

# UTILIZING CAPCUT TO FOSTER CREATIVE WRITING SKILLS IN EFL STUDENTS: A DIGITAL MEDIA APPROACH

## UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In Partial Fulfillment of the Requirements  
For a Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



UNIVERSITAS ISLAM NEGERI  
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**STATE ISLAMIC UNIVERSITY OF  
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FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
OCTOBER 2024**

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SKILL IN EFL STUDENTS: A DIGITAL MEDIA APPROACH**

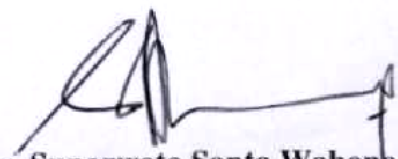
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UNIVERSITAS ISLAM NEGERI  
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# UTILIZING CAPCUT TO FOSTER CREATIVE WRITING SKILL IN EFL STUDENTS: A DIGITAL MEDIA APPROACH

## UNDERGRADUATE THESIS

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a bachelor's degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program

Day: Wednesday  
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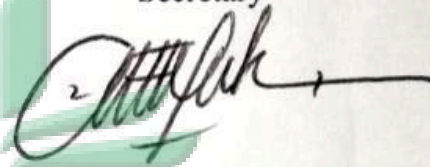
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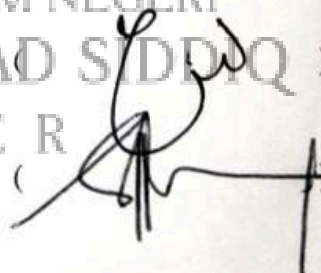
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## MOTTO

*The ultimate purpose of education is to create individuals who can do new things, not just repeat what previous generations have done: Creative people who have the power of creation and discovery.*

-Albert Einstein<sup>1</sup>



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<sup>1</sup> Scimedia “Perangkat Pembelajaran K13” <https://images.app.goo.gl/uh9Lev32VyadhFSM9>  
(hasbeen accessed on July 3, 2024, 8.30am).

## DEDICATION

1. My beloved mother Sri Marlina who has always fully supported my struggles, from accompanying me when I registered for college until now at the finish line. Always pray to me and give me encouragement when I want to give up. Thank you for give me love and affection in every time.
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6. Thanks to Allah SWT for giving me patience and the power to enlighten in my heart and mind, so that I can to complete this research.

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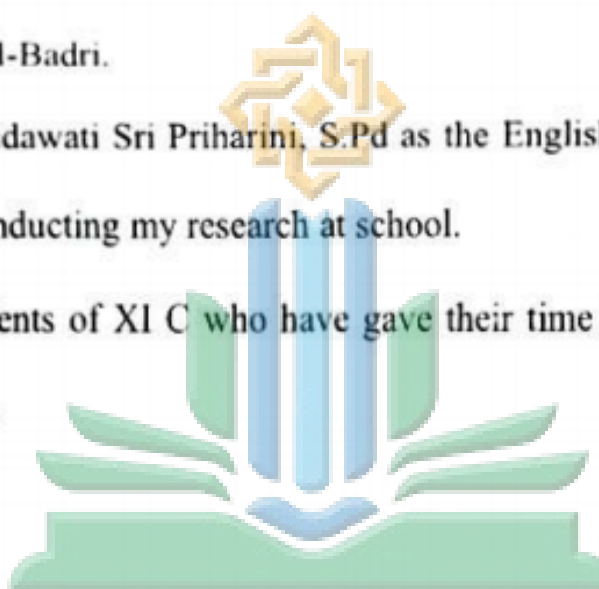
Alhamdulillah Rabbil 'Alamain. Thanks to Allah SWT, because of His generosity the author was able to completed this undergraduate thesis well. Sholawat and Salam are given to our .prophet Muhammad SAW, human who brought us from the darkness to the lightness and brought us from the jahiliyah to the islamiyah.

This undergraduate thesis “Utilizing Capcut To Foster Creative Writing Skills In EFL Students: A Digital Media Approach” compiled to fulfill one of the requirements for achieving this undergraduate thesis degree of English Language Teaching of State Islamic University of Kiai Haji Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the helped and guidance from other people. Therefore, the researcher would like to thank:

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## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>APPROVAL OF ADVISOR</b> .....	<b>ii</b>
<b>APPROVAL OF EXAMINER</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>INTRODUCTION</b> .....	<b>629</b>
<b>METHOD</b> .....	<b>631</b>
<b>RESULTS AND DISCUSSION</b> .....	<b>632</b>
<b>CONCLUSION</b> .....	<b>636</b>
<b>REFERENCES</b> .....	<b>636</b>
<b>LIST OF APPENDICES</b>	
Appendix 1: Authenticity Statement of Writing .....	<b>1</b>
Appendix 2: Draft Manuscript .....	<b>2</b>
Appendix 3 : Turnitin.....	<b>16</b>
Appendix 4: Statement of Permission for Research .....	<b>19</b>
Appendix 5: Statement Letter of Research Completion .....	<b>20</b>
Appendix 6 : Proof of Submission .....	<b>21</b>
Appendix 7: LOA .....	<b>22</b>
Appendix 8: Correspondence or Reviewer .....	<b>23</b>
Appendix 9: Documentation of the Research .....	<b>26</b>
Appendix 10: Researcher Bibliography .....	<b>28</b>



**LIST OF TABLES**

Table 1. Students' writing activities before and after using capcut .....**632**

Table 2. Students' writing experiences before and after using capcut .....**634**



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## UTILIZING CAPCUT TO FOSTER CREATIVE WRITING SKILLS IN EFL STUDENTS: A DIGITAL MEDIA APPROACH

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**Abstract:** The rapid advancement of digital media has opened new avenues for enhancing educational practices, particularly in language learning. This study investigates the potential of CapCut, a popular video editing application, to foster creative writing skills among EFL (English as a Foreign Language) students. EFL learners often face challenges such as difficulty in expressing ideas, lack of confidence, limited vocabulary, and low motivation. By integrating CapCut into the curriculum, this study aims to create an engaging, interactive, and pressure-free environment to stimulate students' interest and proficiency in creative writing. Using a descriptive qualitative approach, data was collected from 15 high school students through observations, structured interviews, and narrative descriptive analysis. The results demonstrate that the use of CapCut significantly enhances students' productivity and creativity in writing. Students showed a notable increase in the number of words written and the quality of paragraphs produced. Additionally, the interactive nature of CapCut made the learning process enjoyable, which in turn improved student motivation and confidence in their writing abilities. Based on these findings, the study recommends incorporating digital media tools like CapCut into EFL teaching strategies to create a dynamic and supportive learning environment. Educators should receive training on the effective use of such tools to maximize their potential benefits. Future research could explore the long-term impacts of digital media integration on language learning and expand the study to include a larger and more diverse student population.

**Keywords:** *creative writing; digital media; CapCut; EFL students; writing skills; language learning; educational technology.*

### INTRODUCTION

The advent of digital media has significantly transformed various aspects of education, particularly in the field of language learning. Traditional methods of teaching English as a Foreign Language (EFL) often encounter challenges such as student disengagement, lack of motivation, and difficulties in expressing ideas creatively (Alkhaldi, 2023; Alkhaldi, Ozdemir, & Alhasan, 2022). To address these issues, educators are increasingly integrating digital tools into their teaching practices. One such tool is CapCut, a popular video editing application that offers a unique platform for enhancing creative writing skills among EFL students (Aprilliani & Effendi, 2022; Febyana Arlin, Budiyo, & Harjono, 2023). This study explores the potential of utilizing CapCut to foster creative writing skills in EFL students, aiming to create an engaging and interactive learning environment.

Creative writing is a crucial component of language learning that helps students develop their linguistic abilities, express their thoughts and emotions, and engage more deeply with the language. However, many EFL students struggle with creative writing due to various reasons, including limited vocabulary, lack of confidence, and insufficient motivation (Ernalida, Oktarina, & Ansori, 2021; Fadhly, 2021). Traditional teaching methods often fail to address these challenges effectively, leading to a need for innovative approaches that can make learning more appealing and accessible (Haristiani & Mumu, 2020; Harshini, 2020).

The integration of digital media in language learning has gained considerable attention in recent years, with numerous studies highlighting its potential benefits for enhancing various language skills, including creative writing (Alkhaldi, 2023; Alkhaldi, Ozdemir, & Alhasan, 2022). Alkhaldi

(2023) explored the impact of technology on students' creative writing skills, revealing that digital tools can create a more engaging and interactive learning environment. Similarly, Alkhaldi, Ozdemir, and Alhasan (2022) emphasized the positive perspectives of engineering students on ESP creative writing when using digital media.

Almelhi (2021) demonstrated the effectiveness of the ADDIE model within an e-learning environment in developing creative writing skills among EFL students, while Ernalida et al. (2021) reported positive student responses towards e-learning content on creative writing during the COVID-19 pandemic. These findings suggest that digital platforms can enhance learning experiences by making them more engaging and accessible.

The use of specific digital tools like CapCut in educational contexts has shown promising results. Aprilliani and Effendi (2022) found that CapCut improved students' skills in writing advertisement texts, and Febyana Arlin et al. (2023) reported its effectiveness in learning writing explanation texts for junior high school students. These studies indicate that CapCut can be a valuable tool for fostering creative writing skills among EFL students.

Fadhli et al. (2023) developed a digital learning environment that supports online learning, highlighting the role of digital media in improving educational outcomes. Fadhly (2021) synthesized effective strategies for IT-mediated writing, and his subsequent studies (2022, 2023) further explored the cognitive processes involved in academic writing and the impact of extensive reading on creating research gaps.

