



The Effect of Project Based Learning Model Assisted by Short Film on the Short Story Writing Skills

Balqis Sabrita¹, Ermawati Arief^{2*}, Dadi Satria³, Nofrahadi⁴

¹²³⁴Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Padang, Sumatera Barat, Indonesia

*E-mail: ermawatiarief@fbs.unp.ac.id

ABSTRACT

This study aims to describe: 1) the pre-test results of short story writing skills for the control and treatment groups; 2) the post-test results of short story writing skills in the control and treatment groups; 3) the effect of the project-based learning model assisted by film media on short story writing skills. This study used a quasi-experimental design with a nonequivalent control group design. The study population was all 235 eighth-grade students of SMP Negeri 5 Padang Panjang in the 2025/2026 academic year. The sample was determined through a purposive sampling technique, namely class VIII.3 as the experimental class and VIII.2 as the control class, with 32 students each. Data on short story writing skills were collected using a performance test that was compiled objectively and systematically. Data on short story writing skills were analyzed using descriptive statistics, namely the mean and percentage. Data on the effect of project-based learning assisted by film media on short story writing skills were analyzed using nonparametric inferential statistics, namely the Mann-Whitney test. The results of the study: 1) the mean pretest of short story writing skills of the control group and the treatment group were each categorized as sufficient; 2) the mean posttest of short story writing skills of the control group was categorized as good but the mean posttest of the experimental group was categorized as very good; 3) the project-based learning model assisted by film media was very influential in learning short story writing skills.

Keywords: project-based learning, short film, writing skills, short story, writing skills

Pengaruh Model *Project Based Learning* Berbantuan Film Pendek terhadap Keterampilan Menulis Teks Cerpen

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil prates keterampilan menulis teks cerpen untuk kelompok kontrol dan kelompok perlakuan; 2) hasil postes keterampilan menulis teks cerpen di kelompok kontrol dan kelompok perlakuan; 3) pengaruh model *project-based learning* berbantuan media film terhadap keterampilan menulis cerpen. Penelitian ini menggunakan *quasi experimental design nonequivalent control group design*. Populasi penelitian adalah seluruh siswa kelas VIII SMP Negeri 5 Padang Panjang tahun ajaran 2025/2026 yang berjumlah 235 siswa. Sampel ditentukan melalui teknik *purposive sampling*, yaitu kelas VIII.3 sebagai kelas eksperimen dan VIII.2 sebagai kelas kontrol, masing-masing 32 siswa. Data keterampilan menulis cerpen dikumpulkan menggunakan tes unjuk kerja yang disusun secara objektif dan sistematis. Data keterampilan menulis cerpen dianalisis menggunakan statistik deskriptif yakni mean dan persen. Data pengaruh *project-based learning* berbantuan media film terhadap keterampilan menulis cerpen dianalisis untuk menggunakan statistik inferensial nonparametrik yakni uji Mann Whitney. Hasil penelitian: 1) mean prstes keterampilan menulis cerpen keompok kontrol dan kelpmok perlakuan masignmasing berkategori cukup; 2) mean postes keterampilan menulis cerpen kelompok kontrol berkategori baik tetapi mean postes kelompok eksperimen berkategori sangat baik; 3) model *project-based learning* berbantuan media film sangat berpengaruh dalam pembelajaran keterampilan menulis cerpen.

Kata kunci: project-based learning, film pendek, keterampilan menulis, teks cerpen

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INTRODUCTION

Indonesian language learning is a compulsory subject at every level of education in Indonesia, thus playing a strategic role in developing students' language skills. The Ministry of Education, Culture, Research, and Technology (2025) emphasizes that Indonesian language learning is oriented towards literacy development through text-based learning so that students are able to understand and produce texts that meet their communicative goals. Language skills encompass receptive and productive skills, which are interrelated and need to be developed in a balanced manner. One productive skill that plays a crucial role in Indonesian language learning is writing, as writing allows students to develop critical thinking, logical reasoning, and systematically express their ideas (Mulyadi & Wikanengsih, 2022).

