ABSTRACT

Zakiyyah, Hanun Zhafir (2026) Exploring EFL students' perception of learning reading comprehension through project–based learning (PjBL).

As a skill to understand a narrative text, reading comprehension is an active cognitive process that involves combining students' experience and knowledge to understand, interpret, and apply the information presented in a written text. To make the learning process more interesting and demanding for students is by merging two literary media—movies and novels—with new learning approach—project-based learning.Using a learning media, project-based learning and by combining two literature media, a movie and a novel, makes the study much more intresting and challenging. This study aim to reveal EFL students' perception and challenges in narrative reading comprehension through project-based learning with a movie and a novel of the same title. Using qualitative case study, the data were collected by questionnaire, interviews, and document analysis to reveal EFL students' perceptions and challenges in narrative reading comprehension through project-based learning with a movie and a novel of the same title. Purposive sampling was employed in selecting the participants. The overall questionnaire participants were twelve students, taking six of them for interview, and one group students' journal. The result indicates that some of the EFL students have varying positive perception of learning reading comprehension through project-based learning supported with a movie and a novel of the same title as learning media. The students' perception is influenced such as personal experience (cognitive), motivation (conative), and feelings and attention (Affective) along with a upporting environment such as support from the teacher and from the students' classmates. In participating this learning students also faced several challenges such as time management/schedule, limitation in facilities/accessories, students' preference in watch movie than read the novel because of their lack imagination and students lack of active participation in group discussion. Based on the findings of this study, it can be conclude that learning reading comprehension through project-based learning are considered intresting enough for the students participating in the study, it is challenging students' to be an active students in discussing in the group, be more creative when deciding what kind of project will be made and present infront of the classroom. Therefore, by participating learning reading comprehension through project based learning are potential in improving students reading comprehension.

Keywords: Project-based learning, Reading Comprehension, Students' Perception, EFL student, Movie, Novel