

From Fandoms to Classrooms: Effectiveness of Fanfic Reading on Students' Engagement and Performance

Georgina Isabel Domingo Balauro

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract—The study investigates the relationship and effect of fanfiction reading as a strategy to students' engagement and performance respectively. It aims to evaluate the following: level of fanfic reading components (objectives, content, and activities), characteristics (features, relevance, and readability), reading engagement (cognitive, behavioral, and affective), and reading performance. A quantitative descriptive correlational design was utilized. In order to gather the necessary results, a researcher-made 5-point Likert scale questionnaire was employed for 85 BS Psychology students who took up World Literature subject. They were selected through purposive sampling. A final exam was also done to measure their performance. For the statistical tools, mean, standard deviation, percentages, frequency, multiple regressions through Pearson Product-Moment Correlation and t-value were used in order to measure the levels, relationships, and effects of the variables. Results showed that fanfiction reading strategy received a majority of very high or high ratings on both its components and characteristics across all sub-variables. Similarly, it also received positive results on their reading engagement. Meanwhile, reading performance came out as satisfactory only. In line with the findings, it was revealed that there was a significant relationship between fanfiction reading to students' engagement. In contrast, such a strategy had no effect on their reading performance. Because of these results, the study reveals that a significant relationship is present when fanfiction is used to one's engagement. Meanwhile, such engagement does not guarantee a positive performance since there is no significant effect when fanfiction was used. Therefore, the first hypothesis between fanfic reading and engagement was rejected while the second hypothesis with reading performance was accepted. In conclusion, while such texts served as an excellent tool to increase students' involvement and motivation, traditional instructional interventions may still be necessary to bridge the gap toward better academic performance.

Keywords— Authentic Materials, Fanfiction, Fanfiction Reading, Reading Engagement, Reading Motivation, Reading Performance.

I. INTRODUCTION

Reading is one of the four macro skills in English. It is defined as the cognitive process of interacting with written texts to understand their meaning (Isik, 2022). Moreover, it is not only focused on the ability to decode letters or words and to interpret it. It is also a process that includes the utilization of the readers' prior knowledge and experiences to make sense of the messages better.

In the educational field, reading plays a huge role in schools since it bridges the learners to different knowledge and concepts across several disciplines and fields – aiding

them with their academic progress (Smith et al, 2021). Moreover, reading enables them to fully access and engage with information that supports their learning. Beyond the classrooms, reading provides an opportunity for them to navigate many information from everyday contexts as it aids them to analyze, evaluate, and critique these contents (Rachuri, 2024).

On a similar note, engagement matters greatly in terms of having students spend more time reading. Guthrie and Wigfield (2000, as cited in Wahyuni et al., 2018) discuss that learners have stronger levels of reading engagements when they are provided with learning materials that highly motivate them. Such motivation can come in the form of providing passages that spark their interests. Therefore, this highlights the concept of reading engagement having a significant factor for better reading performance.

Unfortunately, despite its immense importance, many remain under-engaged with reading, hence showing lower performances. The 2022 Program for International Student Assessment (PISA) of the Department of Education (DepEd) shared that the Philippines' Overall Reading Literacy is 340 points, a significantly low score compared to the average 487 points. From the same report, the country only has 0.05% Filipinos who attained the Proficiency Level 5 – students that are capable of comprehending lengthy texts and inferring its information. These results reflect how Filipino learners struggle with basic comprehension (OECD, 2023).

In response, schools create several interventions and remedials to solve this concerning issue such as standardized worksheets and drills. It is also continuously coming up with programs and activities where students are encouraged to participate in order to further develop their reading skills. Although somewhat effective, it still fails to address the significance of utilizing reading materials that capture the students' engagement through their interests and likes. Guthrie and Wigfield (2000, as cited in Wahyuni et al., 2018) noted that if students have little to no motivation to read, they will have little effort to accomplish or do well in the task. Such a lack of engagement then impacts their performances negatively. These concerns create a divide in terms of creating programs that integrate students' interests for a better reading engagement and performance. In the long run, it then creates a huge disengagement with the reading skill, making them less eager to further develop it.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study determined to understand the effectiveness of using fanfic reading in students' reading engagement and performance. Specifically, it strives to answer the following statements:

1. What is the level of fanfic reading components concerning:
 - 1.1 Objectives,
 - 1.2 Contents, and
 - 1.3 Activities?
2. What is the level of fanfic reading characteristics concerning:
 - 2.1 Features,
 - 2.2 Relevance, and
 - 2.3 Readability?
3. What is the level of students' reading engagement of the in terms of:
 - 3.1 Cognitive,
 - 3.2 Behavioral, and
 - 3.3 Affective?
4. What is the level of students' reading performance?
5. Is there a significant relationship between fanfic reading and the students' reading engagement?
6. Is there a significant effect between fanfic reading on the students' reading performance?