Writing skills are a crucial aspect of Indonesian language learning because they play a role in developing students' ability to express ideas, thoughts, and feelings in writing. Tarigan (2018) explains that writing is a productive and expressive activity that requires mastery of spelling, language structure, and vocabulary to convey ideas accurately. Through writing, students are trained to think critically and creatively in processing information. This aligns with the opinion of Hayati et al. (2022) stated that writing is the activity of conveying ideas, thoughts, and feelings in written form with the aim of providing information and increasing knowledge. Furthermore, Sandra & Ningsih (2025) suggested that writing activities can help students develop creative thinking habits, discover new ideas, and hone their skills in expressing thoughts in written form.

One form of writing skill taught at the junior high school level is writing short stories. Through short story writing, students are expected to develop their imagination, structure a coherent storyline, and use language that adheres to linguistic rules. A short story, often abbreviated as a short story, is a text that tells a small part of a character's life and leaves a single impression on the reader. According to Kosasih & Kurniawan (2020),

a short story is a short fictional story with a simple theme, a concise storyline, a limited number of characters, and recounts one or more events in communicative language, aimed at providing enjoyment for the reader. In line with this opinion, Sumardjo (2007) stated that a short story is a work of fiction that can be read in a single sitting because its plot is limited to one main event. Therefore, a short story is a short work of fiction containing elements that build a story, such as theme, plot, characters and characterization, point of view, style, and moral.

However, in reality, learning to write short stories in junior high schools still faces various obstacles. Based on field evidence, students often experience difficulty in finding story ideas, developing plots, determining characterization, and choosing appropriate diction. Furthermore, short story writing instruction still tends to be conventional and teacher-centered, thus providing little space for students to be active, creative, and directly involved in the learning process. This situation impacts students' low short story writing skills.

In line with this, Lanen & Atmazaki (2023) revealed that students often experience difficulty in determining themes for short stories due to low reading interest and difficulty developing ideas due to limited vocabulary mastery. Research by Pranesha & Henanggil (2025) also suggests that students' poor writing skills are caused by an inability to convey ideas logically and systematically, influenced by a suboptimal mastery of grammatical rules, vocabulary selection, and effective sentence structure. Furthermore, Kurniawati et al. (2023) found that many students struggle to follow correct linguistic structures and rules when writing. These issues indicate that students need to improve their logical and systematic thinking skills in writing to be able to produce good writing that adheres to linguistic rules.

One effort that can be made to address these issues is to implement innovative and contextual learning models. The Project-Based Learning (PjBL) model emphasizes active student involvement through meaningful project activities. Ac-



According to Isman (2022), PjBL is a learning model that guides students to understand concepts or principles through investigative activities and find solutions implemented through projects. Through the PjBL model, students are encouraged to learn independently, collaborate, and produce tangible products as a result of the learning process. This model is considered capable of increasing students' learning motivation and higher-order thinking skills.

In addition to the learning model, the use of engaging media also plays a crucial role in supporting the success of short story writing. According to Azzahra (2025), the use of relevant media can enhance student learning activities and provide inspiration for text-based learning. One learning medium that can effectively support the implementation of the PjBL model is short films. Short films can be an effective stimulus because they present stories visually and audibly, helping students understand story elements, such as plot, characters, setting, and conflict. Short films can also stimulate students' imaginations and facilitate their ability to express ideas in writing. This aligns with the research findings of Qonitalufiah et al. (2022), which showed that the implementation of PjBL supported by short films significantly improved students' writing skills.

This is an effort to improve the quality of language and literature teaching, which can be done through learning innovations, including the use of technological tools or Information and Communication Technology (ICT) in learning models in schools (Ibda, 2022). In this context, the use of short films in learning not only helps students develop critical and creative thinking skills but also makes it easier for students to remember material, improve collaboration, and apply learned concepts. Several previous studies have shown that the implementation of the PjBL model and the use of short films can improve students' writing skills. Research conducted by Favila (2025) showed significant results.

