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Adoption Social Media- Movie Based Learning Project (SMMBL) To Engage Students' Online Environment

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Article History	Abstract
<p>Article Submission 20 November 2021</p> <p>Revised Submission 28 February 2022</p> <p>Article Accepted 24 March 2022</p>	<p>Developing ICT as English Language Teaching (ELT) materials in Indonesia is still being studied in higher education contexts. Nowadays, amid covid 19 there are many tools, apps and technologies are being integration in virtual classroom. ICT can be used as media for teaching and learning process it should be related today's fact by integrating ICT easy enough to share it and easy to access by the students' technologies devices (Muthmainnah, et.all, 2021 and Apriani et.al, 2021 The purposes of this study is to investigate the impact of development instructional design incorporating social media- movie based learning project (SMMBLP) in Computer Science Faculty in learning English to engagement student's online environment. The method of this study is quantitative research and used pre-experimental design to investigates the impact of SMMBLP on students' English skill and student's motivation in ELT. The participants in this study were the first semester students of Computer Science Faculty academic year 2020-2021 at Universitas Al Asyariah Mandar consisted 40 students. The data were collected by test; pre-test, post-test and questionnaire. The result of the study implied the impact on integration social media- movie based learning project (SMMBLP) that very effective to enhancing students' English skill and motivation. The study suggests SMMBL can be integration in online or Hybrid/ Blended environment for the next education teaching model in ELT for EFL students.</p> <p>Keywords: ICT, Movie Based Learning, Borg and Gall.</p>

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1. Introduction

Recent advances in ICT have facilitated teaching and learning as a transformation in the educational sector, including at university. In addition, the latest COVID-19 pandemic in all nations of the world, which devastated education, has further highlighted the desperate need for academic institutions to incorporate alternative modes of teaching and learning into existing teaching instruments through social media channels and emerging technologies. Akande, O. N., Badmus, T. A., Akindele, A. T., & Arulogun, O. T. (2020). The eruption of the COVID-19 pandemic in March last year brought this fact back to light through the pressure of governments, schools, students, and families to rapidly learn how to mobilize online reading technology and improve ICT access and use deficits. From primary education to higher education, regular classes were adapted to the new world quite rapidly. But now we know that some students have been left out of the digital school and that, subsequently, socioeconomic gaps have been growing and some teachers have been struggling to use ICT to perform their classes online effectively, which means that this "new" online school is not a positive experience for many teachers and students. Gonçalves, E., & Capucha, L. (2020) and Flores, M.A. (2020).

ICTs as computational tools for capturing, disseminating, and exchanging knowledge to promote automation and collaboration in industry, science, and education. technical advancements change the way education is designed, delivered and implemented all over the world. People read, connect, and socialize. Huang, R., Kishuk, and Price, J.K. (2014). This justifies the growing trend of using emerging technology to promote learning and teaching by national governments, foreign institutions, academics, and schools. Teachers can provide students with the use of ICT, including opportunities for constructive engagement in learning and awareness-building. Technologies allow versatile teaching methodologies which can support marginalized communities and can also encourage and stimulate mechanisms to involve and challenge students with real-life issues. Communication and discussion of the topics and "learning through explore, experience, discover, build, reflect, and act" (Makrakis, V, 2014). However, higher education models also appear to be conventional or based on the teacher-learner model (OECD/CERI, 2010, Kostoulas-Makrakis, N., Makrakis, V., 2020, and Esteves, M. 2008), which leaves no space for alternate teaching and learning approaches.

The same problem is happening at Al Asyariah Mandar University when the teaching is really remote. The majority of teachers use traditional methods to deliver their online classes, and there are numerous instructions and assignments in the English subject. This is why students are too lazy to study English when they see the condition above. Each student has different skills and needs specific to English learning, but in learning English, it seemed like students had no enthusiasm for learning. They think English is hard to understand, English is not important, and English is not interesting. The truth is that they do not aspire to be better in English. They don't want to develop their English skills. Many of them just get bored by offering materials to an English teacher. It does not improve their learning dramatically. Another concern is that the classroom lacks a fun atmosphere. The teacher uses a monotone teaching technique. Regarding the phenomenon of globalized English and the revelation of the low English proficiency among Al Asyariah Mandar University students, English teachers are encouraged to create new teaching methodologies and teaching materials to develop English competence, particularly listening and speaking competence. A wide variety of teaching methods, based on a communicative approach that is creative, innovative, educative, and enjoyable, need to be applied. Responding to these problems, the purpose of this study was to address the following questions: What is the impact of incorporating the social media-movie-based learning project (SMMBLP) teaching model into the Computer Science faculty in learning English?

In line with that goal, the findings of this study have the potential to make a significant contribution, particularly to English skills, because the role of the teacher as an instructor requires creativity and innovation, as well as the identification of solutions for quality management outcomes for students. One of the techniques to enhance the English skills and learning outcomes of students is to respond to these challenges. In order to improve the level of learning outcomes, the teacher's position in the education field has to be imaginative and innovative. In this case, these are the learning outcomes and English skills of the students. The social media-Based Learning Project is one of the strategies to develop English skills and improve students' learning performance.

