

CHAPTER IV

RESULT AND DISCUSSION

4.1 Results

This study was conducted to develop the short film *9 Reasons I Didn't Believe in Us* using the Research and Development (R&D) method with the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages (Branch, 2009). Through this model, the film was developed systematically from the identification of audience needs and story concepts to the production, testing, and refinement of the final product. The final output of this research is a short film with a duration of approximately 40 minutes that presents themes of student life, interpersonal relationships, and emotional experiences through various locations in Semarang.

The results of this research are presented based on the stages of the ADDIE model. This chapter describes the activities carried out during each stage of the development process, the findings obtained throughout the project, and the improvements made based on audience feedback. Through these stages, the research demonstrates how a structured development process can support the creation of an audiovisual product that is both relevant to its target audience and aligned with the objectives of the study.

4.1.1 Analysis

The analysis stage was conducted as the initial step in developing the short film "*9 Reasons I Didn't Believe in Us*". This stage aimed to identify the needs, conditions, and resources that would support the film development process before entering the design stages. Through this stage, the writer gathered information related to the audience needs and story concept. According to Branch (2009), the analysis stage functions to identify the needs and conditions that become the foundation for the next stages in the ADDIE model. Therefore, the results of this stage became the main reference for planning and developing the film in the following stages.

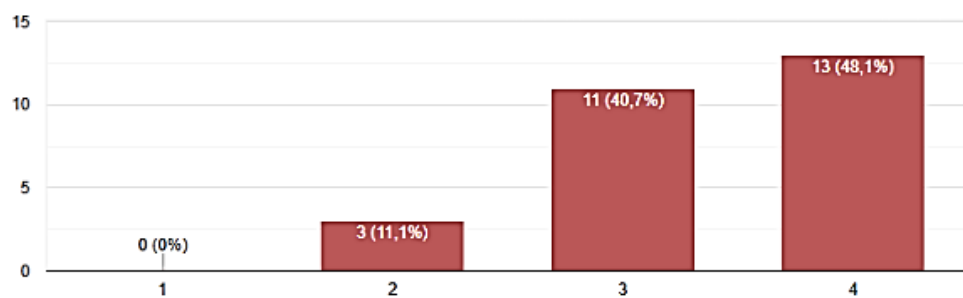
4.1.1.1 Audience Needs Analysis

Before developing the film, the writer conducted an initial survey through a questionnaire distributed to students of the Applied Foreign Language Program, Diponegoro University from the 2023-2025 batches as the target audience of the film. The questionnaire was used to identify students' preferences regarding film themes, viewing habits, and their experiences in finding comfortable places for studying, completing assignments, or spending time with friends. The complete questionnaire instrument used in this study can be found in Appendix 1.

E. Narrative Needs for Movie Development

18. Stories about relationships and emotions in a short movie help me feel more connected to a place. [Salin diagram](#)

27 jawaban



Are you active on social media to search for information about hangout places or destinations in Semarang? [Salin diagram](#)

27 jawaban

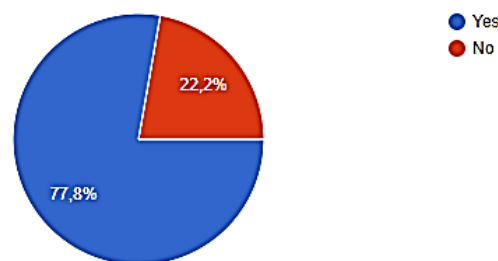


Figure 4.1 The Results of Pre-Production Questionnaire

The questionnaire results showed that most respondents preferred audiovisual media because it was considered more engaging and easier to understand than text-based information. Several respondents also stated that they often searched for recommendations for cafés, libraries, and public spaces through social media content. Besides that, atmosphere, comfort, accessibility, and visual appearance were identified as important factors when choosing a place to visit.

These findings became the basis for developing the concept of “9 Reasons I Didn't Believe in Us”. The film was designed not only as a romantic short film but also as a medium to introduce several locations in Semarang through a story that could be easily related to by university students. According to Branch (2009), the analysis stage is conducted to identify user needs and characteristics before developing a product. Therefore, the questionnaire results helped the writer determine the target audience, narrative approach, location selection, and visual concept used throughout the film production process.

4.1.1.2 Story and Concept Analysis

The story and concept analysis stage was conducted to determine the narrative direction and visual concept of the short film “9 Reasons I Didn't Believe in Us”. This analysis was based on the results of observations and questionnaires distributed to Applied Foreign Language students from the 2023-2025 batches. The findings showed that most respondents preferred stories that felt close to their daily lives, contained emotional elements, and presented situations that could be easily related to by university students. Therefore, the writer decided to develop a story centered on student life, friendship, personal growth, and romantic relationships.

Based on these findings, the film was developed using a slow-burn romance concept combined with light mystery elements. The slow-burn romance approach was selected because it allows the relationship between characters to develop gradually through interactions, conversations, and shared experiences. Meanwhile, the mystery element was presented through anonymous messages received by the main character, creating curiosity and encouraging audiences to follow the story until the end.

The analysis stage also influenced the selection of locations used in the film. Several locations in Semarang, such as Microlibrary Warak Kayu, Sedjenak Koffie, Kota Lama, Toko Merekah, Lauk Buku and the Diponegoro University campus area, were chosen because they represented places commonly visited by students for studying, discussions, and social activities. Besides supporting the narrative, the use of these locations was expected to introduce and promote educational, cultural, and recreational spaces in Semarang through audiovisual media.

4.1.2 Design

The design stage was carried out after the analysis stage had been completed. At this stage, the writer transformed the findings from the questionnaires and observations into a development plan for the short film “9 Reasons I Didn’t Believe in Us”. The purpose of this stage was to prepare the concepts and guidelines that would be used before entering the production process.

In this research, the design stage focused on pre-production planning, including idea and theme development, scriptwriting, storyboard preparation, location scouting, production document preparation, and production schedule planning. These activities were conducted to ensure that the film concept, narrative direction, and production requirements were clearly defined before filming began. According to Bordwell and Thompson (2020), narrative and visual planning play an important role in guiding the production process and supporting effective storytelling. Therefore, careful preparation was necessary to establish a strong foundation for the development stage. The results of this stage then became the main reference for the production and post-production activities discussed in the following sections.

4.1.2.1 Pre-Production

The pre-production stage was carried out to prepare all creative and technical aspects before the filming process began. The idea for the short film “9 Reasons I Didn’t Believe in Us” was developed based on observations and questionnaire results collected from Applied Foreign Language students. The findings showed

that students frequently use cafés, libraries, and public spaces for studying, socializing, and relaxation, but the information available on social media often focuses only on visual appearance and does not fully represent the actual atmosphere of those places. Based on this issue, the film was developed to combine student life, interpersonal relationships, and everyday urban spaces in Semarang through a narrative story that allows viewers to experience these locations as part of the characters' daily lives.

In developing the theme, the writer selected a romance genre combined with light mystery elements. The romance aspect was chosen because relationship experiences are closely related to university students, while the mystery element was added to maintain audience curiosity throughout the story. The story concept, characters, and narrative structure were developed gradually to create situations and emotions that feel familiar and relatable to the target audience. This is in line with Rayana et al. (2022), who explain that idea development and scriptwriting are important stages in building story structure and delivering messages in short film production. The script instrument used in this study can be found in Appendix 2.

After the story concept had been finalized, the script and storyboard were prepared as the main references for production. The script focused on the relationship between Alsa and Arka through a slow-burn romance story guided by the concept of "9 reasons," which became the main narrative structure of the film. The dialogue was written using simple and natural language to reflect daily student conversations. In addition, a storyboard was created to plan shot composition, camera angles, scene transitions, and the visual atmosphere of each sequence. According to Bordwell and Thompson (2019), a storyboard functions as a visual guide that helps organize scenes and maintain consistency throughout the production process. The storyboard instrument used in this study can be found in Appendix 3.

