

# IMPROVING THE ABILITY TO WRITE SHORT STORIES THROUGH THE PROBLEM BASED LEARNING METHOD WITH EDUCATIONAL FILM MEDIA FOR STUDENTS

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**Abstract.** This study aims to describe the improvement of the learning process in writing short stories through the problem based learning method with the educational film media of grade XI students of SMA Negeri 14 Malinau and to describe the improvement of the results of short story writing skills through the problem based learning method with the educational film media of grade XI students of SMA Negeri 14 Malinau. This research is a Class Action Research (PTK). The subject of the study was grade XI students of SMA Negeri 14 Malinau consisting of 8 students. This research was carried out in the odd semester of the 2023/2024 academic year, from January to June This action research was carried out in two cycles where in each cycle there were four components, namely planning, implementation of actions, observation, and reflection. Data collection techniques are in the form of observations, interviews, questionnaires, tests, and documentation. Data analysis techniques use qualitative and quantitative descriptive analysis techniques. Qualitative analysis is used for qualitative data in the form of interviews, field notes, and documentation of student assignments. Quantitative analysis is used for quantitative data obtained from the results of students' short story writing tests before and after being given actions as evidenced by average scores. The results of this study show that the application of educational film media can improve the ability to write short stories in learning to write short stories for grade XI students of SMA Negeri 14 Malinau. This is based on the results of the short story writing practice test of students from pre-action to cycle II has increased by 30.4. Thus, the ability to write short stories for grade XI students of SMA Negeri 14 Malinau has improved both the process and the results after being subjected to action using educational film media.

**Keywords:** Short Story Writing Ability; Problem Based Learning; Learning Media

## I. INTRODUCTION

Writing skills are one of the important competencies in language learning because they are a means of thinking, communicating, and expressing ideas systematically. Through writing activities, students can develop critical thinking skills, creativity, and the ability to convey ideas in a coherent and meaningful form. In the context of language learning, the skill of writing short stories not only trains language skills, but also becomes a medium of personal expression, imagination, and student experience that is poured into literary texts. This is in line with the view of Tarigan (2013) who states that writing is a productive skill that allows students to produce language works as a form of expression of thoughts, feelings, and experiences (Ichsan et al., 2023).

Writing short stories also has a strategic role in improving students' literacy because it requires the ability to compose plots, develop characters, process conflicts, and give rise to moral messages (Saputra et al., 2021). This creative process can enrich students' insight and sensitivity to the surrounding

social and cultural environment. According to Nurgiyantoro (2018), learning to write short stories can form students' divergent thinking skills while instilling humanist values through literary works. Therefore, it is important to strengthen the mastery of short story writing skills through innovative and contextual learning strategies so that students are able to express their creative potential optimally (Krisianata, 2022; Hanney, 2013).

In the practice of writing learning, many students have difficulty in pouring ideas into the form of writing (Saputra et al., 2021). They tend to have difficulty finding original ideas and experience obstacles in connecting their experiences or imagination with the text they want to write. As a result, the writing produced is often monotonous, undeveloped, and lacks creativity. Research conducted by Yunus and Chien (2016) shows that the main obstacles in students' writing skills are limitations in generating ideas, lack of vocabulary, and low ability to compose ideas in a coherent manner. This condition shows that the writing process requires the support of learning strategies that can stimulate students' creative thinking (Mary & Anastasia, 2013).

In addition to difficulties in finding ideas, students also often face problems in composing plots, developing characters, and building interesting conflicts in short stories (Schmidt et al., 2007). This makes the stories they write tend to be flat, have no tension, and provide less aesthetic experience for readers. According to Saddhono and Slamet (2014), the general weakness of students in writing short stories lies in their inability to develop the intrinsic elements of the story, such as plot, setting, characters, and conflicts. Thus, this real condition indicates the need for learning innovations that not only focus on theory, but also provide concrete learning experiences to support students' creative writing skills (Costes-Onishi et al., 2020; Miller et al., 2012).

In the practice of writing learning, many students have difficulty in pouring ideas into the form of writing (Tamsah & Ybnu, 2022). They tend to have difficulty finding original ideas and experience obstacles in connecting their experiences or imagination with the text they want to write (Salwa Bahari, 2024). As a result, the writing produced is often monotonous, undeveloped, and lacks creativity. Research conducted by Yunus and Chien (2016) shows that the main obstacles in students' writing skills are limitations in generating ideas, lack of vocabulary, and low ability to compose ideas in a coherent manner. This condition shows that the writing process requires the support of learning strategies that can stimulate students' creative thinking (Asnur et al., 2024; Dewanto et al., 2023; Zulkifli et al., 2022; Zulyusri et al., 2023).

In addition to difficulties in finding ideas, students also often face problems in composing plots, developing characters, and building interesting conflicts in short stories. This makes the stories they write tend to be flat, have no tension, and provide less aesthetic experience for readers (Bahri, 2019). According to Saddhono and Slamet (2014), the general weakness of students in writing short stories lies in their inability to develop the intrinsic elements of the story, such as plot, setting, characters, and conflicts. Thus, this real condition indicates the need for learning innovations that not only focus on theory, but also provide concrete learning experiences to support students' creative writing skills (Marlina, 2019).

