

**THE EFFECTIVENESS OF FANFICTION ON IMPROVING 11TH
GRADE STUDENTS' READING COMPREHENSION AT SMAN 7
KEDIRI**

SKRIPSI

**Presented as Partial Fulfillment of the Requirement of Obtain the Sarjana
Degree (S. Pd) of English Education Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri**



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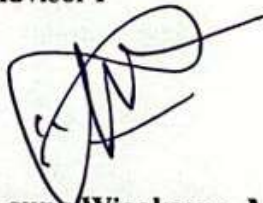
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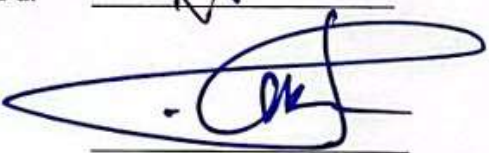
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MOTTO AND DEDICATION

“You should believe in yourself and don't let anyone bring you down. Negativity does not exist, its all about positivity.”

(Mark Lee)

“Hasbunallāhu wa ni'mal wakīl: Cukuplah Allah sebagai Penolong kami dan Dia adalah sebaik-baik Pelindung.”

(Q.S. Ali 'Imran [3]: 173)

Dedicated to:

All praise is due to Allah SWT., who has granted me strength, patience, and ease throughout every step of completing this thesis. With sincere love, respect, and gratitude, I dedicate this humble work to:

1. Allah SWT., for always listening to every prayer, giving me strength when I felt weak, hope when I wanted to give up, and light when the path seemed unclear. Without His mercy and guidance, I would never have reached this point. May this humble work be a small expression of my endless gratitude for all the blessings He has given me.
2. My beloved parents, thank you for your endless love, sincere prayers, sacrifices, patience, and unwavering support. Every step I have taken is because of your prayers, and every achievement I have reached belongs to you as much as it belongs to me. No words will ever be enough to express how grateful I am for everything you have done. May Allah SWT. always bless you with good health, happiness, and countless blessings. I pray that I can always make you proud, bring joy to your hearts, and remain a child who never stops loving, respecting, and honoring you.
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encouragement, and laughter have brought comfort to my heart during both the easy and difficult times. You are also one of my greatest motivations to keep doing my best and to become someone you can look up to. I hope I can always set a good example for you and make you proud. May Allah SWT. bless your lives with happiness, success, good health, and endless blessings.

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ABSTRACT

Findieta Geo Rahmadecca. 2026. *The Effectiveness of Fanfiction on Students' Reading Comprehension*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri.

Keywords: Reading Comprehension, Fanfiction.

This research was motivated by the problems found in students' reading comprehension. Many students considered reading activities monotonous because the learning process relied heavily on textbooks, which reduced their interest and engagement in reading. As a result, students experienced difficulties in identifying main ideas, finding detailed information, making inferences, and understanding vocabulary in context. Therefore, an innovative and engaging reading medium was needed to improve students' reading comprehension.

The objectives of this research were: (1) to find out the significant effect of fanfiction on students' reading comprehension, (2) to describe students' behavior during the implementation of fanfiction in reading activities.

This research employed a quantitative approach using a pre-experimental design with a one-group pre-test and post-test model. The population consisted of all eleventh-grade students of SMAN 7 Kediri in the 2025/2026 academic year. The sample was one class consisting of 34 students selected through random sampling. The research instruments were a reading comprehension test and a questionnaire. The test data were analyzed using a Paired Sample t-test in SPSS 25, while the questionnaire data were analyzed using percentage analysis.

The findings showed that students' reading comprehension improved after the implementation of fanfiction. The mean score increased from 73.0882 in the pre-test to 92.3529 in the post-test. Furthermore, the result of the Paired Sample t-test revealed that the significance value was 0.000000594, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that fanfiction was effective in improving students' reading comprehension. In addition, the questionnaire results showed that students demonstrated positive behavior and engagement toward the use of fanfiction in reading activities. The highest responses were found in the indicators of finding detailed information and understanding vocabulary in context, indicating that fanfiction helped students comprehend specific information and infer word meanings from contextual clues more effectively.

Based on these findings, it can be concluded that fanfiction is an effective learning medium for enhancing students' reading comprehension. The greatest improvement was observed in students' ability to identify detailed information and understand vocabulary in context, suggesting that fanfiction provides meaningful and contextual reading experiences that support comprehension development.

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CHAPTER 1

INTRODUCTION

This chapter presents the Background of the Research, Research Problem, Purpose of the Research, Significance of the Research, and Definition of Key Terms

A. Background of the Research

Reading is one of the four essential skills in English language learning. Among these skills, reading holds a particularly important role because it serves as a foundation for gaining knowledge, developing critical thinking, and supporting academic achievement. Grabe and Stoller (2019) assert that reading is an active cognitive process in which readers construct meaning by continuously interacting with the text. This means that comprehension does not happen automatically; it requires readers to think, interpret, and engage with the content they encounter. One factor that significantly supports reading comprehension is the activation of background knowledge. According to Smith et al., (2021), readers understand a new text by connecting it to knowledge they already possess. When students are familiar with the topic or context of a text, the comprehension process becomes considerably easier and more effective. This theoretical insight highlights the importance of selecting reading materials that are relevant to students' prior knowledge and personal experiences.