The use of digital media for language learning extends beyond writing. For example, Fansury et al. (2020) discussed the benefits of digital content for millennial learners during the COVID-19 pandemic, while Fatimah et al. (2019) introduced digital comics as an innovative media technology for teaching English short stories. Haristian and Mumu (2020) combined chatbots and social media to enhance personal learning environments, and Harshini (2020) explored the influence of creative writing on language skills.

Jaashan (2022) highlighted the importance of teaching figures of speech to enhance EFL learners' creative writing, and Kakerissa et al. (2023) utilized Indonesia's superdiversity as a learning source in creative writing teaching. Karwandi et al. (2022) focused on the innovative process of virtual drama in creative writing, and Kumar (2020)

examined approaches to teaching writing skills with creative writing in TESOL contexts.

Mandasari and Aminatun (2022) investigated teachers' beliefs and practices towards digital media in English learning during the pandemic, while Maulidah et al. (2024) integrated Canva and CapCut applications for EFL beginners. Nuraeni and Fadhly (2018) analyzed teacher correction strategies in EFL speaking classes, and Yulianti and Fadhly (2020) explored Indonesian EFL learners' writing strategies.

Phillips and Kara (2021) provided a practical guide for using creative writing in social research, and Smith (2020) discussed innovative strategies for creative writing. Syaparuddin and Elihami (2020) examined the use of low-resolution videos to enhance student motivation, and Wahono and Afifah (2022) highlighted the benefits of using picture series to develop writing skills.

Yang (2022) investigated digital teaching of creative writing in the context of big data, and Rejina (2021) reviewed the role of poetry in English language learning. Pahmi et al. (2022) discussed the use of CapCut as a learning media, and Pebriani et al. (2022) explored the effect of using the GIST strategy on reading comprehension.

Priandini et al. (2023) reported on the use of CapCut to improve students' creativity in social studies learning, and Prasetyo and MS (2021) examined the use of WhatsApp for teaching during the pandemic. Hapsari et al. (2021) discussed the role of teachers in motivating students during remote learning, and Pentury et al. (2020) emphasized the development of 21st-century skills through creative writing.

Previous studies have highlighted the benefits of integrating technology into language learning. For instance, Alkhaldi (2023) demonstrated the positive impact of technology on students' creative writing skills in Jordan, while Ernalida et al. (2021) reported positive student responses to e-learning content during the COVID-19 pandemic. Similarly, Fatimah, Santiana, and Saputra (2019) introduced digital comics as an innovative medium for teaching English short stories, and Fansury, January, and Rahman (2020) emphasized the role of digital content in engaging millennial learners.

Despite these advancements, there is still a gap in the literature regarding the specific use of video editing applications like CapCut in enhancing EFL students' creative writing skills. While some studies have explored the general benefits of digital media in education, there is a lack of research focusing on how these tools can specifically

improve writing skills (Fadhly et al., 2023; Karwandi, Inderawati, & Sitingjak, 2022). This research aims to fill this gap by examining the effectiveness of CapCut in fostering creative writing among EFL students.

This study is significant because it addresses a critical gap in the existing literature and provides insights into the practical application of digital media tools in language education. By focusing on the use of CapCut, this research contributes to the ongoing discourse on innovative teaching methods and offers practical recommendations for educators looking to enhance EFL students' creative writing skills (Almelhi, 2021; Maulidah et al., 2024). The findings of this study have the potential to inform future educational practices and policies, ultimately leading to improved language learning outcomes for students.

## METHOD

This study employs a descriptive qualitative approach to explore the effectiveness of using CapCut to enhance creative writing skills among EFL students. The qualitative research design is particularly suitable for this study as it allows for an in-depth understanding of students' experiences and perceptions (Creswell & Creswell, 2018; Merriam & Tisdell, 2016). The methodology includes data collection through document analysis, observations, and interviews, providing a comprehensive overview of the impact of digital media on creative writing.

The participants in this study were 15 high school students from a public school in Jember, Indonesia. The selection of participants was based on purposive sampling, ensuring that the chosen students had varying levels of English proficiency to provide diverse perspectives (Creswell & Poth, 2018).

Data collection involved several methods to ensure a robust and comprehensive analysis. Document analysis was used to examine students' written works before and after the intervention with CapCut, providing tangible evidence of improvement in their writing skills (Sankofa, 2023; Bowen, 2019). This method is effective in analyzing existing records and written materials, offering insights into the changes in students' creative writing abilities.

Observations were conducted during the creative writing sessions where students used CapCut. These sessions were recorded, and field notes were taken to capture students' interactions with the application and their engagement levels (Brinkmann, 2018). Observational data helped in

understanding the context and environment in which students were learning, providing a naturalistic perspective on their experiences (Hatch, 2023).

Interviews were also conducted with the students to gather their personal experiences and perceptions of using CapCut for creative writing. The interviews followed a semi-structured format, allowing for flexibility in responses while maintaining focus on key themes (Elliott & Timulak, 2021; Patton, 2015). This approach facilitated an in-depth exploration of students' attitudes, motivations, and challenges encountered during the learning process (Darlington & Scott, 2020).

The collected data were analyzed using thematic analysis, a method suitable for identifying, analyzing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2019). The process involved coding the data, identifying significant themes, and interpreting these themes to understand the broader implications of the findings (Saldaña, 2021).

The document analysis involved comparing students' creative writing samples before and after using CapCut. This comparison helped in identifying improvements in vocabulary, coherence, creativity, and overall writing quality (Cardano, 2020). Observational data were coded to highlight recurring behaviors and engagement patterns, providing insights into how CapCut influenced students' participation and interest in creative writing (Crabtree & Miller, 2023). Interview transcripts were transcribed and coded, with key themes identified through a systematic process of categorization and thematic development (Lichtman, 2023; Sankofa, 2023). This allowed for a nuanced understanding of students' personal experiences and the factors contributing to their perceived improvements in writing skills.

To ensure the trustworthiness of the study, several strategies were employed. Triangulation was used to corroborate findings from document analysis, observations, and interviews, enhancing the credibility of the results (Silverman & Patterson, 2021). Member checking was conducted by sharing the findings with the participants to confirm the accuracy and resonance of the interpretations (Nassaji, 2020). Additionally, reflexivity was maintained throughout the research process to acknowledge and address potential biases (Braun & Clarke, 2019).

Ethical considerations were paramount in this study. Informed consent was obtained from all

participants, ensuring they were aware of the study's purpose and their rights to confidentiality and withdrawal at any time (Hennink, Hutter, & Bailey, 2020). The study adhered to ethical guidelines for conducting research with human subjects, as outlined by institutional review boards and relevant ethical committees (Creswell & Creswell, 2018).

The table 1 below summarizes the students' initial experiences and attitudes towards writing, their experiences after using the CapCut application, the impact of CapCut on their writing skills, and quotes from the students that illustrate these changes. This comprehensive view provides insights into how the integration of digital media, specifically CapCut, can influence students' engagement, creativity, and confidence in their writing abilities.

**RESULTS AND DISCUSSION**

*Students' writing activities and experiences before and after using CapCut*

**Table 1. Students' writing activities and experiences before and after using capcut**

No	Student	Initial Writing Experience	After Using CapCut	Impact of CapCut	Quotes
1	HSM	Enjoys writing but lacks confidence in the quality of own writing.	Able to create good and unique written work.	Improved confidence and creativity.	"At first, I couldn't edit, but after trying this application, I was able to create a good and unique written work."
2	SM	Enjoys writing as a self-evaluation tool.	Enjoys using CapCut for exchanging information between videos or photos.	Increased enjoyment and engagement in writing activities.	"I really enjoy using CapCut media because with this app, I can exchange information between videos or photos."
3	RM	Likes writing a little, enjoys own writing despite quality.	Developed a liking for writing, helps avoid boredom, enjoys editing features.	Enhanced interest and engagement in writing.	"After using CapCut, I have developed a liking for writing because it helps me to avoid boredom and there are many features."
4	EH	Dislikes writing, lacks confidence in writing abilities.	Interested in writing digital content, finds it less energy-consuming.	Increased interest in writing digital content.	"Originally, I didn't like writing, but with the presence of the CapCut application, it made me interested in writing digital content."
5	LS	Enjoys writing, seeks engagement, uses feelings and emotions.	Motivated by easier editing and knowledge expansion.	Increased motivation and ease in writing.	"I'm motivated by this application because it's easier to edit writings and, of course, expand my knowledge."
6	AUA	Fond of writing, complies with teacher's requests, appreciates own work for comprehension.	Created own written video content despite initial difficulties.	Enhanced ability to create digital content and increased skill development.	"After editing with the CapCut application, I was finally able to create my own written video content, even though I had a bit of trouble understanding the application at first."
7	F	Likes writing, dependent on mood, prefers limited amounts to avoid tiredness.	Better understanding of creating video/photo captions.	Improved understanding of digital content creation.	"I understand better how to create a video/photo caption on that app."
8	RN	Likes writing except in Arabic, mood and surroundings influence writing enjoyment.	Finds CapCut easy to use, helps in creating motivational writings for others.	Enhanced creativity and ease in creating motivational writings.	"In my opinion, it's very easy because I often use the CapCut app to edit videos or photos and with this app, it makes me more creative in creating motivational writings for others."
9	FA	Dislikes writing, mood-dependent, appreciates own writing despite clarity issues.	Facilitates writing process and sparks interest in creating written works.	Increased interest and facilitated writing process.	"This application facilitates my writing process and sparks my interest in creating written works."
10	HH	Likes writing, sometimes unhappy with assignments,	More inclined to write using the app,	Reduced fatigue and increased	"With the CapCut app, I find myself more inclined to write in the app because it doesn't make