The results of the study concluded that (1) students' poetry writing skills before implementing the PjBL model with the aid of short films achieved an average score of 49.22, qualifying as nearly adequate; (2) after implementing the model, the average score increased to 79.79, qualifying as good; and (3) there was a significant effect because $t \text{ count} > t \text{ table}$ ($12.58 > 1.67$).

These findings indicate that the use of the PjBL model with the aid of short films is effective in improving students' writing skills, making it relevant for application in teaching literary text writing, including short stories. However, research specifically examining the effect of the PjBL model with the aid of short films on junior high school students' short story writing skills is still limited. Therefore, this study is important to examine the effectiveness of the PjBL model with the aid of short films in improving students' short story writing skills.

Based on the description, the problem formulation in this study is as follows: (1) How are the short story writing skills of eighth-grade students at SMP Negeri 5 Padang Panjang who are taught using the PjBL model assisted by short films? (2) How are the short story writing skills of eighth-grade students at SMP Negeri 5 Padang Panjang without using the PjBL model? (3) Is there an effect of using the PjBL model assisted by short films on the short story writing skills of eighth-grade students at SMP Negeri 5 Padang Panjang?

The purpose of this study is to describe the short story writing skills of students taught using the PjBL model assisted by short films, to describe the short story writing skills of students without using the model, and to determine the effect of using the PjBL model assisted by short films on the short story writing skills of eighth-grade students at SMP Negeri 5 Padang Panjang. This study is expected to provide theoretical and practical benefits. Theoretically, this study is expected to contribute to the development of writing learning theory, especially in the application of the PjBL model assisted by short films in short story learn-

ing. Practically, this research is expected to be useful for teachers as a reference for selecting appropriate learning models, for students as a catalyst for greater enthusiasm and creativity in writing short stories, and for other researchers as comparative material in relevant research.

METHOD

This research used a quantitative approach with a quasi-experimental method. This method has a control group, but it cannot fully control for external variables that influence the implementation of the experiment (Atmazaki et al., 2023; Fraenkel et al., 2012; Razak, 2010). This method was used to determine the effect of using the PjBL model assisted by short films on students' short story writing skills. The research design used a nonequivalent control group design. The study was conducted on eighth-grade junior high school students, involving two classes: an experimental class and a control class. In this design, neither the experimental nor the control group was randomly selected. In this design, both the experimental and control groups were compared. The experimental class received the treatment, while the control class did not. The experimental class received treatment in the form of the PjBL model assisted by short films, while the control class used conventional learning.

The population in this study were 235 students of class VIII of SMP Negeri 5 Padang Panjang in the academic year of 2025/2026. The selection of research samples was carried out using a purposive sampling technique, namely class VIII.3 as the experimental class and class VIII.2 as the control class, each consisting of 32 students, so that the total sample in this study was 64 students.

The research instrument used was a short story writing skills test, which was compiled based on assessment indicators, namely (1) short story text structure, (2) orientation quality, (3) complication quality, (4) resolution quality, (5) coda quality, and

(6) use of enhanced spelling. The test was given before treatment (pretest) and after treatment (posttest) to determine the improvement in students' short story writing skills. The data collected in this study were scores of short story writing skills of class VIII students of SMP Negeri 5 Padang Panjang. The study began with a pretest conducted before the treatment was given to determine students' initial abilities in writing short stories.

The pretest was conducted at school during Indonesian language lessons with a time allocation of 2×40 minutes. Students were asked to write a short story based on a predetermined context. After the pretest, the experimental class was given treatment using the PjBL model assisted by a short film, while the control class was given conventional learning. Learning was carried out according to the predetermined lesson plan.

The short story writing process in the learning process involved several steps: determining the theme and story idea, developing an outline based on the structure, developing the outline into a complete short story text, and revising the writing by paying attention to the content and use of enhanced spelling. A posttest was conducted after the treatment with the same time allocation, namely 2×40 minutes, to determine the improvement in students' writing skills.

