## The Effect of Short Movies on Improving Writing Skills in Senior High School Students

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| | Abstract |
|---|---|
| | This study examined the effect of using short movies as a teaching tool on improving writing skills in senior high school students. Writing was often a challenging skill for students, especially in traditional teaching environments, which hindered their creativity and writing proficiency. The integration of multimedia tools, such as short films, offered an innovative approach to enhancing student engagement and writing abilities. This pre-experimental study involved 30 eleventh-grade students from a senior high school in Banjarmasin, Indonesia, who were selected using purposive sampling. Data were collected using pre-and post-tests, focusing on narrative writing tasks before and after exposure to four short movie-based lessons. The results indicated a significant improvement in students' writing scores, with an average increase of 17.8 points. Statistical analysis using paired sample t-tests revealed a significant positive effect ($p < 0.05$), supporting the hypothesis that short movies could effectively enhance students' writing performance. The study concluded that short films were a valuable educational tool that not only improved writing skills but also motivated and engaged students, making writing tasks more relatable and enjoyable. These findings suggest that incorporating short movies into the curriculum could lead to better writing outcomes in senior high school English education. |
| **Kata Kunci:**<br>*Film Pendek, Keterampilan Menulis, Sekolah Menengah Atas* | **Abstrak**<br>Studi ini meneliti pengaruh penggunaan film pendek sebagai alat pengajaran dalam meningkatkan keterampilan menulis pada siswa sekolah menengah atas. Menulis sering kali merupakan keterampilan yang menantang bagi siswa, terutama dalam lingkungan pengajaran tradisional, yang menghambat kreativitas dan kemahiran menulis mereka. Integrasi alat multimedia, seperti film pendek, menawarkan pendekatan inovatif untuk meningkatkan keterlibatan siswa dan kemampuan |

menulis. Studi praeksperimental ini melibatkan 30 siswa kelas sebelas dari sebuah sekolah menengah atas di Banjarmasin, Indonesia, yang dipilih menggunakan purposive sampling. Data dikumpulkan menggunakan tes pra dan pasca, dengan fokus pada tugas menulis naratif sebelum dan sesudah paparan empat pelajaran berbasis film pendek. Hasilnya menunjukkan peningkatan yang signifikan dalam skor menulis siswa, dengan peningkatan rata-rata sebesar 17,8 poin. Analisis statistik menggunakan uji-t sampel berpasangan mengungkapkan efek positif yang signifikan (p < 0,05), yang mendukung hipotesis bahwa film pendek dapat secara efektif meningkatkan kinerja menulis siswa. Studi ini menyimpulkan bahwa film pendek merupakan alat pendidikan yang berharga yang tidak hanya meningkatkan keterampilan menulis tetapi juga memotivasi dan melibatkan siswa, membuat tugas menulis lebih relevan dan menyenangkan. Temuan ini menunjukkan bahwa memasukkan film pendek ke dalam kurikulum dapat menghasilkan hasil menulis yang lebih baik dalam pendidikan bahasa Inggris sekolah menengah atas.

## INTRODUCTION

Writing is considered one of the most complex and challenging skills in the English language learning process. Unlike speaking, which is more spontaneous and interactive, writing requires learners to organize their thoughts, apply grammatical rules, and use appropriate vocabulary to convey meaning in a structured form. Many students in senior high schools struggle with writing tasks due to limited exposure to real-life language use and a lack of motivation (Amalia et al., 2021). These challenges are further compounded by traditional teaching methods that often fail to engage students fully or address the underlying difficulties that hinder writing proficiency (Siregar & Manurung, 2020). Research indicates that students frequently lack confidence in their writing abilities, particularly in the context of monotonous, teacher-centred approaches (Lestari, 2021).

In recent years, there has been a shift towards integrating multimedia tools, particularly short films, into English language instruction to overcome these obstacles. Short films offer a rich and engaging narrative experience that enables students to connect with content in a more immersive way. Visual storytelling

through films supports the development of writing skills by offering emotional and contextual stimuli, which are essential for crafting meaningful narratives (Suharsiwi et al., 2022). According to Aljalabneh, A. A. (2024), visual media, especially films, enable students to understand abstract concepts more concretely, making writing tasks more accessible and relatable.