		enjoys writing own pieces for ease of understanding.	finds it less tiring than writing in a book.	engagement in digital writing.	me feel tired or lose interest, unlike writing in a book."
11	SQ	Definitely likes writing, happy when asked to write, enjoys creating books of stories.	Became more creative, able to make various types of videos, developed a hobby for writing.	Enhanced creativity and development of a writing hobby.	"After using the CapCut app, I found myself becoming more creative and able to make various types of videos, such as motivational writing videos. Using this app has also made me develop a hobby for writing."
12	SS	Likes writing depending on mood and topic, complies with teacher's requests despite mood, lacks confidence.	Finds it easier to make and edit videos, helps unleash creativity.	Enhanced ease in video creation and unleashed creativity.	"With the use of CapCut, I find it easier to make and edit videos, and it also helps me to unleash my creativity."
13	SNA	Enjoys writing occasionally, prefers digital media for writing to avoid fatigue, finds own writing less engaging.	Can edit videos and perfect text using app features.	Improved ability to edit and perfect writing.	"After using the CapCut app, I can edit my videos and make my text perfect by utilizing the features available in the app."
14	SFH	Loves writing but finds it tiring and confusing at times.	Became more skilled at editing, expresses creativity in writing more easily.	Increased skill in editing and ease in expressing creativity.	"Initially, I was unable to edit because I often used templates from other people's work. After I tried and made an effort to edit on my own, it helped me become more skilled at editing."
15	RA	Sometimes likes writing depending on topic, feels less confident about written work.	More confident in editing, creates unique pieces using app features.	Increased confidence and ability to create unique written works.	"This app makes me more confident in editing because it can generate a unique piece of writing and many unique features are available for users to use."

The table 2 above provides a detailed comparison of students' writing experiences before and after using the CapCut application. Initially, many students displayed a range of attitudes towards writing, from enjoyment to reluctance, often influenced by their confidence and mood. Students like HSM and EH, who initially lacked confidence or disliked writing, reported significant improvements in their confidence and interest in writing after using CapCut. This shift underscores the positive impact of digital tools in transforming students' attitudes towards writing.

Post-intervention, students expressed enhanced creativity and enjoyment in their writing tasks. For instance, students like LS and AUA highlighted the ease of editing and the expansion of knowledge through CapCut, which motivated them to engage more with their writing. The ability to create unique and good-quality written work using CapCut features was a common theme, indicating that the application not only facilitated the writing process but also inspired students to explore their creative potential.

Furthermore, the use of CapCut has made the writing process less tedious and more enjoyable for

students who initially found writing tiring or boring, such as F and HH. The digital platform's interactive features and ease of use have played a significant role in keeping students engaged and motivated. This suggests that integrating digital media tools like CapCut can effectively address some of the common challenges students face in traditional writing tasks.

In addition, the application has proven to be a valuable tool for fostering students' ability to create and edit multimedia content. Students like RN and SS found that CapCut made it easier to produce and refine their writing, which helped unleash their creativity. The flexibility and convenience of using an online platform also contributed to the positive reception and increased usage of CapCut among students.

The qualitative feedback from students reflects a broader impact on their learning experience. Many students reported that CapCut facilitated better understanding and retention of lesson content, as seen with AUA and FA. The application not only helped in producing written work but also enhanced students' comprehension and

engagement with the material they were writing about.

Moreover, the increased confidence in writing and editing abilities, as reported by students like RA and SFH, highlights the potential of CapCut to empower students in their learning journey. The application provided a supportive environment for students to experiment with their writing, leading to significant improvements in both the quality and quantity of their output.

The integration of CapCut into the writing curriculum has proven to be highly beneficial in fostering creative writing skills among EFL students. The significant improvements in writing quality, increased word count, and positive feedback from students reflect the application's effectiveness in making the writing process more engaging, enjoyable, and productive. This evidence supports the continued use of digital media tools in educational settings to enhance student learning outcomes.

**Table 2. Students' attitudes and writing experiences before using CapCut**

No	Name of Students	Results of Interview	Before Using CapCut	Number of Words
1	HSM	I love writing because writing is my hobby, but I don't enjoy my own writing because I feel my writing is not good.	I once had a traumatic experience when I fell off my motorcycle while traveling to the city. I still remember how suddenly my motorcycle skidded and I fell off the road, rolling and bleeding.	34
2	SM	I love writing because there's a saying that says "write because by writing we'll know that we've lived in the past." I use my own writing as a self-evaluation material.	When I first entered Islamic boarding school, I felt embarrassed, I missed my parents, I didn't know anyone, and I was always alone. When friends return home they can let go of their longing, whereas it's hard for me to go home because of the long journey overseas.	48
3	RM	I like writing a little and I don't like writing a lot. I enjoy my own writing, whether it's good or bad, but I have to enjoy it.	I have experienced trauma in my childhood. At the age of 4 I was tortured by my own aunt. Even though I am not naughty and always obey. In fact, I was left without eating for 1-2 days until I was hospitalized.	42
4	EH	I don't like writing. If there's a writing assignment, I still write because it's a teacher's instruction. Sometimes I enjoy my own writing and sometimes I don't because I don't believe in my own writing abilities.	When I was 11 years old, my friends and I took guava fruit from someone's house without permission. Not only guava fruit but also rambutan fruit. At that time we were used to doing silly things.	36
5	LS	I enjoy writing. If my teacher asks me to write better, I ask questions and respond to ensure it's more engaging. And I also enjoy my own writing because I use my feelings and emotions.	When I was in grade 10, I climbed the Kawah Ijen with 9 of my friends. There we enjoyed the beautiful view from the top of the mountain even though climbing it felt very tiring.	35
6	AUA	I have a fondness for writing. When my teacher requests me to write, I am delighted to comply. I appreciate writing my own work because it enables me to comprehend the lesson content that I am writing about.	Nowadays, reading comics online is my hobby, apart from that, playing online games is also my activity when I have free time to get rid of boredom.	27
7	F	I like writing, but I'm dependent on my mood and writing in limited amounts because if I write too much, it makes me tired and bored. When my teacher asks me to write, I do it because it's an assignment. And I enjoy writing my own stuff, depending on the writing style.	I really enjoy holidays to the beach because of the sunny weather and clear sea water. Holidays to the beach with my family are very enjoyable for me. This is an experience I really miss it.	36
8	RN	I like writing, except for writing in Arabic. When my teacher asks me to write, I still write because it's a trust from her. I enjoy writing on my own depending on my mood and surroundings. Sometimes I'm lazy to correct if there are mistakes in the words I write.	I once went on holiday to the beach with my best friend. There I enjoyed the breeze, watched the sunset, and played in the sand.	25
9	FA	I don't like writing and it depends on my mood. If I'm ordered by my teacher to write, I still write even though I'm not enthusiastic. I enjoy	I have a black cat at home. It makes me feel calmer and more relaxed, because they are always ready to accompany me when I'm lazing around at home. Cats also	42

		my own writing, even if it's not clear, because I appreciate my writing.	have their own way of entertaining me by playing with toys.	
10	HH	I like writing. Sometimes I feel unhappy when I'm asked to write. I enjoy writing my own pieces because they are easy to understand as I type my story on a diary application.	I had 3 friends in middle school. We are always together at school and even do schoolwork together. But when we graduated we didn't communicate anymore because we continued our education in different places.	34
11	SQ	I definitely like writing. When asked to write, I'm happy and pleased because I can create a book of stories from a novel by writing. Sometimes I use applications to write and make it easy. And I'm extremely fond of writing more than reading.	I always feel uncomfortable in math class, because I don't understand the concepts being taught. I think this lesson is very difficult because I don't like counting, and the way the teacher teaches is very confusing.	36
12	SS	I like to write depending on my mood and an interesting topic. If I'm asked to write by my teacher, I will still write even if my mood is not good. And I have little self-confidence in my writing because sometimes I feel that my writing is unclear and unfocused.	I always feel uncomfortable in math class, because I don't understand the concepts being taught. I think this lesson is very difficult because I don't like counting, and the way the teacher teaches is very confusing.	36
13	SNA	I have a fondness for writing. Occasionally, I enjoy writing and occasionally, I do not. When my teacher requests that I write in class, I may not feel enthusiastic about it. I more like to write on media like WhatsApp, Instagram; it does not make me tired than writing in a book. Moreover, I find my own writing to be less engaging.	My experience as a student was that I had to live independently and be responsible for myself. Over the years, I have learned to manage my time, manage my money, and maintain the awareness to stay focused on my goal of seeking knowledge.	43
14	SFH	I really love writing. If a teacher asks me to write, I'm really happy to do so. However, sometimes writing can be tiring and confusing, making it hard for me to start writing in the first place.	I go on holiday to the beach once a year with my family during Eid. We wore the same clothes and took photos together. This moment impressed me in my life.	31
15	RA	Sometimes I like to write and sometimes I don't. If a teacher asks me to write, it makes me like it but it depends on the topic that is interesting. I feel less confident about my own written work.	When I was little I liked playing traditional games with my friends such as hide and seek, jumping rope and others. But nowadays this game is rarely used because we prefer playing applications.	33
Total				538
Average				35.9 words

The table provides a detailed overview of students' initial attitudes towards writing, their writing samples before using CapCut, and the corresponding word count. This comprehensive analysis offers insights into the students' engagement levels, confidence, and the quality of their writing.

The table reveals a range of attitudes towards writing among the students. For instance, students like HSM and EH expressed a lack of confidence in their writing abilities, which is reflected in their relatively shorter and less detailed writing samples. This lack of confidence can be a significant barrier to creative expression, indicating a need for supportive interventions that can help these students build their self-esteem in writing.

