E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

Enhancing Students' Ability To Develop The Content Of Their English Writing Through The Use Of Short Movies

Dina Kartikawati[1]
[1]Universitas Bhinneka PGRI, Indonesia
e-mail: dina.kartika.fuad@gmail.com

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan film pendek dalam pembelajaran menulis serta mengkaji perubahan nilai menulis siswa, khususnya dalam pengembangan isi. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam satu siklus yang terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Peserta penelitian adalah 20 mahasiswa semester kedua Program Studi Pendidikan Bahasa Inggris di Universitas Bhinneka PGRI. Data dikumpulkan melalui tugas menulis siswa dan pengamatan di kelas. Kinerja menulis siswa dievaluasi menggunakan rubrik yang diadaptasi dari Jacobs dkk. (1981), yang mencakup isi, organisasi, kosakata, penggunaan bahasa, dan tata bahasa. Data dianalisis secara deskriptif dengan membandingkan skor menulis siswa pada tahap awal dan setelah pelaksanaan tindakan. Hasil penelitian menunjukkan bahwa nilai rata-rata meningkat dari 78,60 sebelum tindakan pembelajaran menjadi 84,65 setelah penerapan film pendek, yang menunjukkan kenaikan sebesar 6,05 poin. Lima belas siswa memperoleh nilai yang lebih tinggi, sedangkan lima siswa memperoleh nilai yang lebih rendah. Temuan ini menunjukkan adanya perubahan positif pada nilai menulis secara keseluruhan setelah pelaksanaan tindakan pembelajaran tersebut. Namun, catatan pengamatan dan refleksi yang tidak lengkap membatasi analisis terhadap interaksi di kelas dan respons siswa selama proses pembelajaran. Oleh karena itu, temuan ini menunjukkan bahwa film pendek dapat berfungsi sebagai stimulus yang bermanfaat untuk kegiatan menulis, meskipun diperlukan penelitian lebih lanjut dengan dokumentasi yang lebih lengkap dan siklus tindakan tambahan.
ata kunci: *Film Pendek, Kemampuan Menulis, Pengembangan Isi.*

Abstract

This study aimed to describe the implementation of short movies in teaching writing and to examine the changes in students' writing scores, particularly in content development. This study was a Classroom Action Research (CAR), which was conducted in one cycle consisting of planning, acting,

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

observing, and reflecting. The participants were 20 second-semester students of the English Education Study Program at Universitas Bhinneka PGRI. The data were collected through students' writing tasks and classroom observation. Students' writing performance was assessed using a rubric adapted from Jacobs et al. (1981), covering content, organization, vocabulary, language use, and mechanics. The data were analyzed descriptively by comparing students' initial and post-action writing scores. The results showed that the mean score increased from 78.60 before the action to 84.65 after the implementation of short movies, indicating an increase of 6.05 points. Fifteen students achieved higher scores, while five students obtained lower scores. These findings indicate a positive change in the overall writing scores following the instructional action. However, incomplete observation and reflection records limited the analysis of classroom interactions and students' responses during the learning process. Therefore, the findings suggest that short movies can serve as a useful stimulus for writing activities, although further research with more complete documentation and additional action cycles is needed.
Keywords : *Short Movies, Writing Skills, Content Development.*

INTRODUCTION

Writing is widely recognized as one of the most challenging skills for students learning English as a Foreign Language (EFL). Unlike speaking, which often allows learners to communicate through immediate interaction, writing requires students to organize their thoughts, select appropriate vocabulary, construct meaningful sentences, and present their ideas in a clear and logical manner. It is not simply a matter of putting words on paper. Students must understand what they want to communicate, determine how their ideas are connected, and consider whether their writing can convey the intended message to readers. For this reason, writing requires both linguistic knowledge and the ability to think critically and organize information effectively.