II. METHODOLOGY

A quantitative descriptive correlational design was utilized. In order to gather the necessary results, a researcher-made 5-point Likert scale questionnaire was employed for 85 BS Psychology students who took up World Literature subject. They were selected through purposive sampling. A final exam was also done to measure their performance. For the statistical tools, mean, standard deviation, percentages, frequency, multiple regressions through Pearson Product-Moment Correlation and t-value were used in order to measure the levels, relationships, and effects of the variables.

III. RESULTS AND DISCUSSION

This part presents the different results and discusses the results from treating the data gathered in this study. All specific questions from Chapter 1 under the statement of the problem were answered in this chapter supported with tables. It presents the data gathered about the significant relationship and effect between fanfic reading as a strategy on the students' reading engagement and reading performance respectively.

Level of Fanfic Reading Components

In this study, the level of fanfic reading as a strategy in terms of components refers to Objectives, Contents, and Activities.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of fanfic reading as a strategy in terms of components with regard to objectives. The statement "In World Literature class, the students were able to comprehend the learning objectives set for the fanfic reading

tasks," got the highest mean score (M = 4.60), suggesting a very high-level remark supported with (SD = 0.60). Also, "recognize the purpose of fanfic reading in class" (M = 4.58) with (SD = 0.68) shows that learners can determine and understand the intentions of integrating fanfic texts in lessons.

While having the lowest mean (M = 4.42) with (SD = 0.84), the results still indicate a positive result that In World Literature class, the students were able to connect how fanfic reading helps them in achieving our learning objectives. It reflects that the respondents still have a general understanding on how fanfic reading can contribute in accomplishing the end goals for their lessons.

Table 1. Level of Fanfic Reading Components concerning Objectives Statements

Statements	Mean	SD	Remarks
In World Literature class, I am able to...			
...recognize the purpose of fanfic reading in class.	4.58	0.68	Strongly Agree
...comprehend the learning objectives set for our fanfic reading tasks.	4.60	0.60	Strongly Agree
...connect how fanfic reading helps us in achieving our learning objectives.	4.42	0.84	Strongly Agree
...relate how fanfic reading connects us to the lessons we study.	4.45	0.82	Strongly Agree
...determine why fanfic reading is used to	4.43	0.84	Strongly Agree
<u>achieve our objectives.</u>			
Weighted Mean: 4.49			
SD: 0.63			
Verbal Interpretation: Very High			

Overall, the level of fanfic reading as a strategy in terms of components with regards to objectives attained a weighted mean score of 4.49, a standard deviation of 0.63 and was verbally interpreted as very high among the respondents.

In summary, when using fanfiction as a reading strategy, explicitly discussing the lesson's objectives contribute greatly in accomplishing them as it sets the classroom's atmosphere.

Table 2. Level of Fanfic Reading Components concerning to Contents

Statements	Mean	SD	Remarks
In World Literature class, I am able to...			
...comprehend the fanfic texts easily.	4.20	0.92	Agree
...relate the fanfic texts to our assigned topics.	4.08	1.00	Agree
...apply the characters and themes in fanfic texts to understand our lessons.	4.20	0.95	Agree
...determine the fanfic texts appropriate to my level.	4.25	0.89	Strongly Agree
...interpret the lessons' main points through the ideas from our fanfic texts.	4.26	0.84	Strongly Agree
Weighted Mean	4.19		
SD	0.80		
Verbal Interpretation			High

Table 2 shows the level of fanfic reading as a strategy in terms of contents. Among the statements, the students' ability to "interpret the lessons' main points through the ideas from our fanfic texts" achieved the highest mean (M = 4.26) with (SD = 0.84) showing a strongly agreed remark. Furthermore, respondents highly regarded their capability to "determine the fanfic texts appropriate to my level" through (M = 4.25)

supported with (SD = 0.89). These results demonstrated how they are not only able to identify materials that match their reading skills, but they also effectively use it to view and understand their academic lessons better. Meanwhile, their ability “to relate the fanfic texts to our assigned topics” received the lowest mean (M = 4.08; SD = 1.00). Despite being the lowest-rated statement, it still positively suggests how learners still find enough connection between the fanfic text to their lesson.