2. Literature Review

Kim (2011) says that English is the first foreign language used as a contact medium (Kim 2011), and it is the most commonly used in numerous cultures (Choudhury, 2014; Jenkin, 2013; Nilmanee & Soontornwipast, 2014). As a result, the demand for learning English among non-native speakers has significantly increased; many countries around the world have embraced English as the primary foreign language in their education systems (Brumfit, 2004; Byram, 2008). Moreover, the world of English learning has shifted significantly. In its current functions as a common language and a lingua franca, English has been used as a medium of communication to accomplish global goals. Economics, politics, schooling, research, technology, culture, cooperation and communication between members of different cultures (Byram, 2008). Related to the statement above, the Education and Culture Ministry of Indonesia has one of its visions: international-quality schools that produce graduates with national identity who can develop local excellence and succeed worldwide.

Therefore, the acceleration of learning English is made so that students can compete globally. Kirschner et al., 2004; Shen and Ho, 2020; Hodges et al., 2020 mention one of the efforts made by integrating ICT, student-centered learning systems, and modern teaching aids. Rienties et al. (2013) state that they have struggled with their digitalization strategies and, in particular, the priority of modernizing courses and teaching ICT-based courses. Then, some studies have been conducted on the use of ICT in English language learning. Mullamaa, K. (2010); Ruzikulovna, 2020 The use of ICT in language learning maximizes several new possibilities in which teachers and students can interact efficiently, not only to strengthen their language skills, but also to expand their understanding of the use of ICT to enhance teaching and learning. For this reason, we agreed to propose useful ways to use ICT in teaching and learning foreign languages.

The implementation of the telecommunications project is portrayed. The benefits and drawbacks of distance learning are taken into consideration. In addition, some problems that students and teachers face during ICT-supported language education are addressed.

While Alakrasha, H. M., & Razak, N. A. (2020); Sahboun, Y., & Razak, N. A. (2020); Winarni, E. (2020) and Rashid, et al. (2019) recommended using ICT as the modern understanding of the value of the readiness of students to use technology in the classroom, in particular takes place in English language learning sessions for education 4.0 to meet the criteria of the fourth industrial revolution. Another research finding by Arrosagaray, M. (2019), a relationship between the age, ethnicity, profession, and technology of students. There is also a correlation between the use of technology and the machine performance of students in a remote learning mode. But higher machine self-efficacy does not inherently require a student's motivation during distance learning incentive. Serostanova, N. (2014) covers some of the problems related to the use of ICTs in the teaching and learning of foreign languages (FLT/FLL); intercultural solution foundation. Internet services are considered, including programming applications, audio and video equipment, digital whiteboards, and telecommunications. The peculiarities of telecommunications programs are given particular attention. Presentation of learning media like videos in a classroom can be very effective if implemented into such learning practices. Some tasks, like debates or language skills focused on the film, will increase the enthusiasm of the students to learn. Students will learn a language from the media in a fascinating and fun way. A movie or film is one of the strongest media that can be used for learning English. Films help students transition from traditional to practical learning environments (Syahrozi, H. (2018). A single film clip can be used as the basis for the teaching of English in all its aspects: listening, voice, vocabulary, and pronunciation. Using movies in the EFL classroom is one of the main reasons English language teachings motivates students to develop their listening and communication skills. films in the language classroom rather than simply extending already established methods. Films inspire enthusiasm for language and express feelings about a film they have just seen. Beyond generating a visceral desire to speak, films provide a basis for conversation in the highly charged viewing experience that students share with each other (Ismaili, 2013; Latifi, 2014; Stewart, 2006; Aliyev, 2016).

In addition, the benefits of film application in the classroom, explained by Xhemali (2013), are certain:

1. Film is a visual representation that can actively activate the experiences of pupils, whereas the written word can do so implicitly.
2. Film is a more sensory experience than reading; it contains color, movement, sound, authentic language, and supporting pronunciation.

3. The film-based experimental class was much more vibrant, and the students were more interested in observing the lesson carefully.
4. The movie-visual interactions produced more teacher-student and student-student debates.
5. The movie attracts students' interest, attention, and curiosity, and
6. Films will imagine what students did not know before. A film has a lot to imagine and can be used as a genuine English resource. In comparison, a film also helps students to learn English while seeing the actual, genuine spoken language of English acquisition in a particular manner.

Films are a good alternative for teaching English as a medium and materials. A film-based curriculum stimulates the desire of students to learn English. Richard and Renandya (2002) explain that teachers should encourage constructive watching and understanding for students and remember the three phases of events by preparing video-related lessons: prevision, viewing activities, and post-visual activities. By introducing short films in English classes by using the YouTube program, students' motivation in studying English can be increased.

In the preliminary exercises, students will watch the video by taking advantage of their context material, stimulating an interest in the subject and reducing their fear of unfamiliar vocabulary. One way to do this is to announce the situation and ask students to anticipate the content. It will help students pay more attention and concentrate on the video.

Then these largely promote the actual viewing of the video during the viewing activities. It allows the students to concentrate on key topics, including factual facts, the production of the story or the vocabulary used in a given scenario, and to play and repeat the whole sequence or the related section. It is usually a good idea to initiate exercises based on the fundamental condition. They will have post-visual activities after watching the video clip. Students need to respond to the video or to learn a certain language. The selection of post-visual tasks is vast and involves subjects such as conversation, role-play, discussion, writing, and associated reading. After the point, this exercise will be difficult for students.