In English language learning, writing plays an important role in helping students express their thoughts, experiences, and understanding of particular subjects. However, producing a good piece of writing is not always an easy task, especially for EFL learners who are still developing their language proficiency. Students may have sufficient knowledge about a topic but struggle to express it in English. Others may understand basic grammatical structures and possess a reasonable vocabulary but find it difficult to develop their ideas into meaningful paragraphs. These difficulties indicate that writing problems do not always

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

originate from limited language knowledge. In many cases, students also need support in generating, connecting, and elaborating on their ideas.

Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981) explain that writing assessment involves several important components, including content, organization, vocabulary, language use, and mechanics. Each component contributes to the overall quality of a written text. Among these components, content deserves particular attention because it represents the substance of what writers want to communicate. A text may contain grammatically correct sentences and appropriate vocabulary, but it will not communicate effectively if the ideas are underdeveloped, unrelated to the topic, or lack sufficient supporting details. In other words, good writing requires more than linguistic accuracy; it also requires meaningful ideas and adequate explanations.

Content development refers to the ability to generate relevant ideas, explain those ideas, and support them with appropriate details. It allows writers to move beyond simple statements and produce meaningful paragraphs that provide readers with sufficient information. According to Varón (2021), content is one of the central dimensions of writing because it reflects how writers construct meaning based on their background knowledge, personal experiences, and understanding of a particular topic. This suggests that students' writing performance is closely related to what they know about the subject and how effectively they can use that knowledge to develop their written ideas.

Unfortunately, developing written content remains a considerable challenge for many EFL students. One common difficulty is finding ideas to write about, particularly when students are given unfamiliar or abstract topics. They may understand the writing instructions but still have difficulty deciding what information should be included in their paragraphs. As a result, their writing often contains repetitive sentences, limited explanations, and insufficient supporting details. Some students can produce a basic paragraph, but they struggle to expand the main idea into a more complete and interesting piece of writing.

Fareed and Bilal (2016) identify the lack of ideas and poor organization as important challenges in students' writing, which can lead to what is commonly known as writer's block. This condition occurs when writers find themselves unable to continue writing because they

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

cannot generate or develop suitable ideas. Such a situation can be particularly frustrating for students who are expected to complete writing assignments within a limited period. Instead of concentrating on expressing their thoughts, they spend much of their time trying to decide what to write. Consequently, the resulting paragraphs may be short, repetitive, or disconnected from the main topic.

These difficulties also suggest that conventional writing activities may not always provide sufficient support for students. When lecturers simply introduce a topic and ask students to write an essay, some learners may have difficulty connecting the topic with their own knowledge and experiences. Abstract prompts can make the writing process even more demanding because students are expected to imagine situations, identify relevant information, and organize their ideas without adequate contextual support. Therefore, writing instruction needs to provide learning experiences that help students understand a topic before they begin writing.

Writing itself should also be understood as a process rather than merely a final written product. Students need opportunities to prepare their ideas, develop an initial draft, revise their work, edit language errors, and present the final version. Dewi (2023) describes several stages of writing, including writing, revision, editing, and publication. These stages allow students to reconsider their ideas, add missing information, remove irrelevant details, and improve the overall quality of their texts. In this regard, effective writing instruction should not only focus on the final result but also provide appropriate guidance throughout the writing process.

Hyland (2019) further explains that content-oriented writing instruction can be combined with genre-based, process-based, and functional approaches. Such combinations help students understand what they want to communicate while also considering how their ideas should be organized and expressed. This perspective highlights the importance of providing meaningful learning materials that can encourage students to explore a topic, develop their understanding, and communicate their ideas through writing.

One possible way to address these difficulties is through the use of audiovisual media, particularly short movies. Unlike conventional written prompts, short movies present information through a combination of images, dialogue, sounds, characters, and sequences

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

of events. These elements provide students with a more concrete understanding of a particular situation. Rather than imagining an entire story from a limited written description, students can observe the characters, setting, actions, and events directly. Such experiences may help them identify relevant ideas and transform what they have seen into written descriptions or narratives.

Short movies are particularly suitable for classroom activities because they are relatively brief and can be selected according to the learning objectives. Vania Elvaretta (2021) explains that short movies generally have a duration of less than sixty minutes and may even last fewer than ten minutes. Their relatively short duration makes them easier to integrate into regular classroom instruction without taking up too much learning time. Lecturers can select movies with themes and situations that are relevant to students' experiences and the writing topics being discussed.