In general, the level of fanfic reading as a strategy in terms of components with regards to content attained a weighted mean score of 4.19 and a standard deviation of 0.80 and was verbally interpreted as high.

Table 3. Level of Fanfic Reading Components concerning to Activities Statements Mean SD Remarks

Statements	Mean	SD	Remarks
<u>In World Literature class, I am able to...</u>			
...show enjoyment in the fanfic reading activities.	4.62	0.77	Strongly Agree
...explain my ideas and opinions about fanfic texts during activities.	3.95	0.94	Agree
...use feedback from our teacher when analyzing characters, themes, or messages during fanfic reading activities.	21.	0.87	Strongly Agree
...integrate fanfic reading activities in better understanding the lessons.	22.	0.89	Strongly Agree
...develop my literary skill through fanfic reading activities.	4.32	0.89	Strongly Agree
Weighted Mean SD	4.27	0.67	
Verbal Interpretation			Very High

Table 3 illustrates the level of fanfic reading as a strategy with regards to components in terms of activities. Amongst the five statements, students who “show enjoyment in the fanfic reading activities” received the highest mean (M = 4.62, SD = 0.77). The interpretation of strongly agree demonstrates their high regards and enthusiasm to the provided tasks in class. Moreover, respondents also strongly agreed that they “developed their literary skill through fanfic reading activities”, indicating that they can recognize these activities as practical venues for their reading and analytical skills (M = 4.32, SD = 0.89).

On the other hand, their ability to “explain my ideas and opinions about fanfic texts during activities” received the lowest (M = 3.95) with (SD = 0.94). Being the only agreed remark in the variable, it still justifies how learners generally feel comfortable enough to express their personal thoughts and interpretations during these formal discussions.

Overall, activities in fanfic reading classes received a mean score of 4.27, with a standard deviation of 0.67 and a verbal interpretation of very high.

Level of Fanfic Reading Characteristics

In this study, the level of fanfic reading as a strategy in terms of characteristics refers to Features, Relevance, and Readability.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 4 shows the level of fanfic reading as a strategy in terms of characteristics with regards to features. Based on the table, the respondents were successful in identifying how the events were developed creatively as it received the highest mean (M = 4.67) with (SD = 0.52) and a strongly agree remark. Furthermore, students were also able to “describe why the characters and settings are interesting to me” through a mean of (M = 4.60, SD = 0.66) and a strongly agree remark too. These results illustrate how the students are not only captivated by the modern references’ elements used to integrate the classic literature; they were also able to actively observe and appreciate the creative choices made in the fanfic.

Table 4. Level of Fanfic Reading Characteristics concerning to Features Statements

Statements	Mean	SD	Remarks
When reading fanfiction texts in class, I am able to...			
...outline the plot clearly.	4.51	0.74	Strongly Agree
...describe why the characters and settings are interesting to me.	4.60	0.66	Strongly Agree
...identify how the events were developed creatively.	4.67	0.52	Strongly Agree
...recognize the writing style as interesting.	4.58	0.75	Strongly Agree
...determine the themes easily.	4.45	0.75	Strongly Agree
Weighted Mean SD	4.56	0.58	
Verbal Interpretation			Very High

Conversely, the statement “determined the themes easily” received the lowest mean (M = 4.45; SD = 0.75). However, it still obtained great response with the strongly agree interpretation, indicating that the respondents might require more cognitive effort or familiarity with the materials to extract overarching central themes from both references.

In general, the level of fanfic as a reading strategy in terms of characteristics with regards to features attained a weighted mean score of 4.56, a standard deviation of 0.58 and a verbal interpretation of very high.

Table 5. Level of Fanfic Reading Characteristics concerning to Relevance

Statements	Mean	SD	Remarks
When reading fanfiction texts in class, I am able to...			
...relate it to my personal interests.	3.81	1.02	Agree
Interpret the themes as meaningful to me.	3.88	0.99	Agree
...use it to understand the original text better.	4.04	1.04	Agree
...recognize how it makes lessons more enjoyable.	4.55	0.76	Strongly Agree
...describe how it helps me in reading	4.28	0.81	Strongly Agree
<u>beyond school.</u>			
Weighted Mean SD	4.11	0.79	
Verbal Interpretation			High

Table 5 depicts the level of fanfic reading as a strategy in terms of characteristics with regards to relevance. Among the five statements, the learner’s capacity to “recognize how it makes lessons more enjoyable” recorded the highest mean (M = 4.55; SD = 0.76) with a strongly agree response. Aside from this, their ability to “describe how it helps me in reading beyond school” garnered the second highest mean (M = 4.28) supported with (SD = 0.81) and a strongly agree remark as well. The results reveal that students perceive fanfic as effective tools in making formal instruction more fun and motivating. It also aids them in maintaining reading habits even outside schools.

