

# Students' Perception on Ideas' Role in Film Story Scenario Writing Learning

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## ABSTRACT

This study aims to know the extent of students' perceptions of the importance of ideas in writing a film screenplay. The research approach uses a qualitative descriptive method. Data were collected through observation and questionnaires. The participants are fifth-semester students, as many as 42 people in the audio-visual class. The data were analyzed through three stages, namely data reduction, data presentation and conclusion. The results of data analysis found that most of the students, or 87.3%, students knew what ideas were in writing film scenarios. In addition, it was also found that ideas related to family are a concept that is considered by students as the easiest notion to write into scenarios. This is due to the proximity to the source of thought in writing. Meanwhile, the concept of tradition and traditional arts is an idea that is considered the most difficult for them to write because students lack experience and information related to tradition and art. The results of this study serve as a guide for teachers in developing students' ability to write film screenplays.

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## 1. INTRODUCTION

Along with the times, the need for graduates who master technology and information is something that must be owned by every alumni at universities in Indonesia, such as graduates at the Faculty of Letters. This is also related to the changes in education delivery policies that have been proclaimed by the government through the Merdeka Learning Campus Merdeka policy in line with technological developments and advances in science (Tohir, 2020). In response to this, the Minangkabau Literature Department began to offer courses with two special clusters that support the skills desired by the world of work today. The clusters provided are the tourism cluster and the journalism cluster. These two clusters are intended to support the alumni's major knowledge in the fields of language and literature. This means that in this second cluster, the special objects of learning

remain in the fields of language, literature and culture. Each cluster is offered 4 courses with a total weight of 8 credits. One of the subjects in each cluster is audio-visual.

In 2012, after the Faculty of Letters changed its name to the Faculty of Cultural Sciences in October 2011. The leader took the policy to make audio-visual courses no longer a cluster choice course in several majors, however, the faculty made these courses mandatory that is offered at the Faculty level so that all majors have audio-visual courses as compulsory faculty courses. With the stipulation of this course as a compulsory subject, the burden that will be handled by the tutor becomes even heavier, especially in preparing various things that will become materials and practical tools for students. Various kinds of inputs for learning are also accepted for consideration. The point is, from all materials that will be used as learning materials, language, literature and culture and history must be used as sources of ideas in producing an audio-visual work for students.

The basic thing in doing an audio-visual work is in the book 'The Art of Moviemaking: Script to Screen,' by (Boggs & Petrie, 2008), which defines a film or movie as a display on the screen by a flash or flicker of light that appears 24 times (24 images) per second from a projector lamp. Moreover (Nowell-Smit, 1996) mentions that film media has come to be used for educational, propaganda, and scientific research purposes. Another example is Fiction films which develop from their creators both in terms of story and cinematography because fiction films are at the centre of the poles: real and abstract (Oktaviani, 2019).

However, the problems found from the results of observations in learning in the 2020-2021 academic year classes found that students had difficulties in finding film scenario story ideas. The idea of a scenario is also a scourge for students in completing their final project in the form of a short film, as stated by Dancyger (2018), It was his goal to write a book that was, in spirit, related to the Reisz Millar classic but that was also up to date with regards to films and film ideas. He also refers to the technical achievements in film, video, and sound that have expanded modern film characters and film ideas. This update illustrates how the creative repertoire for filmmakers has expanded in the past 50 years.

Moreover, to produce good film work, a reliable screenwriter is also needed (Kafrawi, Evizariza, & Syamsidar, 2020). So updated information regarding characters and ideas in a film and also the capability to write the scenario can be found according to the tastes of current students. Especially in times of a pandemic. Are ideas related to language, literature and culture still relevant to offer in screenwriting? Moreover, Scenario literature is quite clear about the general scenario development process, but little guidance is offered when it comes to sitting down and writing scenario narratives (Chermack & Coons, 2012). In writing scenarios, ideas can also be determined through research and literature studies, besides that ideas can also be found from the results of thinking, reading books, reading scientific journals, discussing, attending seminars, observing phenomena in society, or coming from other sources, and no less important is ideas can be found by determining the main idea of each problem that arises (Junita, 2018; Santoso, 2015; Setianingsih, Qomariyah, Ariani, & Suhaili, 2020; Peacock, 2010).

