CHAPTER I
INTRODUCTION

The section gives a brief explanation of the study. It consists of the research background, the research question and purposes, the research significance, the research scope, the conceptual framework, and the previous studies.

A. Research Background

This study aims to explore students' perceptions on project-based learning, using a movie and a novel with the same title to enhance EFL students' reading comprehension of narrative texts. It focuses on revealing the challenges EFL students face during the learning process and their perceptions on it. With the presence of media like movies and novels, students become more active, creative, and innovative during learning, especially when working on projects (Charlebois, 2008). This study is important to figure out students' challenges in reading comprehension of narrative text through project-based learning.

Several issues can be problematic for EFL students who struggle to comprehend text, especially narrative text, which requires not only the skill to read but also the ability and knowledge to connect every detail and understand the text fully. Based on preliminary observations at a senior high school in Garut, West Java, Indonesia, the issues include a lack of vocabulary, background knowledge, and grammatical knowledge, as well as low motivation to learn. To overcome the problems, using a movie and a novel of the same title as learning media in a project-based learning project can be beneficial. A novel provides EFL students with authentic reading materials, while a movie, which offers an audio-visual experience, engages and entertains them more, making the reading activities more interesting and motivating. By pairing a novel with a movie, students should feel more connected to the literature and their reading skills (Rizqon K. et al., 2021). The result is better comprehension, more interest in the topic, and more excitement for reading in

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general.

Reading comprehension is fundamentally essential for EFL students. According to Cordeur (2011), reading comprehension is the skill of recalling details from a text and drawing conclusions based on them. In other words, reading comprehension is the ability to understand a text by recalling key details and drawing conclusions. By that, reading comprehension plays a vital role in the success of EFL students, as it forms the foundation for improving students' English proficiency.

However, EFL students, especially in Indonesia, often struggle to understand written texts. As the OECD (2023) has concluded, the PISA 2022 score for Indonesian students in reading is 359, which is considered below average. The PISA 2022 average reading score is 455. The same research states that some 25% of students in Indonesia can identify the main idea in a moderate-length text but are unable to comprehend a lengthy text; they can also find information based on explicit criteria but still struggle with abstract or counter-intuitive concepts. Thus, the inability to understand texts comprehensively can hinder the development of other EFL students' English language skills. Therefore, this research is considered important so that EFL teachers can identify the difficulties students experience in understanding reading texts, especially narrative texts.

English teachers in Indonesia face a significant challenge in improving EFL students' reading comprehension, requiring appropriate learning strategies. One widely used strategy is the use of narrative texts as teaching materials. A narrative text is a form of writing that tells a story or recounts a series of events or experiences (Pardiyano, 2007). It typically includes elements such as characters, a plot, a setting, conflict, and resolution. Thus, it is safe to say that a novel, especially a fiction novel, is a good source for learning to comprehend a narrative text. Narrative reading comprehension is the understanding and interpretation of the meaning of stories. It involves several cognitive processes — attention, memory, reasoning, and inference — to make sense of the events, characters, and relationships described in a narrative. Learning results using narrative text to improve students' reading comprehension

were more effective than those using conventional approaches (Perdiana & Suryadi, 2022). One of the main factors supporting this result is that narrative text engages readers by taking them on a journey, allowing them to experience events from the characters' perceptions, thereby informing and entertaining them simultaneously, making the messages more straightforward to understand.

Nevertheless, practice has shown that reading an entire book can be tiresome and boring, while an audio-visual experience can be more engaging and entertaining for students. Many scholars have argued that movies used in the EFL classroom can be an important part of the curriculum, as they provide exposure to "real language" used in authentic settings and in the cultural context in which the foreign language is spoken. By 'real language', it means the natural, everyday language used by native speakers in real-life situations. They have also found that movies catch the learners' interest and can positively affect their motivation to learn (Kusumarasdyati, 2004). Movies offer an engaging digital medium that blends visual and spoken elements, making them a valuable tool for enhancing EFL students' reading skills. According to Ismaili (2013), movies serve as both a source of entertainment and a means for language learning. Consequently, numerous scholars and EFL students choose to incorporate movie versions of well-known and contemporary novels as a complement to traditional reading materials.

In addition to appropriate teaching materials, many factors influence academic achievement. Learning models, cognitive abilities, and facilities contribute significantly to students' performance in the classroom (Mohzana et al., 2025). One effective learning model for improving students' reading comprehension is Project-Based Learning. Learning that uses technology-based methods, group discussions, or project-based approaches makes students more engaged and has better retention of material (Hidayatullah et al., 2023). Project-based learning is a student-centred model that offers meaningful experiences for students (Rahayu et al., 2024). Implementing this model provides students with direct training, enhancing their critical thinking and practical skills for everyday life.