On the other hand, students like SM and LS showed a strong affinity for writing, as evidenced by their longer and more expressive writing pieces. SM's piece about their experience at an Islamic boarding school and LS's account of climbing

Kawah Ijen highlight their ability to provide detailed narratives. These students seem to have a natural inclination towards writing but could benefit from tools that further enhance their skills and creativity.

The average word count of 35.9 words per piece indicates that the students' initial writing outputs were relatively brief. This brevity suggests that many students struggle to elaborate on their ideas and develop more complex narratives. The concise nature of their writing underscores the importance of interventions that can help students expand their thoughts and improve their writing fluency.

Mood and external factors play a critical role in students' writing experiences. For example, students like F and RN mentioned that their enjoyment and productivity in writing depend heavily on their mood and surroundings. This variability indicates that creating a conducive and motivating writing environment could significantly enhance their engagement and output.



Understanding and addressing these external factors can help educators design more effective writing activities that resonate with students' personal circumstances.

Students' responses also highlight the influence of digital media on their writing preferences. Students like SQ and SNA expressed a preference for using digital platforms to write, which they find less tiring and more engaging than traditional methods. This preference for digital media suggests that integrating tools like CapCut could cater to their interests and potentially transform their writing experiences. The flexibility and interactivity offered by digital tools can make writing more appealing and accessible for these students.

Furthermore, the data shows a wide range of word counts among the students' writings, indicating varying levels of detail and elaboration. Students like SM and RM produced longer, more detailed narratives, while others like RN and AUA wrote shorter, less detailed pieces. This diversity in writing length and style underscores the need for tailored approaches that can address individual differences and help each student improve their writing skills. By recognizing these differences, educators can implement personalized strategies that support all students effectively.

Overall, the insights from this table serve as a benchmark to measure the impact of using CapCut on students' writing abilities. By comparing these initial results with post-intervention data, educators can better understand the effectiveness of integrating digital media tools in enhancing creative writing skills among EFL students. The findings highlight the potential benefits of digital tools in fostering greater engagement, creativity, and confidence in writing, paving the way for more innovative and supportive educational practices.

## CONCLUSION

This study investigated the potential of CapCut, a popular video editing application, to enhance creative writing skills among EFL students. The findings indicate that integrating CapCut into the curriculum significantly improves students' writing abilities. The average word count per writing sample increased from 35.9 words before using CapCut to 63 words after its integration, demonstrating a marked improvement in students' capacity to express their ideas more elaborately and in greater detail.

Qualitative feedback from students revealed a positive shift in their attitudes toward writing. Many students who initially felt uncomfortable and

lacked confidence in their writing abilities showed increased engagement and motivation after using CapCut. The application's interactive and user-friendly features facilitated a more engaging and enjoyable writing experience, helping students overcome their initial hesitations and explore a wider range of themes and ideas. This transformation underscores the importance of digital tools in enhancing educational outcomes by fostering a dynamic and supportive learning environment.

The results suggest that digital media tools like CapCut can effectively enhance creative writing skills by providing an engaging platform for idea generation and development. By allowing students to express their thoughts freely and creatively, CapCut helps to improve both technical writing skills and student confidence. Incorporating such tools into EFL teaching strategies offers a promising approach to modernizing educational practices. Educators should be trained on the effective use of these tools to maximize their potential benefits. Future research could explore the long-term impacts of digital media integration on language learning and expand the study to include a larger and more diverse student population.

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**Dewi Andhika & Suparwoto Sapto Wahono**

*Utilizing CapCut to foster creative writing skills in EFL students: A digital media approach*



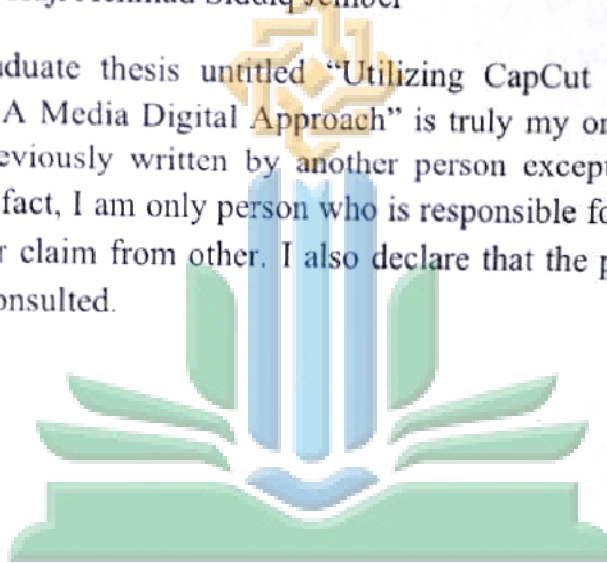
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## DECLARATION OF AUTHENTICITY

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Stated that the undergraduate thesis untitled "Utilizing CapCut To Foster Creative Writing Skills In EFL Students: A Media Digital Approach" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the undergraduate thesis if there is any objection or claim from other. I also declare that the publications cited in this work have been personally consulted.

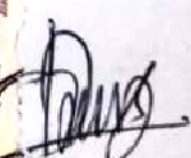


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APPENDIX 2

## BUILDING EFL STUDENTS' CREATIVE WRITING SKILLS USING CAPCUT

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**Abstract:** So this research is based on several phenomena that occur in the field during the English language learning process. This phenomenon is that students find it difficult to express their ideas or imaginations about writing, they are not confident in writing their own work, they have difficulty learning vocabulary in English, they are afraid of starting to write wrongly, they have difficulty organizing the composition of their writing in paragraph form, they lack motivation to be interested in learning to write English. The emergence of various kinds of digital-based learning media that are interesting, fun, and provide opportunities for students to create creativity in writing have not been used in this research setting, especially the use of CapCut as a learning media. This research aims to increase students' writing creativity free from pressure. This research method used a descriptive qualitative approach. The data collection was used observation, structured interviews, and used narrative descriptive analysis. The subjects in this research were 15 students. The results of this research showed that the Capcut media appeals to students and they are more productive in creating writing and creating paragraphs.

**Keywords:** *Creative Writing, Digital Media, Capcut*

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## INTRODUCTION

The importance of writing is that it can exchange information, writing can also develop thoughts and ideas to others, writing is a form of self-expression in communicating, by writing it can improve language skills in communication, as well as writing can develop self-potential in producing a work of writing, such as proposals, books, reports, and so on.

One of the common problems that occur in Indonesia in terms of learning English is writing. Some of the factors that cause a lack of interest in writing are lack of motivation in writing, minimal vocabulary in the language of communication due to lack of knowledge in terms of writing, and writing depends on mood and environment. On the contrary, writing skills and productivity will be better if motivation is awakened, vocabulary proficiency is possessed, gives knowledge of steps in writing and gives room for mood and provides an interesting and adequate learning medium.

In today's digital age there are many kinds of digital-based writing learning media. Research results show that digital learning media can improve students' writing skills. According to (Fatimah, 2019). states that digital media can be used in education for a variety of purposes, including knowledge production, enhancing creative writing skills, inspiring students, developing foreign language skills, and creating a more attractive learning environment. In line by (Mandasari, 2022) said that digital media provides benefits in terms of attractiveness, usability, and ease. It helps students to create writing skills that are supported by relevant images through digital applications such as Instagram. It is also supported by (Ahmed, 2022) argue that the release of social media platforms is useful in the approach of creative writing skills to align learners.

The function of the media in learning is as a tool to improve the quality of the process in learning. By using media such as video, images, or audio, students can more easily build their abilities. In addition, media can also make it easier for educators

to make learning material more enjoyable to students, so that students participate more actively in the learning process. Choosing and defining an attractive and enjoyable medium requires and through comprehensive and holistic consideration as stated by (Pinem, 2023) instant and sustained access to multimodal content made possible by the learning environment enhanced by digital media gives students the opportunity to utilize and acquire language in meaningful interaction with texts, teachers, and other students. Also stated by the (Kusmaryono, 2024) digital literacy includes not only technical skills, information, and communication devices but also the social, critical, creative, and inspirational skills needed to succeed in the digital world. Admitted by with (Haristiani, 2020) claims that social media creates a dynamic and complex information infrastructure that makes the exchange of information simpler, faster, and more widely available.

The existence of advantages of media that generate student productivity in writing, it turns out there are still not many English language teachers who have not used digital learning media to teach students writing, one of which is where researchers did this research. The purpose of this research was to build the creativity of students in developing their ideas that were presented in the writing.

## DIGITAL MEDIA

Today, with the rapid advancement of technology, digital tools have become an important part of language learning and teaching. Broadly digital media has created new opportunities for creators, business actors, and individuals to connect with each other and share ideas and experiences. As stated by (Fadhli, 2023) digital content is already available on the Internet, including Facebook, YouTube, and other platforms. Therefore, teachers have access to a variety of up-to-date teaching resources through the use of digital content. Through the media, we can create a more vibrant and enjoyable atmosphere that is cool and fun. This way, learning doesn't have to feel dull or boring,



especially when it comes to teaching elementary school children. By incorporating engaging media into the learning process, we can make education more enjoyable and exciting for young students (Pahmi, 2022). Meanwhile, (Syaparuddin & Elihami, 2020) said that incorporating media into the teaching process, teachers can leverage it as a tool to facilitate the learning of new material. This approach allows teachers to assume that the media will be easily understood by students, reducing the need for lengthy and detailed explanations.

