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The Effectiveness Of Short Movies To Teach Writing Content Development At Second Semester In Universitas Bhinneka PGRI

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Abstrak

Menulis sering kali dianggap sebagai kemampuan yang sulit bagi mahasiswa, terutama dalam menciptakan gagasan dan mengembangkan konten. Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan film pendek dalam mengajarkan pengembangan konten penulisan kepada mahasiswa semester dua di Universitas Bhinneka PGRI. Metode yang digunakan adalah pendekatan kuantitatif dengan desain pra-eksperimental yang melibatkan satu kelompok yang diuji sebelum dan sesudah intervensi. Sampel penelitian terdiri dari 20 mahasiswa. Pengumpulan data dilakukan dengan menggunakan tes penulisan subjektif pada teks narasi pribadi yang dinilai menggunakan rubrik berbasis konten. Analisis data dilakukan secara statistik dengan alat uji Paired Sample T-Test menggunakan SPSS 26 setelah memenuhi syarat normalitas, homogenitas, dan linearitas. Hasil penelitian menunjukkan peningkatan signifikan secara statistik pada skor penulisan mahasiswa setelah intervensi. Uji menunjukkan nilai signifikan sebesar 0,001 ($p < 0,05$) dengan nilai t-hitung -5,548. Akibatnya, Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_a) diterima. Sebagai kesimpulan, film pendek berfungsi sebagai alat multimodal yang efektif dalam membantu mahasiswa mengatasi kebuntuan menulis, merancang alur, dan menghasilkan karya yang terstruktur dengan baik.

Kata Kunci: *menulis, film pendek, pengembangan konten*

Abstract

Writing is often considered a difficult skill for students, especially in generating ideas and developing content. This study aims to examine the effectiveness of using short movies in teaching content development writing to second-semester students at Universitas Bhinneka PGRI. The method used is a quantitative approach with a pre-experimental design involving one group tested before and after the intervention. The research sample consists of 20 students. Data collection was conducted using a subjective writing test on personal narrative texts, which were assessed using a content-based rubric. Data analysis was conducted statistically using the Paired Sample T-Test tool with SPSS 26 after meeting the requirements of normality, homogeneity, and linearity. The research results showed a statistically significant improvement in students' writing scores after the intervention. The test showed a significant value of 0.001 ($p < 0.05$) with a t-value of -5.548. As a result, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. In conclusion, short movies serve as an effective multimodal tool in helping students overcome writer's block, design plots, and produce well-structured works.

Keywords: *writing, short movies, content development*

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INTRODUCTION

One of the most complex productive skills, writing demands significant effort in the process of learning English as a foreign language (EFL). To master this skill, one must not only possess linguistic proficiency such as vocabulary and grammar, but also excellent cognitive abilities that enable the effective conceptualization, organization, and communication of ideas in writing. Hernowo (2001) states that writing is an effort to convey feelings and thoughts through written language; writing is not merely mechanical but also expressive, giving writers the freedom to share their ideas and experiences with readers. In the academic world, various standards are used to evaluate a piece of writing. An ideal writing rubric includes several key elements: content, organization, language use, vocabulary, and mechanics. Unfortunately, however, traditional pedagogy in most EFL classrooms often focuses on grammatical accuracy and vocabulary acquisition, while the substantive core of a piece of writing , content development is frequently sidelined. A text that is grammatically perfect will still feel shallow and fail to achieve its primary communicative purpose if it lacks well-developed content.

From a theoretical perspective, writing is a process that spans many years. Dewi (2023) states that the writing process consists of several systematic stages. It begins with the drafting stage, in which imperfect ideas are put down on paper; the revision stage, in which information is corrected, added, or removed; the editing stage, in which errors are evaluated in light of the text's purpose; and the publication stage. This process presents two challenges in EFL. Due to limited vocabulary and a lack of exposure to authentic writing models, students often struggle to organize their ideas, according to (Grubor, 2025). Fareed & Bilal (2016) found that the two main challenges students face when developing content are a lack of ideas and poor content organization, which often lead to writer's block. When students face a blank page, they often cannot translate abstract instructions into meaningful writing. Writing that is overly repetitive, lacks detail, or strays from the topic is the result of this difficulty in generating ideas. Consequently, the result is merely a series of disconnected sentences. This is not merely a linguistic issue; it stems from a lack of cognitive stimulation and contextual background, which should otherwise enhance students' creativity and critical thinking skills.

The development of written content, also known as written content development, relies heavily on the writer's background knowledge. Content, according to (Varón, 2021), is the primary aspect that demonstrates how a writer constructs meaning based on their experience and expertise regarding a topic. Students need a specific foundation for each type of writing because there are many types, ranging from exposition, description, narration, argumentation, to persuasion (Dewi, 2023). Students urgently need direct context from the events they are recounting, especially when writing narratives, which (Suparno 2006) defines as writing that presents a series of events or human experiences in chronological order. Text-based prompts or abstract topics often do not provide sufficient motivation for students to write narrative or descriptive texts with rich elaboration.

