USING FAN FICTION AS READING MATERIAL FOR TENTH GRADER

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Abstrak

Membaca merupakan keterampilan yang paling ekstensif dan intensif. Sebagian besar peserta didik biasanya hanya membaca buku materi yang diberikan oleh pemerintah di kelas. Beberapa pelajar mungkin menganggap teks bacaan membosankan hanya dengan membaca judulnya. Dengan melihat situasi ini, sangat penting bagi mereka untuk membaca apa yang mereka minati sebagai cara untuk mengembangkan minat baca mereka. Misalnya memperkenalkan mereka membaca Fan Fiction. Penelitian ini bertujuan untuk mengetahui apakah fan fiction efektif sebagai bahan bacaan untuk pengajaran bahasa Inggris yang dilakukan di kelas X SMAN 3 Tuban. Peneliti memutuskan bahwa penelitian ini menggunakan penelitian eksperimen. Penelitian akan fokus pada pengumpulan data numerik untuk menjelaskan apa yang diamati. Peneliti memutuskan untuk menggunakan Prosedur Simple Random Sampling untuk memilih kelompok sampel. Kelompok tersebut adalah X MIA 1 dan X MIA 2. Peneliti menerapkan Pretest – Posttest Control Group Design pada kedua subjek dan dengan perlakuan (hanya untuk kelas eksperimen) untuk penelitian ini. Peneliti memberikan pre-test dan treatment kepada kelas eksperimen (X MIA 1), dan pada akhirnya peneliti memberikan post-test untuk menyelesaikan penelitian ini. Peneliti mendapatkan data yang dianalisis dengan tes di kelas eksperimen. Analisis data menggunakan Microsoft Office Excel dalam analisis data; uji sampel berpasangan dari uji-t. Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan skor yang signifikan antara nilai siswa di kelas eksperimen dengan menggunakan fan fiction sebagai bahan bacaan dan kelas kontrol yang tanpa menggunakan fanfiction sebagai bahan bacaan.
Kata Kunci*: Fanfiksi,* Pemahaman Bacaan, Bahan Bacaan

Abstract

Reading is the most extensive and intensive skill. Most of learners usually read only a material book given by government in the class. Some of learners may find reading text is boring just by read the title. By looking at this situation, it is very important for them to read what they are interested in as a way to develop their reading interest. For example is introducing them to read Fan Fiction. This research is aimed to find out whether fan fictions effective as reading material for teaching English conducted at tenth grade of SMAN 3 Tuban. The researcher decided that this study use experimental research. The research focused on collecting numerical data to explain what was observed. The researcher decided to use Simple Random Sampling Procedure to choose the sample groups. Those groups are X MIA 1 and X MIA 2. The researcher applied Pretest–Posttest Control Group Design to both subjects and with the treatment (only for experimental class) for this study. The researcher give pre-test and treatment to the experimental class (X MIA 1), and in the end the researcher give post-test to accomplish this study. The researcher gets the data analyzed by the test in experimental class. It was analyzed by using Microsoft Office Excel in data analysis; paired sample test of t-test. The outcome of this study pointed out that there was a significant difference score between students score in experimental class that used fan fiction as material and controlled class that did not use fan fiction as reading material for tenth grade.
Key Words: *Fan Fiction,* Reading Comprehension, Reading Material

INTRODUCTION

There are many kind of story and one of them is Fan Fiction. Fans twisted new tales or story by adopt some settings, plots, characters and thoughts or ideas from all media and popular or trending culture, sometimes within the story which already exist or canon (by borrowing the elements of the real works). However, authors of fan fiction do not just go after the outline of the original work; rather, they include some main elements , such as plot, setting, and characters, and use them as a way to create new stories that extend upon the existing universe (Black, 2009b; Thomas, 2006).

According to Thomas, 2006, writing practice using fan fiction was considered as inappropriate things to be done in the classroom (and it perhaps could be still

happens nowadays). With more general philosophy that includes the cultural and social dimensions of children's learning, teachers are recognizing the substance of including the popular culture texts into the English curriculum as valid and significant texts material for study. Fan fiction advance another means of studying and responding to these text materials for both of the student and the teacher.