One such tool is CapCut, a popular video editing application that is gaining widespread popularity among young people. A student can explore using the CapCut digital media application as creative writing material. Acquired by (Arlin, 2023) the CapCut is video editing which offer a range of engaging features for creating both short and long-form video. You can cut the video, add text, photos, and animation, merge videos (overplay), and add music, sticker, and more. Furthermore, Capcut has features that useful for teachers to create interactive online learning content (Pahmi, 2022). By using these features, teachers can add clips, trim clips, adjust positions, and add suitable music to help students develop their skills through online learning. This app is particularly useful for educational purposes, allowing students to create dynamic and interactive learning materials that can help keep lessons fresh and engaging.

So, using the CapCut digital media application as a key ingredient for creative writing can inspire, educate, and entertain readers while developing their understanding of how to edit unique writing. The biggest challenge of this activity is when EFL students are asked to produce creative writing as an experience or simple knowledge in English and follow a specific writing pattern according to the type of experience or creative knowledge requested using CapCut digital media.

## CREATIVE WRITING SKILL

Creative writing can be found through student experiences, daily

activities, introductions, descriptive texts and caption texts. A work produced through creative writing can also inspire readers to be useful, namely develop talent, creativity, and innovative thinking in writing. According to (Harshini, 2020) students can benefit from creative writing in terms of improving their language skills in various aspects, such as discourse, phonetics, grammar, and vocabulary. As proposed by (Ernalida, 2021) it is explained that many types of creative writing must be mastered by students, such as writing biographies, short story, poetry, and so on. (Ernalida, 2021) acknowledged that asking students to write would help them become more imaginative, more linguistic, and more confident. And (Rejina, 2021) also argue that to enhancing English proficiency, creative writing has been found to have numerous benefits for students' language skills. Notably, it also fosters an increase in vocabulary knowledge, as students are encouraged to experiment with a range of words and expressions.

Creative writing is the thinking of ideas that are poured into writing in order to create a written work. Admitted by with (Karwandi, 2022) said that creative writing is an imaginative, productive, creative, and original writing process. On the contrary, the knowledge that each student possesses can be an inspiration for ideas and motivations, starting from the phenomena that happen around the student, or just his imagination. (Jaashan, 2022) also suggested that creative writing for students requires an awareness of the basic techniques of literary expression, including aesthetics, narrative strategies, and stylistic devices. And it allows them to use their inner feelings to create stories that are real, interesting to their readers. Besides that, according to (Alkhalidi, 2022) told that creative writing is a skill that enables students to make significant progress in learning English as a foreign language. Additionally, it also helps them develop their fluency, confidence, motivation, and creativity. It is supported by (Yang, 2022) creative writing is able to convey information in a manner that evokes emotions in the reader while they are

reading it.

(Kumar, 2020) stated that creative writing has the ability to induce feelings. According to (Kakerissa, 2023) creative writing can also be interpreted as a way for writers to express new and unique ideas, as well as effective writing methods that allow readers to directly immerse themselves in the atmosphere and mood created by the writer. Thus, creative writing can help readers to feel and understand the content of the writing more deeply. Supported by (Wahono & Qodriyah, 2019) that learning to write can be a challenging task, but it can be transformed into a enjoyable and engaging experience if the teacher uses an effective teaching method.

## TECHNIQUE OF WRITING PARAGRAPH

The technique of writing paragraphs is one of the important skills in writing. Paragraphs are the basic units in prose and allow the writer to organize the thoughts and ideas he wants to convey. The techniques of writing paragraphs include the use of logical sentences, the effective use of conjunctives, the correct use of word choices, and the usage of neat structures. In writing paragraphs, authors also need to pay attention to factors such as readability and regularity. Using this technique, the writer can make clear, concise, and effective paragraphs in conveying thoughts and ideas.

According to (Alkhalidi, 2023) opinion, the writing process involves several steps, namely planning, drafting, and revising. On the other hand, according to (Pentury, 2020) creative writing involves four steps, namely planning, drafting,

revising, and editing. On the other hand, (Kakerissa, 2023) argue that an poem is the initial letters of each line are arranged vertically to form a word or phrase, which can be read from top to bottom. This word or phrase is often a key term or concept that summarizes the theme or message of the poem. Besides that, (Maulidah, 2024) said that each paragraph must to have a distinct concept. The main sentence of paragraph summarizes the subject matter in one statement. Even if youngsters may papers they read, it is important to teach them to put it at the beginning of the paragraph. To produce a well-written work, there are several crucial factors to consider. These include adhering to the rules of grammar, organizing ideas in a logical and coherent manner, having the motivation and willingness to write, and processing a mastery of vocabulary (Wahono & Afifah, 2022).

## METHOD

This research was used a qualitative descriptive approach and using data collection tools in the form of observations, interviews and documents. Research data was analyzed using descriptive narrative. The research subjects were 15 MA at class 11 of students. Determining this subject used purposive sampling.

## RESULTS AND DISCUSSION

Based on the results of interviews with the students, the researchers presented the findings submitted by the students as follows.

Provided the results of student interviews

No	Name of students	Results of Interview
1.	HSM	I love writing because writing is my hobby, but I don't enjoy my own writing because I feel my writing is not good.
2.	SM	I love writing because there's a saying that says "write because by writing we'll know that we've lived in the past. I my own writing as a self-evaluation material.
3.	RM	I like writing a little and I don't like writing a lot. I enjoy my own writing, whether it's good or bad, but I have to enjoy it.
4.	EH	I don't like writing. If there's a writing assignment, I still write because it's a teacher's instruction. Sometimes I enjoy my own writing and sometimes I don't because I don't believe in my own

		writing abilities.
5.	LS	I enjoy writing. If my teacher asks me to write better, I ask questions and respond to ensure it's more engaging. And I also enjoy my own writing because I use my feelings and emotions.
6.	AUA	I have a fondness for writing. When my teacher requests me to write, I am delighted to comply. I appreciate writing my own work because it enables me to comprehend the lesson content that I am writing about.
7.	F	I like writing, but I'm dependent on my mood and writing in limited amounts because if I write too much, it makes me tired and bored. When my teacher asks me to write, I do it because it's an assignment. And I enjoy writing my own stuff, depending on the writing style.
8.	RN	I like writing, except for writing in Arabic. When my teacher asks me to write, I still write because it's a trust from her. I enjoy writing on my own depending on my mood and surroundings. Sometimes I'm lazy to correct if there are mistakes in the words I write.
9.	FA	I don't like writing and it depends on my mood. If I'm ordered by my teacher to write, I still write even though I'm not enthusiastic. I enjoy my own writing, even it's not clear, because I appreciate my writing.
10.	HH	I like writing. Sometimes I feel unhappy when I'm asked to write. I enjoy writing my own pieces because they are easy to understand as like type my story on diary application.
11.	SQ	I definitely like writing. When asked to write, I'm happy and pleased because I can create a book of stories from a novel by writing. Sometimes I used application to write and make me easy. And I'm extremely fond of writing more than reading.
12.	SS	I like to write depending on my mood and an interesting topic. If I'm asked to write by my teacher, I will still write even if my mood is not good. And I have little self-confidence in my writing because sometimes I feel that my writing is unclear and unfocused.
13.	SNA	I have a fondness for writing. Occasionally, I enjoy writing and occasionally, I do not. When my teacher requests that I write in class, I may not feel enthusiastic about it. I more like to write on media like WhatsApp, Instagram it does not make me tired than write in book. Moreover, I find my own writing to be less engaging.
14.	SFH	I really love writing. If a teacher asks me to write, I'm really happy to do so. However, sometimes writing can be tiring and confusing, making it hard for me to start writing in the first place.
15.	RA	Sometimes I like to write and sometimes I don't. If a teacher asks me to write, it makes me like it but it depends on the topic that is interesting. I feel less confident about my own written work.

## J E M B E R

### Students' writing results before using CapCut

No	Name of Students	Before	Number of Words
1.	HSM	I once had a traumatic experience when I fell off my motorcycle while traveling to the city. I still remember how suddenly my motorcycle skidded and I fell off the road, rolling and bleeding.	34
2.	SM	When I first entered Islamic boarding school, I felt embarrassed, I missed my parents, I didn't know anyone, and I was always alone. When friends return home they can let go of their longing, whereas it's hard for me to go home because of the long journey overseas.	48
3.	RM	I have experienced trauma in my childhood. At the age of 4 I was tortured by my own aunt. Even	42

		though I am not naughty and always obey. In fact, I was left without eating for 1-2 days until I was hospitalized.	
4.	EH	When I was 11 years old, my friends and I took guava fruit from someone's house without permission. Not only guava fruit but also rambutan fruit. At that time we were used to doing silly things.	36
5.	LS	When I was in grade 10, I climbed the Kawah Ijen with 9 of my friends. There we enjoyed the beautiful view from the top of the mountain even though climbing it felt very tiring.	35
6.	AUA	Nowadays, reading comics online is my hobby, apart from that, playing online games is also my activity when I have free time to get rid of boredom.	27
7.	F	I really enjoy holidays to the beach because of the sunny weather and clear sea water. Holidays to the beach with my family are very enjoyable for me. This is an experience I really miss it.	36
8.	RN	I once went on holiday to the beach with my best friend. There I enjoyed the breeze, watched the sunset, and played in the sand.	25
9.	FA	I have a black cat at home. It makes me feel calmer and more relaxed, because they are always ready to accompany me when I'm lazing around at home. Cats also have their own way of entertaining me by playing with toys.	42
10.	HH	I had 3 friends in middle school. We are always together at school and even do schoolwork together. But when we graduated we didn't communicate anymore because we continued our education in different places.	34
11.	SQ	I always feel uncomfortable in math class, because I don't understand the concepts being taught. I think this lesson is very difficult because I don't like counting, and the way the teacher teaches is very confusing.	36
12.	SS	I always feel uncomfortable in math class, because I don't understand the concepts being taught. I think this lesson is very difficult because I don't like counting, and the way the teacher teaches is very confusing.	36
13.	SNA	My experience as a student was that I had to live independently and be responsible for myself. Over the years, I have learned to manage my time, manage my money, and maintain the awareness to stay focused on my goal of seeking knowledge.	43
14.	SFH	I go on holiday to the beach once a year with my family during Eid. We wore the same clothes and took photos together. This moment impressed me in my life.	31
15.	RA	When I was little I liked playing traditional games with my friends such as hide and seek, jumping rope and others. But nowadays this game is rarely used because we prefer playing applications.	33
<b>Total= <math>\frac{538}{15} = 35,9</math> words</b>			