Another advantage of short movies is their ability to present stories and situations in an engaging way. Different genres, such as drama, comedy, action, and horror, provide various experiences that can encourage students to observe and interpret events from different perspectives. For example, a short drama may introduce characters facing a particular problem, while a comedy may present everyday situations through humorous events. These stories give students something concrete to discuss and describe before developing their own written responses.

Pavithra and Gandhimathi (2024) highlight the potential of audiovisual media to stimulate students' thinking through the presentation of real-life contexts, characters, and situations. Visual information can provide a starting point for students who have difficulty generating ideas independently. By observing the events presented in a movie, students can identify what happens, who is involved, where the events take place, and why certain situations occur. They can then use these observations as supporting information when developing their paragraphs.

Similarly, Guamán Tituaña (2025) emphasizes the contribution of movies to English language learning through the combination of visual and verbal information. This combination provides students with more than one source of information when understanding a particular topic. The images help them recognize situations and actions,

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

while dialogue and sound can provide additional context. When these elements are used in writing instruction, students have an opportunity to connect what they see and hear with the language they use to express their understanding.

The use of short movies may also make writing activities more meaningful because students are given a shared experience to discuss. After watching a movie, lecturers can invite students to identify the main events, describe the characters, discuss the setting, and explain the problems presented in the story. These activities allow students to collect and organize information before writing. They can also compare their interpretations with those of their classmates, which may introduce additional ideas and supporting details that they had not previously considered.

For narrative writing, in particular, short movies offer a useful source of inspiration. A narrative text presents a sequence of events that develops over time and communicates a particular experience or story (Suparno, 2006). Students need to understand the relationship between events and arrange them in a logical order. Watching a short movie can help them recognize the beginning, development, and ending of a story. They can also observe how characters respond to different situations and how one event leads to another. These observations can serve as a foundation for producing more detailed and coherent narrative texts.

Several previous studies have examined the use of short movies in English writing instruction. Sukendra and Rani (2025), in their study entitled The Role of Animated Short Movies in Teaching Narrative Writing to Foster Critical Thinking, investigated the use of animated short movies among tenth-grade students at SMK Patriot Nusantara, West Jakarta. Their findings showed that students in the experimental group achieved a higher post-test mean score (78.42) than those in the control group (72.15). The results indicated that animated short movies could support students' narrative writing performance and encourage critical thinking.

Another study was conducted by Burhanudin and Riyadi (2025), entitled Short Movies as Media in Teaching Cause and Effect Paragraph Writing to 11th Grade Students. Using a quasi-experimental design, they examined the use of short movies in teaching cause-and-effect paragraph writing. The experimental group obtained a post-test average score of 88,

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

while the control group achieved an average score of 82. Their findings also showed positive student responses toward the use of short movies, with 66% of the respondents expressing agreement with the application of this media in the classroom. The study suggests that short movies can help students understand relationships between events and express those relationships through written paragraphs.

Similarly, July Trisnani et al. (2021), in their research entitled The Use of Animated Short Movies in Teaching Narrative Text Writing to Facilitate Students' Critical Thinking Skills for Eighth Graders, reported an improvement in students' narrative writing scores after the implementation of animated short movies. The students' average score increased from 59.25 in the pre-test to 78.18 in the post-test. Their findings demonstrated the potential of animated short movies to support narrative writing instruction at the junior high school level.

Although these studies provide evidence of the usefulness of short movies in writing instruction, there is still room to examine their contribution more specifically to students' writing content development. Previous research has generally focused on broader writing outcomes, such as narrative writing performance, cause-and-effect paragraph writing, and critical thinking skills. While these aspects are important, they do not necessarily explain in detail how students develop the substance of their written texts. Improvements in overall writing scores may involve several components, including grammar, vocabulary, organization, and mechanics. Therefore, it is important to give particular attention to the development of ideas, the relevance of supporting details, and the depth of written content.