It is very important to use instructional media such as short movies to help students develop their ideas and gain an understanding of these various cognitive issues. According to (Vania Elvaretta, 2021), a short movies is a movie that lasts less than 60 minutes or even as little as 10 minutes which gives moviemakers greater freedom to express themselves across various genres, such as drama, action, comedy, crime, and even horror. Audiovisual media, particularly short movies, can provide concrete visual stimulation to support the process of generating ideas and developing content by presenting characters, situations, and real-life contexts (Pavithra & Gandhimathi, 2024). Furthermore, according to (Guamán Tituaña, 2025), incorporating movies into EFL classrooms can significantly enhance students' ability to organize and develop ideas because the input combines verbal and

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visual information simultaneously. Visual narratives serve as a scaffold to guide thinking; screening short movies allows students to focus on describing and analyzing the events they have just witnessed in sequence rather than struggling to create a new scenario from scratch.

In many relevant studies, the use of audiovisual media in writing classes has proven effective. Sukendra and Rani (2025) investigated how animated short movies help teach narrative writing at the vocational high school level. They found that there was a significant difference between the experimental group and the control group, with an average post-test score of 78.42 compared to 72.15. Furthermore, a quasi-experimental study by (Burhanudin & Riyadi, 2025) on cause-and-effect paragraph writing for 11th-grade students showed that students who learned using short movies achieved higher scores (88 vs. 82), and 66% of students stated that they agreed that such media could be used in the classroom. An additional study by (July Trisnani et al., 2021) on eighth-grade junior high school students found that animated short movies helped students write narratives more effectively, with a calculated t-value (12.81) far exceeding the critical t-value (1.697). However, the majority of these studies examined improvements in writing among middle and high school students and tended to focus on grammatical parameters or genre mastery. This study is unique because it focuses on second-semester college students and uses the element of idea formulation or content development as the subject of measurement.

The research question for this study is based on the problem statement, theoretical framework, and research gaps identified in the previous studies mentioned above. The purpose of this study is to determine whether short movies are effective in teaching people how to develop writing content. Therefore, the main objective of this study is to determine how effective the use of short movies is in teaching and improving writing content development skills among second-semester students in the English Language Education Program at Universitas Bhinneka PGRI during the 2025–2026 academic year.

This study is expected to have a significant impact on classroom teaching methods. It is hoped that this research will provide tangible benefits to students, such as helping them overcome writing difficulties and enabling them to develop, elaborate on, and communicate their ideas in a clear, logical, and engaging manner. This research is expected to offer a new instructional approach that uses short movies as a measurable visual aid to enhance the content of students' essays. Finally, future researchers hope that the empirical findings from this study will contribute to the language teaching literature and serve as an important reference for future research on the effectiveness of audiovisual media and multimodal learning in higher education.

METHOD

This study was conducted using a quantitative approach with a pre-experimental method. The specific design applied was a single-group pre-test-post-test design. This design was chosen because the researcher wanted to directly evaluate the impact of a learning intervention on a single group of subjects as a whole, without involving a control group. The research process focused on comparing the students' initial abilities before the intervention (pre-test) and their final abilities after receiving the intervention (post-test), which consisted of instruction using short movies.

The population of focus in this study includes all students in their second semester of the English Language Education Program, Faculty of Social Sciences and Humanities, Universitas Bhinneka PGRI, during the 2025/2026 academic year. Given the relatively small population size and the fact that it is concentrated in a single regular class, the researcher employed total sampling. Consequently, the sample size for this study consisted of 20 students. A distinctive characteristic of this sample is that these students were

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enrolled in a basic writing course and were frequently identified as having difficulty creating structured narrative paragraphs rich in detail.

Quantitative data collection was conducted using a subjective writing performance test. Students were asked to create a personal narrative based on the instructions provided. This test was administered twice: the pre-test involved writing prompts based on conventional texts with abstract themes, while the post-test was administered after the students watched a short movies. The time allotted for each test was set at 40 minutes to ensure standardization in data collection.

The development of evaluation tools is the most important element of this approach. To accurately evaluate "content development," the researchers did not use a holistic rubric but instead adapted and modified the analytic rubric developed by Jacobs et al. (1981) from the ESL Composition Profile. In this rubric, the assessment is divided into several aspects, but the greatest emphasis and weight are given to the "Content" aspect, with a maximum total score of 30 points. The criteria assessed in content include richness of information, relevance to the theme, narrative logic (orientation, complication, resolution), and descriptive details that reinforce the main idea.

