to improved interaction between the teacher and students (Murtafi'ah & Arvenina, 2021) and fostering positive rapport (Maulina, 2024). The learning activity with Project-based learning also leads to a fun (Amalia et al., 2024), inclusive (Maulina, 2024), and stress-free learning environment (El Moudden & Lamkhanter, 2024). Moreover, teachers could also integrate ICT in the classroom to ease the teaching and learning process (Mali, 2017). It could also be a learning activity to incorporate character education during the teaching and learning process, such as promoting environmental sustainability and character (Zunaidah, 2024), and respecting cultural values (Allison & Do, 2018).

However, the challenges also occurred in implementing project-based learning in the classroom. A study revealed that some teachers lacked confidence in applying Project-based learning, uncertain whether to assess the project process or the end product, due to their limited experience in this approach (Aldabbus, 2018). On the other hand, conducting Project-based learning is time-consuming because different students have varying capabilities in completing the project (Mouni, 2022). Additionally, it requires active contributions from both teachers and students during the project (Mali, 2017). Therefore, Project-based learning requires proper preparation and planning before executing the project.

Conversely, in the 21st century, the working industry requires creative thinking skills to support its operations. Creative thinking skills are perceived as students' ability to innovate and generate new ideas to solve problems (Budiyanto et al., 2024). Creativity is characterized by the ability to think initially and differently to draw new conclusions and innovation (Aziz, 2023; Taş & Minaz, 2022). Based on previous observations, several partners in the business and industrial sectors (particularly in the field of tourism and travel operations) have stated that students must possess creative thinking skills. This is driven by the need for students to exhibit initiative in their work, the ability to creatively introduce tourism products, and the capability to design engaging digital content that attracts tourists seeking information online. Previous research has also indicated that a diversity of creative ideas can lead to new

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problem-solving solutions. At the same time, creativity helps maintain the sustainability of competitive teamwork (Baruah et al., 2023). Therefore, it is essential to provide opportunities for students to hone their creative thinking skills in the classroom before entering the workforce (Robiul et al., 2023) so that they can have a flexible mindset and adapt to different conditions in the working fields (Taş & Minaz, 2022). On the other hand, creativity can also foster motivation and a desire to work and learn (Ramasamy, 2022). However, initiating learning activities that emphasize creative thinking skills is quite challenging to implement (Adeoye & Jimoh, 2023).

From the discussion above, it can be seen that two primary needs must be addressed in classroom teaching and learning activities: the implementation of project-based learning methods and the enhancement of students' creative thinking skills. Therefore, the research team is conducting a study that implements project-based learning methods to produce creative digital content in the form of videos. The choice of video as the final product of this project-based learning implementation is based on the demand for digital marketing content required by businesses in the tourism and travel sector.

The creation of videos as a project also has positive effects on English language learning. The use of video projects in learning encourages students to become self-directed learners (Ayar, 2023). Psychologically, utilizing video projects in teaching can boost students' engagement in learning (Asfihana et al., 2024), confidence in speaking English (Fitria et al., 2022), and enhance students' motivation to learn English (Mohamed et al., 2021). Students can also collaborate to complete their video projects, thereby enhancing their critical thinking skills in conceptualizing the videos (Abdulrahman & Basalama, 2019; Rohayati & Rachmati, 2021) and also sharpening their teamwork and time management skills as they need to arrange discussions with other students (Maryani & Aguskin, 2023). Furthermore, in terms of skills, video projects can improve students' speaking abilities (Fitria et al., 2022; Ismailia & Binarkaheni, 2022).

Considering the potential positive impact of video creation in English language learning, as well as the need for the MBKM program, this research identifies the implementation of project-based learning through video advertising in the English for Tour Operation class to enhance the creative thinking skills of students in the Tour and Travel Operation Study Program at Politeknik Negeri Bali. This research aims to identify the results

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of implementing project-based learning with video projects on students' learning progress, as evaluated through student perceptions. Previous studies have already investigated the use of project-based learning in English teaching in term of skill enhancement, i.e. speaking (Fitria, Uswatunnisa, & Pattiasina, 2022), reading (Assiddiq, & Sasmayunita, 2022), and writing (Aghayani & Hajmohammadi, 2019), culture integration (Allison & Do, 2018), technology integration (Mali, 2017), and positive learning environment creation, i.e. providing learner's autonomy (Bagherzadeh, Motallebzadeh, & Ashraf, 2014) and boosting students' learning engagement (Maulina, 2024). However, the focus of investigation of project-based learning implementation with creative thinking skill enhancement is still limited. Creative thinking skills are in high demand in the professional industry, making it necessary for higher education to sharpen students' creative thinking skills to meet current industry needs.