On the basis of the above description, the students can be sure of being more interesting in order to promote and enable objective expression; the use of short films from Youtube is a perfect alternative for English teachers. A film will improve your ability to learn English as a teaching medium. It gives the true English language model. It is thus believed that short films are used to keep students engaged in the course and that their English achievement is increased.

3. Methodology

3.1 Research Design

The procedure of this research refers to the system approach model proposed by Dick and Carey in Borg, Gall, and Gall (2003) in developing the Project-Based Learning Model, incorporating movie-based learning and social media (SMMBLP) into three main steps. The three steps are: introduction, development, and evaluation. In developing SMMBLP, some of the ICT tools that were used in this study were WhatsApp, Google Classroom, Youtube, Mindmeister, Ken Master, Tiktok, and e-dictionary. The trying out of the social media-movie-based learning project (SMMBLP) teaching model in this research was carried out through a pre-experimental approach, and here the researcher conducted the research on 32 of them as the sample of students and selected by purposive random sampling. This study applied to the first semester students in higher education, consisting of 32 students in the computer science faculty academic year 2020–2021. In this research, the data compared the scores of the pretest and posttest. According to Campbell and Julian C. Stanley (1963:13), the types of this research can be designed as follows:

Table 1: Research Type

Group	Pre-Test	Treatment	Post Test
E	O ₁	X ₁	O ₂

Where:

E = Experiment

O₁ = Pretest

O₂ = Posttest

X₁ = Treatment using social media- movie based learning project (SMMBLP)

The data of student's English skills was developed by researcher adopted from Hutchinson &

Waters, (1987). It was aimed to investigate students' English competence in terms their ability to use English in real life (introductions, talking about the weather, telling time, describing place, greetings-leave takings, asking direction, giving compliment and expression feelings). This model facilitates students to achieve Bloom Taxonomy. The questionnaire as aimed determining the effect of SMMBLP enhancing the motivations in learning. The treatment applied by using SMMBLP syntax below:

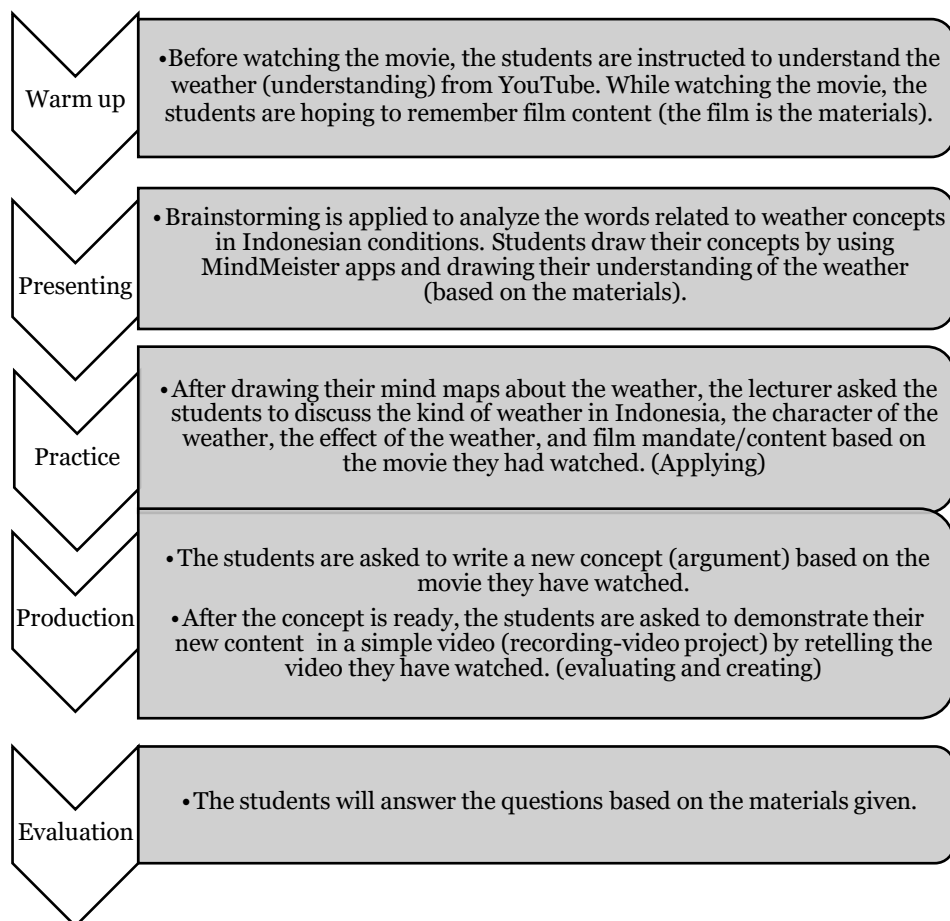


Figure 1. Syntax SMMBLP in Hybrid Learning environment

The quantitative data collection proceeded as follows. First, the pretest of the English test was administered to the students in the first week of the study. Second, the students in the were taught for twelve weeks following the teaching procedures according to SMMBLP syntax. Third, the posttest of the English test was administered to students and to examine the students' attitudes toward integrating the SMMBLP. Qualitative data were collected through responses from students' assignments. The data were used as a triangulation of and additional information on quantitative data (S, S. R. et. al 2021).