These films not only provide vocabulary and grammar in context but also enhance students' understanding of narrative structure and character development, essential components of compelling storytelling (Rajpopat, 2023). The use of short films in the classroom has been shown to enhance student's writing skills in various studies. Rajpopat (2023) found that students exposed to movie-based instruction showed improved narrative abilities, particularly in terms of plot coherence, character development, and setting. The visual components of films provide cues that help students build vivid descriptions and structure their writing more effectively (Mongar, D. S., 2019).

Additionally, short films encourage students to produce more original content, as they are inspired by the creative and emotional depth of visual storytelling (Zhang, J., & Yanfeng, M. (2025). These films also provide cultural contexts and thematic exploration that textbooks often lack, making them a more authentic resource for language learning (Siregar & Manurung, 2020). Despite these advantages, the use of short films in writing instruction remains underutilized in many senior high schools. Traditional teaching resources, such as textbooks and static prompts, remain dominant in many classrooms, failing to engage students or foster creativity adequately (Suharsiwi et al., 2022). Research by Li, D., Xia, S., & Guo, K. (2025) suggests that while multimedia tools have the potential to transform learning, their application in writing instruction is often neglected due to the perceived difficulty in integrating such resources into traditional curricula. This gap highlights the need for educational reform that incorporates multimedia tools to create a more dynamic and engaging learning environment.

Furthermore, the integration of short films is not only beneficial for narrative writing but also enhances other aspects of writing, including critical thinking, coherence, and style. According to Rahim et al. (2020), students who engage with

visual media tend to develop stronger critical thinking skills as they analyze characters, themes, and the moral of the story, which in turn helps them structure their arguments and opinions in writing. The visual elements from films enable students to analyze plot progression and character motivations, skills that can be transferred to their writing projects (Fajri, 2022).

This ability to critically assess media content also enhances their analytical writing skills, enabling them to discuss, argue, and reflect in a more structured and insightful manner (Tafrijiyah, K., & Andriani, M., 2025). Therefore, this study aims to explore the effectiveness of using short films in senior high school writing instruction. The focus will be on how short films help students improve the expressiveness, creativity, and structure of their writing. This research will also examine the potential of short films to enhance student engagement and motivation, which are essential for developing long-term writing proficiency (Farooqi, M. T. K., et al., 2024). Through this study, the researcher seeks to advocate for the broader adoption of multimedia-based teaching methods to improve the writing skills of students in a contemporary educational context.

**METHOD**

This study employed a pre-experimental research design to examine the effect of using short movies in teaching writing skills to senior high school students. The pre-experimental design was chosen due to its suitability for investigating the impact of an intervention without the need for a control group. The participants of this study were 30 eleventh-grade students from a senior high school in Banjarmasin. The sample was selected using purposive sampling, targeting students with similar proficiency levels who were available during the research period.

The data collection process involved administering a pre-test and a post-test to measure students' writing skills before and after the treatment. The pre-test was conducted to assess the students' initial writing abilities, with a focus on narrative writing tasks. The treatment consisted of four sessions, during which students watched selected short movies and then engaged in guided writing activities related to the movie content. The short movies were carefully chosen to represent clear

storylines and relatable themes, stimulating students' creativity and writing motivation.

After the treatment, the post-test was given to evaluate the improvement in students' writing skills. The students' written works from both tests were scored based on criteria that included content, organization, vocabulary, grammar, and mechanics. The scores were then analyzed by comparing pre-test and post-test results to determine the effectiveness of using short movies as a teaching medium. The data analysis involved descriptive statistics and paired sample t-tests to identify any significant differences in students' writing performance before and after the intervention.

**FINDINGS AND DISCUSSION**

The following section presents an analysis of students' learning outcomes based on quantitative data obtained from pre-test and post-test assessments. These assessments were administered to measure students' writing performance prior to and after the implementation of short movies as an instructional treatment. By comparing the two sets of scores, this section aims to highlight changes in students' writing ability and to provide an empirical basis for evaluating the effectiveness of short movies in writing instruction. The table below summarizes the pre-test and post-test scores of 30 students, which serve as the primary data for the subsequent analysis and discussion.