The issue raised in this study is: **"How do the ESP students perceive the video advertising project implementation to enhance creative thinking skill in English for Tour Operation?"**

## METHOD

### *Design*

In conducting this research, a qualitative approach with a case study design was employed. With a qualitative approach, the researcher could conduct various research data collections to gain a deeper understanding of the current phenomenon (Merriam & Tisdell, 2016), and the case study design supported an in-depth examination of a specific context. In this study, we adopted the Sharan Merriam approach of a case study, where the researcher examines a real-world phenomenon as a research situation and engages with participants to construct their interpretations of the phenomenon under study (Yazan, 2015). The final product of this type of study is yet another interpretation by the researcher of others' views filtered through his or her own.

Regarding the context, the current study investigated the use of advertising video as a project-based learning implementation in an ESP classroom to elevate students' creative thinking. The study focuses on ESP students' perspectives in conducting the project and

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evaluating the potential benefits and challenges that occurred, especially in increasing students' creative thinking skills.

***Participant***

To accomplish the study, the investigation took place in a vocational polytechnic. Regarding the source of data, several students are invited to participate in this research. These students were selected through purposive sampling with four criteria, including (1) Tour and Travel study program students, (2) fourth-semester students, (3) enrolled in the English for Tour Operations subject, and (4) enrolled in the Digital Content Creator Subject. As part of the fourth semester of the Tour and Travel study program, these ESP students have already acquired English language expressions for describing tourist destinations, aligning with the project given during the investigation, i.e., video creation. In addition, by enrolling in the Digital Content Creator Subject, these students acquire the fundamental skills of content concept writing and video editing to support their creative video content. The research involved 24 students, comprising 10 males and 14 females, aged 19 to 21 years old.

***Instrument***

To obtain the data, three research instruments were employed, i.e., observation sheet, questionnaire, and interview guide. The first instrument employed is the observation sheet, which was used to record the process of project-based learning implementation. The observation sheet was also used to note students' behavior and attitude during the discussion on the project. The second instrument employed is the questionnaire, which was used to gain students' perspectives on the project-based learning implementation. The questionnaire consists of ten (10) statements indicating the creative thinking skill elevation. The students need to select one from five options provided using a Likert scale, from (1) strongly disagree to (5) strongly agree. The questionnaire also includes an open-ended question to support their statements, allowing students to elaborate on their perspective. The third instrument employed is the interview guide. This guide was employed to gain confirmation and clarification from the ESP students' answers on the questionnaire. The guide was constructed in a semi-structured format to allow for further questions to be asked during the interview. Both the questionnaire and interview guide are constructed in Bahasa Indonesia to enable ESP students to express their opinions and ideas accurately.

**Table 1.** *Research Instrument*

<b><i>Instrument</i></b>	<b><i>Implementation</i></b>	<b><i>Data</i></b>
<i>Observation Sheet</i>	<i>Employed during the project implementation in the classroom</i>	<i>Qualitative data regarding students' behavior and attitude toward the project-based learning implementation</i>
<i>Questionnaire</i>	<i>Employed at the end of the project implementation</i>	<i>Quantitative and qualitative data regarding students' perspectives toward the project-based learning implementation</i>
<i>Interview Guide</i>	<i>Employed at the end of the project implementation</i>	<i>Qualitative data regarding students' confirmation and further elaboration on the project-based learning implementation</i>

### ***Data collection technique***

In line with the research design, the current study employed various data collection techniques to obtain the data. First, the data were collected through classroom observation. During the classroom observation, data were collected on ESP students' behavior and attitudes toward the project-based learning implementation. During the classroom observation, the current study focused on students' reactions to any instruction given by the lecturers during the project discussion. Some of their utterances were also noted to enrich the data collection process and support their attitudes toward the implementation of the video advertising project. Following a series of classroom observations, data collection continued with the distribution of questionnaires to ESP students. The questionnaire was distributed online through Google Forms. The ESP students were required to fill out the questionnaire for 20 minutes. After obtaining the questionnaire results, the data were checked, and several ESP students were selected to participate in the final data collection, which involved an interview. The interview was conducted at separate times so that each student could freely share their inner thoughts and perspectives on the project without being influenced by other students' answers. The interview was recorded and transcribed to help the data analysis process.