4. The Data Analysis

Based on the techniques for collecting the data, the data will be analyzed in some steps. First, the data from the pre-and post-test scores on the English test were scored and tabulated using SPSS to produce means, standard deviations, and t test comparisons. Second, the mean scores were compared before and after Experiment SMMBLP to see if there were any significant differences. Third, using data from a Google form, we calculated and assessed the students' perceptions and motivations. Fourth, descriptive statistics were used to evaluate and calculate Likert-type scores from

student questionnaires. Finally, the questionnaire data is examined and interpreted (Kumar P. et. al. 2021).

5. Results and Discussion

The researcher conducted preliminary testing before at trying out SMMBLP to respondent can be seen in a table as follows:

Table 2: Statistics of Student Learning Outcomes on Pre-Test.

Statistics		
Pre-test		
N	Valid	32
	Missing	0
Mean		47.6563
Median		48.0000
Mode		20.00 ^a
Std. Deviation		19.42165
Range		64.00
Minimum		16.00
Maximum		80.00

Based on table 2 above, it is obtained that the average score (mean) of student learning outcomes before being taught using SMMBL is 47.66, the median value is 48.00, the dominant value that appears (mode) is 20, with a standard deviation of 19.42. The range or range of the highest and lowest values is 64, the lowest (minimum) value obtained is 16, and the highest score obtained is 10 out of an ideal score of 100 possible. The distribution of the frequency of learning outcomes scores before using the social media-movie-based learning project (SMMBLP) model can be described in the histogram graph below.

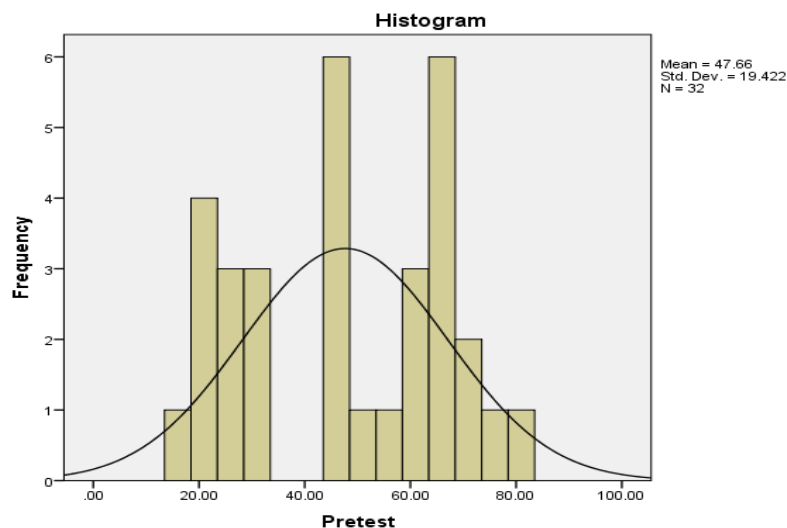


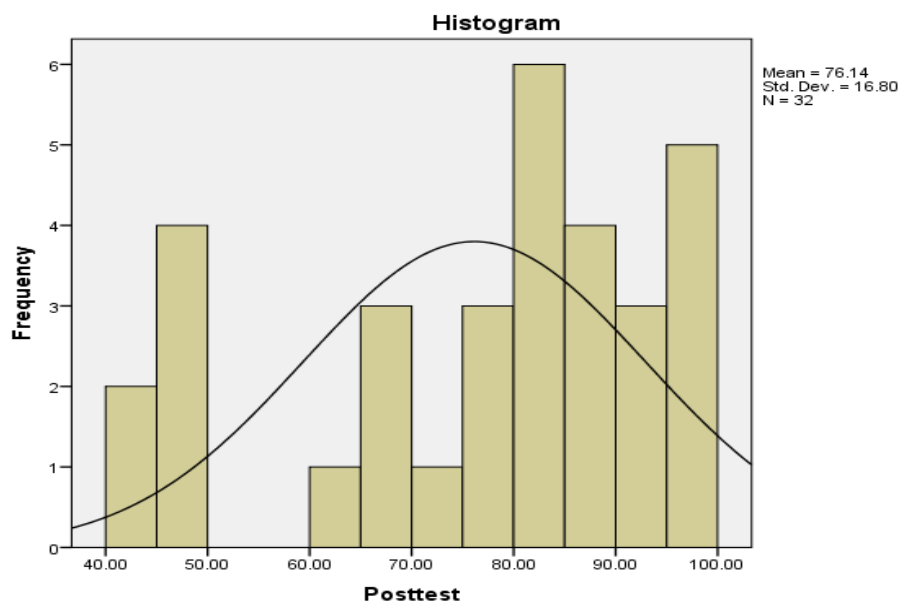
Figure 2. Histogram distribution of learning outcomes scores

The histogram of the distribution of learning outcomes above shows that the group that has the highest frequency is in the interval 0 x 60, which indicates the results are in the low category, while the other frequencies are located at the intervals of 60 x 78 (medium category interval), and 78 x 100 (high category interval). This result has increased the posttest score by a significant amount.