The research instrument was a short story writing performance test compiled based on assessment indicators:

- 1) short story text structure,
- 2) orientation quality,
- 3) complication quality,
- 4) resolution quality,
- 5) coda quality,
- 6) use of enhanced spelling.



Table 1
 Scoring Rubrics

No.	Indicator	Scoring Description			
		Score-1	Score-2	Score-3	Score-4
1	Short story text structure	Short story texts involve only one text structure	Short story texts involve only two text structures	Short story texts involve thress text structures	Short story texts involve all text structures
2	Quality of the content of the orientation structure	The orientation is unclear and does not introduce the characters/setting well.	Unclear orientation, limited character/setting introduction	The orientation is clear but does not involve all elements.	The orientation is clear and involves all elements.
3	The quality of the complication structure of short story text	Conflict is unclear or not developing	The conflict is clear but underdeveloped.	The conflict is very clear and developing	The conflict is very clear and very developed
4	The quality of the resolution structure of the short story text	The resolution is very unclear or does not correspond to the conflict	The resolution is unclear or does not correspond to the conflict	The resolution is clear or does not correspond to the conflict	The resolution is very clear or does not correspond to the conflict
5	The quality of the code structure of short story texts	The code or message is very unclear	The code or message is unclear	The code or message is clear	The code or message is very clear
6	Use of spelling in short story texts	There were 16 spelling errors or more	There are between 11-15 spelling errors	There are between 6-10 spelling errors	There are less than 6 errors

The final score or the standard score is calculated using the formula (score obtained/maximum score) × 100. The substitution of this formula is: score obtained/24) × 100.

That scores classified into several criteria: (1) very good (86–100), (2) good (76–85), (3) sufficient (66–75), (4) poor (< 66).

RESULTS

1. Results of the Pre-Test of Short Story Writing Skills in the Experimental Class and the Control Class

Based on the results of data description and analysis, we obtained an overview of the short story

writing skills of eighth-grade students at SMP Negeri 5 Padang Panjang before using PjBL with the aid of short films. Prior to treatment, the experimental and control classes were given a pretest to assess the students' knowledge of short stories. The short story writing data before treatment for students in the experimental and control classes were relatively similar, with an average score of 61.72 for the experimental class and 60.42 for the control class.

Table 2

Results of the Pretest of Short Story Writing Skills in the Experimental Class and the Control Class

No	Group	Mean	Category
1	Experimental	61,72	sufficient
2	Control	60,42	sufficient

Based on the table above, the results of students' short story writing skills before the treatment show that the average scores of the experimental class and the control class were relatively similar. The experimental class obtained an average of 61.72 with sufficient qualifications, while the control class obtained an average of 60.42 with sufficient qualifications. This indicates that the initial ability to write short stories in both classes was at the same qualification. Thus, before being given different learning treatments, students in the experimental class and the control class had relatively similar short story writing skills. This condition indicates that differences in learning outcomes that appear in the next stage can be attributed to the learning treatments given.

2. Results of the Post-test of Short Story Writing Skills in the Experimental Class and the Experiment Class

First, the mean post-test score for short story writing skills of class VIII students of SMP Negeri 5 Padang Panjang in the control group, which was taught using the conventional model, was 81.51. This score is considered good.

Second, the mean post-test score for short story writing skills of class VIII students of SMP Negeri 5 Padang Panjang in the treatment group, which was taught using the PjBL model with the aid of short films, was 89.45. This score is considered very good.

Table 3

Results of the Post-test of Short Story Writing Skills in the Experimental Class and the Control Class

No	Group	Mean	Category
1	Experimental	89,45	very good
2	Control	81,51	good

3. The Influence of the Short Film-Assisted PjBL Model on Short Story Writing Skills

The Mann-Whitney test, a nonparametric inferential statistic, was used in this study because the initial requirements for using parametric inferential statistics could not be met. This was due to the sampling requirement not using simple random sampling.

