

CHAPTER 2

LITERATURE REVIEW

This chapter present a brief explanation of some theories and previous studies that support the research the theories are related to the concept of writing skills, creative writing, and fanfiction.

2.1 Theoretical Framework

2.1.1 Brief discussion about Writing

Writing is a communication of ideas to convey the emotions, thoughts, wishes and dreams by using symbols in accordance with the grammar rules (Raimes, 1983). Writing can be categorized as a problem-solving form which involves processes of generating ideas, planning, goal setting, evaluating the content and searching appropriate language to express the exact meaning (Wahono & Qodriah, 2019). These perspectives provide a comprehensive understanding of writing as a complex process that involves both effective communication and problem-solving skills. Writing serves as both a tool for communication and a medium for learners arranging knowledge or ideas through the use of problem-solving form such as planning, goal setting, revising and editing. For L2 learners, writing is considered as one of the skills that students need to improve and practice. By writing, the students are able to express their ideas and thoughts delivered in linguistic elements involving words, sentences, and paragraphs in written form.

The aspect of writing can involve micro and macro skills. In micro-skills, the learners need to produce correct grammar, cohesive devices, and the ability to express a meaning in different grammatical forms. Meanwhile, macro-skills were considered as further strategies that required learners to convey a meaning as a tool to communicate their context in writing.

Table 1 Taxonomy of micro and macro skills of writing (Brown & Abeywickrama, 2019)

Micro-skills	Macro-skills
<ol style="list-style-type: none"> 1) Produce graphemes and orthographic patterns of English 2) Produce writing at an efficient rate of speed to suit the purpose 3) Produce an acceptable core of words and use appropriate word order patterns 4) Use acceptable grammatical system (e.g., tense, agreement, pluralisation), patterns, and rules 5) Express a particular meaning in different grammatical forms 6) Use cohesive devices in written discourse. 	<ol style="list-style-type: none"> 1) Use rhetorical forms and conventions of written discourse 2) Appropriately accomplish the communicative functions of written texts according to form and purpose 3) Convey links and connections between events and communicate such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification 4) Distinguish between literal and implied meanings when writing 5) Correctly convey culturally specific references in the context of the written text 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and applying feedback when revising and editing

2.1.2 Creative Writing

Creative writing involves the form of writing, writer's feelings, thoughts, emotions, and imagination. According to National Association of Writers in Education (UK) as cited in Pawliczak (2015) creative writing can be defined as:

The study of writing (including poetry, fiction, drama, non-fiction creative) and its context through creative production and reflection on the process. By writing, it is not always writing a book, but also performance script, poetry script and others. Not only the form of information, the production of creative writing tends to be an imaginative interpretation (Pawliczak, 2015).

Creative writing is an approach used in EFL classrooms that allow students to express their ideas in a variety of literary text. It enables learners to play with the language and helps learners to improve all the language skills. Harshini (2020) mentioned creative writing and its uses: creative writing helps in various level of language learning (e.g., grammar, vocabulary, phonetic and discourse), motivates students to play with language in their own creative style, students can explore with text of various kinds and the creative style used in it also they learn how to adopt imaginative skills in their language usage. There are numerous studies about creative writing as a beneficial tool in language learning. Manalastas (2020) stated that through literary texts in creative writing facilitates students' experiences by convey their feelings and thoughts through variety of literary works such as poetry, poem, short story, and fiction. Besides, Larasaty (2020) studied university students' attitudes and perception towards creative writing in relation of writing skill. The result shows the students become more confident in writing because it provides learners to choose appropriate vocabulary, mastered writing theory and stages in writing. Further, creative writing activities is enabled students to comprehend their writing skills and encourage students' language awareness.

In higher education, creative writing is learned as the course led by the lectures to facilitate and develop students' writing skills with various kinds of text

(e.g., poetry, fanfiction, haiku, movies, etc). In this creative writing course, students are expected to be able to foster their ideas and improve their ability to write several genres of writing. This course also requires students to expand their creativity by expressing their thoughts and ideas in written forms.