Education researchers and teachers are investigating the literacy practices of out-of-school such as reading and writing fan fiction to make literacy lessons more engaging and relevant to students in the classroom (Curwood, 2013). Fan fiction, which aligns with ICT (Information and Communication Technologies) literacy and communication and association skills, practices take place almost entirely in online spaces and highly social in nature. Fan Fiction not only practices entirely in online space, but also explores motivations for engaging in culture associate, alignment with academic literacy skills of 21st century, and reading and writing possibilities of Fan Fiction both in and outside of classroom walls. (Bahoric and Swaggerty, 2015). Students who read and write fan fiction are clearly elaborating their reading and writing skills throughout reliable writing practice with a genuine audience; however, they are also learning relevant skills in 21st century (Black, 2009a, 2009b; Curwood, 2013).

In this study, the researcher focused on the reading skill than writing skill. Reading is the most extensive and intensive skill. Most of learners usually read only a material book that given by government in the class. If the kind of activity continues, the learners are going to lack of reading ability. Learners who have poor reading habit, especially learners who their English is as a foreign language, tend not to read. It is because they lose their interest in reading and they think that reading is boring. By looking at this situation, it is very important for them to read what they are interested in as a way to develop their reading habit. For example is introducing them to read Fan Fiction.

Unfortunately, using Fan Fiction for teaching English is rarely conducted and applied as material for teaching English, both in reading and writing skill. Teachers usually use the 'old' story such as fairytale and myth for their learning activity. According on the researcher personal experience when conducted PPP or teaching training for some month in High School, the student condition in mastering English was low. Some of them always look bored, lazy and seemed uninterested at all to read some passages. Most of teachers use the same old story as always when they teach, such as Snow White. That story has been used from generation to generation. Some kind questions and answers about that story can be found in the internet easily by the learners. However, there

is acknowledgement that young learner are permitted to use media in many ways recently, such as fan fiction (Black, 2007). The researcher thinks they must be interested in using new media such as fan fiction. Based on the exploration about Fan Fiction, researcher thinks that it is necessary to conduct research on Fan Fiction in teaching English. In specific, the present research has purpose to find out: Are fan fictions effective as reading material for teaching English?

Fan fiction is include as a new material for teaching English in education term at Indonesia, but for some western countries it already become one of material that can improve student learning in reading. They are not only using a myth, a legend, or fairytale in their learning-teaching activity, but they are also using fan fiction. Fan fiction is basically related with popular media. Therefore teachers should try to consider media as a subject when incorporate fan fiction into the learning activity. Thus, the study of media itself can be beneficial for students to utilize fan fiction practices on a much deeper level of engagement. Teachers can facilitate a discussion on the problems within popular media (problems such as gender bias, under-representation of certain races/ethnicities, stereotypes, etc.) and introduce fan fiction as a media of responding to those issues. The depth of discussion and the specific problems addressed depend on the age of the students (Thomas, 2006).

Based on that background of research, the research questions that have to be answered with the problem stated above are formulated as follows:
Are fan fictions effective to improve students' reading comprehension?
  a. Are fan fictions effective to find out main idea and details information?
  b. Are fan fictions effective to find out language features?
  c. Are fan fictions effective to improve students' vocabulary?

Based on the exploration about Fan Fiction, researcher thinks that it is necessary to conduct research on Fan Fiction in teaching English. In specific, the present research has purpose to find out: Are fan fictions effective as reading material for teaching English?

Reading

Reading is interpreting and understanding written texts. Interpreting is requisites translating the symbols of writing system, such as Braille, into the verbal words which have been signified. Understanding is purposed by the aims for reading, the background, the environment or of the text, and the reader's knowledge and strategies. In addition, it can be conclude that reading is the process of gaining a

implication from the text. For the greater part of readers, this process concerns interpreting written text. (Cline et.al, 2006).

Reading could not be separated from learning activity. Reading is really important, it is not only give information to the reader, but also give new ideas and different sight about everything. According to some definition of reading, it can be stated that reading comprehension is the cognitive process to comprehend and gain overall understanding of words contained in a document and makes it as the use of the knowledge for personal development and growth. According to those definitions, it can be concluded that reading is the activity to comprehend ideas consisted in a document and compose it for the importance of the knowledge for personal development and growth.