Table 3: *Statistics of Student Learning Outcomes in the Post Test.*

Posttest		
N	Valid	32
	Missing	0
Mean		76.1406
Median		80.0000
Mode		95.30
Std. Deviation		16.80030
Range		50.50
Minimum		44.80
Maximum		95.30

Based on table 3 above, it is obtained that the average score (mean) of student learning outcomes taught using SMMBL is 76.14, the median value (median) is 80.00, the dominant value (mode) is 95.30, with a standard deviation of 16.80. The range or range of the highest and lowest values is 50.50, the lowest (minimum) value obtained is 44.80, and the highest score obtained is 95.30 out of a possible ideal score of 100. The frequency distribution of learning outcomes scores before using the social media-movie-based learning project (SMMBLP) can be depicted in the following histogram graph.

Figure 3. *Histogram of the distribution of learning outcomes scores*

The histogram of the distribution of learning outcomes above shows that the group that has the highest frequency is in the 78 x 100 interval, which means the results are in the high category. For temporary conclusion from the results of the descriptive statistical analysis, there is an effect of implementing social media-movie-based learning project (SMMBLP) on learning outcomes. To draw valid conclusions, the researcher conducts inferential statistical analysis in this case, testing the hypothesis. In inferential statistical analysis, prerequisite analysis is carried out in research to determine the effectiveness of the process. Learning by using the normality test (Obaid, A. J. et al. 2021).

The normality test of the data was carried out on the learning outcomes data on the pre-test and post-test. The test was carried out by the Kolmogorov-Smirnov test using the SPSS 22.0 for Windows program with a significance level of 0.05. A normality test was conducted to determine whether the population under study was normally distributed or not. The hypothesis to be tested is

H₀: The data comes from a normal population.

H₁: The data comes from an abnormal population.

In inferential statistical analysis, a normality test is carried out. For that we can see in table 4, which is as follows:

Table: 4. Normality Test on pretest and posttest

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pretest	.144	32	.091
Posttest	.153	32	.054

Source: Processed data for normality test in the pre-test and post-test data classes

Based on the output results of the normality of variance test using the Kolmogorov-Smirnova test in table 4, the significance value for the pre-test data is 0.091 and the post-test data obtained a significance value of 0.054. Because the significance value of the two data is more than 0.05, it can be said that the pre-test and post-test data are normally distributed. This shows that the prerequisite test in decision-making (t test) has been fulfilled. The hypothesis that will be tested using the t-test is the social media-movie-based learning project (SMMBLP) model in learning. The statistical hypothesis in this study is as follows:

H₀ : There is no effect of SMMBLP on learning outcomes

H₁: There is an effect of SMMBLP on learning outcomes

Table 5. T test (hypothesis test)

One-Sample Test						
	Test Value = 0.05					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest	25.621	31	.000	76.09062	70.0335	82.1478

Based on the results of the analysis, the data obtained is normally distributed, so hypothesis testing is carried out using t-test statistics. Based on the t-test statistic with SPSS 22.0 For Windows, the t_{count} value is 25.621. Meanwhile, the value of t_{table} is 2.75, which means that t_{count} > t_{table} is 25.621 > 2.75. This shows that H₀ is rejected and H₁ is accepted when viewed from the value of the significant level. H₁ is accepted if Sig 0.05, that is 0.0001 0.0001. Thus, it can be concluded that there is an influence of the SMMBLP model on learning outcomes.

5.1 Students Response

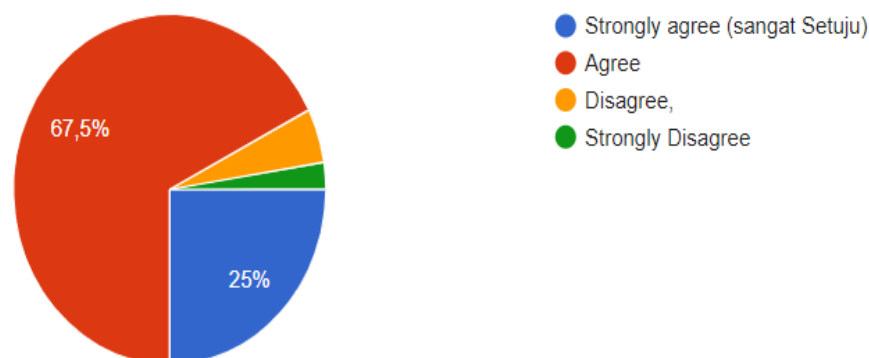


Figure 4. The students' response and support ICT by using WhatsApp

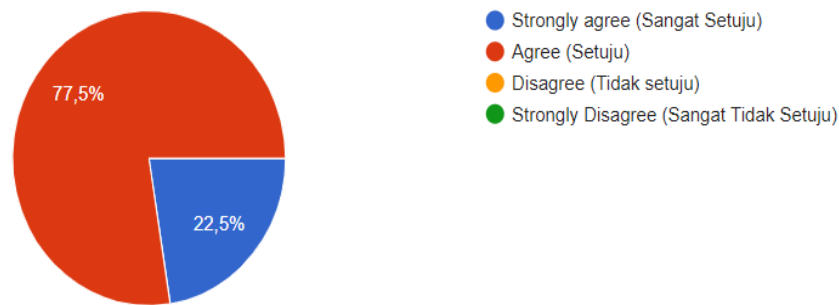


Figure 5. English material is in accordance with the syllabus and computer science faculty curriculum.