The final part of pre-production involved location scouting and production document preparation. Several locations in Semarang were visited and evaluated based on their atmosphere, accessibility, lighting conditions, and suitability for the

story. The selected locations included campus areas, cafés, libraries, public spaces, and Kota Lama, which represent places commonly used by students in their daily lives. During this stage, several production documents were also prepared, including talent consent forms, location permits, production requirement lists, and shooting schedules. These preparations helped support communication, coordination, and technical readiness before filming began. The permit letter instrument used in this study can be found in Appendix 5. Further details regarding the pre-production process are explained by Rizka Karenita Br. Purba in her study entitled “The Pre-Production of the Short Film 9 Reasons I Didn’t Believe in Us”.

4.1.3 Development

The development stage was the process of realizing all plans that had been prepared in the previous stages into a complete film product. In this study, the development stage focused on processing the production materials into a complete audiovisual work through several post-production activities. These activities included footage organization, video editing, audio processing, color grading, subtitle creation, teaser and poster making, expert validation, and final revision.

Although the main focus of this research was post-production, the development stage also included a brief explanation of the production processes because these stages produced the materials used during editing. The footage obtained from the shooting process became the main material that was later organized, selected, and developed into a complete story structure. According to Dancyger (2018), editing is an important process because it combines separate visual materials into a meaningful narrative. Therefore, the development stage became the core stage of this research, where all recorded footage, audio, and visual elements were processed and refined to support the story, emotions, and overall viewing experience. The results of each process are explained in the following subsections.

4.1.3.1 Production Process

The production process was carried out to transform the plans prepared during

the design stage into audiovisual materials. The shooting process took place for six days at several locations in Semarang, including campus areas, Microlibrary Warak Kayu, Sedjenak Koffie, Toko Merekah, Moenasiah, and classrooms.

During filming, all scenes were recorded based on the script, storyboard, and production schedule that had been prepared previously. However, several adjustments were made due to weather conditions, location situations, and production needs. According to Brown (2021), the shooting stage is one of the most important phases in film production because it combines technical preparation with actual implementation in the field.

During production, camera, lighting, and audio arrangements were prepared according to the emotional needs of each scene. Medium shots and close-up shots were frequently used to emphasize character expressions and interpersonal relationships. Natural lighting was combined with available artificial lighting to maintain a realistic visual atmosphere throughout the film. In addition, voice-over narration was recorded to strengthen the audience's understanding of the main character's thoughts and emotional journey. Audio recording and monitoring were also conducted to ensure dialogue clarity and support the overall storytelling process. As explained by Bordwell and Thompson (2013), cinematography and sound play important roles in shaping audience understanding and emotional engagement within a film.

The directing and acting process focused on developing natural character performances and emotional interactions between the cast members. The director guided the actors in understanding character motivations, emotional development, and relationship dynamics throughout the story. Regular discussions and rehearsals were conducted before and during filming to ensure that each scene could deliver the intended emotions and narrative meaning. Rabiger and Hurbis-Cherrier (2020) explain that directing is an important process for translating character psychology into visual performance and storytelling.

During filming, the actors were encouraged to perform naturally while still following the narrative direction of the story. Some scenes allowed limited

improvisation in dialogue and gestures when these adjustments helped strengthen emotional realism and character chemistry. The main characters, Alsa and Arka, were developed through contrasting personalities to create emotional conflict and relationship development, while Aura functioned as a supporting character who contributed to the progression of the story. Through continuous communication between the director and cast members, the performances were refined throughout the production process to achieve a more believable and emotionally engaging result.

The result of this stage was a collection of raw footage, dialogue recordings, and supporting audio materials that later became the main materials for the editing process. After all shooting activities were completed, the production materials were transferred and organized before entering the footage logging and editing stages. Further details regarding the production process are explained by Najwah Amanda Mahmudah in her study entitled “The Production of the Short Film 9 Reasons I Didn’t Believe in Us”.

4.1.3.2 Post-Production Process

The post-production process was carried out after all shooting activities had been completed. At this stage, the recorded video and audio materials were developed into a complete short film through a series of editing and refinement activities. The purpose of post-production was not only to combine footage, but also to organize the narrative structure, improve continuity, strengthen emotional atmosphere, and prepare the film for audience viewing. According to Dancyger (2018), post-production plays an important role in shaping how a story is presented and understood by audiences through editing, sound, and visual arrangement.

In this development stage, the post-production process included footage logging and organizing, rough cut and fine cut editing, continuity checking, audio editing, color grading, subtitle translation, credit scene creation, teaser and promotional material development, expert validation, and final revision. Through these activities, the raw production materials were gradually transformed into a complete audiovisual product that was ready for implementation and evaluation.

4.1.3.2.1 Footage Logging and Organizing

At this footage logging and organizing stage, all video and audio files were collected and transferred to the editing device before entering the editing process. The writer then organized the materials into several folders based on scenes, locations, and shooting days to make the file management process easier.

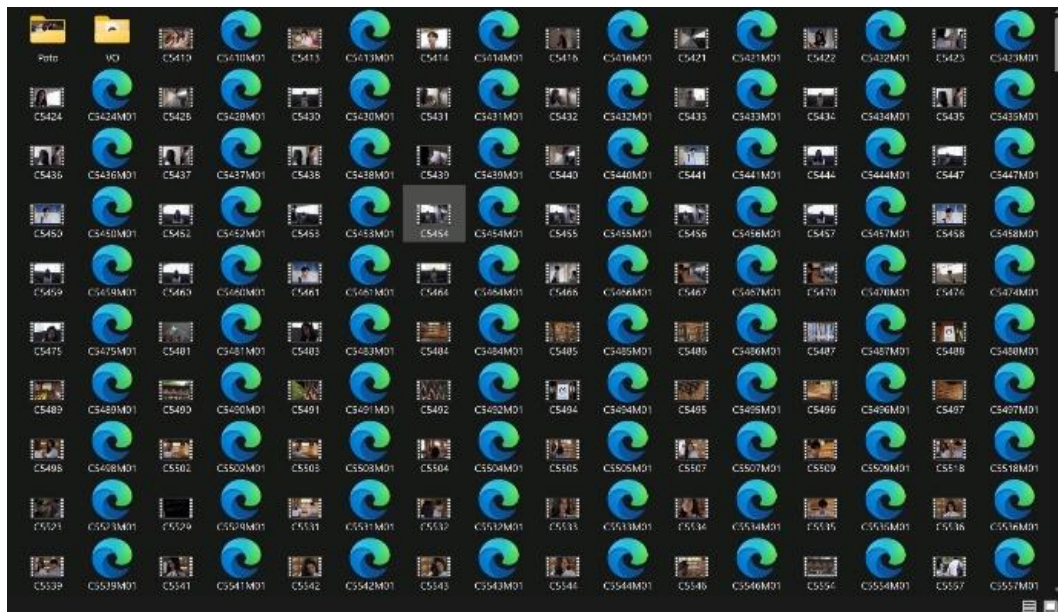


Figure 4. 2 Footage Logging Process

After all files had been organized, the footage was reviewed one by one to check image quality, audio clarity, camera stability, and continuity between shots. Each clip was given a label based on the scene number and shot type so it could be identified more easily during the editing process. The footage was then grouped into categories such as usable footage, alternative takes, and footage that required further adjustment.

During this process, several clips were found to have inconsistent lighting conditions, especially in outdoor scenes recorded at different times of the day. Some dialogue recordings also contained environmental noise, while several voice-over recordings needed to be re-recorded because the delivery and audio quality were not fully suitable for the scene. These findings were documented and became references for the following stages, including audio editing, color correction, and

color grading. The logging and organizing process helped the writer understand the available materials before arranging the story structure in the rough cut stage. Through this process, the footage could be managed more systematically and the editing workflow became easier to carry out.

4.1.3.2.2 Rough Cut, Fine Cut, and Continuity Editing

After the footage logging and organizing stage had been completed, the writer started the main editing process using Adobe Premiere Pro. In this stage, all selected footage was placed on the timeline based on the story sequence in the script. The editing process began by arranging scenes from the beginning until the end of the film so the overall story structure could be seen more clearly.