Reading comprehension is a multi-element, complicated process that requires many interactions between readers and brings them to the text, such as their background knowledge and strategy they used. According to Davis, 1944, there are nine basic components in for reading comprehension. Those nine basic are: Vocabulary knowledge, skill to choose the suitable meaning for a word or phrase in the light of its particular contextual setting, skill to follow the organization of a passage and to identify background and references in it, skill to choose the main thought of a passage, skill to answer questions that are specifically answered in a passage, skill to answer questions that the answer are implied in the passage and also implied questions but the answer can be found in the passage, skill to portray inferences from a passage about its contents, skill to differentiate the literary media used in a passage and to find out its tone and mood, and skill to find out the purpose of the writer, aim, and point of view to portray inferences about the writer.

In the Barret taxonomy, the term of reading comprehension components are rather simpler. According to Barret taxonomy, some components of reading comprehension are main idea, details sequence, comparison, cause and effect relationships, and character traits.

Based on that information, the researcher took some component that would be discussed. The components that researcher took is based on KD 3.8 that taught in the second semester of tenth grade. In this research, components that researcher discussed were main idea, detail information, grammar (past tense) and vocabulary.

The Main Idea and Details Information

The main idea is the main concept of the text. It is showed what the writer is trying to tell the reader the purpose of the story. The details information is to support the main idea and make reader more understand about the text. Both of them are the reading comprehension basic. Indentifying

the main idea is an important skill young readers should have to accomplish in order to fully understand what they read.

Language Features

There are many kinds of text used for teaching reading in English, such as narrative text, recount text, news item text and the other text. Each text has different function, structure and also language features. However, in this study, the researcher will only mention about language features of narrative text, those are: Simple past tense, Direct-indirect speech, and Adverb of time

In this study, the researcher used language features from narrative text as the basic of language features for fan fiction. This language features is one of point that will be dealing with a language test used for the media for reading comprehension on tenth grade students.

Vocabulary

Vocabulary is the words that learners know and understand. The knowledge of vocabulary really important for foreign learners and it is one of many factors that affect in reading a text. Reading will be more pleasurable if the reader's knowledge of vocabulary is good. Having a hard time while reading because there are many unknown word will make learner interest decreased.

In the fanfiction, the language and the structure of the sentence is usually used easy language and familiar words for foreign learners. However, it could be that there are some difficult words to understand. In that case the easy language and familiar words that fanfiction has might help the reader to guess what the meaning of a word and unconsciously it will improve their vocabulary size

In fanfiction, there are many genres that give to the reader. It will require the reader to make conclusion about the text, discovering main idea, identifying detail information, sentence structure, and finding synonym and antonym of words according to the text.

Fan fiction

Fan Fiction is a fiction story made by fans which stories, characters, and scenes that already exist and contain many topics and genre (Thomas, 2006). The beginning of fan fiction and it first appearance can be seen in the 1930s pulp magazine, "Fanzines", and it kind of popular in the late 1960s with the fame of Star Trek (Jenkins, 1992). Back then Fan fiction was popular with name "Fanzine", but nowadays it called Fan Fiction, moreover the fan fiction writers and readers eliminate the space so it become Fanfiction. Even this day they shorten fanfiction become fanfic. Fans twisted new tales or story by adopt some settings, plots, characters and thoughts or ideas from all media and popular or trending culture, sometimes within

the story which already exist or canon (by borrowing the elements of the real works). There are some kinds (genre) of fan fiction. They are Alternate Universe, Crossover, and Missing/Deleted Scene Fanfic (Bahoric and Swaggerty, 2015).

There are some several research have been done in order to know whether fan fiction can be applied for reading material in teaching English. For the example is research by Bahoric and Swaggerty (2015). In their article "Fan fiction: Exploring in- and out-of-school literacy practices" they explain briefly about fan fiction that can be material in teaching writing and reading skill in and out of school. The article concludes that fan fiction can be used in this era 21st century, because there are writers who alter their characters very skillfully when they take them from actual life and make their story appropriate to become learning material and it can encourage students interested to learn to be successful in literacy circle. Based on that, they think, teachers have to start thinking and preparing about it as fresh and new material.