Conversely, the ability to relate the text to personal interests obtained the lowest mean (M = 3.81; SD = 1.02) with an agree verbal interpretation. This implies that since some of the assigned texts do not perfectly align with a student’s specific fandom or niche, they were still able to discover a meaningful personal connection with the stories.

Overall, the Relevance characteristic achieved a weighted grand mean of 4.11 and a standard deviation of 0.79 that translates to High verbal interpretation.

Table 6. Level of Fanfic Reading Characteristics concerning to Readability

Statements	Mean	SD	Remarks
When reading fanfiction texts in class, I am able to...			
...assess that it is appropriate for my reading level.	4.53	0.63	Strongly Agree
...identify that it is logical and well-organized	4.47	0.68	Strongly Agree
...follow the events easily.	4.31	0.86	Strongly Agree
...interpret the story using the context provided.	4.38	0.86	Strongly Agree
...use it to improve my reading skills.	4.46	0.76	Strongly Agree
Weighted Mean	4.43		
SD	0.63		
Verbal Interpretation			Very High

Table 6 presents the level of fanfic reading as a strategy in terms of characteristics with regards to readability. The highest mean reported was the ability to assess that it is appropriate for their reading level (M = 4.53; SD = 0.63) with a strongly agree interpretation. This was then followed by the students’ capability to identify that is logical and well-organized with a weighted mean of (M = 4.47) with (SD = 0.68) and a strongly agree remark too. These figures indicate that learners find the provided fanfic texts to be highly accessible and aid them in navigating the reading materials suited for their proficiency.

Consequently, respondents gave a strongly agreed remark to their ability to follow the events easily but with the lowest mean (M = 4.31; SD = 0.86) among the five statements. Such results suggest that while the texts are highly readable overall, tracking certain narrative flow might occasionally be confusing as they are mentally comparing the new events to the original canon.

The very high verbal interpretation for the readability feature is shown through the weighted mean (M = 4.43) with

(SD = 0.63). It validates the idea that structural features of a fanfic text heavily support student comprehension.

Level of Students’ Reading Engagement

In this study, the level of reading engagement is measured through three components: cognitive, behavioral, and affective.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 7. Level of Students’ Reading Engagement in terms of Cognitive

Statements	Mean	SD	Remarks
When reading fanfiction texts, I am able to...			
...study challenging passages carefully.	4.34	1.02	Strongly Agree
...formulate questions to comprehend difficult parts.	4.25	1.03	Strongly Agree
...relate it to my own ideas, knowledge, and experiences.	4.30	1.03	Strongly Agree
...discover its deeper meaning.	4.31	1.10	Strongly Agree
...determine the message after reading.	4.38	1.06	Strongly Agree
Weighted Mean	4.31		
SD	0.95		
Verbal Interpretation			Very High

Table 7 presents the level of students’ reading engagement in terms of Cognitive. The statement “determine the message after reading” showed strongly agree remarks and is the highest mean (M=4.38) with (SD=1.06). Moreover, students were also able to “study the challenging passages carefully” as reflected in the mean (M=4.34; SD=1.02). These numbers push the idea that fanfic texts urge the students to go beyond surface-level reading, and actively encourages them to evaluate the content and solve complex parts on their own. Meanwhile, the ability to “formulate questions to comprehend difficult” parts has the lowest mean (M=4.25) with (SD=1.03). However, the strongly agree indicator shows that readers are capable of creating questions to test their understanding. But they have more difficulty in generating specific questions and to monitor it as they have to simultaneously also understand the material.

With a general weighted mean of 4.31 (SD=0.95), the cognitive level of engagement is verbally interpreted as Very High.

Table 8. Level of Students’ Reading Engagement in terms of Behavioral

Statements	Mean	SD	Remarks
When reading fanfiction texts, I am able to...			
...plan a schedule to finish it.	4.04	1.03	Agree
...record important information and details.	3.84	1.22	Agree
...demonstrate focus even when it is long.	3.61	1.31	Agree
...discuss it actively during class.	3.48	1.12	Agree
...seek additional resources to support my understanding.	3.74	1.26	Agree
Weighted Mean	3.74		
SD	0.99		
Verbal Interpretation			High

Table 8 shows the level of students’ reading engagement in terms of Behavioral. The highest mean (M=4.29; SD=1.05)

was recorded for the students' abilities to "plan a schedule to finish it", which was verbally interpreted as agree. Furthermore, the ability to "record important information and details" followed as the second highest mean (M=3.84; SD=1.22) with a remark of agree. Both statements indicate that fanfic reading can effectively encourage self-regulation and independent study habits, as students willingly dedicate their own time and energy to manage and process their reading tasks.