Based on Chart 1, it shows that the students' response and support ICT by using WhatsApp. The English lecturer explains the materials very well. Most of them totally agree (67.5 percent) and strongly agree (22.5 percent). All of the students also understand the lecturer's instruction in the learning process by SMMBLP. Then, chart 2 showed that all the respondents stated that the English material delivered by the lecturer through SMMBLP is in accordance with the syllabus and computer science faculty curriculum described. Students stated that they strongly agreed (22.5 percent) and (77.5 percent).

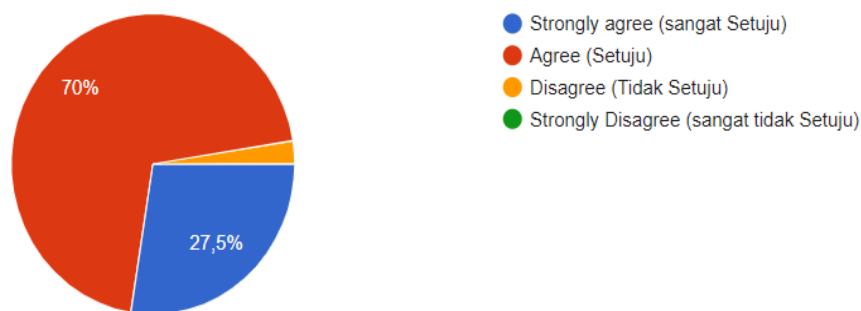


Figure 6. Learning English through SMMBLP was effective

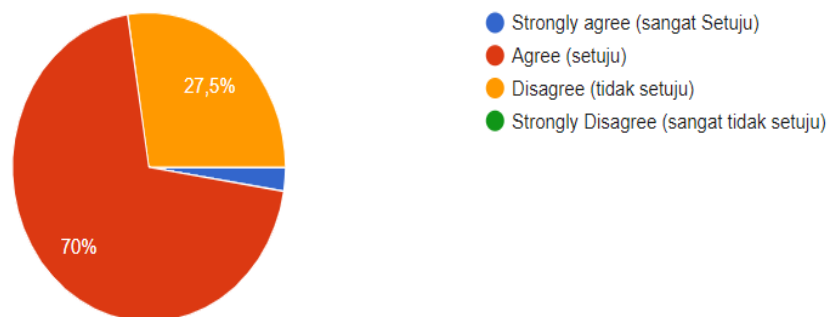


Figure 7. English skills improved while learning through SMMBLP.

As shown in figure 3, respondents claimed learning English through SMMBLP was effective during the COVID-19 pandemic. According to the data in figure 4, 70% of respondents said their English skills improved while learning through SMMBLP, while 27% said they disagreed. It implies most respondents agree that SMMBLP can enhance English skills.

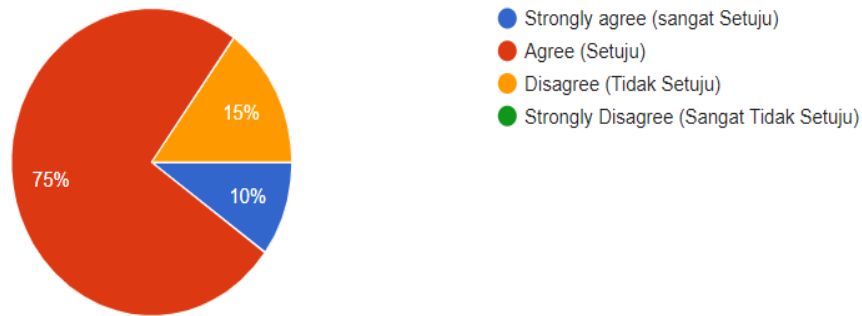


Figure 8. The lecturer conducts question and answer activities through social media.

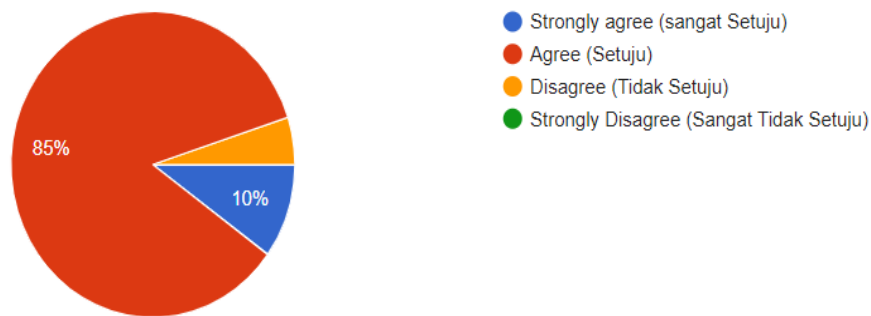


Figure 9. Integrating media and technology into learning

The data from chart 5 shows that 75 percent of respondents agree, strongly agree, 10 percent, and 15 percent disagree with the statement that the lecturer conducts question and answer activities about English materials in learning through SMMBLP and materials based on Youtube, and on chart 6, respondents totally claim they want to study the learning media used by lecturers during the COVID-19 pandemic.