Given that written tests are subjective in nature, the accuracy of the assessment tool is strictly maintained. The initial stage of specifying this evaluation instrument involved a content validation process conducted by an assessment expert to ensure that the instructions and scoring rubric were appropriate. Additionally, to minimize the possibility of single-rater bias, the evaluation of students' answer sheets was conducted using the Inter-Rater Reliability method. Two raters were involved (Rater 1, the researcher, and Rater 2, an independent English language educator). The agreement between these raters was assessed before proceeding with further data analysis to ensure that the instrument and rubric were understood and applied consistently.

In terms of the materials used in the intervention phase, the researchers selected short movies without dialogue. The reason behind the selection of "dialogue-free" material is crucial the absence of spoken language in the movies forces students to interpret visual cues such as facial expressions, movements, and scene changes, and to translate them into proper English, thereby avoiding the habit of simply copying dialogue excerpts. The short movies screened were brief, ranging from 5 to 10 minutes in length, and featured a clear storyline, including character introductions, escalating conflict, and a resolution that conveyed a moral message.

Quantitative data analysis was conducted using statistical software known as the Statistical Package for the Social Sciences (SPSS), version 26. The analysis steps followed parametric statistical procedures. The initial process included prerequisite tests consisting of a normality test using the Shapiro-Wilk test due to the small sample size (N=20) to ensure the data followed a normal distribution; a homogeneity test using Levene's test to ensure that the variances were comparable; and a linearity test to evaluate the presence of a significant linear relationship between pre- and post-treatment values. After all these parametric assumptions were met, the final stage of the analysis was conducted using a hypothesis test with a Paired Sample T-Test at a standard significance level of 0.05.

RESULT AND DISCUSSION

The results of data collection and descriptive statistical analysis provide an overview of how effective the use of short movies is in enhancing students' ability to write content. The analysis results show that the average score of students in the pre-test was 77.00 with a standard deviation of 10.70. After they received the short movies treatment, their average score increased quite sharply to 86.15 with a lower standard

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deviation of 8.83. The reduction in the standard deviation indicates that the students' scores became more uniform and consistent by the end of the exam.

This section presents the final results of a statistical analysis of students' ability to develop written content before and after the implementation of short movies as a teaching tool. The presentation of these results does not include the steps involved in manually calculating mathematical formulas; instead, it proceeds directly to the conclusions drawn from the SPSS data analysis, which served as the basis for testing the hypotheses.

The data collected from 20 second-semester students at Universitas Bhinneka PGRI will first be analyzed using descriptive statistics to understand the central tendency and dispersion of the data. A summary comparing student performance is presented in Table 1.

Table 1. Descriptive Statistical Analysis of Students' Writing Content Scores

Measurement Components	Pre-Test	Post-Test	Improvement (Mean Difference)
Sample (N)	20	20	-
Minimum Score	60	70	+10
Maximum Score	95	100	+5
Mean	77.00	86.15	+9.15
Standard Deviation	10.70	8.83	-1.87

Table 1 shows that, prior to receiving the short movies intervention (pre-test), the students' ability to create written content fell into the moderate category, with an average class score of 77.00. The lowest score obtained during the pre-test was 60, and the highest was 95. The data distribution, or standard deviation, in this phase was quite wide 10.70 indicating a significant variation in ability among the students.

Following the implementation of a writing instruction method using short movies without dialogue, there was a significant increase in post-test scores. The class average score rose significantly to 86.15, with a mean difference of 9.15 points. Students with the lowest scores also showed improvement, rising from 60 to 70, and one student achieved the highest score of 100. In addition, the post-test standard deviation decreased to 8.83. This decrease in standard deviation is highly significant; it indicates that students' scores became more consistent or evenly distributed after the intervention, meaning that the gap in ability among students in developing ideas was successfully narrowed.

To determine whether the average increase of 9.15 points is statistically significant or merely the result of chance, a hypothesis test was conducted using a paired-sample t-test. This test was valid because the data were confirmed to meet the criteria for normality (Sig. > 0.05), homogeneity, and linearity. The results of the hypothesis test are presented in Table 2.

Table 2. Results of the Paired-Sample T-Test Hypothesis Test

Paired Samples	t-value	Degrees of Freedom (df)	Significance (Sig. 2-tailed)	Hypothesis Decision
Pre-test – Post-Test	-5.548	19	0.001	H_0 Rejected, H_a Accepted

Based on Table 2, the results of the Paired Sample T-Test show a calculated t-value of -5.548. The negative sign indicates that the mean score on the post-test is significantly higher than that on the pre-test. The most important figure is the significance value (Sig., 2-tailed), which is 0.001. Based on statistical decision-making principles, since the significance probability is well below the alpha level of 0.05 (0.001 < 0.05), the Null Hypothesis (H_0), which states that "Short movies have no significant impact on teaching

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writing content development" is decisively rejected. Conversely, the Alternative Hypothesis (H_a) is validly accepted. In other words, the analysis results show a highly significant difference in students' abilities before and after the intervention, confirming the effectiveness of short movies as a reliable teaching tool.