On the other hand, students only agree in terms of their ability to "discuss it actively" with a weighted mean of 3.48 (SD=1.12). Although receiving the lowest mean, the positive interpretation suggests that students are still disciplined in their reading behaviors, but are slightly hesitant to vocalize and share their thoughts in a formal classroom.

Overall, the behavioral engagement aspect achieved a weighted mean of 3.74 with a standard deviation of 1.01 and interpretation of High. This rating confirms that engaging alternative narratives successfully promote consistent effort and active participation. It aligns well with Black (2019) who noted that when readers are invested in a story, they demonstrate sustained effort – leading it into a habit. This is also evident in classroom situations since students will independently read on their own time once they find something that highly sparks their interest.

Table 9. Level of Students' Reading Engagement in terms of Affective Statements

Mean	SD	Remarks
4.29	1.12	enjoyment and enthusiasm. Strongly Agree
4.16	1.12	display curiosity and interest. Agree
4.07	1.03	perform the task with confidence. Agree
3.96	1.12	relate my own feelings experiences. Agree
3.88	1.19	identify with the emotions in it. Agree
Weighted Mean		4.08
SD		1.01
Verbal Interpretation		High

Table 9 presents the level of students' reading engagement in terms of Affective. The statement "demonstrate enjoyment and enthusiasm" was recorded as the statement with the highest mean of 4.29 (SD=1.12). This indicates how learners are actively showing excitement when provided with alternative texts in class. Aside from this, the students' ability to "display curiosity and interest" received a mean of 4.16 (SD=4.16) with a verbal interpretation of Agree. These numbers lean to the perspective where readers naturally tend to participate and be invested with materials that they find interesting.

Conversely, the lowest mean of 3.88 (SD=1.19) was scored on the respondents' capability to "identify with the emotions in it." Having an agree verbal interpretation, it still presents a positive result where students can understand a character's specific feelings successfully. Overall, the affective engagement scored a weighted grand mean of 4.08 (SD=1.01) with a high verbal remark.

Level of Students' Reading Performance

In this study, the level of reading performance was measured through a 100-itemed Final Exam in the World Literature subject. It was composed of four topics with 24 questions each lesson. The table below shows the range of scores according to the standard range coming from the University's handbook, frequency, percentage, descriptive equivalent, mean, standard deviation and verbal interpretation of the respondents.

Table 10. Level of Students' Reading Performance

Score	Performance	Descriptive
95 - 100	5	5.88 Outstanding
89 - 94	33	38.82 Very Satisfactory
83 - 88	22	25.88 Satisfactory
76 - 82	12	14.12 Fairly Satisfactory
75 and below	13	15.29 Did Not Meet Expectation
Total	85	100

Weighted Mean SD
Verbal Interpretation
85.63
7.41
Satisfactory

Table 10 shows the level of students' reading performance, with a total population of eighty-five respondents, the score "89-94" received the highest frequency of thirty-three (33) or 38.82% of the total population having a descriptive equivalent of Very Satisfactory. And the score "83-88" with a frequency of twenty-two (22) or 25.28% of the total population has the descriptive equivalent of Satisfactory. While the score "95-100" received the lowest frequency of five (5) or 5.88% of the total population having a descriptive equivalent of Outstanding.

With a total (Weighted Mean = 85.63, SD = 7.41) and (highest score = 5, lowest score = 0) showing the level of students' reading performance with a descriptive equivalent of Satisfactory.

In summary, the findings revealed that students possess a good foundation in their reading skills when engaging with the texts. However, with only a few achieving the Outstanding mark, students may still need more guided instruction to move past surface-level understanding and fully develop their deep comprehension skills.

Significant Relationship between Fanfic Reading as a Strategy and Reading Engagement

The current study investigated the relationship between fanfic reading on the students' reading engagement. Particularly, it sought any statistical relationship between a fanfics' component and features to the students' cognitive, behavioral, and affective engagement through multiple regression with Pearson r.