Several researches also have been done with the same purpose, to knowing whether fan fiction can be used as teaching material, but most of them are done in abroad and concerned only on writing skill than reading skill. Therefore, researcher conducted this research.

METHOD

In this study, the researcher used quantitative method, especially, experimental research. Researcher used quantitative method because the researcher wanted to find out whether fan fiction effective or not to improve students' reading comprehension. The research focused on collecting numerical data to explain what was observed. The researcher used True Experimental design because this design is the most recommended design for the purpose of education experiment (Ari, 2010). To be specific, the researcher use Randomized Subjects, and applied Pretest–Posttest Control Group Design with the treatment for this study.

The subject of this research was tenth grade students of Senior High School. The researcher chose tenth grade student as the subject because they were learning narrative text in the second semester and it is related to this research. The research took place at SMAN 3 Tuban. The researcher chose SMAN 3 TUBAN to conduct the research because the school is one of favorite school in Tuban city. Sample groups decided by using many different procedures sampling technique, for examples, there are Probability Sampling, Non Probability Sampling, Cluster Sampling and Systematic Sampling (Ary, 2010). In SMAN 3 TUBAN there are seven classes of tenth grade. Researcher used Probability Sampling, especially using Simple Random Sampling Procedure to choose the sample groups.

The researcher chose two classes among seven classes as the experimental group and control group. Those groups are X MIA 1 and X MIA 2. The researcher conducted try out test to the class that not belong to the sample class (XI MIA 3) before conducting the test to experimental and controlled class. The try out test was conducted to measure the item test's reliability and validity. After knowing that the test was reliable and valid, the researcher gave pre-test to experimental and controlled class.

The researcher used test as the research instrument to be applied in this study. Test was a set of encourage question given to individual that have purpose to know the responses or the result that can be assigned in numerical score (Ary et al, 1985 : 189). The researcher was used the achievement test to measure the achievement of students reading comprehension in this study. Moreover, according to Ary et al (1985 : 189), achievement test can measure the proficiency and mastery of individual knowledge. Therefore, reading comprehension ability measured by using test, especially the comprehension test. The students read a short fan fiction after that they had to do the exercise. There were 60 multiple-choice questions that assess students' reading comprehension ability. The questions require the reader to make inferences about the text, which include discovering main idea, identifying detail information, grammar (simple past tense), and finding synonym and antonym of words in the fan fiction they have read. The participants were given 90 minutes to complete the test.

The data analysis was analyzed by quantitative method analysis. The writer got the number of data from score of reading comprehension and observation checklist. The first step is the researcher collected the first data by giving a test to both group. Next, researcher implemented the new media (fan fiction) for the treatment group while trying to take observation checklist data. Collecting data ended by giving a same test again for both of group. The result of the test was analyzed by using *paired sample test of t-test formula on Microsoft Office Excel data analysis*.

Treatment of Experimental Group

The researcher conducted the treatment four times to the experimental group, while the controlled group was not. The treatment was conducted on 16th, 19th, 22th, and 24th March. The researcher was the one who being the teacher that directly taught the students in the classroom in order to get to observe student response. The explanation about the ways of researcher teaching reading narrative text using fan fiction in each meeting was presented below:

On 16th February, in the first meeting, the researcher (as teacher) taught narrative text to students used their textbook. Firstly, the researcher explained about narrative text as the material they had to learn on that semester. And

then, they were asked to read one of the narrative texts that they had in their text book. After they had finished reading, the teacher as the researcher, and the students discussed the main parts of the text. Those are, the purpose of the text, the main idea, detailed information and the meaning of some difficult vocabularies in the text. Knowing that most of the students were silent, the teacher chose randomly two of the students to tell what the text was about. Those two students were able to explain in a short towards the story using their own words, but there were some important parts of the story they missed. The teacher; as researcher found that the students were difficult to comprehend the text properly and efficiently. The researcher also found out that the student seemed lost interest in the text that they read from their text book.

