

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The development of digital media has significantly changed how young people, especially university students, interact with audio-visual content. Short films are now widely used not only for entertainment, but also to express experiences and emotions that are close to everyday life. Film has an advantage because it combines visual, audio, and narrative elements to create a deeper audience experience (Bordwell & Thompson, 2020). At the same time, students' lifestyles have also shifted, especially in how they use space for studying and relaxation.

Students no longer rely only on formal spaces such as classrooms or libraries, but also seek alternative places like cafés and public spaces that feel more comfortable. According to Oldenburg (1999), cafés can function as "third places," which are informal social spaces where people gather, interact, study, and spend their leisure time outside home and school environments. Similarly, Adityawirawan and Kusuma (2021) found that cafés have increasingly become informal learning spaces for university students because they provide a comfortable atmosphere that supports both academic and social activities.

At the same time, these everyday spaces are no longer viewed only as functional places. In the context of urban tourism, cafés, libraries, public spaces, and other urban environments have become part of the visitor experience because they reflect the daily life and identity of a city (Ashworth & Page, 2011). For students and young adults, visiting such places is not only related to studying or relaxation, but also to experiencing the atmosphere, social interaction, and lifestyle associated with the city itself. Therefore, these locations can be understood as everyday places that contribute to urban tourism experiences.

However, based on a preliminary observation (pre-survey) conducted through

a questionnaire with Applied Foreign Language students from the 2023-2025 batches, the results from 28 respondents indicated that many students still found it difficult to decide places that truly supported their needs for both studying and healing. Most information they access comes from social media, which tends to focus only on visual appearance without clearly showing the actual atmosphere and experience. As a result, students often need to try multiple places before deciding one that suits them. This condition reflects a gap between expectation and reality. Ideally, students need information that not only shows how a place looks, but also describes its atmosphere, such as a calm ambience for studying, comfortable seating, proper lighting, and a relatively quiet environment. In reality, available content is still limited and unable to fully represent the real experience of being in that space.

Based on this issue, the problem is not the lack of information, but the absence of media that can deliver a more complete and emotional spatial experience. Therefore, a short film can be developed as a medium to represent spatial experience and distributed through platforms such as YouTube, which are easily accessed by students. Unlike photographs or short promotional content, film combines visual, audio, narrative, and emotional elements that allow audiences to experience a place more comprehensively (Bordwell & Thompson, 2020). In addition, previous studies on film-induced tourism show that audiovisual storytelling can influence audience perceptions of places and create interest in visiting locations featured in films (Hudson & Ritchie, 2006). Through this ability, a short film can provide audiences with a clearer understanding of a place, its atmosphere, and the experiences associated with it before visiting it directly.

In this study, a short film entitled “9 Reasons I Didn’t Believe in Us” is developed, which takes the setting of student life and several urban spaces in Semarang. Besides supporting the narrative development of the story, these locations also represent everyday environments frequently used by students, such as cafés, campus areas, libraries, and public spaces. Through the interaction between characters and these locations, the film aims to represent both the

emotional experiences of young people and the atmosphere of urban spaces that form part of student life in Semarang. The main focus of this study is on the post-production stage, because this is the stage where the meaning, mood, and spatial representation are shaped more clearly.

This study uses the Research and Development (R&D) approach with the ADDIE model (Branch, 2009), consisting of Analysis, Design, Development, Implementation, and Evaluation. The main focus is on the post-production stage, where visual and audio materials are processed through editing, storyline arrangement, voice-over, translation, and color grading to build the film's narrative and emotional tone. Practically, this study is important because post-production is often underestimated, even though it is the stage where the story is actually shaped. Using locations that are close to students' daily life in Semarang also makes the final result more relatable.

Several previous studies also support the importance of post-production and systematic development processes in audio-visual works. Research by Kuku et al. (2023) explains that post-production editing plays a major role in combining audio and visual elements into a complete narrative that can emotionally connect with audiences. Another study by Ariani et al. (2021) shows that color grading and music scoring strongly influence emotional atmosphere and audience perception in film. Furthermore, Harja et al. (2025) found that the ADDIE model can be effectively used in developing audio-visual media through a structured process of analysis, design, development, implementation, and evaluation, while incorporating audience feedback to improve the final product. These findings suggest that both technical post-production activities and systematic development processes contribute significantly to the quality of an audio-visual work and the audience experience it creates.

Academically, this study contributes to film production studies, especially in post-production, which is still less explored in student research. It highlights that editing is not only technical, but also essential in shaping meaning, emotion, and representation. Therefore, the main objective of this study is to develop the post-

production process of a short film in shaping storyline, mood, and audience experience. The expected benefit is to provide a better understanding of post-production and serve as a reference for students and beginner filmmakers in creating stronger audio-visual works.

## **1.2 Research Questions**

1. How is the post-production process of the short film “9 Reasons I Didn’t Believe in Us” using the Research and Development (R&D) approach?
2. How is feedback from the target users used to evaluate and improve the pre-production, production, and post-production stages?

## **1.3 Research Objectives**

1. To explain the post-production process of the short film “9 Reasons I Didn’t Believe in Us” within the Research and Development (R&D) approach.
2. To analyze how feedback from target users contributes to the evaluation and improvement process in the pre-production, production, and post-production stages of the short film “9 Reasons I Didn’t Believe in Us”.

## **1.4 Significance of the Study**

This study contributes academically by discussing post-production as an important stage in film production, especially in shaping narrative, emotion, and audience experience through editing, sound design, subtitle, and color grading processes. This study also shows that post-production is not only technical work, but also part of the creative process in audio-visual production within the Research and Development (R&D) approach. Practically, this study can be used as a reference for students and beginner filmmakers in understanding post-production workflows in a more structured way, especially in arranging story rhythm, emotional tone, and visual-audio continuity. In addition, this study emphasizes that film production does not end during shooting, because the final meaning and

atmosphere of a film are strongly influenced by the post-production process.

### **1.5 Research Output**

The output of this study is a short film entitled “9 Reasons I Didn’t Believe in Us” with a duration of approximately 40 minutes. The film tells the story of two university students whose relationship develops gradually through emotional conflicts, combined with romance and light mystery elements that reflect young people’s experiences. Besides the final film product, this study also produces a research output that discusses the development of a short film using the ADDIE model, with a particular focus on the post-production process. The research examines how editing, subtitle translation, sound design, and color grading contribute to shaping the narrative, emotional atmosphere, and audience experience of the film. As the final product of this research, the completed film was published through the YouTube “Bahasa Asing Terapan SV UNDIP”, making it accessible to students and the wider public.