Table 11. Significant Relationship between Fanfic Reading as a Strategy and Engagement

Fanfic Reading as a Strategy Objectives	Engagement	Cognitive	Behavioral	Affective
Pearson Correlation	0.310**	0.233*	0.447***	

Content	Sig. (2-tailed)	0.004	0.032	0.000
	N	85	85	85
	Pearson Correlation	0.272*	0.246**	0.449***
Activity	Sig. (2-tailed)	0.012	0.024	0.000
	N	85	85	85
	Pearson Correlation	0.276*	0.279**	0.511***
Features	Sig. (2-tailed)	0.011	0.010	0.000
	N	85	85	85
	Pearson Correlation	0.328**	0.764***	0.840***
Relevance	Sig. (2-tailed)	0.002	0.000	0.000
	N	85	85	85
	Pearson Correlation	0.225*	0.231*	0.428***
Readability	Sig. (2-tailed)	0.038	0.034	0.000
	N	85	85	85
	Pearson Correlation	0.277*	0.213	0.408**
	Sig. (2-tailed)	0.010	0.051	0.000
	N	85	85	85

The current study investigated the relationship of fanfic reading on the students' reading engagement. Using Guilford's Rule of Thumb for Correlation, the table shows an overwhelmingly positive and significant relationship across almost all variables, particularly with the Affective engagement and the features characteristic ($r = 0.840$).

Significant Effect between Fanfic Reading as a Strategy and Reading Performance

To test the significant effect between the fanfic reading on the students' reading performance, they were treated statistically using multiple regression using t-test analysis.

Table 12. Significant Effect between Fanfic Reading as a Strategy and Reading Performance

Objectives	t-value	0.63629
	Sig. (2-tailed)	0.526449
	N	85
Content	t-value	2.03859
	Sig. (2-tailed)	0.044879
	N	85
Activity	t-value	-0.99760
	Sig. (2-tailed)	0.321560
	N	85
Features	t-value	0.20597
	Sig. (2-tailed)	0.837354
	N	85
Relevance	t-value	-1.75061
	Sig. (2-tailed)	0.083944
	N	85
Readability	t-value	0.48491
	Sig. (2-tailed)	0.629098
	N	85

Results revealed that only the content characteristic has a significant effect with the students' performance ($t = 2.03859$, $p = 0.044879$).

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings and summary, it was shown that the implementation of fanfic reading as a strategy in World Literature class is highly effective as there is a significant relationship on the students' reading engagement. This

strongly highlights how such materials can be a great avenue in terms of developing and improving one's reading motivation when partnered with well-defined instructional materials, objectives, and tasks.

However, since there is no significant effect between fanfic reading as a strategy to the readers' performance, this proves that high levels of engagement and motivation do not guarantee improved academic achievements. The lack of significant effect suggests that fanfic as a tool for using, but when applied for formal and standardized evaluations, it may require more traditional instructional interventions.

Based on the summary and conclusions, the following were recommended:

Curriculum planners are recommended to re-evaluate existing reading programs to include derivative texts and other digital-based literary materials for modern learners. Moreover, curricular revisions should consider creating a balance between traditional texts and alternative materials to ensure that sustained engagement eventually leads to development of higher-order thinking skills.

School administrators may support the refinement and modification of reading programs and subjects through institutionalization of the use of diverse instructional materials. In doing so, professional development opportunities such as training and seminars can be provided in order for educators to curate quality fanfiction and navigate through digital platforms.

Teachers may integrate fanfiction into their Literature subjects as an innovative pedagogy that can successfully capture the students' interests and motivate their participation. Although classic and traditional materials will still be a staple in the classroom, finding ways to include derivative texts can be effective in hooking the learners to not get bored with the subject. Likewise, it is recommended that they thoroughly select fanfic texts that would be appropriate for the class's objectives and goals, and can be utilized with specific and tailor-fit activities and tasks.

Students may actively seek fanfiction as a supplementary tool to establish or develop their reading habits for pleasure. With high levels of reading engagement observed in this study, they should leverage their interest and preferences to make them more motivated in reading. This is also a good opportunity for them to build a positive outlook when it comes to improving their reading skills outside of a formal classroom. However, since such material did not have any effect on one's reading performance, students are encouraged to consciously practice critical analysis and evaluative skills when reading fanfics.

Future researchers may conduct a qualitative or mixed-method investigation to explore underlying factors behind the gap between the fanfic reading strategy and reading performance. Additionally, it is urged that they pursue this study on a broader scope in terms of population and longer time frame in order to gain deeper insights both on students and teachers.

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