From the explanation of the problem and previous research, research related to the identification of student's perceptions of the existence of writing ideas has not been done much. Hardly done. Therefore, this study focuses on studying students' views on the existence of the idea of writing a film screenplay. So, the purpose of this research is to get the extent of students' perceptions about the importance of ideas in writing film scenarios.

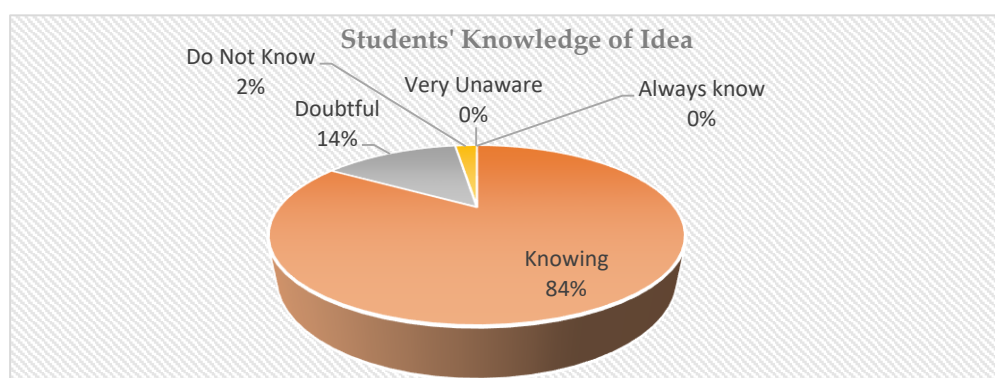
## 2. METHODS

This study uses a qualitative approach with a descriptive method. This study examines the phenomenon in the field according to the perception of the research subjects (Creswell, 2012). So, this study examines students' perceptions of ideas in learning to write film scenarios in the audio-visual class. So, data were collected through observation and questionnaires. Students were asked to fill out a questionnaire through the google-form that was shared through the WhatsApp group. Students can

choose the answers that have been provided on the questionnaire and are given the freedom to provide additional short answers. The participants are fifth-semester students in the audio-visual class in the 2021-2022 academic year as many as 42 students. The research was conducted at a university in Sumatra in the department of literature. The results of data analysis will not only be presented descriptively but will also be presented in tabular form and accompanied by an explanation of the tables presented. So, the data analysis technique uses three stages: the reduction stage, the data presentation stage, and the drawing of conclusions. In the reduction stage, the researcher made observations in class related to learning activities to write scenario stories in the audio-visual class and identified problems. The second stage of data presentation is carried out through the stages of data categorization and data analysis. The results of data analysis conclude the last stage.

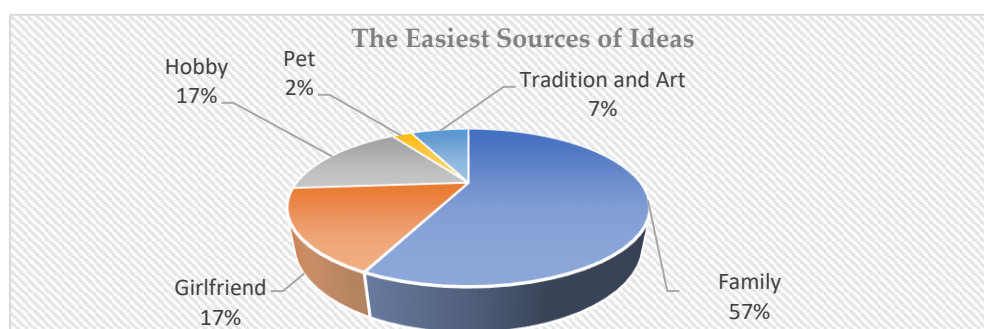
### 3. FINDINGS AND DISCUSSION

In this section, the results obtained related to student's perceptions of the importance of ideas in writing short film scenarios will be presented. There are 5 theme given to students related to this idea. It will be described one by one so that they can show how students respond to question after question. The first theme is students' knowledge about the idea of writing a scenario. From the answers given by forty-three students, information is obtained as shown in the following table:



Graph 1. Student's knowledge of Idea

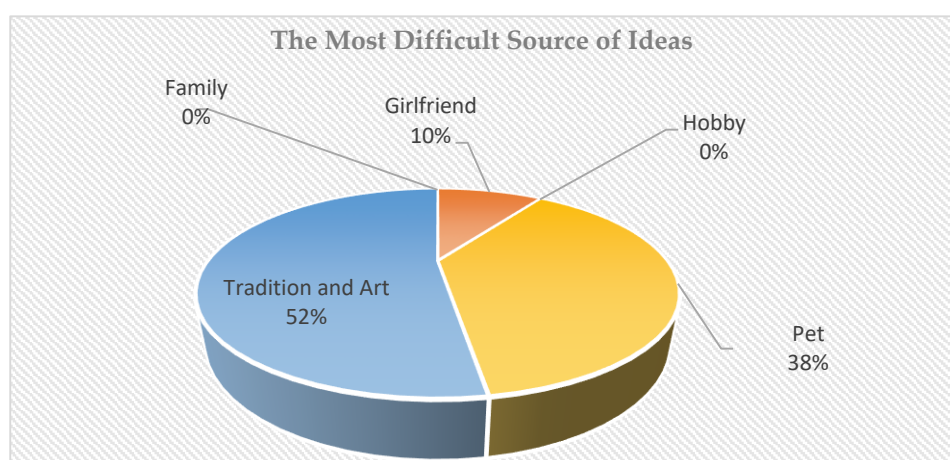
Graph 1 shows that there are 83.7% of students know the role of ideas in writing film story scenarios. Meanwhile, there are 2.3% of students do not know how to build a film script writing idea and 14% of students are not sure about their answers. So, it can be concluded that students who take audio-visual media courses know the role of ideas that function to build film scenario stories. Furthermore, when asked about the easiest thing to use as a source of ideas in writing short film scenarios, in general, students expressed ideas about family. It can be seen from graph 2, it is around 57%. So, their inspiration for writing the screenplay was a family experience. This can be seen in the following table:



Graph 2. The Easiest Source of Ideas for Writing Scenarios

Meanwhile, when asked why their choice fell on one of the ideas mentioned above, the students responded as follows: the choice of ideas that come from families is generally based on the closeness of the students to their families because they are close to the family. They think it will be easy to develop and execute their ideas in a not-so-long time. The idea of boyfriends and love is also an interesting choice for students. This is because they are currently in puberty, so talk about love, they think are very possible things to develop in these times of love. Another thing that is also interesting to be used as a source of ideas by students is ideas related to hobbies and traditions and art. Students choose hobbies because it is the thing that is most attached to them and has become their daily life, meanwhile art and tradition are more of an excuse to develop and preserve culture in the form of art and tradition.

The interesting thing is, when asked what the most difficult thing to use as a source of ideas is, the students turned out to choose those related to tradition and art to be the most difficult thing for them. As shown in the following table:

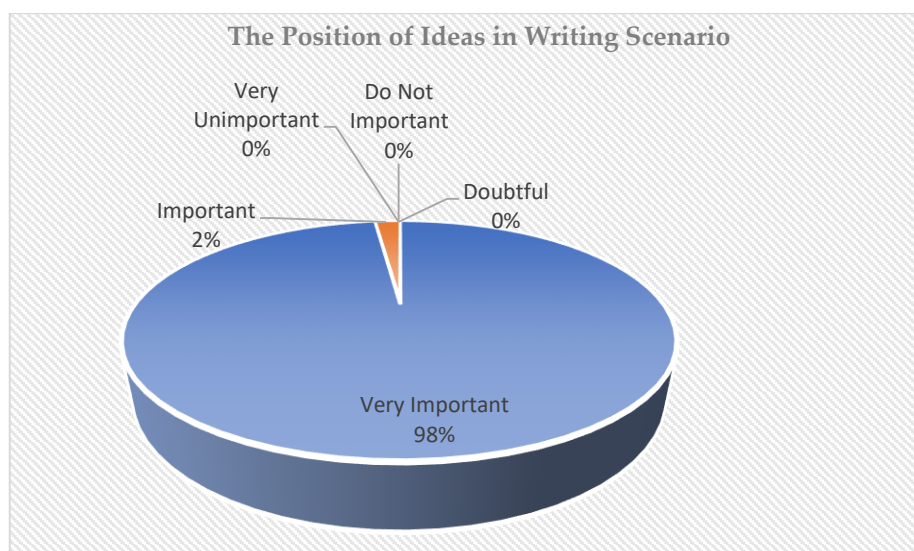


Graph 3. The Most Difficult Sources of Ideas for Writing Scenarios

Graph 3 shows that tradition and art are the most difficult things for students to use as ideas sources in scenario writing. The data shows that there are about 22 students or 52.4% of the total students who answered, stating that tradition and art are the sources of ideas is the most difficult. The second most difficult source of ideas was occupied by pets, which were chosen by 16 students or 38.1%. The rest were ideas related to girlfriends, which were chosen by about 4 people or 9.5% of students.

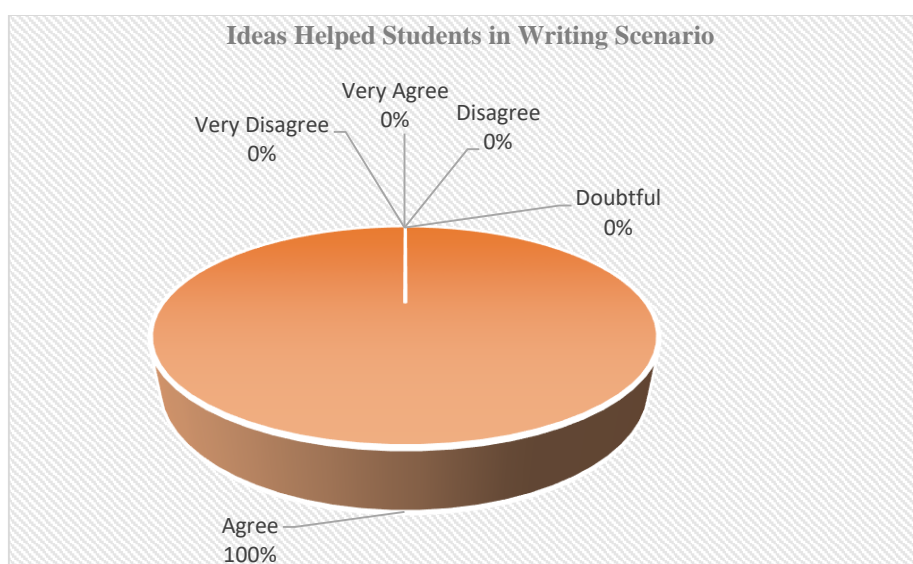
Tradition and art are very difficult ideas sources because they cannot know about the concept of tradition and art, and the students cannot learn how to communicate them. Besides that, to realize the idea, it takes a lot of preparation when making a short film scenario. Another reason that is also a problem for them is that stories related to tradition and art never got in real life. Students think that traditions and art are considered outdated or not necessary anymore by some people because art and tradition must first be researched and applied methods to obtain valid data from the art. So it is difficult to be used as an idea in making a film and takes a long time. Meanwhile, pets and relationships with a girlfriend or boyfriend are the most difficult source because 1) it is not everyone has a pet and 2) it is not everyone can know how to take care of a pet. While most students think that the courtship is not appropriate with the religion. If they choose the concept of dating, the storyline that will occur is very easy for the audience to guess, so the storyline is monotonous, and also don't know if the idea chosen for dating the scene in the film is quite complicated and the student does not like it.