Another point worth considering is the learning context. The previous studies discussed above involved junior high school, senior high school, and vocational school students. University students, particularly those studying English Education, face different academic expectations. They are expected not only to produce grammatically acceptable sentences but also to communicate ideas in a more organized, detailed, and meaningful manner. Their writing development is an important part of their preparation for future academic and professional responsibilities as prospective English teachers.

This study therefore focuses on the use of short movies to improve writing content development among second-semester students of the English Education Study Program at Universitas Bhinneka PGRI. Rather than examining writing ability as a single general skill,

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

the study gives particular attention to how students generate relevant ideas, develop main ideas, organize information logically, and provide supporting details. These aspects are essential in producing written texts that are informative, coherent, and meaningful to readers.

The use of short movies is expected to provide students with a more accessible starting point for writing. By watching and discussing selected movies, students can identify important information, explore different interpretations, and develop ideas based on the situations presented. The movies are not intended to replace the students' own thinking or writing processes. Instead, they serve as learning resources that help students connect their observations with their ability to express ideas in English. Through this approach, students are encouraged to move beyond simple descriptions and produce written content that is more complete and relevant to the topic.

Based on these considerations, the present study examines the use of short movies in teaching writing content development. It seeks to determine whether incorporating short movies into writing instruction can help students overcome difficulties in generating ideas, elaborating on information, and organizing written content. The central concern is not merely whether students can produce longer texts, but whether they can communicate their ideas with greater clarity, relevance, and supporting detail.

In particular, this study addresses the question of whether the use of short movies can improve students' writing content development. By focusing on second-semester students of the English Education Study Program at Universitas Bhinneka PGRI, the study is expected to provide useful insights into the role of audiovisual media in university-level English writing instruction. The findings may also offer practical considerations for lecturers who wish to create more engaging writing activities and provide students with meaningful support when developing their written ideas.

Ultimately, writing instruction should help students discover that writing is not simply about completing an assignment or producing grammatically correct sentences. It is about having something meaningful to communicate and knowing how to express it effectively. Short movies may offer one practical way to support this process by giving students stories, situations, and experiences that they can observe, discuss, and transform into written

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

language.

METHOD

This study used Classroom Action Research (CAR) conducted in one cycle. The design was selected to examine an instructional action intended to address students' difficulty in developing written content. The action involved the use of short movies in a writing lesson. The cycle consisted of planning, acting, observing, and reflecting.

The study is reported as one-cycle CAR because the researcher confirmed that these four stages were implemented once. No second cycle is described in this manuscript. The reflection stage is reported only to the extent supported by the available records.

The research was conducted in the English Education Study Program at Universitas Bhinneka PGRI. The participants were 20 second-semester students. The source document contains conflicting references to the academic year, identifying both 2024/2025 and 2025/2026 in different sections. The correct academic year and exact dates should be verified from institutional and classroom records before the manuscript is finalized.

1. Planning

During planning, the researcher prepared the writing lesson using short movies as learning media. The source document states that the selected movies were approximately five to ten minutes long and that students would discuss the theme, plot, and moral values. The writing task and assessment rubric were also prepared. The rubric was adapted from the ESL Composition Profile attributed to Jacobs et al. (1981).

2. Acting

The activity involved a writing lesson that utilized a short movie titled "Molang." First, the researcher explained the concept of narrative and the parts of a narrative text, such as the orientation, complication, and resolution. Then, the researcher showed two short movie featuring the same character but with different storylines.

The short movie was paused several times by the researcher. These pauses were intended to explain who the characters in the short movie were, what their personalities were like, and to highlight which parts served as the story's exposition, which parts served as the conflict, and which parts served as the resolution of the short movie's story.

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

The researchers then taught the students how to write narrative stories with more detailed plot development—such as who the characters are, what their expressions are like, the background of the story, and so on. Short movie were used to help students better visualize how to structure a story. This gave students a clearer idea of what to write, and they were able to use their imagination to develop the background and atmosphere of the stories they would write.