The findings from the field research and data analysis presented earlier provide a clear answer to the research question: the use of short movies has proven to be highly effective and has a significant positive impact on teaching writing skills to EFL students at the university. The striking increase in the average class grade from 77.00 to 86.15 is not merely a statistic; it reflects a significant, fundamental change in the way students comprehend information and express it in writing.

During the experiment, researchers conducted in-depth observations to demonstrate how the results were obtained. Most students exhibited classic symptoms of writer's block during the pre-test phase, in which the instructions used only conventional abstract prompts ("Describe an unforgettable experience"). They struggled to find a starting point for their stories, their ideas often jumped illogically from one paragraph to the next, and the story's resolution felt forced. Furthermore, they provided little description of the characters or setting. Their writing was dominated by a flat sequence of events without any elaboration on the characters' emotions, which resulted in low scores for the "Content" component. However, significant changes occurred during the intervention and post-test. By showing a short movies without dialogue, the researchers provided rich visual references and insights while giving students space to interpret the words themselves. The short movies compelled students to critically examine the chronological plot (starting with a calm character orientation, the emergence of a tense problem, and a soothing resolution). The characters' panicked facial expressions, the dark background details, and the pace of the action were all presented to the students visually. This rich visual narrative provides immediate inspiration. When they begin writing after watching, the process of transferring ideas to paper proceeds much more smoothly, quickly, and without long pauses. Students' post-test writing demonstrates a more fluid story structure (plot), sharp descriptive details, and narrative depth that reflects emotional understanding.

The results of this study cannot be separated from cognitive language learning theory. Multimodal Learning Theory and Cognitive Load Theory are closely related to the key interpretation of this success. Writing is a highly demanding cognitive task, especially for EFL learners who must divide their attention between thinking about what to write (content) and how to write it grammatically (language). By providing "what to write" through visuals, the short movies takes over part of that cognitive task. Students are not required to create a fictional plot from scratch. This visual scaffolding is highly effective. It allows students to use their remaining cognitive capacity to elaborate on the content of their writing with richer English sentence structures.

The findings of this study show a strong correlation and confirm the well-established theoretical framework from previous research. The theory proposed by Pavithra and Gandhimathi (2024) states that concrete visual stimulation can help students overcome the limitations of their abstract imagination when learning a language. The improvement in students' abilities observed in this study aligns linearly with this theory. Furthermore, the flow of ideas experienced by students at Universitas Bhinneka PGRI aligns with the findings of an empirical study by (Guamán Tituaña, 2025), which states that visual information and nonverbal cues in movies provide a chronological framework that naturally helps students organize narrative paragraphs.

More than just a cognitive tool, this interpretation of the results emphasizes the affective element. As demonstrated by (Sukendra and Rani, 2025), the use of short movies has been shown to transform a rigid classroom atmosphere into an active and engaging one.

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Students are more motivated and entertained. This reduction in psychological tension is crucial for lowering students' affective filters. This results in bolder written expressions that are elaborated with confidence.

This study ultimately identified the core of a new idea or perspective that transforms theory by combining observational findings, rigorous statistical analysis, and theoretical research. The researchers challenged the notion that short movies in EFL writing classes should not be used merely as "supplementary entertainment" (such as listening to songs at the end of a lesson). Instead, short movies especially those without dialogue should be regarded as "Cognitive Anchors" and "Narrative Scaffolds," which are essential and crucial elements in the writing course syllabus. This medium is more than just a visual aid it is a key catalyst that helps students bridge the gap between their need to produce systematic, cohesive, and substantive academic writing.

CONCLUSION

Based on an analysis of quantitative data and a thorough discussion of the research objectives, this study reached the main conclusion that short movies are highly effective in teaching content development writing skills to first-year students (second semester) at Universitas Bhinneka PGRI. This effectiveness was statistically validated by an increase in the class average score from 77.00 on the pre-test to 86.15 on the post-test. Furthermore, with a significance level (Sig., 2-tailed) of 0.001 ($p < 0.05$), the Null Hypothesis (H_0) was convincingly rejected.

The findings of this study suggest that short movies serve as effective visual scaffolding, significantly reducing students' cognitive load. By providing vivid visual stimuli regarding setting, plot development, and the emotional nuances of characters, short movies have proven effective in overcoming writer's block. With the help of these multimodal stimuli, students are guided out of a confusing abstract framework of thinking and toward the stage of creating personal narrative texts with logical plot continuity and richly descriptive elaboration. Therefore, scholars suggest that short movies without dialogue be used as a primary instructional tool rather than merely a supplement in writing instruction at institutions of higher education.

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