### ***Data analysis technique***

After collecting the data, the research proceeded to the next phase, which was the data analysis process. In the current study, two data analysis processes were employed: quantitative descriptive data analysis and qualitative data analysis. The quantitative

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descriptive data analysis was employed to calculate the results of the questionnaire using closed-ended questions. The students' responses were tabulated and calculated to identify the mean of each indicator. The result of the calculation was then classified based on the frequency distribution interval using class width (Mohammed et al., 2022). Moreover, further investigation was conducted by using the sentiment analysis from students' perceptions toward the implementation of Project-Based Learning in the form of a video advertising project. The sentiment analysis was first identified by checking the students' statements on the questionnaire with specific keywords indicating the statement is positive, neutral, or negative. Afterward, the sentiment of each statement was calculated to identify the percentage of neutral, positive, and negative responses.

Furthermore, from the students' elaboration on the open-ended question, content analysis was also employed. Content analysis involved coding keywords that appeared in each statement. Then, the total number of sentences containing a particular code was calculated to identify the percentage of students' responses toward their perceptions of project-based learning implementation.

**Table 2.** *Interval frequency distribution classification*

<i>Interval</i>	<i>Classification</i>
<i>1.00 - 1.80</i>	<i>Poor</i>
<i>1.81 - 2.60</i>	<i>Fair</i>
<i>2.61 - 3.40</i>	<i>Good</i>
<i>3.41 - 4.20</i>	<i>Very Good</i>
<i>4.21 - 5.00</i>	<i>Excellent</i>

The qualitative data analysis model is divided into three stages (Miles et al., 2014). The first stage is data condensation, where the collected data is filtered to eliminate unrelated data and reduce redundancy. The second stage involves data display, where the results of data filtration are categorized to identify trends in the current phenomenon. Two categories were employed: positive and negative responses. In this stage, sentiment analysis and content analysis were employed. Further elaboration and a table were also employed to facilitate the reader's comprehension of the data. The third stage is the conclusion drawing, in which the

categorized data were compared to prior research findings and theories. To support the conclusion drawn from the data analysis, additional interpretation was also provided.

## RESULT AND DISCUSSION

### *Results*

To identify the implementation of Project-Based Learning in the form of a video advertising project as an effort to increase creative thinking skills in learning English for Tour Operation, the research team distributed online questionnaires to students. The questionnaire distributed aimed to explore student perceptions regarding the implementation of Project-Based Learning in the form of video advertising projects as an effort to increase creative thinking skills in learning English for Tour Operation. From the questionnaire that was distributed to 24 students, the results obtained were as follows: those listed in **Table 3**.

*Table 3. Students' statements toward the video advertising project*

<i>No</i>	<i>Statement</i>	<i>Score</i>
1	<i>I got a chance to create an imagination of my current project</i>	4.375
2	<i>I have experience in the product creation process</i>	4.208
3	<i>I got an opportunity to share my idea in multimodal mode (audio, text, picture, and/or video)</i>	4.417
4	<i>I have a motivation to learn</i>	4.375
5	<i>I have a high learning quality</i>	4.125
6	<i>I have the freedom to use my learning style during the discussion</i>	4.375
7	<i>I appreciate other students' products</i>	4.500
8	<i>I like doing some collaboration with other students on my project</i>	4.208
9	<i>I got an opportunity to share my idea during the discussion</i>	4.375
10	<i>I respect other students' opinions</i>	4.625

From the table above, it is evident that nine out of ten statements received a mean score greater than 4.200. It indicates that the implementation of the video advertising project strongly supports the enhancement of creative thinking skills. The high scores in imagination, multimodal expression, and peer appreciation reflect a positive, collaborative learning environment. Consistently high motivation and perceived learning quality indicate effective instructional practices. Also, the exceptional respect for peer opinions contributes to a safe

and inclusive atmosphere for learning. Therefore, not only does it support creative thinking skill practice, but the implementation of the video advertising project also fosters a positive learning environment for students.