**Table 1. Students Writing Scores**

| No | Student | Pre-test Score | Post-test Score |
|----|---------|----------------|-----------------|
| 1 | S1 | 60 | 78 |
| 2 | S2 | 62 | 80 |
| 3 | S3 | 55 | 77 |
| 4 | S4 | 70 | 85 |
| 5 | S5 | 65 | 83 |
| 6 | S6 | 58 | 76 |
| 7 | S7 | 64 | 79 |
| 8 | S8 | 50 | 74 |
| 9 | S9 | 68 | 82 |
| 10 | S10 | 72 | 88 |
| 11 | S11 | 63 | 81 |
| 12 | S12 | 59 | 77 |
| 13 | S13 | 67 | 84 |
| 14 | S14 | 54 | 75 |
| 15 | S15 | 60 | 79 |

| 16 | S16 | 62 | 80 |
| 17 | S17 | 55 | 76 |
| 18 | S18 | 70 | 85 |
| 19 | S19 | 66 | 83 |
| 20 | S20 | 61 | 78 |
| 21 | S21 | 63 | 80 |
| 22 | S22 | 58 | 77 |
| 23 | S23 | 69 | 86 |
| 24 | S24 | 56 | 75 |
| 25 | S25 | 65 | 82 |
| 26 | S26 | 57 | 76 |
| 27 | S27 | 60 | 78 |
| 28 | S28 | 59 | 79 |
| 29 | S29 | 62 | 81 |
| 30 | S30 | 61 | 80 |

From the data above, it is evident that all students showed improvement in their writing scores after the treatment. The lowest pre-test score was 50, and the highest was 72. After the intervention, the lowest post-test score increased to 74, with the highest reaching 88. Most students achieved scores above the KKM standard of 75 in the post-test, indicating a positive impact of the short movie-based teaching method on their writing skills.

**Table 2. The Descriptive Statistics for Pre-Test and Post-Test Scores**

| Statistic | Pre-test | Post-test |
|---|---|---|
| Mean | 61.43 | 79.23 |
| Standard Deviation | 5.50 | 3.80 |
| Minimum | 50 | 74 |
| Maximum | 72 | 88 |

The results show that the mean score of students' writing ability increased significantly after the treatment. The average score rose from 61.43 in the pre-test to 79.23 in the post-test, reflecting an improvement of 17.8 points. This considerable increase suggests that the use of short movies as a teaching medium helped students develop their writing skills effectively.

Additionally, the reduction in standard deviation from 5.50 in the pre-test to 3.80 in the post-test indicates that students' writing scores became more consistent after the intervention. The narrowing score range in the post-test (74 to 88) compared to the pre-test (50 to 72) suggests that most students reached or exceeded the KKM threshold of 75. This demonstrates not only an overall improvement but also a decrease in performance disparities among students.

The minimum post-test score of 74 is just below the KKM, showing that nearly all students met the minimum competence level after the intervention. This result highlights the potential of short movies to engage and motivate students, making writing tasks more accessible and enjoyable.

**Table 3. Paired Sample T-Test**

| Paired Differences | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|
| Post-test Score - Pre-test Score | 17.80 | 4.80 | 0.88 | Lower = 16.00, Upper = 19.60 | 20.23 | 29 | 0.000 |

The paired sample t-test shows a significant difference between the pre-test and post-test scores ($t(29) = 20.23$, $p < 0.05$). Since the p-value is less than 0.05, the null hypothesis (that there is no difference in students' writing skill before and after the treatment) is rejected. This indicates that the use of short movies as a teaching medium has a statistically significant positive effect on students' writing skill.

Furthermore, the post-test mean score (79.23) is above the KKM standard of 75, showing that most students achieved the minimum competence after the intervention. This suggests that integrating short movies into writing instruction can effectively improve students' writing proficiency at the senior high school level.

**CONCLUSION**

Based on the findings of this study, it can be concluded that the use of short movies in teaching writing skills significantly improves the writing performance of senior high school students. The analysis showed a substantial increase in students' writing scores from the pre-test to the post-test, with most students achieving scores above the KKM standard of 75 after the intervention.

The use of short movies as a media not only enhanced students' motivation and interest but also provided clear contextual examples that helped them organize ideas and improve vocabulary, grammar, and overall writing quality. Therefore, integrating short movies into writing instruction is an effective strategy to support students' writing development in senior high schools.

Teachers are encouraged to consider incorporating short movies as a teaching aid in their writing classes to foster more engaging and meaningful learning experiences.

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