Unlike the conventional editing workflow that separates rough cut and fine cut into different stages, both processes in this project were carried out simultaneously. While arranging the footage sequence, the writer also directly trimmed unnecessary parts, adjusted shot durations, selected the best takes, and refined scene transitions. This approach helped make the editing process more efficient because the story structure and visual details could be developed at the same time.

During the editing process, several scenes experienced adjustments in duration and placement to maintain the emotional flow of the story. Some dialogue scenes were shortened to improve pacing, while several reaction shots were extended to strengthen character emotions. The writer also replaced several shots with alternative takes that had better composition, expression, and continuity.

The writer also checked the continuity between scenes, such as character movement, eyeline direction, and action transitions, so the visual flow could remain consistent. This process was important because the film used a slow-burn romance approach that relied heavily on character interactions, facial expressions, and emotional development throughout the story. According to Dancyger (2018), editing is not only used to connect shots, but also to shape audience understanding and emotional response to the narrative.

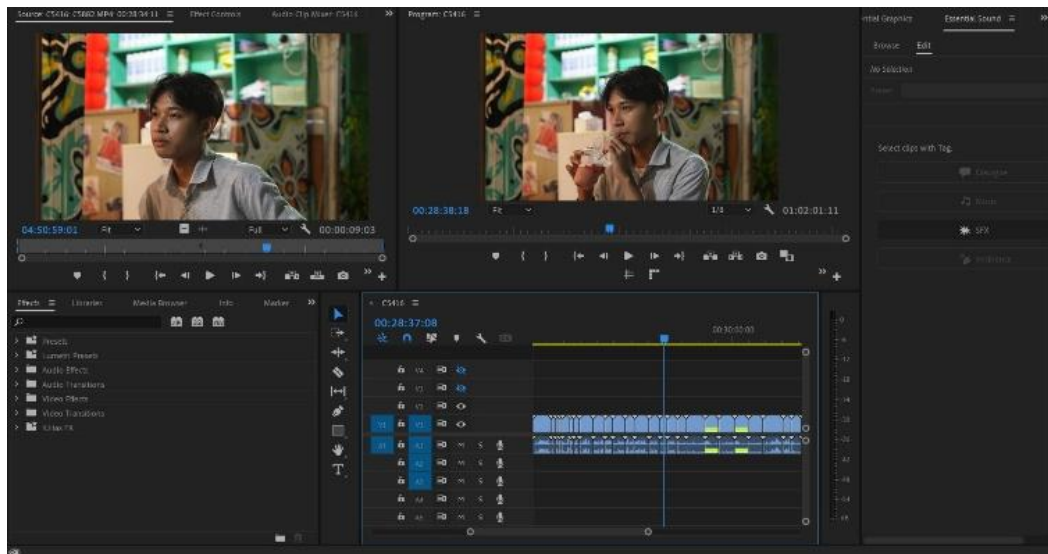


Figure 4. 3 Rough Cut and Continuity Editing

Based on the figure above, the process was carried out using Adobe Premiere Pro. In the timeline, the writer started making more precise shot cuts in dialogue and character reaction parts to maintain the emotional tempo in the scene. The displayed scene showed Arka's character in Toko Merekah with two different angles, namely a medium close-up when the character stayed silent and a shot when the character drank his drink. The use of these two angles was edited alternately to maintain action continuity (match on action) so the visual transition still felt natural. Besides that, the timeline also showed adjustments in dialogue audio and ambience to maintain the consistency of space atmosphere in every shot transition. According to Bordwell and Thompson (2019), continuity editing helps create the illusion of continuous space and time so audiences can follow the film narrative more easily without realizing the technical editing process happening behind it.

As the editing process progressed, the writer continued reviewing each sequence to ensure that the story remained easy to follow and emotionally consistent. The result of this stage was a complete visual structure of the film that later became the basis for audio editing, sound design, color grading, subtitle insertion, and final refinement.

4.1.3.2.3 Sound Design and Audio Editing Process

After the visual editing process had been completed, the writer continued with sound design and audio editing. At this stage, audio was arranged to support the story, strengthen emotional moments, and create a more realistic atmosphere in each scene. The process included dialogue adjustment, audio cleaning, ambience arrangement, sound balancing, music insertion, and volume mixing. Several dialogue recordings were also adjusted to maintain clarity and consistency between scenes. In addition, room ambience and environmental sounds were added to help audiences feel the atmosphere of each location more naturally.



Figure 4. 4 Sound Design and Audio Editing Process

Based on the figure above, the audio editing process was carried out using Adobe Premiere Pro by separating dialogue, ambience, sound effects, and background music into different audio tracks. This arrangement helped the writer control the audio balance more easily during the mixing process. In scenes that took place in cafés, libraries, classrooms, and public spaces, additional ambience such as conversations, footsteps, typing sounds, vehicle sounds, and environmental sounds were used to maintain a realistic impression. Audio transitions were also adjusted to make scene changes feel smoother and more comfortable to hear.

Besides ambience and dialogue, background music was used to strengthen

the emotional tone of the film. For romantic and reflective scenes, the writer used several acoustic and instrumental tracks such as Dream Of You, Acoustic Blues Guitar, Relax Guitar, Acoustic Guitar Backing Track, Atmospheric Clean Guitar Cue, Inspirational and Romantic Cinematic Piano, The Love, and Book of Life Romantic Saxophone. These tracks were selected because they created a calm, warm, and intimate atmosphere that matched the gradual relationship development between Alsa and Arka.

For lighter scenes that showed student interactions and everyday activities, the writer used tracks such as Awkward Comic Whimsical Music, Jazz Funk Breakbeat Energic, Groove Funk, French Accordion Vibe, and Funk Funky. These tracks helped create a more relaxed atmosphere and supported the representation of student life shown throughout the film.

Meanwhile, scenes involving conflict, emotional pressure, and mystery elements used tracks such as Horror Background Thriller, Horror, Dark Soundscape Atmosphere, Zero Hour, and Sad Emotional Beat Cry Alone. These audio tracks were selected to strengthen feelings of uncertainty, loneliness, and tension experienced by the characters. Additional ambience tracks such as Cinematic Documentary Ambient Evocative Soundscapes and Forest Sunrise Ambience were also used in several transitions to connect scenes more smoothly and maintain the overall atmosphere of the film. During the audio editing process, the writer continuously adjusted the balance between dialogue, ambience, sound effects, and music so that no audio element became too dominant.

4.1.3.2.4 Color Grading Process

The color grading process was carried out after the editing and audio arrangement stages had been completed. At this stage, the writer adjusted the color and lighting of each scene to make the visual appearance more consistent and support the emotional atmosphere of the story. Because the shooting process was conducted on different days and locations, several footage clips showed differences in brightness, color temperature, and lighting intensity. Therefore, color grading

was needed to balance the visual appearance between scenes and maintain continuity throughout the film.

In “9 Reasons I Didn't Believe in Us”, color grading was also used to strengthen the mood of each scene. Romantic and comfortable moments were adjusted using warmer tones to create a calm and intimate feeling, while conflict and mystery scenes used slightly cooler and less saturated tones to support the emotional tension of the story. According to Ariani et al. (2021), color grading plays an important role in improving the aesthetic quality of a film during the post-production stage. Therefore, the color grading process was not only used to correct visual differences, but also to support the storytelling aspect of the film.