To gain an in-depth perspective, a close-ended question was included at the end of the questionnaire related to students' opinions on the video advertising project implementation and its connection to the enhancement of creative thinking skills. The ESP students' answers were also clarified and confirmed to enhance comprehension of the current phenomenon. The data analysis, which utilized sentiment analysis, revealed that most ESP students (91.67%) believed the video advertising project implementation enhanced their creative thinking skills. In contrast, only 2 ESP students (8.33%) reported no improvement (See **Table 4**).

**Table 4.** *Sentiment analysis result*

<i>Statement</i>	<i>Total (N)</i>	<i>Percentage (%)</i>
<i>Positive</i>	22	91.67
<i>Neutral</i>	0	0
<i>Negative</i>	2	8.33

From the sentiment analysis result, further content analysis was conducted. This content analysis aimed to identify the specific skills or aspects influenced by the implementation of the video advertising project. The content analysis revealed that ESP students' positive statements emphasized creative idea enforcement, negotiating skill practice, creative scriptwriting skill practice, and video editing skill practice. In contrast, the negative statements criticized the group members' contributions during the project.

**Table 5.** *Content analysis result*

<i>Aspects</i>	<i>Total (N)</i>	<i>Percentage (%)</i>
<b><i>Positive</i></b>		
<i>Creative Idea Enforcement</i>	8	33.34
<i>Negotiating Skill Practice</i>	6	25.00
<i>Creative Scriptwriting Skill Practice</i>	6	25.00
<i>Video Editing Skill Practice</i>	2	8.33
<b><i>Negative</i></b>		

<i>Group Contribution</i>	2	8.33
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The first positive statement highlighted in the current study is creative idea enforcement. A total of 33.34% of ESP students reported that the video advertising project helped them generate more creative ideas. The creative idea enforcement occurred as the ESP students felt that, through the project, they had exposed themselves to thinking creatively and gathered as many ideas as they could. The idea enforcement began with the concept arrangement, and they needed to develop the core idea into a sequence of actions in the video advertising.

*"Actually, it is handy for us to develop our ideas or imagination, which are very interesting and unique." (S.14)*

*"In my opinion, in the process of making a video, we definitely think about interesting video concept ideas, starting from how to shoot the video, determining the back sound, and up to the finished video, which definitely requires highly creative ideas." (S.15)*

*"Yes, making video advertising can be a good place to hone my creative side, because making video advertising requires creative thinking in every video text, video editing, and the content you want to create." (S.20)*

Not only did the implementation of the video advertising project enforce creative ideas, but it also enabled ESP students to enhance their negotiating skills as part of Project-Based Learning. 25% of the students mentioned that, through the video advertising project, they practice their negotiating skills. During the group discussion, they were required to share their idea on the video concept. They shared their opinions and views on the script and storyboard, discussing the most effective way to complete the project. Throughout the discussion, agreements and disagreements arose, and it was recommended that they negotiate with other group members to find a solution to overcome the obstacles.

*"I think making this video honors our creativity because I can have the opportunity to convey the ideas. I have to discuss together with my group friends so that we can create more interesting videos, and we can also have the opportunity to visit some places we may have never visited." (S.16)*

*"In my opinion, it really helps me to express myself. I can do it with my friends. I can express existing ideas and can also accept opinions from others." (S.19)*

*"Of course, because we are really given the freedom to express our ideas and hone our skills, even though there are still some of us who are not yet capable, we realize that this is a learning stage, so we are even braver to try." (S.24)*

Besides, the implementation of the video advertising project also encouraged ESP

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students to enhance their creative writing skills. Unlike academic writing, ESP students noted that creative writing demands innovative ideas and aims to capture the audience's interest. 25% of students stated that the video advertising project offers the freedom to write and allows them to express their creative ideas in a video script. Moreover, the ESP students also highlighted that writing a script helps them empower the video narration, enabling the audience to grasp the message conveyed in the video.