### The results of students writing after using CapCut

No	Name of Students	After	Number of Words
1.	HSM	Humans always talk about the future, and the mindset formed by many people about the future is their success in the world. Let's we think for a moment, the future's the end, if you talk about the future but what you mean is your success in the world when it's not the future but the idle period 'try to bring your mind back to move further forward. Then you will find the end of your life which you call the future, what is that? Heaven or hell.	86
2.	SM	Even though you used to try to get close me, you showed your sincere feelings, you did not play around. Until was careless at first, I was afraid to open my heart, but you convinced me as if you were serious. Now it's more like never mind what else can I do?	52
3.	RM	Those of us who no longer say "I'm so disgusted by the smell of durian" in front of people who are so hungry for eating durian. Being mature is about how we comment without reducing respect. About us being able to respect others more, because we never know, sometimes the things we take for granted turn out to be very valuable to other people.	64
4.	EH	I thought yesterday we were that close and we both liked each other. It turns out you only think of me as noting more than a story of friend. If you think of me as just a friend, why do you serve me as if I'm special? Don't put hope if it's not me that you want.	57
5.	LS	Allah deliberately made you lonely, Allah also knows that you are a child who always hugs your wounds tightly alone because Allah want you to tell stories and want you to be closer to him, every fate that makes you cry. There must be a sweet ending. It's like the medicine you take when you're sick. It's only bitter for a moment right?	63
6.	AUA	Don't put more hope in people because putting hope is a cause of disappointment if something doesn't match your wishes. Hope in Ar-rahman said that only you will not feel disappointment because life is not only about findings that can make you happy but also about realizing what makes you sad and during to stay away from it.	58
7.	F	Motivation is the key to successful learning, it drives us to push beyond our limits, to overcome obstacles, and to achieve our goals. When we're motivated, we're more focused, dedicated, and committed to our studies, leading to better grades, increased confidence, and a sense of accomplishment. It's essential to stay motivated and inspired to learn.	55
8.	RN	Life is like that, literature. Ups and downs are definite things. Like a spinning wheel, the phases you will go through are not meant to make you stop, but make you learn many things until you arrive at your destination. Just enjoy the process and don't forget to be grateful, because this universe will continue to advance. It doesn't matter	86

		if it has given you a complicated story, what is clear that you have to keep moving according to what you can and not what you want.	
9.	FA	Hate no one, no matter how much they've wronged you. Like humbly, no matter how wealthy you become. Think positively, no matter how hard life is. Give much even you've been given little. Keep in touch with the ones who have forgotten you, and forgive who has wronged you, and do not stop praying for the best for those you love.	62
10.	HH	Your future is created by what you do today, not tomorrow. You have two choices every day, continue sleeping and dreaming or wake up to pursue it. The key to success is in your own hands, no matter how many motivational words you save in your favorites if there is no action without hard work, success is just an illusion.	60
11.	SQ	If one of you knew the future true nature of hell then surely he would scream until his voice broke and he would continue to pray until spine broke. Because life will continue without asking whether we can effort it or not. But did you know that Allah will not test his beyond their limits.	55
12.	SS	Never give up when life gives us a hundred reasons to be sad and cry, nor give up or complain about our current life situation. Because what we now consider lacking could be every excessive for other people whose fate is less fortunate than us. The main key in facing a trial is patience, sincerity, endeavor and trust, because Allah will not give trials to His servants beyond the limit their abilities.	72
13.	SNA	It is a woman's nature to want to be seen, let alone her sock, her reflection in the photo. If my photo could add to the reward of my charity record then I would distribute my photo in thousands of styles all over social media but up to now I haven't found the slightest benefit from it but it has brought harm and sin to the cause.	69
14.	SFH	From here we can draw the meaning of toxic in friendship. A toxic friend is someone in our circle who has behavior or attitudes that are detrimental or have the potential to be detrimental. Being in a toxic friendship will gradually have a bad impact on us, emotionally, mentally, and even physically.	53
15.	RA	If it hasn't been achieved yet, if it's not right now, if it's still far from expectations, that's okay. Do not blame yourself. Don't blame the situation. Take a deep breath. A short break. Then continue the struggle again. You didn't fail. You just haven't arrived at the right time outlined by God.	53
<i>Total= <math>\frac{945}{15} = 63</math> words</i>			

## Provided the result of the CapCut

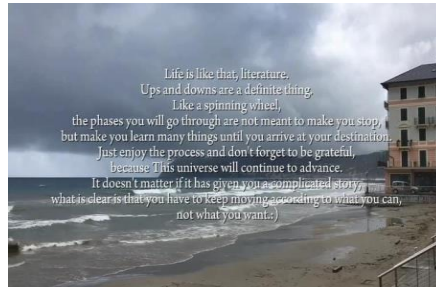


Image of CapCut 1

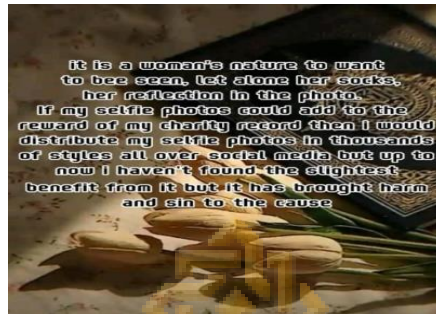


Image of CapCut 2



Image of CapCut 3

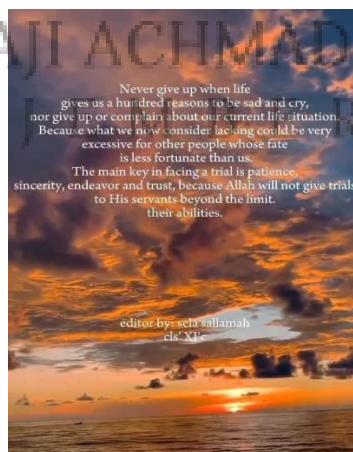


Image of CapCut 4

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KIAI HAJI ACHMAD SIDDIQ

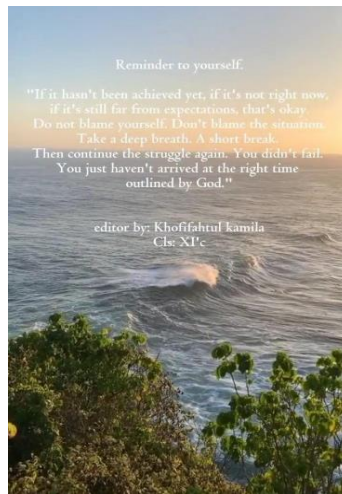


Image of CapCut 5

Provided the results of student interviews after implementing the CapCut

No	Name of Students	Results of Interview
1.	HSM	At first, I couldn't edit, but after trying this application, I was able to create a good and unique written work.
2.	SM	I really enjoying using CapCut media because with this app, I can exchange information between videos or photos.
3.	RM	After using CapCut, I have developed a liking for writing because it helps me to avoid boredom and there are many features available to edit videos or photos.
4.	EH	Originally, I didn't like writing, but with the presence of the CapCut application, it made me interested in writing digital content and, of course, it doesn't consume energy.
5.	LS	I'm motivated by this application because it's easier to edit writings and, of course, expand my knowledge.
6.	AUA	After editing with the CapCut application, I was finally able to create my own written video content, even though I had a bit of trouble understanding the application at first.
7.	F	I understand better how to create a video/photo caption on that app.
8.	RN	In my opinion, it's very easy because I often use the CapCut app to edit videos or photos and with this app, it makes me more creative in creating motivational writings for others.
9.	FA	This application facilitates my writing process and sparks my interest in creating written works.
10.	HH	With the CapCut app, I find myself more inclined to write in the app because it doesn't make me feel tired or lose interest, unlike writing in a book.
11.	SQ	After using the CapCut app, I found myself becoming more creative and able to make various types of videos, such as motivational writing videos. Using this app has also made me develop a hobby for writing.
12.	SS	With the use of CapCut, I find it easier to make and edit videos, and it also helps me to unleash my creativity.



13.	SNA	After using the CapCut app, I can edit my videos and make my text perfect by utilizing the features available in the app.
14.	SFH	Initially, I was unable to edit because I often used templates from other people's work. After I tried and made an effort to edit on my own, it helped me become more skilled at editing, for example, by editing paragraphs to create a written text. I really love this app because it makes it easier for me to express my creativity in writing.
15.	RA	This app makes me more confident in editing because it can generate a unique piece of writing and many unique features are available for users to use.

Research findings have shown that using CapCut as a learning medium for writing enables students to express their ideas and concepts easily. Students feel comfortable without pressure, allowing them to create paragraphs that are good and showing diverse writing styles. The features available in the CapCut learning medium have a high appeal to students, making them want to express their creativity in writing. Media is used to help and make it easier to understand the material and motivate students to increase their creativity in the learning process (Wahono & Afifah, 2022).