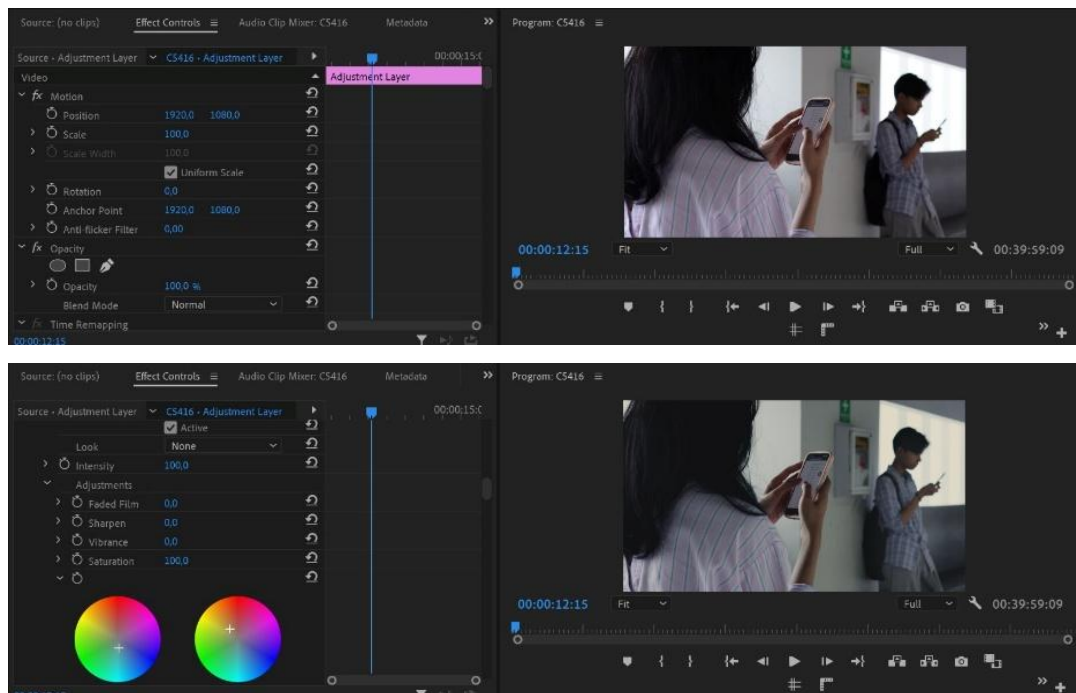


Figure 4. 5 Color Grading Process

Based on the figure above, the color grading process was carried out using the Lumetri Color feature in Adobe Premiere Pro through an adjustment layer placed above the main footage. Several adjustments were made to exposure, contrast, saturation, highlights, and white balance to create a more balanced visual appearance. The use of an adjustment layer also made it easier to apply a similar

color tone across multiple scenes without changing each clip individually.

The scene shown in the figure presents Alsa observing Arka while holding her phone in the campus area. In this scene, the writer used a softer and slightly desaturated color tone to maintain a natural atmosphere while emphasizing the character's emotional curiosity. This adjustment helped the scene feel more consistent with the overall visual style of the film. In addition, color grading also helped reduce lighting differences caused by changing weather conditions during production, making the transition between shots appear smoother and more visually connected.

4.1.3.2.5 Subtitle and Translation Process

The subtitle and translation process stage was carried out at the end of the post-production process as an effort to help audiences understand the film dialogue more clearly, especially in several conversation scenes that used soft and emotional intonation. Besides functioning as translation, subtitles were also used to maintain the clarity of story delivery so the dialogue rhythm could still be followed by audiences without reducing the emotional atmosphere in the scene.

Indonesian (Original)	English (Adapted Translation)
Aku sebenarnya gak benci Arka.	I don't actually hate Arka.
Cuma, ada banyak hal dari dia yang bikin aku pengen.	It's just... there are lot of things about him that get on my nerves. / It's just... a lot about him gets on my nerves.
Pertama, dia terlalu pendiam.	First, he's way too quiet.
Bukan pendiam yang misterius dan cool gitu, tapi justru pendiam yang bikin orang bingung harus ngapain.	Not that cool and mysterious kind, but more like making people feel awkward because they don't know what to do.
Kedua, dia kelihatan dingin banget.	Second, he seems really cold.
Cowok ini tuh dinginnnya kaya AC enam belas derajat tau gak.	Like seriously, he's as cold as a 16-degree AC / Seriously, he's like an air conditioner set to 16 degrees.
Ketiga, sulit dideketin.	Third, he's hard to approach.
Auranya tuh kayak ada tulisan besar di atas kepala.	It's like there's a big sign on his head saying "stay away."
Keempat, dia lebih suka sendirian.	Fourth, he prefers being alone.
Kayak, dunia orang lain tuh terlalu berisik buat dia.	Like the rest of the world is just too noisy for him.
Kelima, dia enggak suka basa basi.	Fifth, he hates small talks.
Kalau jawab pertanyaan, selalu hemat kata.	He barely answer anything longer.
Keenam, terlalu kaku.	Sixth, he's too stiff / Sixth, he's too rigid. / Sixth, he's way too uptight.
Kayak orang yang selalu serius bahkan pas gak serius-serius.	Like being serious even if it is not that serious at all.

Figure 4. 6 Translation Process

In this process, the writer translated the dialogue from Indonesian into English using DeepL Translation as a supporting translation tool while maintaining the meaning, emotion, and context of the conversations between characters. The translated subtitles were then reviewed and proofread by the academic supervisor, Lilis Lamsehat Panjaitan, S. Pd., M. A, and revisions were made based on the feedback provided to improve accuracy and readability. As shown in the figure, the text highlighted in yellow indicates the dialogue that the writer was still uncertain about during the translation process, while the text highlighted in green shows the suggestions and revisions provided by the academic supervisor after the proofreading process. The complete translation and proofreading results can be found in Appendix 6. According to Díaz-Cintas and Remael (2021), subtitles do not only function as a medium for language translation, but also play an important role

in maintaining the audience's audiovisual experience through readability, synchronization, and the accurate delivery of dialogue meaning.

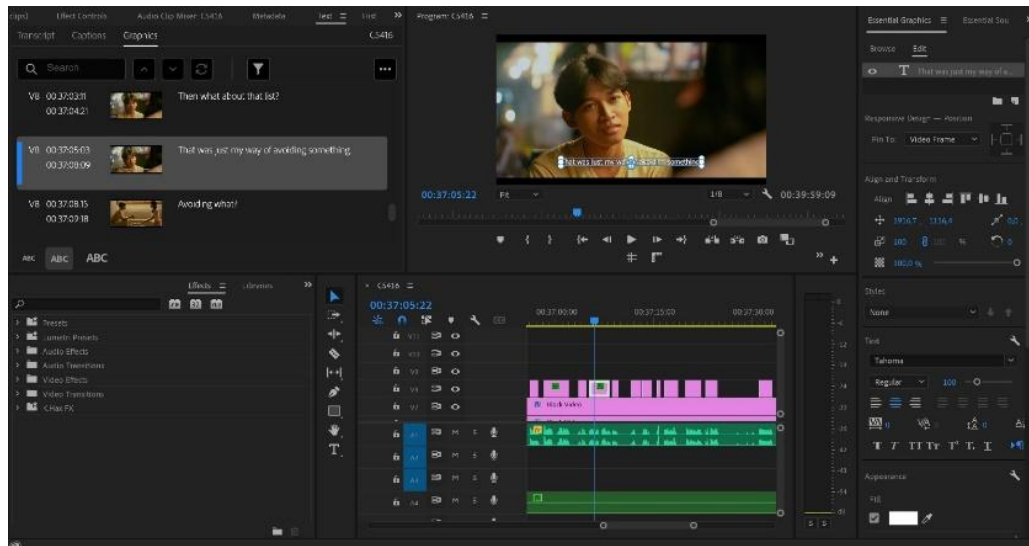


Figure 4. 7 Subtitling Process

Based on the figure above, the subtitle process was carried out using the Essential Graphics feature in Adobe Premiere Pro. The subtitles were placed at the bottom of the frame with positions adjusted so they would not disturb the audience's visual focus on character expressions. At this stage, the writer used Tahoma font because it has a simple, clear, and easy-to-read letter form on various screen sizes. The use of sans-serif fonts such as Tahoma also helped improve subtitle readability when displayed in scenes with darker lighting or crowded visual backgrounds. Besides that, text size, alignment, and subtitle spacing were also adjusted so they remained comfortable to read without covering the main visual composition in the frame. In the editing timeline, the subtitles were placed separately in a special layer so it became easier to synchronize them with dialogue and adjust the timing of every sentence. The writer also rechecked subtitle duration so the text did not appear too quickly or too slowly compared to the character dialogue, allowing the conversation flow to still feel natural when watched.