3. Observing

Observation was conducted during the action stage. In CAR, observation is used to record how the lesson proceeds, how students participate, and what difficulties appear during the learning activity. The researcher has confirmed that observing was carried out; however, the observation records available for this revision are partial. Therefore, this manuscript does not claim specific participation rates, student quotations, or detailed behavioral changes that are not supported by the notes.

4. Reflecting

Reflection was conducted after the action to consider the implementation and the students' writing results. The researcher has confirmed that this stage took place, but the written reflection record is incomplete. The available evidence allows the report to identify the score change shown in the writing data. It does not support a detailed account of every strength, weakness, or proposed adjustment discussed after the lesson.

Table 1: Table of scoring rubric adapted from Jacobs et al. (1981)

Writing component	Maximum score
Content	30
Organization	20
Vocabulary	20
Language use	25
Mechanics	5
Total	100

The content component receives the greatest emphasis in relation to the research focus. It concerns the relevance and development of the main idea and the supporting information. The other components are retained as part of the overall writing assessment.

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

The writing scores are analyzed descriptively by comparing the initial and post-action results. The mean is calculated by dividing the total score by the number of students. The score comparison is used to describe the change recorded after the action; it is not presented as proof of a causal effect in the experimental sense.

Qualitative information from observation and reflection is analyzed descriptively. Only information supported by the available notes is included. Because the records are incomplete, the qualitative analysis is necessarily limited and this limitation is stated explicitly.

The original document includes normality, homogeneity, linearity, and paired-sample t-test procedures. These procedures are not treated as the main analytical framework in the revised CAR manuscript. The central analysis is the classroom action, the students' written products, and the reflection on the implementation.

FINDING AND DISCUSSION

a. Finding

The initial writing task was administered to identify students' writing performance before the use of short movies. The source document lists scores for 20 students. Recalculation of those individual scores produces a total of 1,572 and a mean of 78.60. This recalculated mean differs from the mean of 77 stated in the source narrative.

Table 2: Table of pre-test score

No.	Student code	Initial score
1	CB	66
2	LAC	77
3	AZU	74
4	IDC	61
5	FWN	95
6	VAP	95
7	JANR	83

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

8	ZA	79
9	HAS	83
10	NC	82
11	AN	89
12	ARAA	77
13	PRR	85
14	AWKW	68
15	AER	74
16	AGSA	81
17	DN	92
18	BE	85
19	MIA	74
20	FB	52

Based on the individual scores shown above, the initial scores range from 52 to 95. The recalculated mean is 78.60. The original narrative reports a mean of 77; this discrepancy should be checked against the original scoring records before publication.

Implementation of the One-Cycle Action

1. Planning

The researcher prepared a writing lesson that used short movies as learning media. The source document identifies short movies of approximately five to ten minutes and discussion of the film's theme, plot, and moral values. A writing assessment based on the rubric adapted from Jacobs et al. (1981) was also used.

2. Acting

The activity was a writing lesson based on a short movie entitled "Molang". The researcher first explained the concept of narrative and the parts of narrative text like orientation, complication, and resolution. Then, the researcher showed two short movies featuring the same character but different storylines.

The researcher stopped the short movie a couple of times. The purpose of these pauses was to identify the characters in the short movie, and their personalities, and to point

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

out which parts of the short movie's story were the exposition, which were the conflict, and which were the resolution.

Next, the researchers taught students to write narrative stories with more detailed development of the plot, such as who the characters are, what the expressions are like, the background of the story, etc. Students were shown short movies to help them visualize how to structure a story. This gave the students a better understanding of what to write and allowed them to tap into their imaginations to build the background and atmosphere of the stories they would write.

3. Observing

The researcher confirmed that classroom observation took place. However, the observation notes available for this revision are incomplete. For this reason, the findings cannot specify how many students participated actively, which students asked questions, how frequently students referred to the film, or which particular classroom difficulties were observed unless those details can be verified from the remaining notes.

4. Reflecting

The researcher also confirmed that reflection was conducted after the action. The surviving reflection documentation is partial. The available writing scores provide one measurable basis for reviewing the action, but they do not independently reveal which teaching steps worked well or what specific changes were considered for a subsequent lesson.