Ranks			
Group	N	Mean Rank	Sum of Ranks
Experimental	32	25,63	820
Control	32	39,38	1260
Total	64		

Figure 1
 Screenshot of the Mann-Whitney Ranks Test in SPSS

Test Statistics ^a	
	Experimental Class
Mann-Whitney U	292.000
Wilcoxon W	820.000
Z	-2.978
Asymp. Sig. (2-tailed)	0,003

Figure 2
 Screenshot of the Mann-Whitney Statistical Test via SPSS

Based on the results of the Mann-Whitney test, the mean rank value in the control class was 25.63, while in the experimental class it was 39.38 (Figure-1). In addition, the Asymp. Sig. (2-tailed)



value was 0.003 (Figure-2). Its mean that $0,003 < 0.05$. This shows that the short story writing skills of students in the experimental class are higher than those in the control class. Thus, it can be concluded that there is a significant difference between the short story writing skills of students in the experimental class and the control class. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. This means that the PjBL model assisted by short film media has a significant effect on the short story writing skills of class VIII students of SMP Negeri 5 Padang Panjang. Students who are taught using the PjBL model assisted by short film media have better writing skills compared to students who are taught using conventional learning.

DISCUSSION

Based on the data analysis, the short story writing skills of eighth-grade students at SMP Negeri 5 Padang Panjang who were taught using the PjBL model with the aid of short films showed a higher improvement compared to students taught using conventional learning models. Pretest results showed that the average score for the experimental class was 61.72 and the control class was 60.42, both of which were in the Sufficient category. This indicates that the initial abilities of the two groups were relatively comparable, so that differences in final results can be more objectively attributed to the treatment provided. After the treatment, posttest results showed that the average score for the experimental class reached 89.45 (very good), while the control class reached 81.51 (good), with a difference of 7.94. These data indicate that the implementation of the PjBL model with the aid of short films has a more significant impact on improving short story writing skills than conventional learning. In the context of learning, this effectiveness can be explained through the characteristics of the PjBL model, which positions students as active subjects in the learning process. Students are involved in the planning, implementation, and completion stages of the

project collaboratively, so that the writing process is not merely mechanical, but also reflective and meaningful. Short films function as visual and contextual stimuli that help students understand the intrinsic elements of short stories such as plot, characters, setting, and conflict more concretely. The combination of these models and media allows for the simultaneous integration of cognitive, affective, and psychomotor aspects in the learning process. This finding is consistent with various previous studies. Research by Favila (2025) and Mukti (2024) shows that the use of short films in writing learning can significantly improve the quality of students' writing. Meanwhile, research by Pitri (2024), Febriani (2025), and Maulana (2025) proves that the PjBL model is effective in improving writing skills for various types of texts. Qonitalufiah et al. (2022) and Yulia (2024) also confirmed that the PjBL model, supported by audiovisual media, can improve student engagement and learning outcomes. Thus, the results of this study reinforce previous findings that PjBL model, supported by short films, is effective in writing instruction.

Second, the integration of the PjBL model with short films presents a learning innovation that can provide concrete stimuli while encouraging active student involvement. However, this study has limitations. The study was conducted in only one school with a limited sample size, so generalization of the results requires caution. Furthermore, the relatively short treatment duration means that the long-term impact of the model's implementation may not yet be apparent. This study also focused solely on short story writing skills without measuring other variables such as student learning motivation or creativity more specifically. The findings of improvements in the control class indicate that conventional learning still contributes to the development of students' writing skills, although not as significantly as the PjBL model assisted by short films. This indicates that learning effectiveness is also influenced by other factors such as training intensity, teacher

involvement, and student characteristics. Therefore, further research is recommended to involve a wider sample, a longer study duration, and consider additional variables to obtain a more comprehensive picture of the effectiveness of this learning model.

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