4.1.3.2.6 Credit Scene and Final Process

The credit scene and final process stage became the final part in the post-

production process of the short film “9 Reasons I Didn’t Believe in Us”. At this stage, all film elements that had finished editing were arranged into the final version before the final rendering process was carried out. Besides functioning as the closing part of the film, the credit scene was used to provide information regarding the crew, talents, and parties involved during the production process. The writer also added a closing quote saying, “There were nine reasons I didn’t believe in us. But only one reason I still wanted to.” as an emotional representation of the whole relationship journey between the characters in the story. The sentence was chosen to strengthen the final impression of the film while reconnecting the main “9 reasons” concept that became the core narrative from the beginning of the story. According to Dancyger (2018), the final stage of post-production not only functions as technical completion, but also as a refinement stage of emotional identity and overall film structure before being published to audiences.

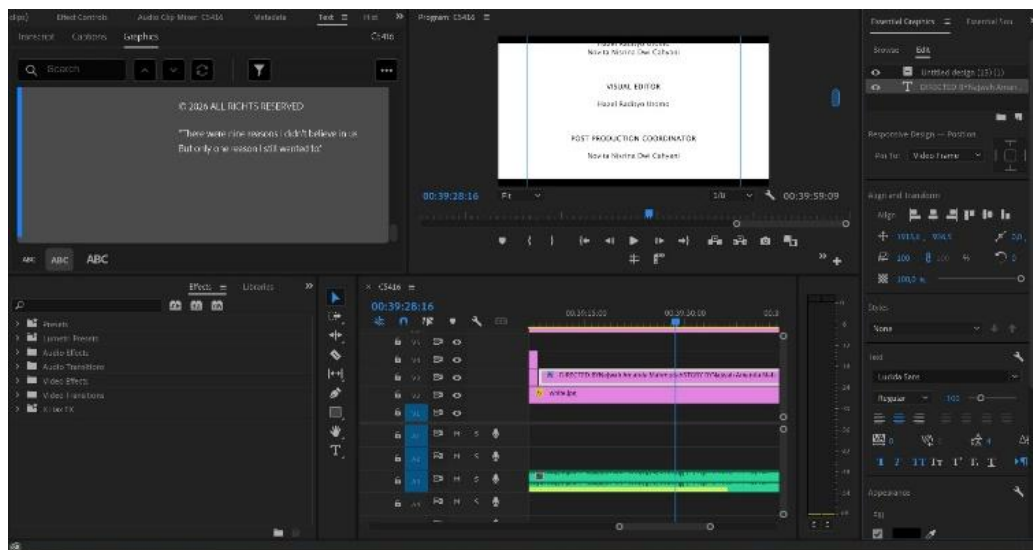


Figure 4. 8 Credit Scene and Final Process

Based on the figure above, the credit scene arrangement process was carried out using the Essential Graphics feature in Adobe Premiere Pro. The writer used Lucida Sans font because it has a clean, simple, and easy-to-read appearance when displayed for a short duration at the end of the film. The light and formal font character was chosen so it still matched the emotional and realistic atmosphere built throughout the story. Besides that, the use of a white background with black text

was intended to create a minimalist final appearance so audience focus remained on the credit information and the film closing quote. The writer also adjusted alignment, spacing between text, and the timing of each credit section so the visual movement remained comfortable to watch and not too fast for audiences. After all parts had been checked, the film then entered the finalization stage by rechecking visual quality, audio, subtitles, and continuity before being exported into the final format for screening and publication purposes.

4.1.3.2.7 Teaser and Promotional Poster Development

After the main editing process was completed, the writer developed promotional materials in the form of a teaser video and a promotional poster to support the publication of “9 Reasons I Didn't Believe in Us”. This stage was carried out to introduce the story, characters, and atmosphere of the film before its release on YouTube and Instagram. The teaser was designed with a short duration and focused on showing several important moments without revealing the entire storyline. The selected scenes mainly highlighted the interactions between Alsa and Arka, combined with several conflict scenes to create curiosity among potential viewers.

In the teaser editing process, the writer selected footage that represented the overall mood of the film, including romantic, emotional, and mystery elements. The scenes were arranged using a relatively fast rhythm compared to the main film so the audience could quickly understand the atmosphere of the story within a short duration. To support the emotional tone of the teaser, the writer used Intro by Ariana Grande and Cha Cha Cha by Bruno Mars as temporary promotional background music. Intro was chosen because its soft and emotional atmosphere matched the romantic side of the story, while Cha Cha Cha was used to create a lighter and more dynamic impression that reflected the characters' daily interactions. The combination of these songs helped create a teaser that felt both emotional and engaging while still representing the overall tone of the film.

Besides the teaser, the writer also developed a promotional poster that later

functioned as the YouTube thumbnail. The poster was created using Canva and designed to visually represent the relationship between the two main characters. The layout placed the title “9 Reasons I Didn't Believe in Us” as the main visual element, supported by an image of Alsa and Arka in a relaxed and intimate moment.

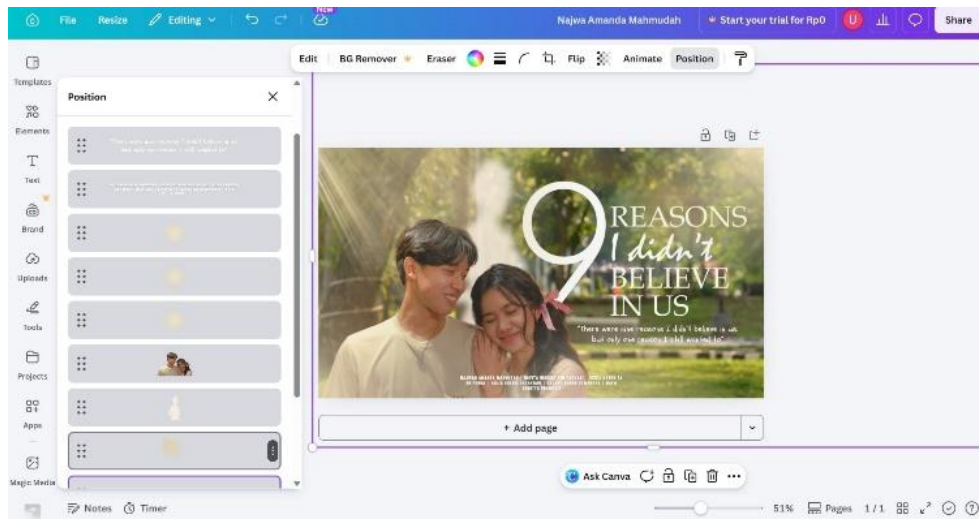


Figure 4. 9 Thumbnail Edit Process

A warm color palette was maintained to match the romance genre and the overall visual tone of the film. In addition, the tagline “*There were nine reasons I didn't believe in us, but only one reason I still wanted to*” was added to provide a brief introduction to the central conflict of the story. The poster was designed to remain simple and easy to read while still attracting audience attention when displayed on digital platforms such as YouTube and Instagram. Therefore, the development of the teaser and promotional poster became an important supporting stage in introducing the film to audiences and building initial interest before the official release.

4.1.3.3 Expert Validation

The final stage in this study was expert validation. This stage was conducted to evaluate the quality and feasibility of the short film “9 Reasons I Didn't Believe in Us” after all post-production activities had been completed. The validation process involved the academic supervisor, Lilis Lamsehat Panjaitan, S. Pd., M. A

as the expert validator. The completed film was shared through Google Drive so that the validator could watch and review the entire film. The evaluation focused on several aspects, including storyline delivery, visual quality, audio quality, subtitle readability, color grading, and the overall viewing experience of the film.