Learning innovation is an important need in improving the quality of education, especially in writing learning that requires high-level thinking skills (Edy Nurtamam et al., 2023; Elfira & Santosa, 2023; Rahman et al., 2023; B. Santosa & Dwi, 2018; T. A. Santosa et al., 2024). One relevant model is Problem Based Learning (PBL), as it provides opportunities for students to be directly involved in real, contextual problem-solving. By presenting problems as a starting point, PBL can trigger students to think critically, explore ideas, and develop creative solutions that are then expressed in writing (Pentury et al., 2020). According to Hmelo-Silver (2004), PBL serves as a student-centered approach with the primary goal of developing critical, collaborative, and complex problem-solving skills. This makes PBL very relevant in learning to write short stories that require

creativity and literacy sensitivity (Lestari et al., 2020; Luciana et al., 2024; Oktarina et al., 2021).

In addition, PBL also emphasizes an active, collaborative, and reflective learning process, so that students do not only passively receive knowledge, but build their own understanding (Hung et al., 2012). In the context of learning to write, PBL can help students understand how to build plots, characters, and conflicts by relating real problems into the form of stories. Savory's research (2015) shows that the application of PBL is effective in improving critical thinking skills while fostering students' creativity in expressing ideas. Thus, learning innovations through PBL not only provide a meaningful learning experience, but also support the achievement of more comprehensive language learning goals.

Relevant research was conducted by Rahmawati (2020) which shows that the use of the Problem Based Learning (PBL) method in language learning is able to significantly improve students' creative writing skills. The results of the study revealed that PBL encourages students to be more active in exploring ideas, discussing, and developing stories with a better structure (Pahamzah & Hanafi, 2023). These findings support the idea that PBL can be used as an effective approach to train writing skills, especially in producing literary works in the form of short stories. By involving students in problem-solving situations, writing learning focuses not only on the final product, but also on the student's critical and creative thinking process (Perry, 2018). In addition, research by Hapsari and Mulyani (2021) found that the use of educational film media in language learning can provide a strong visual and emotional stimulus so that it can increase students' imagination in writing stories. Movies function as a spark of ideas, presenting characters, plots, and conflicts that can be adapted or developed by students into new stories. This research proves that movies can act as an effective source of inspiration for students who often have difficulty finding writing ideas. The relevance of the study shows that the combination of PBL methods and educational film media has great potential to be applied in learning to write short stories because they complement each other: PBL encourages critical problem-solving, while film provides a concrete context that sparks creativity. Based on this, this study aims to find out Improving the Ability to Write Short Stories through the Problem Based Learning Method with Educational Film Media for Students

## II. RESEARCH METHODS

This study uses a Classroom Action Research (PTK) design that aims to improve the learning process and outcomes of writing short stories through the application of the Problem Based Learning method assisted by educational film media. The subject of the study is grade XI students of SMA Negeri 14 Malinau which totals 8 people in the odd semester of the 2023/2024 school year. The research was carried out for six months, from January to June 2024, in two cycles. Each cycle consists of four main stages, namely (1) planning, (2) implementation of actions, (3) observation, and

(4) reflection. Through these stages, researchers strive to systematically identify problems, implement corrective actions, and evaluate the success of actions in improving students' writing skills.

Data collection techniques include observation, interviews, questionnaires, tests, and documentation. The data obtained were analyzed using a combination of qualitative and quantitative descriptive analysis. Qualitative analysis was used to examine interview data, field notes, and documentation related to the learning process of writing short stories. Meanwhile, quantitative analysis was used to process the results of students' writing tests in pre-action, cycle I, and cycle II, which were then shown through the calculation of average scores to see an improvement in short story writing skills. With this approach, the research not only emphasizes on improving learning outcomes, but also understands the dynamics of the learning process that occurs in the classroom.

### III. RESULT AND METHODS

Data from the assessment of the writing ability of students in the first cycle can be seen in detail in Table 1.

**Table 1.** Comparison of Average Scores of Pre-Action and Cycle I Writing Practice

| Aspects assessed in the short story | Pre-Action Score | Siklus 1 | Increased |
|-------------------------------------|------------------|----------|-----------|
| Contents                            | 9.1              | 15       | 5.9       |
| Organization                        | 22.5             | 29.6     | 7.1       |
| Language Mastery                    | 9.1              | 14.4     | 5.3       |
| Mechanic                            | 5.1              | 11.8     | 6.7       |
| Jumlah                              | 45.8             | 70.8     | 25        |

Table 1 shows the comparison of the average score of the practice of writing short stories between the pre-action condition and cycle I on several aspects of the assessment. From the data, it can be seen that all aspects have experienced a significant increase. In the content aspect, the score increased from 9.1 to 15 with a difference of 5.9 points. The same thing also happened in the organizational aspect which was originally 22.5 increased to 29.6 or an increase of 7.1 points. The improvement was also seen in language mastery, from an initial score of 9.1 to 14.4 with a difference of 5.3 points. In addition, the mechanical aspect showed the most notable improvement, namely from 5.1 to 11.8 or an increase of 6.7 points. When summed up, the overall score increased from 45.8 in the pre-action to 70.8 in the first cycle, resulting in an increase of 25 points. This data shows that the actions taken in the first cycle have a positive impact on students' writing ability in composing short stories, both in terms of content, organization, language mastery, and mechanics. Furthermore, improving students' writing skills through the problem-based learning method of educational film media can be seen in Table 2.