Reading comprehension itself can be defined as the ability to understand, interpret, and evaluate the overall meaning of a written text. Parlindungan Pardede (2019) describe it as a complex cognitive process that requires the simultaneous use of vocabulary knowledge, reasoning skills, and the ability to make meaningful connections within a text. In an English as a Foreign Language (EFL) context such as Indonesia, this process is particularly demanding, as students must process both the language and the content at the same time. To evaluate the extent to which students have understood a text, this study employs four measurable indicators of reading comprehension: (1) identifying Main Ideas, (2) finding Detailed Information, (3) identifying Inferences, and (4) understanding Vocabulary in Context. These indicators represent different levels of comprehension, ranging from locating explicitly stated information to

drawing conclusions that are not directly mentioned in the text. A student who is able to demonstrate all four indicators may be considered a proficient reader, one who actively applies reading strategies, monitors their own understanding, and engages meaningfully with a variety of text types. This expectation is also reflected in Indonesia's national curriculum, Kurikulum Merdeka, which encourages students to independently read a wide range of texts and demonstrate higher-order reading comprehension skills (Kemdikbudristek, 2022).

In practice, however, a significant gap exists between these curricular expectations and actual classroom conditions, particularly as observed at SMAN 7 Kediri. Students in the eleventh grade generally demonstrate low motivation and limited engagement during reading lessons. The instructional approaches commonly employed remain largely conventional, including word-for-word translation, oral reading without meaningful comprehension tasks, and answering repetitive textbook-based questions. Such methods tend to position students as passive recipients of information rather than active meaning-makers. Furthermore, the reading materials used are often too formal, outdated, and disconnected from students' daily experiences and interests. This lack of relevance further diminishes students' motivation to engage with the texts. As Bakkaloglu and Pilten (2023) found, students who are not interested in their reading materials tend to show lower engagement and weaker comprehension outcomes.

In light of these challenges, it is necessary for teachers to explore more engaging and contextually relevant reading media. One promising alternative is fanfiction, stories written by fans based on existing books, films, television series, or music, using the original characters and settings. Fanfiction texts are widely accessible through digital platforms such as Archive of Our Own (AO3), making them particularly suitable for today's digitally connected students. Coppa (2017) notes that fanfiction is generally written in informal yet expressive language, which makes it more approachable and enjoyable for EFL learners compared to formal academic texts.

The effectiveness of fanfiction in supporting reading comprehension can be attributed to several factors. First, because fanfiction stories revolve around characters and universes that students already know and care about, such as popular K-drama, anime, or Hollywood franchises, students are able to activate relevant background knowledge before and during reading. This reduces cognitive load and allows students to focus more fully on constructing meaning. Second, students' emotional investment in familiar characters naturally sustains their reading motivation, encouraging them to read more attentively and persistently. Third, the narrative complexity of fanfiction texts, which often includes implied meanings, contextual vocabulary, and layered storylines, directly supports the development of all four reading comprehension indicators addressed in this study. These claims are supported by empirical evidence: Sauro (2021) found that EFL learners who engaged with fanfiction developed stronger literacy practices and greater willingness to interact with complex language, while studies conducted in Indonesian EFL settings have similarly demonstrated that fanfiction positively influences students' reading comprehension and increases their enthusiasm for reading in English.

Despite this growing body of evidence, most existing studies on fanfiction in EFL reading have focused primarily on eleventh-grade students and have examined only a limited range of comprehension indicators. There remains a need for research that investigates fanfiction use at different grade levels and across more comprehensive reading dimensions. Therefore, this study aims to evaluate the effectiveness of using fanfiction texts to improve the reading comprehension of eleventh-grade students at SMAN 7 Kediri, with a specific focus on the four indicators of Main Ideas, Detailed Information, Inferences, and Vocabulary in Context. It is anticipated that the use of fanfiction as a reading medium will not only enhance students' comprehension skills but also cultivate greater motivation and engagement in English reading activities.

B. Research Problem

Based on the background of the study, the research problems are formulated as follows:

1. How significant is the effect of using fanfiction on student's reading comprehension
2. How is the student behavior when fanfiction implemented in reading class?

C. Purpose of the Research

In line with the Purpose of the Research, this research aims to:

1. To find out the significant effect of fanfiction on students' reading comprehension
2. To describe students' behavior and engagement during the implementation of fanfiction in the reading class.

D. Significance of the Research

1. Theoretical Significance

This study offers a valuable contribution to the domain of English language teaching, especially in relation to reading comprehension., by offering a new perspective on the use of nontraditional materials, specifically fanfiction, in the EFL classroom. It supports the idea that student centered and interest based texts can enhance engagement and comprehension. The study also adds to existing literature on how alternative digital texts can foster vocabulary growth, syntactic awareness, and inferential thinking. By examining the relationship between reading motivation and material relevance, this research provides a theoretical foundation for further studies on the integration of popular culture in language learning.

2. Practical Significance

Practically, this study is expected to benefit both students and teachers at SMAN 7 Kediri. For students, especially those in the eleventh grade, fanfiction offers a more relatable and enjoyable alternative to traditional texts. Its familiar characters and engaging plots can help increase motivation, improve vocabulary acquisition, and enhance overall reading comprehension.

For English teachers, the study provides a practical approach to designing reading lessons that are more engaging and student centered. It encourages educators to incorporate materials that align with students' interests, thus making reading activities more effective and meaningful. Furthermore, this approach may help address the common challenges students face such as lack of interest, low comprehension, and limited vocabulary by making reading feel more accessible and relevant to their lives.

E. Definition of te Key Terms

- 1) Reading Comprehension : Reading comprehension is the ability to grasp and derive meaning from a piece of written material. It involves the ability to interpret ideas, connect information, and grasp both explicit and implicit meanings within the text. This process is interactive, as it requires the reader to integrate prior knowledge with the information presented in the text to achieve full understanding
- 2) Fanfiction : Fanfiction is a type of fictional writing created by fans using characters, settings, or storylines from existing literary or media works. It represents readers' active participation in interpreting and recreating texts by expanding or modifying original narratives. Fanfiction is commonly shared in online communities and reflects a participatory culture in which readers become writers and engage creatively with popular texts

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