SURAT PERNYATAAN VALIDASI

DOSEN PEMBIMBING TUGAS AKHIR

Saya yang bertandatangan di bawah ini:

Nama : Lilis Lamsehata Panjaitan, S.Pd., M.A.
 NIP : 198907232024062001
 Prodi : Bahasa Asing Terapan

Menyatakan bahwa proyek tugas akhir mahasiswa:

Nama : Novita Nisrina Dwi Cahyani
 NIM : 40020522650010
 Prodi : Bahasa Asing Terapan

Judul TA : The Post-Production Process in the Creation of the Short Film "*9 Reasons I Didn't Believe in Us*"

Setelah dilakukan penelitian atas proyek tersebut dapat dinyatakan :

	Layak digunakan tanpa revisi
✓	Layak digunakan dengan revisi sesuai aturan
	Tidak layak

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang, 20 Mei 2026
 Validator



Lilis Lamsehata Panjaitan, S.Pd., M.A.
 NIP. 198907232024062001

Catatan:

Bagian kolom diberi tanda (✓)

Figure 4. 10 Expert Validation

Based on the validation results, the expert stated that the film was generally good and suitable as the final product of this study. However, several suggestions were given regarding the color grading. The validator noted that some scenes appeared slightly too dark, which made the visual atmosphere feel gloomy than intended. Therefore, the color grading was revised by increasing brightness and

adjusting several color tones so that the appearance of the main characters could be seen more clearly and the emotional atmosphere of the film could feel warmer. After these revisions were made, the final film was considered feasible and ready to be used as the final product of the study.

4.1.3.4 Product Revision

After the expert validation process was completed, several minor revisions were made to the final film product based on the suggestions given by the validator. The main revision focused on the color grading aspect. Based on the validation results, several scenes were considered too dark, causing the visual atmosphere to appear slightly gloomy and reducing the visibility of the main characters. Therefore, adjustments were made by increasing the brightness level and refining several color tones while still maintaining the original mood and visual concept of the film.



Figure 4.11 Color Revision

Figure 4.15 shows the comparison between the color grading before and after the revision process. In the previous version, the image appeared darker and some visual details were less visible. After the revision, the image became brighter and

the details of the café environment could be seen more clearly. The warm atmosphere of the location was also maintained, making the scene feel more comfortable and natural to watch. This revision helped highlight the appearance of the main characters and improved the overall visual quality of the film. After all revisions were completed, the film “9 Reasons I Didn’t Believe in Us” was finalized and prepared for the final rendering and publication process.

4.1.4 Implementation

The implementation stage was conducted after the development process had been completed and the final version of the short film “9 Reasons I Didn't Believe in Us” was ready to be presented to the target audience. At this stage, the film was implemented as an audiovisual product that had gone through editing, audio editing, color grading, subtitle production, and final rendering processes. The purpose of this stage was to introduce the final film to the intended audience and ensure that the product could be accessed and viewed properly. Through this stage, the researcher was able to ensure that the final product was ready to be used in the next stage, namely evaluation, where audience responses and viewing experiences would be examined further.

4.1.4.2 Screening Process

The target users of the short film “9 Reasons I Didn’t Believe in Us” were Applied Foreign Language students from Diponegoro University, particularly the 2023, 2024, and 2025 batches. They were selected because the film presents situations that are closely related to student life, such as attending classes, studying in libraries, spending time in cafés, completing assignments, and building interpersonal relationships. By involving students from different batches, the writer expected to obtain varied responses regarding the story, characters, and overall viewing experience. Besides local audiences, several international viewers were also involved to evaluate the effectiveness of the English subtitles. Their feedback focused on subtitle readability, translation accuracy, and dialogue comprehension without relying on the original Indonesian audio.

The screening process was conducted online by distributing a Google Drive link to all participants. This method allowed the target users to watch the film more flexibly using their own devices before completing the evaluation. According to Branch (2009), the implementation stage aims to introduce the developed product to its intended users before its effectiveness is evaluated. Before the link was distributed, the writer checked the final video quality, audio synchronization, subtitle readability, and export settings to ensure that the film could be accessed properly on different devices. Through the involvement of both local and international audiences, the writer obtained broader feedback regarding the accessibility and comprehensibility of the film.

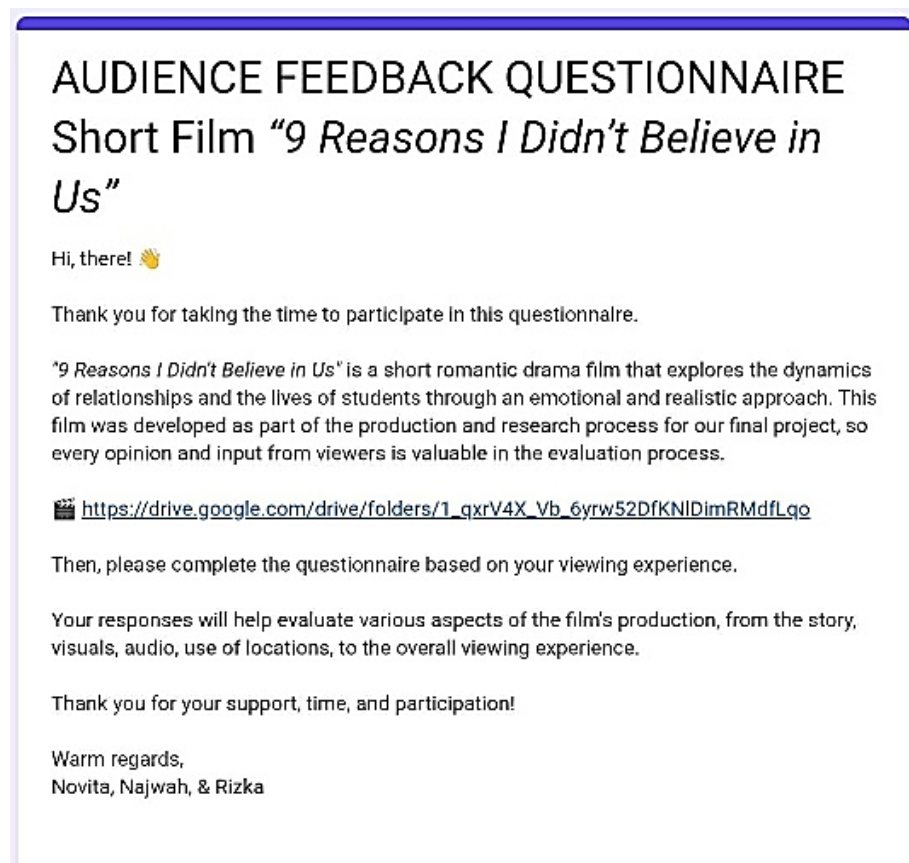


Figure 4. 12 Screening Link Distribution

As shown in the figure above, the film link was distributed directly to participants. The viewers were given time to watch the film independently before continuing to the feedback stage. This process allowed the audience to experience

the film in a more natural viewing environment while still receiving the same audiovisual content. Therefore, the screening stage became an important step to introduce the final film product to the target users and prepare for the collection of audience responses in the next stage.

4.1.4.3 Audience Feedback

After the screening process was completed, the writer collected feedback from 13 respondents to understand their responses toward the film. The feedback was obtained through audience comments and discussions after watching “9 Reasons I Didn't Believe in Us”. This stage was conducted to identify how the story, visuals, audio, and subtitles were received before entering the formal evaluation stage. According to Branch (2009), implementation allows a product to be introduced directly to users so developers can observe how it performs in its intended environment.