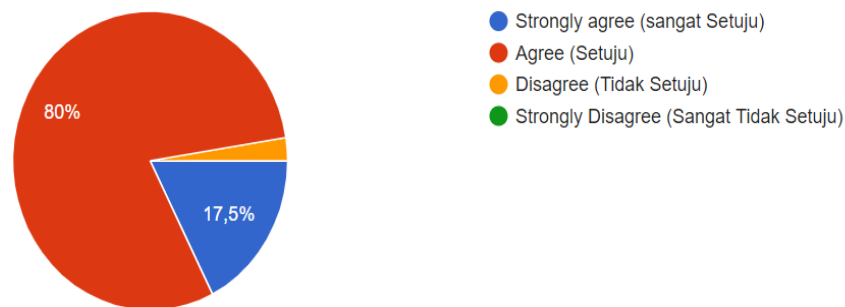


Figure 10. The students felt confident in the feedback

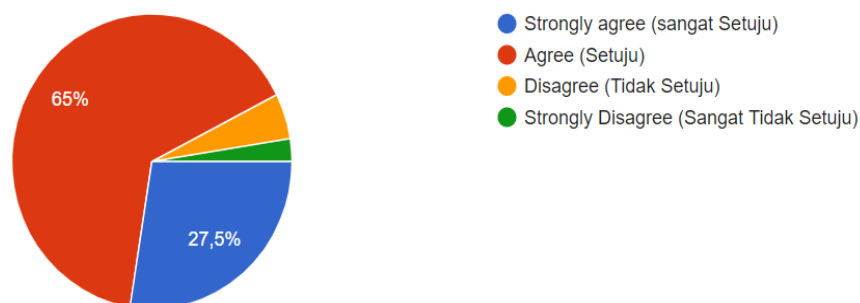


Figure 11. The students felt diligently working on assignments

Figure 7 depicts the students' activities during the learning and teaching process using SMMBLP, implying students' feedback, with the majority of them claiming that they ask the lecturer when they are having difficulty learning English via social media via WhatsApp. 17.5 percent said they totally agreed with the interaction by using ICT in learning. During the COVID-19 pandemic, the data show that respondents are diligently working on assignments assigned by the lecturer using the SMMBLP model. According to Chart 8, respondents agree 65 percent of the time, and 27.5 percent strongly agree.

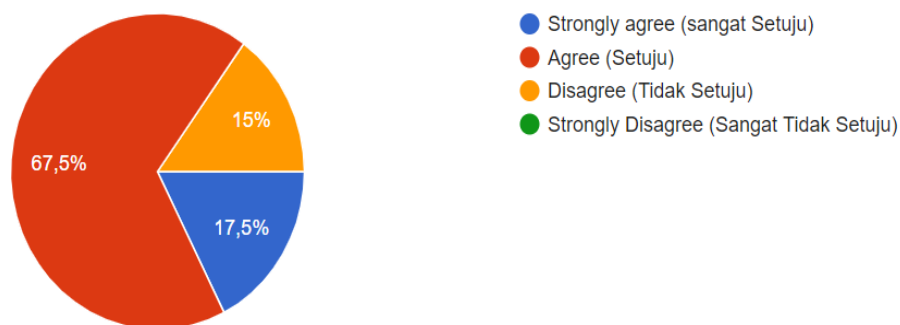


Figure 12. Students' autonomy in learning increases.

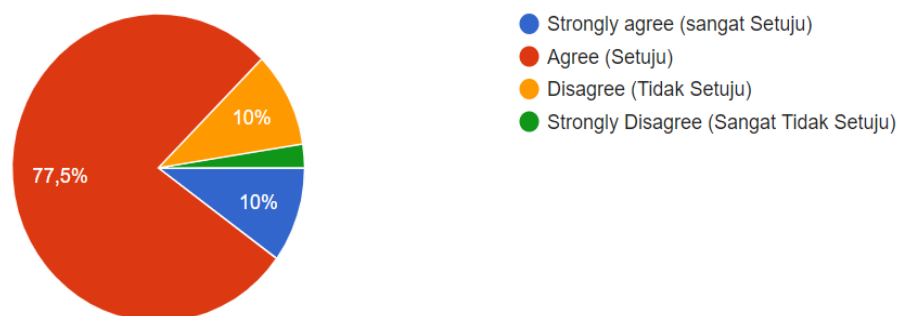


Figure 13. SMMBLP, enhancing their motivation and passion for learning.

The data shown in charts 9 and 10 indicates that respondents claimed they were continuing to learn English even though there were no assignments during the COVID-19 pandemic. It implies the student's autonomy in learning English by using SMMBLP, enhancing their motivation and passion for learning English through WhatsApp, Google Classroom, and Youtube during the COVID-19 pandemic. In summary, the findings above show that the overall data from the posttest and questionnaire proved that the students had a positive attitude toward integrating SMMBLP instruction into their English classrooms, enhancing students' English skills.