Reflecting on the student's problem in comprehending the text, the researcher applied replace the text material from textbook with fan fiction to help them comprehend and understand the text better and also to get their interest in reading. First of all, the teacher as the researcher distributed the text to each student. Then, the teacher explained again about narrative text, but this time using fan fiction. In the second meeting until third meeting, the teacher conducted the class as usual. Then, in the last meeting, the teacher made sure that they understood towards the text by asking some main point of the study to recall the material they had learned and then gave them the post test.

RESULT AND DISCUSSION

The researcher conducted the test for pre-test and post test. The researcher adjusted and adapted the test so that it suit with the curriculum and indicators of the English lesson that studied by the student at that semester.

Some points were taken from the curriculum to measure the validity of the test and all questions must be outlined from these point: Main Idea, Details Information, Simple Past Tense, Direct-Indirect Speech, Adverb of time, and Vocabulary. Those points of questions above have been made in line with the curriculum and indicators of the English lesson so that the test can be considered as a valid test.

The researcher calculated the test results using Paired Sample T-Test on Microsoft Office Excel Data Analysis. The data that have been calculated are presented as bellow;

Table 1. The Result of Pre-Test

Group	Number of students	Total Score	Mean
Experimental	36	1894	52,61
Controlled	36	2070	57,5

From the table 1 above, it can be concluded that the mean of pre-test score in experimental class was 53,61. While,

in the controlled class was 57,5. That table above got from pre-test given in both two classes; experimental and controlled. Those score was getting before the researcher gave any treatment to the experimental class. It means that they did pre-test using their prior knowledge.

Table 2. The Result of Post-test

Group	Number of students	Total Score	Mean
Experimental	36	2180	60,55
Controlled	36	2011	55,86

From the table 2 above, it can be concluded that the mean of post-test score in experimental class was 60,55. While, in the controlled class was 55,86. That table above showed the significant result of post-test compared with the pre-test after the researcher gave the treatment in experimental class. During the treatment, the researcher applied fan fiction as the material that replacing material from their textbook. After conducting the treatment, the researcher did the post-test and the result was on the table above.

In order to find empirical evidence statistically of this research, t-test formula was applied by the researcher. In that case paired sample test of t-test formula on Microsoft Office Excel data analysis was used by the researcher to deal with this part. The researcher use independent sample t-test to compare the two post-test from experimental class and control class in order to know whether the result is different significantly or not.

Table 3. t-Test: Two-Sample Assuming Equal Variances

	Experimental Class	Controlled Class
Mean	60,55555556	55,86111111
Variance	104,768254	70,63730159
Observations	36	36
Pooled Variance	87,70277778	
Hypothesized Mean Difference	0	
Df	70	
t Stat	2,126736976	
P(T<=t) one-tail	0,018484291	
t Critical one-tail	1,66691448	
P(T<=t) two-tail	0,036968583	
t Critical two-tail	1,994437086	

Table 3 indicated the analysis of group statistic calculation result by using Microsoft Office Excel data analysis; paired sample test of t-test formula. P(t) 2-tail= 0.03 show that the result of analysis presented the class that got and did not get the treatment shows the significance effect or shows the real difference (p<0.05). Based on the result in the table, the researchers continued calculate the effect size, eta squared by Cohen using formula below;

$$\eta^2 = \frac{t\,Stat^2}{t\,Stat^2 + Df}$$

The result from the calculation is 0.060, and according to Cohen, it is a small effect. After measuring the score of both classes; experimental and controlled, the researcher did t-test result Paired Sample Test (*Microsoft Office Excel data analysis*). The result show in these two tables below:

Table 4. t-Test: Paired Two Sample for Means
Experimental Class

	Pre-Test	Post-Test
Mean	52,61111111	60,55555556
Variance	41,27301587	104,768254
Observations	36	36
Pearson Correlation	0,712039467	
Hypothesized Mean Difference	0	
df	35	
t Stat	-6,5850988	
P(T<=t) one-tail	6,59835E-08	
t Critical one-tail	1,68957244	
P(T<=t) two-tail	1,31967E-07	
t Critical two-tail	2,030107915	