*"It really honors creativity because here we are given the freedom to determine the video theme and are not bound, and the language or words used are also not demanded. The important thing is to be polite and easy to understand, so I feel it is beneficial in terms of creativity and skills." (S.25)*

*"Yes, making video advertising like this can hone my creative side. In expressing information about tourist destinations, I need to think of interesting and creative ways to convey messages visually and narratively. For instance, when compiling vlog text for video advertising, I must consider creative ways to describe the beauty of Uluwatu Temple. I also need to think about how to combine images and videos to create a strong and interesting narrative. This can help me hone my creative side in producing interesting and memorable content." (S.4)*

*"Yes, the reason is that when making a video, there is a lot to think about, starting from a good script, so we have to think and try to be more creative so that the video can attract more attention from the audience." (S.9)*

Furthermore, not only were soft skills being sharpened, but the implementation of the video advertising project also empowered ESP students' complex skills in video editing. This phenomenon occurred as some ESP students gained new experience in editing a video. 8.33% students stated that they could practice their video editing skills. They discussed the video concept, the storyboard, and the proper music background to create an interesting advertising video. Moreover, they also considered the use of cameras in shooting natural landscapes to create a sense of "real experience" for the audience.

*"It boosts my creativity since we are trained in terms of video editing, especially what transitions we might need and perhaps in terms of choosing music, of course adjusting the beat, and in terms of creativity when creating scripts so that the audience does not get bored watching our videos." (S.3)*

*Making video advertising can provide a great opportunity to hone creativity. I can explore different shooting techniques, such as using the camera for epic aerial views or slow-motion shooting to capture the small details of the travel experience." (S.7)*

However, few ESP students were unaware of their improvement in creative thinking skills. Two of the ESP students (8.33%) stated that the implementation of the video advertising project could not boost every student's creativity, as different people have different tastes in creativity. Besides, both students faced problems in distributing group

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contributions because some group members lacked the skills to edit videos, resulting in no contribution to the project.

*"In terms of personal creativity, it is lacking because editing depends on taste. So, it's a bit difficult to adjust which ones are suitable, and there are also those in the group who can't edit videos, so they don't contribute much." (S.8)*

*"It is not for everyone. For example, during the editing part, some people are less enthusiastic about this aspect. So on, and in the group, there are still those who can't edit videos, so they don't contribute much." (S.5)*

It indicates that the use of video advertising projects in the classroom still contributes to some learning drawbacks for students' improvement. Students' equal distributions were required to accomplish the project better.

### **Discussion**

The implementation of video advertising as a project-based learning in English for Tour Operations draws positive perspectives from the ESP students. From the statements provided in the questionnaire, it is evident that the implementation of the video advertising project strongly supports the enhancement of creative thinking skills. The high scores in imagination, multimodal expression, and peer appreciation reflect a positive, collaborative learning environment. Consistently high motivation and perceived learning quality indicate effective instructional practices. Also, the ESP students learn how to respect others' opinions, contributing to a safe and inclusive atmosphere for learning.

The positive perceptions from the ESP students supported the prior studies promoting the benefits of having project-based learning in the classroom. The current study unraveled that the implementation of project-based learning research results reflects a positive learning environment that fosters creativity, collaboration, and respect among students. The project-based learning as a form of video advertising project provides an opportunity for students to think creatively. They need to consider the video concept, script, and editing process. This aspect is crucial for developing innovative solutions and can lead to more engaging learning experiences. Thus, students will be able to gain a deeper learning experience in a case and have a sharper understanding of solving problems (Miller & Krajcik, 2019).

Through project-based learning, the ESP students could also gain hands-on experience in handling the task. They need to collaborate and discuss the project with their group member. They are also required to produce the project's output, an advertising video. Through

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a series of activities, this study suggests that ESP students can value their hands-on experiences by collaborating with their peers. This aligns with the aforementioned point that ESP students will actively participate in learning activities and collaborate to achieve the project's final goal (Hasni et al., 2016). Furthermore, the challenging situation in project-based learning also helps students develop their creativity, enhance their critical thinking, and deal with real problems in a meaningful context (Ilham, 2022). Therefore, by having students work with other students, project-based learning can integrate real-world applications in education, enhancing their collaborative skills and teamwork.