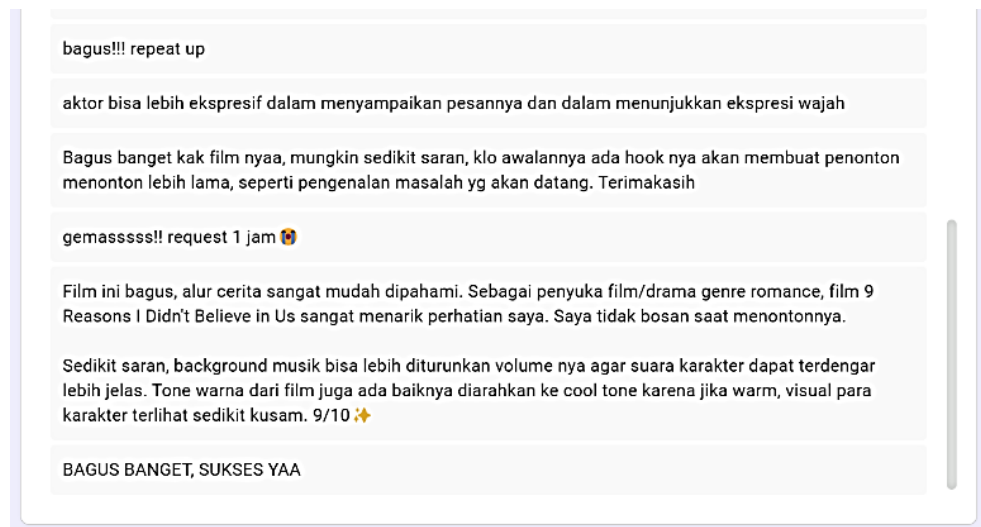


Figure 4. 13 Audience Feedback Responses

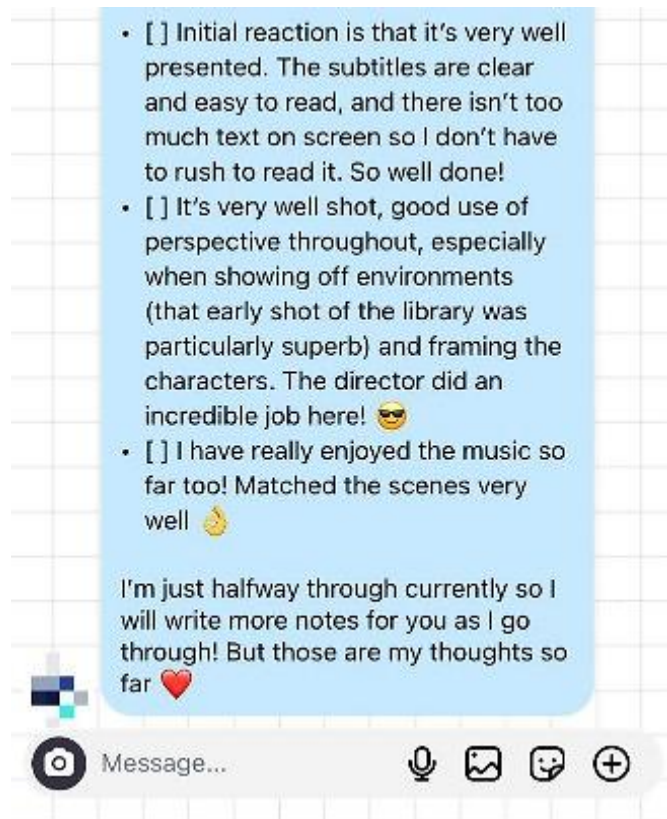


Figure 4. 14 Sample of International Audience

Based on the feedback received from 14 respondents and International Audience, most viewers gave positive responses to the film. They stated that the relationship between Alsa and Arka felt natural and relatable to student life, while the use of cafés, libraries, classrooms, and campus areas successfully represented environments familiar to students. The concept of “9 reasons” also helped maintain audience curiosity throughout the story. In addition, viewers appreciated the atmosphere created through the visuals, music, ambience sounds, and character interactions, while the mystery elements kept the story engaging without reducing its romantic focus.

International viewers also responded positively to the English subtitles, stating that they were easy to read and helped them follow the story comfortably. However, several suggestions were provided regarding technical aspects. Some viewers noted that the background music was occasionally louder than the dialogue, while others suggested improving lighting and color consistency in several scenes.

Several respondents also recommended smoother scene transitions to improve the overall viewing experience. The complete audience feedback result instrument used in this study can be found in Appendix 7.

4.1.5 Evaluation

The evaluation stage was conducted after the implementation process had been completed and the film had been viewed by the target users. At this stage, the writer evaluated the final result of “9 Reasons I Didn't Believe in Us” based on audience responses collected through questionnaires and feedback after the screening process. The evaluation stage was carried out to determine whether the post-production process, including editing, audio editing, subtitle production, and color grading, had been able to support the story and deliver the intended emotional experience to the audience. According to Branch (2009), evaluation is conducted to measure how far a developed product meets its objectives and user needs.

In this research, the evaluation focused on audience perceptions of the film's narrative, visual quality, audio quality, subtitle readability, and overall viewing experience. The responses obtained from viewers were then analyzed to identify the strengths and weaknesses of the film. Besides measuring audience acceptance, this stage also provided useful input for understanding how the post-production decisions were perceived by viewers. Therefore, the evaluation stage became an important part of the research process because it provided a clearer picture of the effectiveness of the final film product before the study was concluded.

4.1.5.2 Evaluation of Audience Feedback

The audience feedback evaluation stage was conducted to analyze the responses collected during the implementation stage and determine whether the objectives of the film had been achieved. In this stage, audience responses were not only viewed as comments on the final product, but also as evaluation data used to assess the effectiveness of the narrative, visual presentation, subtitle readability, and overall post-production process. According to Branch (2009), evaluation in the ADDIE model is conducted to determine whether a developed product has met its

intended objectives and user needs. Therefore, the feedback received from viewers became an important reference in assessing the strengths and limitations of the short film “9 Reasons I Didn't Believe in Us”.

Table 4. 1 Audience Feedback Evaluation

Aspect	Audience Response	Evaluation Result
Storyline	Easy to follow and understand.	Objective achieved
Character Relationship	Felt natural and relatable.	Objective achieved
Spatial Representation	Locations supported the story atmosphere.	Objective achieved
Subtitle Readability	Easy to read and understand.	Objective achieved
Editing Rhythm	Generally smooth, but several transitions could be improved.	Minor revision needed
Audio Quality	Dialogue was clear, but music volume was too dominant in some scenes.	Minor revision needed
Color Grading	Several scenes appeared too warm and showed noticeable lighting differences, which affected the consistency of the overall visual appearance.	Minor revision needed

Based on the evaluation results, most of the objectives planned during the analysis and design stages were successfully achieved. The audience was able to follow the storyline, understand the emotional development between the characters, and relate the story to their own experiences as university students. This indicates that the editing structure, visual design, and narrative approach used in the film were generally effective in delivering the intended message.

The feedback also showed that the use of locations such as cafés, libraries,

classrooms, and campus areas successfully supported the atmosphere of student life that became the main theme of the film. In addition, positive responses regarding the English subtitles indicate that the subtitle design and translation process were able to support accessibility for viewers from different language backgrounds.

However, several technical aspects still need attention. Some viewers mentioned that the background music was occasionally louder than the dialogue, making certain conversations slightly difficult to hear. Several scene transitions were also considered slightly abrupt. Although these issues did not significantly affect story comprehension, they indicate that further refinement in audio balancing and transition timing could improve the overall viewing experience. Therefore, the audience feedback evaluation shows that the film has generally met its intended objectives, while also providing several recommendations for future improvement.

4.1.5.3 Final Revision

The final revision stage was carried out after the implementation and evaluation stages had been completed. At this stage, the writer reviewed the audience feedback collected through Google Forms and identified several technical aspects that still needed improvement. Most of the feedback was positive regarding the storyline, character development, subtitle readability, and overall viewing experience. However, several viewers suggested improvements in audio balance and color grading. Therefore, the revision process focused on refining technical elements without changing the main storyline, narrative structure, or visual concept that had been developed throughout the production process. According to Branch (2009), evaluation results should be followed by improvements so that the developed product can better meet user needs and development objectives.

