

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

Dewi Andhika

*Tadris of English Language, Faculty of Tarbiyah and Training Education,
UIN KHAS, Jember, Indonesia
Email: dewiandhika19@gmail.com*

Suparwoto Sapto Wahono

*Tadris of English Language, Faculty of Tarbiyah and Training Education,
UIN KHAS, Jember, Indonesia
Email: wahsapto@uinkhas.ac.id*

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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, Alkhalidi, 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, Alkhalidi (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, & Sitinjak, 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 Spto Wahono

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