Furthermore, the project-based learning could also provide various modes of expression (audio, text, picture, video) for ESP students to express. This situation allows students to showcase their ideas in ways that resonate with them. In line with prior findings, the project-based learning enables the ESP students to apply various preferred learning techniques (Yusuf et al., 2023). Thus, the project activity could support diverse learning styles and encourage deeper engagement. Moreover, project-based learning also provides an opportunity for teachers to use varied material resources and conduct ongoing assessment (Rambe & Suganda, 2023). Allowing students to engage with material in ways that suit their learning preferences can lead to more effective learning experiences and greater satisfaction. Indirectly, it could also affect their motivation and effectively inspire students to pursue knowledge actively, as the learning activity motivates them to take part in group activities (El Moudden & Lamkhanter, 2024). Therefore, this finding supports prior studies that identified that project-based learning also encourages students' motivation (Kavlu, 2022), interest (Kavlu, 2022), and enthusiasm (Amalia et al., 2024) in learning.

On the other hand, implementing a video advertising project could provide a medium for students to appreciate each other's ideas and products. Encouraging peer feedback can enhance collaborative learning and create a more inclusive atmosphere. By having a strong appreciation for peers' work, the learning activity could foster a supportive community. Students feel they can contribute to discussions, which promotes active participation and critical thinking; ensuring all voices are heard can enhance this further. This situation is vital for creating a safe space for dialogue and encourages students to express themselves freely. This finding also supports a prior study that revealed project-based learning enables students

to work in groups, share information cooperatively, and care about each other's problems (Bagherzadeh et al., 2014).

## CONCLUSION AND IMPLICATION

### ***Conclusion***

The learning outcome in 21st-century education requires the integration of 4C competence, including communication, collaboration, critical thinking, and creative thinking. The industry also demands creative graduates to fulfill strategic positions in the tourism industry. With the curriculum update, project-based learning can support the integration of creative thinking competence in language teaching and learning through the use of video advertising projects. The current study's findings revealed the potential of video advertising projects to boost ESP students' creativity. Most ESP students perceived the project implementation positively. They highlighted four aspects that benefit their learning, including creative idea enforcement, negotiating skill practice, creative scriptwriting skill practice, and video editing skill practice.

Furthermore, the positive perceptions were also supported by the high scores in imagination, multimodal expression, and peer appreciation opportunity, which reflect a positive and collaborative learning environment. This project also results in high motivation and learning quality, which indicates effective instructional practices. Furthermore, the project could also lead the students to respect others' opinions during the classroom discussion, which contributes to a safe and inclusive atmosphere for learning. Therefore, the advertising project not only supports the practice of creative thinking skills but also fosters a positive learning environment for students. It implies that the use of advertising projects could affect students' creative thinking in the ESP classroom.

### ***Limitation***

The current study focused on taking ESP students' perception as the data basis through a qualitative data collection. Further investigation into quantitative data collection could yield different research outcomes. Moreover, the benefits of the video advertising project implementation were viewed only from the ESP students' perspective. Different views may arise on the teacher's side, and the video advertising project's implementation challenges and drawbacks could also be investigated in further research. Therefore, it is suggested that other

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researchers take further study using different research approaches, different participants, and different scopes of projects, including podcasts, blogs, or virtual tours.

***Implication***

By identifying the ESP students' perceptions of video advertising project implementation, the current study unraveled the benefits of having project-based learning in the ESP classroom. The result of the current study provides insight for other teachers and lecturers to implement the current project in their English classrooms, especially in emphasizing the enhancement of creative thinking skills. The positive impacts shared by ESP students, including creative idea enforcement, negotiating skill practice, creative scriptwriting skill practice, and video editing skill practice, serve as evidence of benefits that translate into potential learning outcomes when using the video advertising project as a project-based learning output. Therefore, the updated curriculum needs to integrate project-based learning to emphasize the enhancement of creative thinking skills in the classroom.

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