Table 5. t-Test: Paired Two Sample for Means
Controlled Class

	Pre-Test	Post-Test
Mean	57,5	55,86111111
Variance	58,82857143	70,63730159
Observations	36	36
Pearson Correlation	0,873367835	
Hypothesized Mean Difference	0	
df	35	
t Stat	2,394398039	
P(T<=t) one-tail	0,01106872	
t Critical one-tail	1,68957244	
P(T<=t) two-tail	0,02213744	
t Critical two-tail	2,030107915	

From the table 4 and 5 of the result analysis above, it shows that the score of experimental class increase significant and control class decrease significant. It can conclude that treatment conducting by the researcher can increase the score in experimental class. The research finding above showed that in the post-test of experimental class performed better. This interpretation was accurately obtained from the statistical analysis of experimental class students' mean score.

CONCLUSION

There are some several research have been done in order to know whether fan fiction can be applied for reading material in teaching English. For the example is research by Bahoric and Swaggerty (2015). In their article "Fan fiction: Exploring in- and out-of-school literacy practices" they explain briefly about fan fiction that can be material in teaching writing and reading skill in and out of school. The article concludes that fan fiction can be used in this era 21st century, because students need to learn to be successful in literacy circle. They think, teachers have to start thinking and preparing about it as fresh and new material.

Several researches also have been done with the same purpose, to knowing whether fan fiction can be used as teaching material, but most of them are done in abroad and concerned only on writing skill than reading skill. Therefore, researcher conducted this research and the researcher got the answer after conducted this study.

The result of this study had answered the research question that the students' score in the post-test between both sample classes is significantly different after the researcher gave fan fiction as treatment to the experimental group and controlled class that did not get the treatment.

From the result of this study that has been analyzed by researcher using statistical calculation, it can conclude that using of fan fiction as reading material text is applicable to be implemented for 10th grade students to maintain their reading comprehension. The researcher also inferred that fan fiction also helped the teacher to teach 10th grade students in developing and better understanding in comprehend narrative text. As it teacher's personal experience; the teacher explain about narrative text as usual but replace the material text from text book with fan fiction that prepared by the teacher. The statistic result from experimental studies in SMAN 3 Tuban shows that in the experimental class the post-test rating of the students is $\Sigma X = 2180$ mean rating 60,55, that's using fan fiction as reading material are higher than the post-test rating of students in the controlled class which is $\Sigma Y = 2011$ mean rating 55,86 without using fan fiction. This result point out that learning reading using fiction as material increased students score than students who do not using it.

The teacher also observed that the student become more enthusiast when reading the text, because they were interested with the fan fiction as the material. Also, students were more active, motivated, and serious with teaching and learning process. They seem curious with this new text material and discussed about it. They also look for more information about the text and were paying attention on to teacher's instruction and answering every the question given. They show better progress in learnt reading comprehension of narrative text than the students who were not using fan fiction as reading material for tenth grade students in SMAN 3 Tuban.

Suggestion

Based on the conclusion of this study, the researcher wants to deliver some suggestions that might be helpful for the reader, the teacher, students, and further researcher.

For the teacher is, the researcher hoped that teacher be more creative in the way of teaching reading comprehension in order to increase students' reading comprehension ability and try to get the students interest so that they more active in learning activity. Therefore teachers should consider fan fiction as a material when integrating learning media into the classroom. Thus, the study of media itself can be beneficial for students to utilize fan fiction practices on a much deeper level of engagement.

For the students, students who learn reading by using fan fiction hoped they can explore and develop their reading skill in reading comprehension. In addition, this material is expected to get students' developing reading habit, because fan fiction is also interactive. In this era, internet connects everyone to all over the world, so it is possible that learners can submit review and rating to the author about what stories they read and enjoy. It can increase student's reading comprehension.

For further researcher, they should think about the basic competence in the curriculum that suit with the material before conducting similar research, in order to be able to find another advantages or another phenomenon about fan fiction as material. Fan fiction is discovering wider variety of topic and theme than mainstream fiction so that researcher can freely choose according to their interest.

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