Based on previous research, using both project-based learning and a movie and a novel of the same title to improve reading comprehension of narrative texts might positively impact students' performance during the learning process. Ismaili (2013) analyses the effect of using movies in the EFL classroom and concludes that movies attract students' attention and present language more naturally than a course book, with a visual context that aids students' understanding and improves their learning skills. While Rahayu et al. (Rahayu et al., 2024) focus on the use of a project-based learning model assisted by visual media, such as novelty in the reading comprehension and active learning of Indonesian language students, which concludes that it affects reading comprehension and active learning. Another study by Khaghaninejad et al. (Khaghaninejad & Chahibakhsh, 2015) focuses on the use of novels and movies to improve the narrative intelligence and general English proficiency level of advanced EFL learners, which concludes that novels and movies have been successful at improving both NI and GEP.

Nevertheless, the current study is different from the three previous studies in various aspects. This study explores in revealing EFL students' narrative reading comprehension through project-based learning with a movie and a novel of the same title. It focuses on students' perception and challenges in reading comprehension of narrative texts through project-based teaching using a movie and a novel as learning media. It is limited to a small number of EFL students, who are in the eleventh grade in a senior high school in Garut.

B. Research Questions

There are two issues to be addressed in learning reading comprehension:

1. What are the students' perception on learning reading comprehension through project-based learning?
2. What are the students' challenges in learning reading comprehension through project-based learning?

C. Research Purposes

The following are the objectives to be achieved from the research problem:

1. To describe students' perceptions on learning reading comprehension through project-based learning.
2. To explore the challenges faced by students in learning reading comprehension through project-based learning.

D. Research Significances

The research is expected to provide theoretical and practical significance. The research's theoretical benefit is to increase understanding of how effectively project-based learning develops comprehensive narrative reading skills in the field of teaching English as a Foreign Language (EFL), which is increasingly multimodal and innovative. By integrating written text (a novel) and visual media (a movie), students' narrative understanding can be developed, highlighting the significance of different modes of representation in the learning process.

The practical significance of the research is specific to students and teachers. The study's results indicate that the teacher should offer new and creative ways to teach narrative texts by using project-based learning with a movie and a novel, thereby improving the learning environment and assisting students in developing multimodal literacy skills. Multimodal literacy skills refer to the ability to understand and interpret information presented in various modes, such as text, images, and sound. The study also creates challenging, relevant projects that motivate students to participate actively. For the students, the study can help them have a better comprehension of reading narrative text. By integrating a movie and a novel of the same title into a single project-based learning activity, students can more readily comprehend narrative elements, enhance their critical thinking and analysis skills, and increase their interest in reading, as the activity is more engaging and has real-world application.

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E. Research Scopes

In this study, the researcher focuses on observing the learning process of narrative text reading comprehension through project-based learning with a movie and a novel of the same title and interviewing the EFL students after a month, which equals four meetings of learning, to analyse the challenges they faced and the perceptions they built during the learning process. This study focuses only on students' challenges and perceptions and does not determine whether using a movie and a novel of the same title through project-based learning affects students' narrative text reading comprehension.

The scope of the study is limited to 6 EFL students in eleventh grade at SMA Negeri 1 Garut, selected for interviews by the teacher based on their learning behaviour, as determined through daily observation. This study is limited to narrative text reading comprehension and does not involve reading comprehension in other types of text.

F. Conceptual Framework

Lack of emotional engagement with reading, the difficulty level of the text, lack of cultural context, lack of familiarity with the subject, problem in recalling information, problem with processing information, the difficulty level of the text, inadequate use of effective reading strategies and restricted vocabulary make it difficult for many ELF students to comprehend narrative texts in depth (Westwood, 2008). Providing students with English language materials will undoubtedly be difficult due to the gap that develops. The difficulties of helping students comprehend and improve their English language proficiency have led to the development of numerous learning approaches.

Implementation of a project-based learning as one strategy to overcome these obstacles. Research shows that project-based learning promotes problem-solving, teamwork, and active participation. The fact that this approach views students as active participants who engage with real-world situations and media makes it

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pertinent to language learning (Hmelo-Silver, 2004). A multimodal experience that helps students better understand the plot, characters, and conflicts is offered by combining the media of a movie and a novel. While some activities are anything students expect to do, beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content (Brophy & Alleman, 1991). The entire understanding of narrative is strengthened when text and audio-visual components are combined.