The research findings indicate that CapCut is a digital learning platform, it enables students to express their thoughts more freely and creatively, thereby providing them with a conducive environment for idea generation and development." This is in line with (Maulidah, 2024) was said CapCut is a free all-in-one video editing platform that provides a comprehensive of tools to create stunning, high quality videos and graphics. With extensive range of features, it can craft visually captivating content ease. In relation to (Aprilliana, 2022) said that CapCut is highly supportive, effective, and captivating application that can significantly ease the editing process for individuals, especially beginners. Supported by (Priandini, 2023) said that the CapCut application is a video editing tool that enables the creation of engaging and interactive learning videos. With this application, user can create high-

quality videos with ease, making it an ideal tool for creating multimedia learning materials based on audio-visual content.

Apart from that, by using CapCut as digital media, students are more motivated and inspired to express their creativity more widely.

### Results of students' interview

According to the results of the student interview, there were two themes that related to the third research question by students' activities in writing.

#### Students' activities in writing

*"I enjoy my writing. If my teacher asks me to write better, I ask questions and respond to ensure it's more engaging. And I also enjoy my own writing because I use my feelings and emotions."* (Student 5)

*"I like writing, but I'm dependent on my mood and writing in limited amounts because if I write too much, it makes me tired and bored. When my teacher asks me to write, I do it because it's an assignment. And I enjoy writing my own stuff, depending on the writing style."* (Student 7)

These two statements highlight the diversity of students' experiences and approaches to writing. By recognizing these differences, teachers can create a more inclusive and supportive learning environment that caters to individual needs and preferences. In relation to (Hapsari,

2023) a teacher plays a crucial role in fostering students' motivation to learn by consistently providing encouragement and active support to students in the classroom throughout the learning process. Supported by (Prasetyo & MS, 2021) a teacher should play a significant role in boosting students' motivation to learn. In this context, teachers should understand how to assist students in the learning process and develop effective learning tools to increase students' interest and enthusiasm in the learning process. The learning process is not just about the material, but also about creating engaging and interactive experiences that foster active learning and motivation.

*"I like writing. Sometimes I feel unhappy when I'm asked to write. I enjoy writing my own pieces because they are easy to understand as like type my story on diary application."* (Students 10)

*"I definitely like writing. When asked to write, I'm happy and pleased because I can create a book of stories from a novel by writing. Sometimes I used application to write and make me easy. And I'm extremely fond of writing more than reading."* (Students 11)

*"I have a fondness for writing. Occasionally, I enjoy writing and occasionally, I do not. When my teacher requests that I write in class, I may not feel enthusiastic about it. I more like to write on media like WhatsApp, Instagram it's not make me tired than write in book. Moreover, I find my own writing to be less engaging."* (Student 13)

It is not only necessary for students to have a teacher as a facilitator, but they are more inclined to utilize media for writing purposes due to its ease of use, lack of monotony, and ability to foster creative ideas. In line with (Licciardi, 2021) in a learning video entitled "What is Creative Writing?" Creative writing consists of various forms, including poetry, film and

television scripts, drama, fiction, speeches, songs, autobiographies, and individual essays. However, this study focuses on creative writing in poetry, specifically English creative writing.

### **Implementation of students' using CapCut**

*"I really enjoying using CapCut media because with this app, I can exchange information between videos or photos."* (Student 2)

*"In my opinion, it's very easy because I often use the CapCut app to edit videos or photos and with this app, it makes me more creative in creating motivational writings for others."* (Student 8)

*"After using the CapCut app, I found myself becoming more creative and able to make various types of videos, such as motivational writing videos. Using this app has also made me develop a hobby for hobby for writing."* (Student 11)

Based on the students' responses to the implementation of the CapCut application, it is found that the application has a positive impact on students in making them more creative in writing and editing videos with its engaging features. Additionally, it helps them develop their writing activities as the application is online-based and can be easily used anywhere and at anytime.

## CONCLUSION

After conducting comprehensive research, the results of this research show that using CapCut as digital media is able to build the EFL students' creative writing skills. Some evidence is that each student produces a variety of paragraphs and is able to express interesting thoughts and concepts in more than a few words. And the average number of words before using CapCut was 35,9 words to 63 words.

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Nama : Dewi Andhika

NIM : 205101060003

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : UTILIZING CAPCUT TO FOSTER CREATIVE WRITING SKILLS IN EFL STUDENTS: A DIGITAL MEDIA APPROACH

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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 205101060003  
Nama : DEWI ANDHIKA  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset mengenai; Building EFL Student` Creative Writing Skill Based on The Using of CapCut selama 15 ( lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Saifuddin, S.Pd.I

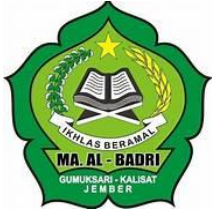
Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Februari 2024

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Di Tempat

Dengan Hormat,

Sehubungan dengan surat saudara pada tanggal 10 Februari 2024 perihal perizinan tempat penelitian mahasiswa atas nama Dewi Andhika dengan judul “Building EFL Students’ Creative Writing Skills Based on Using CapCut”

Perlu kami sampaikan beberapa hal sebagai berikut:

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami.
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik.
3. Waktu pengambilan data dilakukan selama 15 hari setelah tanggal di tetapkan.

Demikian surat perizinan dari kami dan atas kerjasamanya disampaikan terima kasih.

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Jember, 06 Maret 2024

Kepala MA Al-Badri



Saifuddin, S.Pd.I



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## [English Review] Submission Acknowledgement

1 pesan

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**Fahrus Zaman Fadhly** <noreply@uniku.ac.id>

Kepada: Dewi Dewi Andhika <dewiandhika19@gmail.com>

Dewi Dewi Andhika:

Thank you for submitting the manuscript, "BUILDING EFL STUDENTS' CREATIVE

WRITING SKILLS USING CAPCUT" to English

Review: Journal of English Education. With the online

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If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Fahrus Zaman Fadhly

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CP: 081214101193

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**Subject:** Letter of Acceptance (LOA)

Kuningan, May 22, 2024

Dear **Dewi Andhika & Suparwoto Sapto Wahono**

(*UIN KHAS, Jember, Indonesia*)

Congratulations! I am delighted to inform you that your manuscript entitled “*Building EFL Students' Creative Writing Skills Using CapCut.*” has been accepted for publication in the English Review: Journal of English Education (ERJEE), Volume 12, Issue 2, Juni 2024.

As part of the publication process, your manuscript will undergo a final copyediting process. In the meantime, please review the feedback provided by the reviewer and make necessary amendments to your manuscript. Once the copyediting process is completed, a galley proof of your manuscript will be sent to you for your final approval before publication.

Thank you for considering the *English Review: Journal of English Education* as a venue for your work. We look forward to working with you to publish your research.

Best regards,

  
ENGLISH  
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English  
Education  
REVIEW

**Dr. Fahrus Zaman Fadhly, M.Pd.**

Editor-in-Chief

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## APPENDIX 8



(tanpa subjek)

1 pesan

erjee uniku.ac.id <erjee@uniku.ac.id>

Kepada: Dewi Andhika <dewiandhika19@gmail.com>

Dear **Dewi Andhika & Suparwoto Sapto Wahono**

(UIN KHAS, Jember, Indonesia)

Congratulations! I am delighted to inform you that your manuscript entitled “Building EFL Students' Creative Writing Skills Using CapCut.” has been accepted for publication in the English Review: Journal of English Education (ERJEE), Volume 12, Issue 2, June 2024.

Here are our reviewers' comments and considerations to enhance the independence and rigor of your study:

### **Title**

*Current Title:*

Building EFL Students' Creative Writing Skills Using CapCut

*Feedback:* The title is clear and indicates the study's focus on using CapCut to enhance EFL students' creative writing skills.

However, it could be more specific about the methodology and outcomes, which would attract a more targeted audience.

*Suggested Title:*

Enhancing EFL Students' Creative Writing Skills through CapCut: A Descriptive Qualitative Study **Abstract**

*Current Abstract:*

The abstract provides an overview of the research, but it lacks a clear structure. It does not follow the typical format of background, objective, methodology, results, and conclusion.

*Feedback:*

- *Background:* The abstract mentions the problems faced by students in writing but does not give enough context about the significance of these problems.
- *Objective:* The aim of the research is stated, but it could be more explicit. □  
*Methodology:* The methods are briefly mentioned but lack detail.
- *Results:* The results are summarized well, but they could be more specific.
- *Conclusion:* The conclusion is implied but not explicitly stated.

*Suggested Abstract:*

This research addresses common challenges in English language learning, particularly in creative writing. Students often struggle with idea expression, confidence, vocabulary, and motivation. Despite the availability of various digital learning tools, CapCut, a video editing application, has not been extensively utilized in this context. This study aims to enhance students' creative writing skills using CapCut in a pressure-free environment. Employing a descriptive qualitative approach, data were collected through observations, structured interviews, and narrative descriptive analysis involving 15 students. The findings indicate that CapCut significantly increases students' interest and productivity in writing, enabling them to organize thoughts and create paragraphs more effectively. CapCut is thus demonstrated to be an effective tool for fostering creativity in EFL students' writing.

## Introduction

The introduction outlines the importance of writing and the common problems students face. It discusses the potential of digital media but lacks a clear focus on the specific research gap.

*Feedback:* :

- *Background Information:* The introduction provides a broad overview of the issues but could be more concise.
- *Research Gap:* It should clearly state the gap this research aims to fill.
- *Objectives:* The objectives are not clearly defined.
- *Significance:* The significance of using CapCut in this context is implied but not explicitly stated.