**Table 2.** Improvement In the Average Score of Pre-Action Writing Practice, Cycle 1 And Cycle 2

| Aspects assessed in the short story | Pre-Action Score | Siklus 1 | Siklus 2 | Increased |
|-------------------------------------|------------------|----------|----------|-----------|
| Contents                            | 9.1              | 15       | 15.6     | 5.9       |
| Organization                        | 22.5             | 29.6     | 32.4     | 7.1       |
| Language Mastery                    | 9.1              | 14.4     | 15.6     | 5.3       |
| Mechanic                            | 5.1              | 11.8     | 12.6     | 6.7       |
| Jumlah                              | 45.8             | 70.8     | 76.2     | 25        |

Table 2 shows an increase in the average score of short story writing practice in the pre-action, cycle I, and cycle II stages. The results show that every aspect of the assessment has improved gradually. In terms of content, the initial score of 9.1 increased to 15 in the first cycle, then increased slightly to 15.6 in the second cycle with a total increase of 5.9 points. The organizational aspect also showed a positive trend, from 22.5 in pre-action to 29.6 in cycle I, and increased again to 32.4 in cycle II with a total increase of 7.1 points. In the aspect of language mastery, the initial score of 9.1 increased to 14.4 in the first cycle and increased to 15.6 in the second cycle, resulting in an increase of 5.3 points. The mechanical aspect showed a significant improvement, from 5.1 to 11.8 in cycle I and reached 12.6 in cycle II, with an increase of 6.7 points. Overall, the total score increased from 45.8 in pre-action to 70.8 in cycle I and reached 76.2 in cycle II. This data confirms that actions taken continuously are able to improve students' writing skills consistently in each cycle. Improving the ability to write short stories through the application of the Problem Based Learning (PBL) method with educational film media shows that learning strategies that are oriented to real problems are able to facilitate students in developing creative ideas. The findings in Tables 1 and 2 show an increase in average scores from pre-action to cycle II, both in terms of content, organization, language mastery, and mechanics. This is in line with the view of Barrows (1996) who emphasized that PBL encourages students to think critically, construct new knowledge, and find solutions independently and collaboratively. The use of educational film media also makes a significant contribution to provoking students' imagination and enriching the learning experience (Asrifan & Candra Dewi, 2023). Film as a visual medium helps students capture the storyline, understand the characters, and build an atmosphere that is then adapted into their written work. Mayer's (2009) research on multimedia learning emphasizes that the combination of visual and audio can improve students' conceptual understanding and memory retention. This is proven in this study, where students more easily develop storylines in a series with the support of audio-visual stimulus (Halawa et al., 2023); (Fauzi & Pratama, 2021).

The organizational aspect of writing experienced the highest increase, from 22.5 in the pre-action to 32.4 in the second cycle. This shows that students are increasingly able to structure stories systematically with a clear plot (Ali et al.,

2024; T. A. Santosa et al., 2025). PBL, which is based on group discussions and real-world problem analysis, provides space for students to develop a more organized frame of mind. Hmelo-Silver (2004) stated that PBL helps students develop self-directed learning skills as well as metacognitive skills, which are important in compiling a good writing structure. In addition, mechanical aspects such as the use of spelling, punctuation, and grammar have also increased significantly (Mary & Anastasia, 2013). This indicates that in addition to mastery of the content, students acquire technical skills in writing (Prastiwi et al., 2022). The continuous process of reflection and feedback in the PTK cycle encourages students to correct mistakes in previous writings. These findings are supported by research by Savery (2015) which shows that PBL can improve lifelong learning skills, including in terms of correcting language errors through repetitive practice. Overall, the results of this study confirm that the Problem Based Learning method with the help of educational film media is effective in improving students' short story writing skills (Hanney, 2013); (Saputra et al., 2021). Consistent score increases in each cycle demonstrate the success of this strategy in blending problem-based learning with contextual media. Thus, this study supports previous studies that emphasized the importance of problem-based learning innovations and the use of audiovisual media in improving students' literacy skills (Hmelo-Silver, 2004; Mayer, 2009).

#### IV. CONCLUSIONS

From the results of this study, it can be concluded that the application of educational film media can improve the ability to write short stories in learning to write short stories for grade XI students of SMA Negeri 14 Malinau. This is based on the results of the short story writing practice test of students from pre-action to cycle II has increased by 30.4. Thus, the ability to write short stories for grade XI students of SMA Negeri 14 Malinau has improved both the process and the results after being subjected to action using educational film media. This is based on the results of the short story writing practice test of students from pre-action to cycle II has increased by 30.4. Thus, the ability to write short stories for grade XI students of SMA Negeri 14 Malinau has improved both the process and the results after being subjected to action using educational film media.

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