The questions related to the importance of an idea in starting to write a screenplay and how easy it is to write an idea in a film screenplay. The students seemed to agree in the answer that it was very important, and they agreed in the following graph.



Graph 4. The Importance of Ideas in Writing a Scenario

Graph 4 shows that the idea is indeed a very important and fundamental thing in starting to write a scenario. Almost all participants stated it. It concluded that ideas play a very important role in writing a scenario.



Graph 5. Idea Help Students in Making Writing Scenarios

All participants agreed that knowing or having an idea would make it easier to start the process of writing a screenplay. This makes determining an idea very crucial in the initial process of making a scene.

From the data, the findings illustrate that writing stories for both film scenarios and academic and non-academic writings are related to the concept of ideas. Moreover, ideas are also a major part of the early stages of drafting a story. The students feel that ideas are very important for them to develop stories and these ideas can be obtained through their life environment such as family. So, learning to write film scenarios can provide deep understanding for students to build a story that can be presented in audio-visual form (Kafrawi et al., 2020). In addition, film script writing can still be a concept of learning about linguistics, as is often done by students in language classes (Donohue, 2012).

In other studies, films are often used as a medium for developing story ideas in writing essays. The use of digital learning media or technology applications in building writing classes can create

innovation (Meinawati et al., 2021). Even films can be a project-based learning model to improve writing skills (Meinawati, 2020). So, the use of films as a medium for learning to write is significantly effective for students (Ardayati, 2018). This is contrary to these findings that writing a film screenplay must begin with determining an idea. However, previous research with this finding provides a harmony between understanding the concept of the importance of building the main idea before writing. Writing ideas can be drawn from the experiences and lives of students, thus making it easier for students to develop story writing for film scenarios. This means that scriptwriting must also be able to describe a living story.

These findings also found a new concept that teachers can build ideas for writing film scenarios not only from the lives of students. The idea of writing a screenplay for a short film can also be done by watching movies. Most of the students got more attention and they were interested in watching movies. After they watch the movie, they get more new information and they get refreshment to take their new ideas. Moreover, the film also includes visual literacy, which is a set of skills used to ascertain meaning in visual stimuli (for example, visual arts, images, or abstract representations). Visual literacy practice can facilitate the development of children's writing skills in vocabulary, narrative structure and originality through better observation and improvement of inferential thinking (Barbot et al., 2013). This research is one of the contributions to teachers' creative development related to developing story ideas. Moreover, research related to the existence of ideas in learning activities to write film scenarios is still rare. So, this finding is a breakthrough in the importance of finding ideas before writing activities.

#### 4. CONCLUSION

The results of the data analysis concluded that overall, students in the audio-visual class had a perception of the importance of determining ideas before making a screenplay for a short film. The easiest sources of ideas come from family, hobbies, and traditional arts. Because the idea of writing a scenario story from a family is part of a student's life, so it is easy to understand. Students can develop story ideas according to their own life experiences or with other family members. Meanwhile, story ideas are the most difficult to get from the concept of tradition and art because students do not have experience related to traditional and artistic activities. Students also have the same perception that an idea will make it easier for them to write a short film scenario, and an idea is very important to determine so that the scenario that will be made can be realized easily. The results of this study can be used as consideration for audio-visual subject teachers to provide any ideas that are likely to be of concern to students in the future so that learning outcomes can produce a short film story with new ideas. The results of this study can also be used as reflection material for departments and faculties related to the existence of this course, whether it is still relevant to the current development of science or if this course is converted into an elective course. So that the learning outcomes and competencies of alumni who want to be addressed are by the curriculum used and running by the goals to be achieved. Further researchers can develop the results of this study related to learning outcomes and the level of students' grammatical abilities.

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