**Suggested Improvements:**

- *Background Information:* Condense the discussion of writing importance and student challenges. *Research Gap:* Clearly articulate the gap in current research regarding the use of CapCut.
- *Objectives:* Explicitly state the research objectives.
- *Significance:* Highlight the significance of using CapCut for creative writing.

## Method

*Current Method:*

The method section describes the qualitative approach, data collection tools, and the sample.

However, it lacks detail in the procedure and analysis. *Feedback:*

- *Research Design:* The design is mentioned but not well-explained.
- *Participants:* The sample is described, but the selection criteria and context are missing.
- *Data Collection:* The tools are listed, but the procedure is not detailed.
- *Data Analysis:* The analysis method is mentioned but not explained.

**Suggested Improvements:**

- **Research Design:** Provide a more detailed explanation of the descriptive qualitative approach.
- **Participants:** Include selection criteria, context, and demographics.
- **Data Collection:** Detail the procedures for observation, interviews, and document analysis.
- **Data Analysis:** Explain the narrative descriptive analysis process in more detail.

## Results and Discussion

• **The results section provides interview summaries and student writing samples before and after using CapCut. However, it lacks a coherent narrative linking the findings to the research questions.** *Feedback:*

- **Results Presentation:** The results are presented but not well-organized. It needs clearer headings and subheadings.
- **Discussion:** The discussion lacks depth and does not adequately relate findings to the literature review or research questions.
- **Data Integration:** The integration of quantitative (word count) and qualitative (interviews) data is insufficient.

**Suggested Improvements:**

- **Results Presentation:** Organize results with clear headings and subheadings.

- Discussion: Deepen the discussion by linking findings to the research questions and literature.
- Data Integration: Better integrate quantitative and qualitative data to provide a comprehensive analysis.

### Conclusion

The conclusion summarizes the findings but is somewhat repetitive and lacks a strong closing statement about the implications and future research.

### References

- Replace all of outdated references by the last 5 years publication (2019-2024).
- Ensure that all references cited in the manuscript are listed in the reference section, and vice versa.
- Check for consistency in formatting and accuracy of the reference entries. Review the references for relevance and currency, and consider including recent studies that may have been published since the manuscript was written.

### Language and Clarity:

- Review the manuscript for grammatical errors, awkward phrasing, and clarity of expression.
  - Ensure that complex ideas are communicated effectively to readers.
- Consider using clear and concise language throughout the manuscript, avoiding unnecessary jargon or technical terminology where possible.

These suggestions are meant to guide you in refining your manuscript. As you continue to develop your research and write your results and discussion sections, the structure and content of your manuscript will likely evolve. Good luck with your research and writing!

Please send back your revised manuscript to us no later than April 27th, 2024.

If you have any questions or need further clarification, please feel free to reach out to me. I look forward to reviewing the revised manuscript and contributing to its successful publication in ERJEE. Best regards,

**Dr. Fahrus Zaman Fadhly, M.Pd.** Editor-in-Chief

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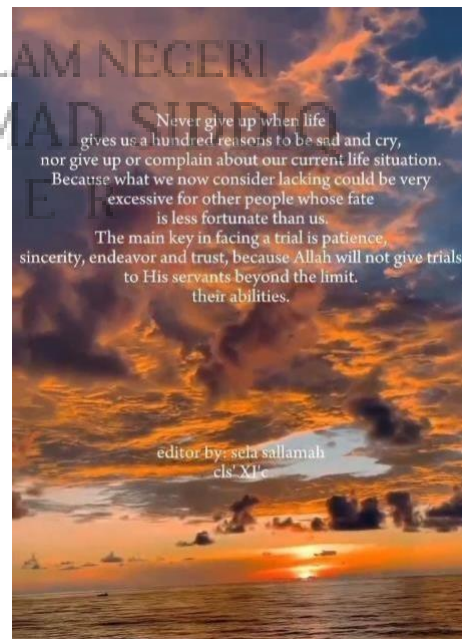
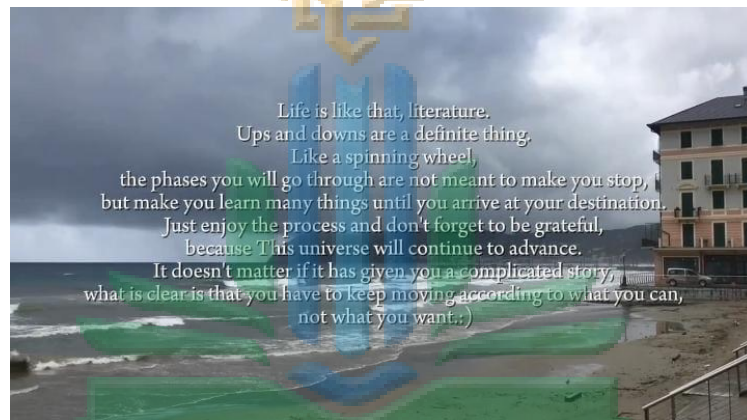
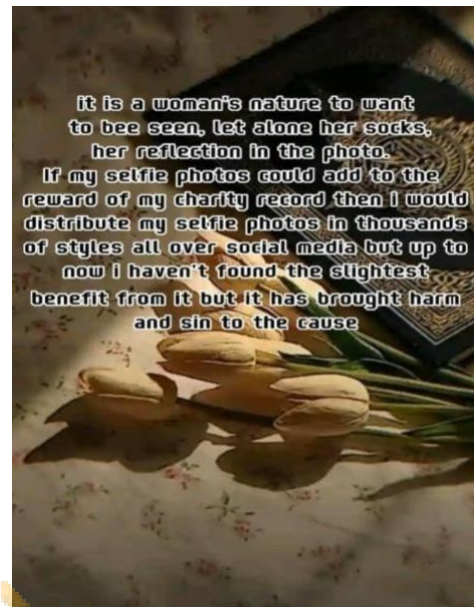
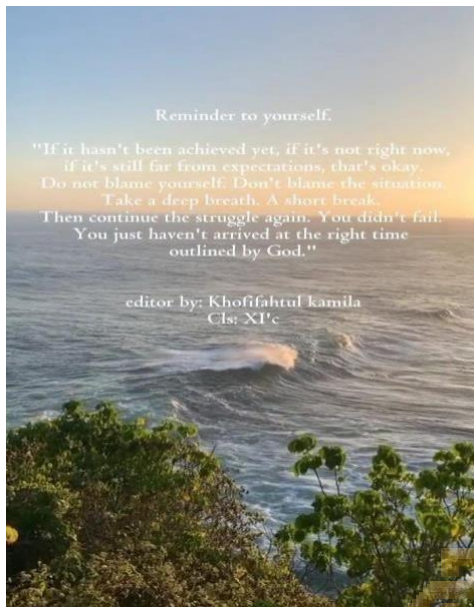
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## Appendix 9



Nama : SITI FAUZUL HASANAH  
 Kelas : XI C  
 Tanggal : 21 - 05 - 2024

1. Apakah kalian suka menulis?  
 Jawaban: Suka, sangat.

2. Bagaimana tanggapan kalian saat guru meminta kalian menulis di dalam kelas?  
 Jawaban: Suka, senang, namun jika kelas di kin besar terkadang cape banget buat tulis.

3. Apakah kalian menikmati tulisan kalian sendiri? Berikan alasannya!  
 Jawaban: Sangat menikmati, meskipun terkadang ada yang sampai tidak bisa dibaca karena terburu-buru  
 Alasannya: meskipun tulisan saya jelek, penting bisa di baca dan saya sangat suka dengan tulisan saya.

Nama : R-CCA NADIA  
 Kelas : XI C  
 Tanggal : Selasa 21 Mei 2024

1. Apakah kalian suka menulis?  
 Jawaban: Suka, kecuali tulisan Arab

2. Bagaimana tanggapan kalian saat guru meminta kalian menulis di dalam kelas?  
 Jawaban: Celah menulis walaupun tidak suka menulis karena itu amanah dari guru

3. Apakah kalian menikmati tulisan kalian sendiri? Berikan alasannya!  
 Jawaban: Lompatung tulisannya, kalau lagi mood tulisan saya bagus jadi saya menikmati, kalau tidak mood tulisan saya jadi jelek jadi saya malas untuk mengoreksi jika ada kesalahan dalam menulis kata.

Husnul Hotimah  
 XI C  
 26/5/24

Bagaimana pendapat kalian tentang menulis menggunakan aplikasi Capcut?  
 Dari aplikasi capcut, saya lebih suka tulis di aplikasi capcut, karena fungsi fitur-fitur menulis dibantu.

Nama : Siti Komariah  
 Kelas : XI C IPS  
 tanggal : 26 Mei 2024

Bagaimana pendapat kalian tentang menulis menggunakan aplikasi Capcut?  
 Jawab: Setelah saya menggunakan aplikasi capcut menjadikan saya lebih kreatif membuat berbagai macam video yang menarik. Selain itu, aplikasi capcut juga lebih mudah dan cepat.

Nama : Riska Anella  
 kelas : 11 C  
 Tgl : 26 Mei 2024

Bagaimana pendapat kalian tentang menulis menggunakan aplikasi Capcut?  
 Jawab: Dengan aplikasi Capcut membuat saya lebih percaya diri dalam mengedit tulisan karya saya sendiri dan banyak fitur yang unik.



## BIODATA PENULIS



Nama : Dewi Andhika

NIM: 205101060003

Tempat/Tanggal Lahir : Tenggarong Seberang, 31 Januari 2002

No. Hp : 089505083086

Fakultas : Tarbiyah dan Ilmu Keguruan

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- MA Al-Badri, Jember, Jatim (2017-2020)

Pengalaman Organisasi :

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- Paskibra & Pramuka (2019)
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