The source document provides the following post-action scores for the same 20 student codes. Recalculation of the listed values gives a total of 1,693 and a mean of 84.65. The source narrative elsewhere reports 81.15 and 86.15; neither figure matches the individual scores reproduced in the table below.

Table 3: Table of post-test score

No	Student code	Post-action score
1	CB	78
2	LAC	94
3	AZU	80
4	IDC	67

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

5	FWN	99
6	VAP	100
7	JANR	94
8	ZA	98
9	HAS	82
10	NC	80
11	AN	92
12	ARAA	86
13	PRR	67
14	AWKW	79
15	AER	78
16	AGSA	80
17	DN	81
18	BE	95
19	MIA	79
20	FB	84

b. Discussion

The post-action scores range from 67 to 100. Based on the individual scores, the mean is 84.65. The initial mean recalculated from the listed scores is 78.60. The difference between these two means is 6.05 points.

Table 4: Table of score differences

Measure	Initial task	Post-action task	Difference
Number of students	20	20	—
Total of listed scores	1,572	1,693	+121
Mean score	78.60	84.65	+6.05
Lowest score	52	67	+15
Highest score	95	100	+5

A student-by-student comparison shows that 15 students received higher scores after

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

the action, while five received lower scores. This pattern indicates an overall increase in the group mean, although the result was not uniform across all students. The five lower post-action scores should be examined using the original writing samples and scoring sheets before drawing conclusions about individual progress.

The available score data show that the group's mean writing score was higher after the lesson using short movies. When calculated from the individual scores printed in the source document, the mean increased from 78.60 to 84.65, a difference of 6.05 points. Fifteen of the 20 students had higher post-action scores, while five had lower scores.

This numerical pattern is consistent with the possibility that short movies provided students with a more concrete context for writing. Characters, settings, and sequences of events can give learners material to describe and develop. The source document's literature review also refers to previous studies in which short movies or animated short movies were used in writing instruction (Sukendra & Rani, 2025; Burhanudin & Riyadi, 2025; July Trisnani et al., 2021).

Nevertheless, the score comparison should be interpreted carefully. A one-cycle classroom action study with no comparison group cannot establish that short movies alone caused the score increase. Other factors, including task familiarity, classroom guidance, and differences between the initial and post-action prompts, may also have contributed. The study is therefore best understood as a classroom-based attempt to improve writing instruction, supported by a descriptive change in students' scores.

The qualitative account is more limited. Although observing and reflecting were carried out, the records available for this revision are incomplete. It is therefore not possible to make detailed claims about student motivation, engagement, peer interaction, or specific classroom difficulties. Such claims should only be added if the remaining observation sheets, field notes, or reflection records provide direct evidence.

There is also a scoring-data issue that must be resolved. The individual scores printed in the source tables yield means of 78.60 and 84.65, whereas the original narrative gives several different means. The original text also reports a paired-sample t-test and a mean difference that do not align with the listed score values. This revised CAR report does not rely on that inferential analysis. The score sheets should be checked and the descriptive

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

table confirmed before the manuscript is submitted.

CONCLUSION

This study was revised and reported as a one-cycle Classroom Action Research because the researcher confirmed that planning, acting, observing, and reflecting were carried out. The action used short movies in a writing lesson for 20 second-semester students in the English Education Study Program at Universitas Bhinneka PGRI.

The individual scores listed in the source document show an increase in the group mean from 78.60 on the initial writing task to 84.65 on the post-action task, a difference of 6.05 points. Fifteen students obtained higher scores after the action, while five obtained lower scores. These results suggest an improvement in the group's writing scores following the lesson, although the improvement was not experienced by every student.

The available evidence is not sufficient to make detailed claims about changes in classroom participation or students' attitudes because the observation and reflection records are incomplete. In addition, the score summaries in the source document are inconsistent and must be checked against the original assessment records. Accordingly, the conclusion is limited to the documented implementation of one CAR cycle and the descriptive score pattern. It does not claim definitive causal effectiveness.