Table 4. 2 Post-Production Final Revision

Aspect	Audience Feedback	Revision Implemented
Editing	Several viewers suggested	Scene transitions were refined
Rhythm	smoother transitions between scenes.	and several cuts were adjusted to create a smoother flow between

Aspect	Audience Feedback	Revision Implemented
		sequences while maintaining the intended story pace.
Audio Quality	Background music was too loud in several scenes and reduced dialogue clarity. Some conversations were also less clear when viewed on mobile devices.	Additional audio mixing was carried out by reducing background music volume, balancing dialogue and ambience levels, and normalizing dialogue audio to improve clarity.
Color Grading	Several scenes appeared too warm and made character skin tones look pale. Lighting differences between scenes were also noticeable in several parts.	Color grading was revised by reducing excessive warm tones, applying a slightly cooler tone, and making exposure and color adjustments to improve visual consistency between scenes.

Based on the evaluation results, the first revision focused on the audio aspect. Several respondents stated that the background music in certain scenes was slightly more dominant than the dialogue. Although the music helped support the emotional atmosphere of the story, the volume level in several parts reduced the clarity of character conversations. Therefore, additional audio mixing was carried out by lowering the music volume and adjusting the balance between dialogue, ambience, and background music. This revision was intended to make conversations easier to understand while maintaining the emotional function of the soundtrack.

The second revision focused on the color grading process. Based on audience feedback, several scenes appeared overly warm, causing the characters' faces to look less fresh and slightly pale. Therefore, the writer revised the color grading by reducing excessive orange and yellow tones and applying a slightly cooler tone while maintaining the natural atmosphere of the film. Exposure and color balance adjustments were also carried out to improve consistency between scenes recorded under different lighting conditions. This revision helped create a cleaner visual

appearance and improved character visibility without changing the original mood of the story.



Figure 4.15 Scene Before Final Revision



Figure 4.16 Scene After Final Revision

The figures above show the comparison between the scene before and after the final revision process. The revised version presents a more balanced color tone and a more natural appearance of the characters while maintaining the intended emotional atmosphere of the scene.

Overall, the revisions carried out in this stage focused on improving technical quality based on audience feedback. No major changes were made to the storyline, editing structure, or character development because these aspects had already

received positive responses from viewers. Therefore, the final revision stage functioned as a refinement process to improve viewing comfort and ensure that the final version of “9 Reasons I Didn't Believe in Us” could be presented in a more optimal form before publication.

4.1.5.4 Final Product and Film Distribution

The final product of this research was a short film entitled “9 Reasons I Didn't Believe in Us”. After going through the stages of analysis, design, development, implementation, evaluation, and final revision, the film was completed as an audiovisual product that tells the story of the relationship between Alsa and Arka through a slow-burn romance approach combined with light mystery elements. The final version had undergone several improvements based on audience feedback, especially in the audio balancing and color grading sections, so the film could provide a more comfortable viewing experience.

As part of the publication process, a teaser was first created and uploaded through Instagram to introduce the film before the release of the full version. The teaser contained selected scenes that represented the atmosphere, emotional tone, and main conflict of the story without revealing important parts of the ending. Through the teaser, the audience could get an initial overview of the relationship between the main characters and the overall mood of the film.



Figure 4. 17 Teaser Publication on Instagram

Based on the figure above, the teaser was uploaded through Instagram as a promotional medium before the film release. Instagram was selected because it is one of the social media platforms most frequently used by university students. The teaser helped increase audience curiosity and became an introduction to the story before viewers watched the full film.

After the teaser publication, the full version of “9 Reasons I Didn't Believe in Us” was uploaded to the YouTube channel of Applied Foreign Language, Vocational School, Diponegoro University. YouTube was chosen because it allows the film to be accessed more easily by a wider audience and supports the use of English subtitles that had been prepared during the post-production stage.



Figure 4. 18 Full Film Publication on YouTube

The figure above shows the publication of the final film on the Applied Foreign Language YouTube channel “Bahasa Asing Terapan SV UNDIP”. Through this platform, audiences could watch the film online and access the English subtitles provided in the video. The publication stage marked the completion of the development process and became the final result of the research conducted using the ADDIE framework. Readers who would like to see the detailed timeline of each scene by minute can refer to Appendix 9, while the QR code linking to the full film on YouTube is provided in Appendix 10.



Figure 4. 19 Copyright Registration Certificate (HAKI)

The figure above shows the copyright registration certificate (HAKI) for the short film “9 Reasons I Didn't Believe in Us”. The registration was carried out as a form of legal protection for the audiovisual work produced through this research. This copyright registration confirms that the film has been officially recorded as an intellectual property and serves as supporting evidence of the originality and ownership of the work. Together with the publication on YouTube, the copyright registration became part of the final output of this research developed through the ADDIE framework.

4.2 Discussion

This research was conducted to develop the short film “9 Reasons I Didn't Believe in Us” using the Research and Development (R&D) approach with the ADDIE model and to examine how audience feedback contributed to improving the film. Based on the results, both research objectives were successfully achieved. The film was developed through the Analysis, Design, Development, Implementation, and Evaluation stages, resulting in a completed short film that combines romance, mystery, and student-life experiences. In addition, audience feedback was collected and used to improve several technical and creative aspects before the final version of the film was completed. The results show that the ADDIE model provided a clear framework for managing the filmmaking process from the initial idea until the final evaluation stage.

The implementation and evaluation results showed that the film was generally well received by the target audience. Most respondents stated that the storyline was easy to understand, the relationship between Alsa and Arka felt natural, and the locations used in the film successfully represented student life in Semarang. International viewers also reported that the English subtitles were easy to follow and helped them understand the story. Based on the audience responses, the film was able to deliver its narrative and emotional messages to both local and international viewers. The findings also show that the combination of story, visuals, audio elements, and subtitles contributed positively to the overall viewing experience.

The development process shows how each stage of the ADDIE model contributed to the final product. The Analysis stage helped identify audience needs and the lack of media that could represent student experiences in urban spaces. The Design stage transformed these findings into a story concept, script, storyboard, production plans, and location selection. The Development stage involved the production and post-production processes that transformed the concept into a complete audiovisual work. The Implementation stage introduced the film to the target audience, while the Evaluation stage provided feedback for further improvements. This finding supports Branch (2009), who explains that ADDIE provides a structured process for planning, developing, implementing, and evaluating a product.

Several challenges were encountered during the development process. During production, the team faced difficulties related to lighting conditions, environmental noise, location limitations, scheduling, and talent availability. During post-production, challenges included audio balancing, color consistency, subtitle preparation, and maintaining continuity between scenes. These challenges were addressed through location adjustments, additional shooting when necessary, audio correction, color grading revisions, subtitle proofreading, and additional editing. As a result, the technical quality of the film improved before the final publication stage. This finding shows that filmmaking involves continuous problem-solving throughout both production and post-production activities.

The findings of this research are consistent with several previous studies. Kukuh et al. (2023) explain that post-production editing plays an important role in combining visual and audio materials into a complete narrative. Similar findings were found in this research, where editing became important for organizing the storyline, controlling pacing, and strengthening emotional moments. Ariani et al. (2021) also highlight the importance of color grading and music scoring in shaping audience perception and emotional atmosphere. Likewise, audience feedback in this study identified audio balancing and color grading as important factors influencing viewing comfort. Meanwhile, Harja et al. (2025) explain that the ADDIE model

provides a systematic framework for developing media products. The result of this research also shows that the ADDIE model can be applied effectively in short film production, not only in educational media development.

This research also has implications for the problem discussed in the background of the study. The film was developed to represent student experiences in everyday urban spaces such as cafés, libraries, campus areas, and public spaces in Semarang. Audience responses showed that these locations were familiar, relatable, and representative of student life. This indicates that short films can function not only as entertainment media but also as a medium for representing urban tourism and everyday places frequently used by students. Through audiovisual storytelling, viewers can gain a better understanding of the atmosphere, activities, and social experiences associated with these locations before visiting them directly. Therefore, the film helps address the gap between the limited information available on social media and the need for a more complete representation of student-oriented urban spaces.

Overall, the development process shows that the ADDIE model and audience feedback helped improve both the creative and technical quality of the film. The structured development process, together with audience evaluation, helped produce a short film that achieved its objectives while remaining relevant to the needs and experiences of its target audience.