Because students learn through projects that challenge them to analyse and explain what they have learned, project-based learning combined with real media (movies and books) increases intercultural understanding and improves storytelling abilities in the context of ELF (Anggorowati, 2023). It is anticipated that active participation and the media's multimodality will accelerate the thorough comprehension of the narrative text when the project-based learning model is applied to a movie and a novel of the same title.

The conceptual framework of this research is shown in the chart below:

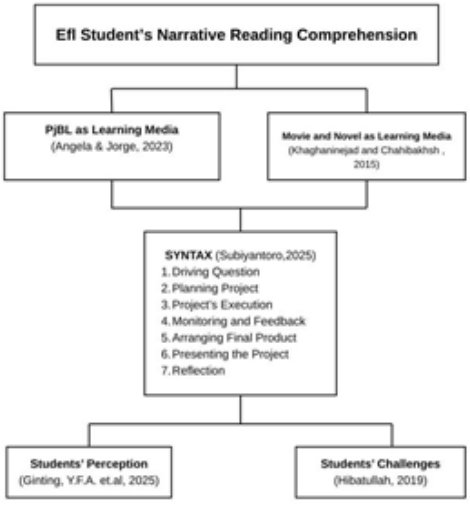


Figure 1.1 Conceptual Framework

G. Previous Studies

There have been several previous studies on this topic. The first study conducted by Khaghaninejad and Chahibakhsh (2015), examines the use of novels and movies to improve the general English proficiency levels and narrative intelligence of advanced EFL learners. The goal of the study is to find out the possible effects of employing English movies and novels in English class for improving Narrative Intelligence (NI) and general English proficiency (GEP) of Iranian advanced EFL learners. The study used a quasi-experimental design with three groups of 20 advanced EFL learners (33 males and 27 females), divided into two pre-test groups, followed by post-tests. One control group was recruited mainly through the course book, and two experimental groups were taught English using English novels and English movies. The results of this study indicate that both the novels and the movies were more successful at improving participants' NI and GEP levels. While both studies use the same media, a movie and a novel, to improve narrative text reading comprehension, the research method and learning model are different; the previous study used a quasi-experimental method and self-learning model, while the current one uses a descriptive qualitative method and project-based learning model.

The second study, conducted by Perdiana and Suryadi (2022), examines the use of narrative text on students' reading comprehension ability. The goals of the study were to describe and explore the effectiveness of narrative text on students' reading comprehension. The study used an experimental method on a sample of 29 students in class VIII SMP Negeri 5 Kota Serang. The result of this study is an increase in students' average score in reading comprehension from an average of 50.00 to an average of 80.00. It concluded that the use of narrative text positively affects students' reading comprehension. The current study focuses on exploring students' challenges and their perception on the narrative reading comprehension learning regardless of whether or not the use of a movie and a novel through project-based learning has an effect on students' narrative text reading comprehension.

The third study researched by Rahayu (2024) that focuses on the effects of the

project-based learning model, assisted by visual media, on reading comprehension abilities. This study aims to analyse the project-based learning model assisted by visual media on the reading comprehension abilities and active learning of Indonesian language students in grade II of elementary school. This pseudo-experimental research uses a single-factor independent-groups design with a total of 62 students as the sample. The data are collected by testing students' reading comprehension and observing student learning activities. The results showed that there were differences in reading comprehension and learning activity simultaneously among students who participated in the project-based learning model assisted by visual media, compared to conventional learning. This means that the project-based learning model, with the novelty of visual media, influences the reading comprehension and active learning of second-grade elementary school students. The gaps in the current study include the research approach and the research focus. The current study uses a qualitative approach to examine students' difficulties and perceptions

The fourth study is Rohmana (2022) researched the use of narrative text in teaching reading comprehension. It aims to find out the implementation of teaching reading comprehension through narrative text and the teacher's perception of reading comprehension through narrative text. This descriptive qualitative research collects data by observing and interviewing the students and the teacher. The study's findings show how the teacher implemented narrative texts in teaching reading comprehension and the impact on students' performance in comprehending narrative texts. This study employed the discovery learning model with narrative texts, while the current research focuses on project-based learning using a movie and a novel with the same title instead of just a narrative text.

The fifth study is conducted by Murgayyah (2022), examines the implementation of using digital storytelling to improve students' reading comprehension of narrative text. The goals of the study were to describe students' participation and explore the effectiveness of using digital storytelling on improving students' reading comprehension of narrative text. The study used a qualitative descriptive method on a

sample of tenth-grade students of Islamic Senior High School. The data that will be collected were observation, interview and documentation. The result of this study is that students can comprehend narrative texts more easily and actively and enthusiastically engage in the reading class. The gap in the current study is the use of the media. The current study does not use a single medium but two media—a movie and a novel—in exploring students' reading comprehension of narrative texts through project-based learning.

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