6. Discussion

Based on the findings above, it is indicated that the impact of incorporating the social media-Movie Based Learning Project (SMMBLP) model is an effective pedagogical tool to contribute to enhancing students' English skills in an online or hybrid environment. It is proven by the data found, which also describes students' ICT needs in a higher response category. The Using Social Media-Movie Based Learning Project (SMMBLP) instructional in teaching English amid a pandemic COVID-19 is helpful in developing their vocabulary, reading, writing, speaking, and listening skills. The syntax of the Social Media-Movie Based Learning Project (SMMBLP) teaching model particularly increases students' HoTs (higher levels of thinking skills) related to Bloom's taxonomy and intended for 21st century skills, especially for communication by using English in real life and global context. Film as authentic material input helps to acquire language and affective filter variables to enhance students' motivation, confidence, anxiety, and personality traits.

According to Krashen (1985), Partnership for 21st Century Learning (2015), and Hockly (2012), students who are highly motivated, self-confident, have a positive self-image, have low anxiety levels, and are extroverted are better prepared for second-language study success. The affective filter can increase low motivation, low self-esteem, anxiety, introversion, and inhibition and become a "mental block" that prevents comprehensible input for acquisition. In other words, integration of Social

Media-Movie Based Learning Project (SMMBLP) as a teaching model in an EFL classroom well organized with the syntax to practice, communication, collaboration, critical thinking, integration, management, evaluation, and creation of information that can operate in a knowledge society in digital technologies, communications tools, and/or networks, also covers information, media, and technology to address the education era of the 21st century,

Teacher's perspectives on technology integration into English foreign language teaching found that the majority of Indonesian teachers think that technology is both important and useful to teach all English skills, but this contradicts their teaching practices. It reveals that most teachers do not have the ICT skills or low pedagogical knowledge to carry out in their classrooms, although they have a positive attitude towards developing model teaching of language learning. Another perspective on movie-based learning (social media) in EFL classrooms by Silviyanti, T., & Yusuf, 2015; Febriani & Hafifah, 2019; Inayati, 2014; and Baharji, (2014) showed that the effects of viewing captioned instructional videos are greater on vocabulary acquisition and language proficiency development than on content comprehension of the students. The participants' perceptions of the use of captioned instructional videos were consistent with the results. They felt that it enhanced their language learning by using movies. But this study found the data by using the SMMBLP instructional model in online learning increases students' English skills, enhancing motivation and self-confidence to acquire the language. The challenge to conducting the SMMBLP instructional model pointed out in this study is that the infrastructure of ICT is not the maximum, unstable internet connection. That's why the students claimed their problem in learning English needs to be supported by a maximum internet connection (high bandwidth environment).

The respondent stated they have problems when they want to integrate SMMBLP into learning English. Chart 4 shows that 27 percent of respondents claimed their English skills did not improve during learning. Chart 5 shows that 15 percent disagree with the statement that the lecturer conducts question and answer activities about English materials in learning and materials based on Youtube. Then on Chart 9, there are 15 percent of respondents who claimed they could not continue their learning and 10 percent of respondents claimed they did not enjoy or have a negative attitude towards learning English.

Because of the novelty findings in this study, the following recommendations are proposed for English teachers, course developers, and educators. First of all, the SMMBLP is an extremely complicated pedagogical tool which brings together three components: ICT, mobile e-Learning, and a project-based learning-language development approach. In order to ensure successful learning outcomes, teachers that plan to apply SMMBLP instruction in English teaching must be well trained and well prepared before teaching, in particular as regards teaching materials and classroom activities. Secondly, teachers need to explore the problems, needs, and interests of students to create an English course combining film-based, mobile e-learning and integrating ICT in various aspects. In this study, the authors carried out a need analysis to identify students' ICT needs, learning needs, and learning styles as ELT materials based on the survey of the students' wants, needs, and lack of English skills. The results of the students' need analysis. This is used to develop a reliable and practical method or model of teaching. Third, the integration of ICT, e-mobile learning, and pedagogical apps should be investigated by future researchers. In addition, pedagogical implications for EFL instruction, especially where multimodal and technology as tools may be limited, is that captioned instructional videos can be deemed a promising medium to enhance language learning in EFL classrooms in Indonesia.

7. Conclusion

This study underscored the impact incorporating social media- movie based learning project (SMMBLP) in Computer Science Faculty in learning English. The objective of this study was to identify the impact incorporating social media- movie based learning project (SMMBLP) in Computer Science Faculty in learning English. This study applied experimental study. The finding revealed that incorporating Social Media- Movie Based Learning Project (SMMBL) is an effective pedagogical apps or tools to contributes to enhancing students English skill in online or hybrid environment.

Based on the description above, it can be concluding that SMMBLP (Social Media-Movie-Based Learning Project) model is an excellent methodology for teaching English in an EFL classroom and can be used as an alternate teaching model in a hybrid environment in the future. Furthermore, captioned instructional videos might be regarded as a promising media to boost language learning for EFL classrooms in Indonesia, especially where multimedia technology tools are limited.

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