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CHAPTER I INTRODUCTION

A. Background of Problem

Reading becomes one of the crucial parts for our life especially in daily activities. It is also one of the most common ways to get information. According to Johnson (2008, p.3) "Reading is the practice of using text to create meaning." Therefore, through reading activity, readers can get knowledge and information about something that we want to know more about it because basically, the purposes of reading are finding the information and having knowledge.

On other side, reading is one of the English skills which should be mastered by the students besides other skills like writing, speaking and listening. Based on McNamara (2007, p.3) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. However, many students have difficulties to comprehend reading subject. In learning English process, comprehension in reading cannot be separated. As we know, comprehension takes the learner to a new level of active understanding. Caccamise, D. & Snyder, L. (2005, p.2) stated that when learners comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts. It is nothing without having comprehension.

Considering the importance of reading, reading skill should be mastered in all educational level of Indonesian school as well as the students of Senior High School 9 Pekanbaru. Senior High School 9 Pekanbaru is one of the state schools



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The school uses Curriculum 2013 (K13) as a guideline of teaching and learning. According to curriculum, the basic competence of reading comprehension refers to capability of students to analyze social function, the structure of the text, and language element with some indicators such as identification to main idea or meaning from the text, identification specific information of the text and make inference of the text. It is clear to say that reading comprehension is also an important skill as demanded by the curriculum. Moreover, the students should be able to achieve the passing grade of English subject.

Based on researcher observation on 26 April 2017 at Senior High School 9 Pekanbaru, especially in eleventh grade, reading was taught by using textbook that available in school to improve students reading comprehension. In reading activity, the teacher asked the students to read the passage and find out the meaning of difficult words and answer the question based on reading text. Besides that, the researcher knows from interviewing on 15 May 2017 one of the English teachers, Dra. Hj. Yuhartati that English teacher has explained the material properly and even she uses different methods, technique and strategies such as Picture and Picture strategy, interesting game, video and song to improve students reading comprehension. The eleventh grade students at Senior High School 9 Pekanbaru should be able to understand reading text well from the expectations of the curriculum. But in fact, some students are not able to comprehend the reading texts. This problem is seen from the phenomena as follows:

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1. Some of the students had difficulty to recognize main ideas from the text.
2. Some of students had difficulty to identify the generic structure of the text.
3. Some of the students had difficulty to analyze the meaning of the text.
4. Some of the students were not able to identify specific information of the text.
5. Some of the students were not able to make inference of the text.
6. Some of the students did not pass the standard competency score yet especially in reading subject.

Based on the phenomena above, it is obvious that some of the students in Senior High School 9 Pekanbaru still face the difficulties in reading. The researcher tries to use good reading material in teaching and learning activity especially for eleventh grade students at Senior High School 9 Pekanbaru. Reading material is very important in learning English language. By using good reading material, the students will be interested to learn English, especially for reading skill.

In education views, actually there are many good reading materials that can help students easily understand about the texts. But one of good reading materials that can be used to improve students reading comprehension is fanfiction. Fanfiction is a grassroots movement that has grown exponentially with the advent of the read/write web or rewritten stories with unsatisfactory endings, or written new narratives with existing characters (Jessop, 2010). Fanfictions are original works of fiction based on forms of popular media such as television, movies, books, music, and video games.

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Young people read fanfiction for fun and relaxation (Chandler-Olcott & Mahar, 2003). Dealing with this, Rebecca Black (2007, p.2) found that fanfiction acted as an affinity space where members used digital literacy skills to work collaboratively to solve reading and writing-related problems. Kelly and Elizabeth (2015, p.27) also stated that fanfiction can be relevant to every student in the classroom because there is fanfic for nearly every medium that is popular among young people. Using fanfiction in the classroom can give every student the opportunity to critically engage in a text that is meaningful to him or her.

Therefore, the researcher is interesting to do a research entitled: **“THE EFFECT OF GIVING FANFICTION AS READING MATERIAL IN READING COMPREHENSION OF ELEVENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL 9 PEKANBARU.”**

B. Definition of the Terms

In order to simplify the process of designing and the application of research and to avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

1. Fanfiction

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Fanfiction is what happens when enthusiasts create writing that is based on published works such as favorite novels, TV shows, films, comics and games (Collins, 2006; Jenkins, 2008).

Fanfiction is what literature might look like if it were reinvented from scratch after a nuclear apocalypse by a band of brilliant pop-culture junkies trapped in a sealed bunker. They don't do it for money. That's not what it's about. The writers write it and put it up online just for the satisfaction. They're fans, but they're not silent, couch-bound consumers of media. The more recent incarnation of fanfiction can be traced to the fanzines that sprung up around Star Trek in the 1960s (Jessop, 2010).

2. Reading Comprehension

Reading comprehension is the process extracting and constructing meaning through interaction and involvement with written language (Catherine Snow, 2002). In other words, reading comprehension is the process that readers do in order to construct or understand the meanings of the texts through reading activity.

C. Problems

1. Identification of the Problems

Based on the background of the problem, it is clear that most of the eleventh gradestudents at Senior High School 9 Pekanbaru still get some problems in their reading comprehension. The researcher identifies the problems as follow:

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- a. Why did some of the students have difficulty to recognize main ideas from reading text ?
- b. Why did some of the students confuse in analyzing the meaning of the reading text ?
- c. Why were some of the students not able to answering the questions based on the text?
- d. Why did some of the students have low scores on tests of reading comprehension ?

2. Limitation of the Problems

Based on the identification of the problems above, the researcher needed to limit the problems of the research in order to focus on the effect of giving fanfiction as reading material on reading comprehension of eleventh grade students at Senior High School 9 Pekanbaru.

3. Formulation of the Problems

It is clear that there are many problems faced by the students in reading comprehension. But, based on the background of the problems above and supported by research title project, the researcher identifies the problems as follows: Is there any significant difference of students' reading comprehension between those who are taught by using fanfiction and those who are not taught by using fanfiction of eleventh grade students at Senior High School 9 Pekanbaru ?

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D. Objectives and Significance of the Research

1. Objectives of the Research

To find out the significant difference of students' reading comprehension between those who are taught by using fanfiction and those who are not taught by using fanfiction of eleventh gradestudents at Senior High School 9 Pekanbaru ?

2. Significance of the Research

- a. This research finding is also expected to give the positive contribution related to the process of teaching and learning English especially in term of students' reading comprehension by fanfiction as reading material.