REFERENCES

Adhi, K., Anwari, A. T., Daniarsyah, D., Kulsum, U., Fitria, A., Saroh., Nurhalizah, S., & Alfarah, A. G. (2025). Mengenal Jenis-Jenis Karya Tulis Ilmiah dan Jurnalistik. *Arus Jurnal Psikologi dan Pendidikan*, 4(2),49-56.

Ariyanti, A., & Fitriana, R. (2017). E FL Students' Difficulties and Needs in Essay Writing A. Ariyanti 1 , Rinda Fitriana 1 1. Advances in Social Science, *Education and Humanities Research (ASSEHR),* 158(Ictte), 111–121.

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

Ary, D., Walker, D. A., & Jacobs, L. C. (2014). Introduction to research in education (international ed. ed.). Belmont, Calif.: Wadsworth Cengage Learning.

Dewi, A. C. (2023). Menulis kreatif. Indonesia Emas Group.

Education, J. (2021). the Use of Animated Short Movie in Teaching Writing Narrative Text To Facilitate Students Critical. 9(1), 319–325.

Grubor, J. (2025). L2 Learning Environment in a Foreign Language Learning Setting: What Lies Beneath it? Atlantis, 47(1), 185–206.

Gunawan, H., Kartolo, R., & Sari, E. N. (2025). Application of Initial Knowledge to Sentence Structure Writing Competency and Reading Comprehension of Grade VIII Students of SMPN 3 Satu Atap Salapian in 2024 / 2025. 10(6), 4–7.

Guamán Tituaña, P. A. (2025). Animated Short Films on Productive English Language Skills. 1–55.

Harmer, J. (n.d.). [Jeremy Harmer] The Practice of English Language Teaching.pdf.

Hernowo. (2001). Mengikat Makna. Bandung: Kafia.

Holly L. Jacobs, Stephen A. Zinkgraf, Deanna R. Wormuth, V. Faye Hartfiel, J. B. H. (1981). Testing ESL composition: A practical approach, rowley, massachuest. Research Gate, August, 29.

Hyland (2019). Second Language Writing. Cambridge University Press

L. R. Gay, G. E. (2012). Educational Research Competencies of Analysis and Applications. Mayer, R. E. (n.d.). MULTIMEDIA.

Mohamed Marzuq, A. S. (2024). Short Movies and Narrative Assessment in English Lessons Research Studies in English Language Teaching and Learning (RSELTL) , Vol.2, No. 2; 2024, 55- 65 .

Pavithra, K., & Gandhimathi, S. N. S. (2024). A systematic review of empirical studies incorporating English movies as pedagogic aids in English language classroom. June, 1–15.

E-ISSN: 3031-8629
P-ISSN: 3032-3258
Halaman 6590-6607
Volume 3 Nomor 4 Tahun 2026

Purnomo, C. A., & Syamsi, K. (2020). The Effectiveness of Short Movies Reflective Technique as Media in Writing Short Stories for Grade XI VHS X. 461(Icllae 2019), 153–157.

Riyadi, S., & Asrimaya, W. F. (2025). Short Movies as Media in Teaching Cause-And-Effect Paragraphs Writing To 11 Th Grade Students. 6(2), 183–192.

Sahra Nabila, H. A. (Volume 11 Nomor 02, Juni 2025). Analisis Kesulitan Menulis Permulaan Melalui Metode Struktural Analitik Sintetik (Sas) Siswa Kelas I SD Swasta Muhammadiyah Bantaeng . Jurnal Ilmiah PGSD FKIP Universitas Mandiri.

Sukendra, I., & Rani, D. A. T. (2025). The role of animated short movies in teaching narrative writing to foster critical thinking. Celtic : A Journal of Culture, English Language Teaching, Literature and Linguistics, 12(1), 605–622.

Vania Elvaretta, A. A. (2021). Perancangan Film Dokumenter yang Berjudul “ASK MYSELF.” 4(2), 185–209.

Varón, C. (2021). The development of writing skills of learners of English as a foreign language (EFL). December, 1–369