2.1.3 Fanfiction

Fanfiction describes as a story made by fans that requires creativity. Sauro (2019) defines fanfiction as “stories that reimagine or reinterpret existing stories, characters and universes found in other texts and media” (Sauro, 2019, pp.139). The media text can include novels, TV shows, movies, games, and comics. This definition highlights that fanfiction is meant to develop learners’ abilities in creating an existing plot or characters, change setting or storyline. Fanfiction is the creation of stories used existing characters of popular media figures (e.g., film, books, video games, etc.) to create new setting, plot, and themes (Bippert, 2017).

Several subcategories that refer fanfiction mentioned by Weiler (2019) that are formal knowledge refers to structural elements of genre almost fanfiction found in an online or multimodal space, and it released in serial that is often use of a genre change. Procedural knowledge is functions of fanfiction in fulfilling its role whether to tell a story, practice technical writing, or for simple self-fulfilment. Rhetorical knowledge means fanfiction serves as a social link or social event for writers and readers who has same favourite characters and proving place to practice skills (i.e., reading and writing skills). According to Bahoric & Swaggerty (2015) fanfiction genres is divided into several types and the description was explained in the table below.

Table 2 Fanfiction Genre (Bahoric & Swaggerty, 2015)

Fanfiction Genre	Description
Alternate Universe: Coffee Shop	Coffee Shop AUs take familiar characters of a series and imagine them as employees and customers of a coffee shop. This fanfic is also Real Person Fanfic (RPF) in which the author uses real people, instead of characters,


	to write his or her AU. In RPF, the people are usually celebrities.
Alternate Universe: Plot Switch	Some fanfic writers take the plot of one work and replace the characters of that work with characters from another work.
5 Times Fic	A 5 times fic (also called 5 + 1 fic) is written as five short scenes that each depict a recurring situation for the featured character or characters.
Hurt/Comfort	Hurt/Comfort fanfic involves at least one character that is injured, sick, or dealing with emotional issues.
Alternate Universe: High School or College/University	High School or College AUs take characters and place them in a high school or college setting. In canon, these characters are typically too young or too old to be attending high school or college, or the characters are not in either of these settings due to other circumstances (for instance, if the series is set during medieval times). These types of fanfic chronicle the characters as they face typical high school/college problems such as keeping up with academics, bullying, and interpersonal relationships.
Crossovers	Crossovers are distinct from plot switch AUs because these types of fanfic involve the characters from at least two series interacting with one another. Authors often explore the interesting dynamics between characters from different universes.
Missing/Deleted scene fanfic	Sometimes fans have their own ideas for scenes that should have appeared in their favorite series. Missing/Deleted Scene fanfic depicts a scene from a series that was not present in canon, but the author

believes it should have taken place. Authors can extend on existing canon by writing these types of fanfic.

The example below are fanfiction as a practical contribution for students because some of the stories has a free and easily to access. For example image 1. Fanfiction in Wattpad, image 2 fanfiction in AsianFiction.net, and image 3 fanfiction in FanFiction.net. These example of stories takes familiar characters from a movie such as Gossip Girl 2017 (Blair Waldorf, Chuck Bass) and K-Pop idols like Baekhyun from EXO, the cast of Netflix movie.

Image 1 Fanfiction in Wattpad

wattpad Jelajahi ▾ Komunitas ▾ Telusuri Tuli



The School for Good and Evil (Male...

Dibaca **19.5K** | Vote **719** | Bab **13** | Durasi **2h 49m**

Mulai membaca

Goldenbellsight

Lengkap

[Based on the Netflix Movie]

[All the characters except (Y/N) belong to Soman Chainani.]

You live your life peacefully in Galvodon, although you and your sister, Agatha both being criticized as witches. Your best friend, Filip is the only one who stands by your side.




Image 2 Fanfiction in AsianFiction.net

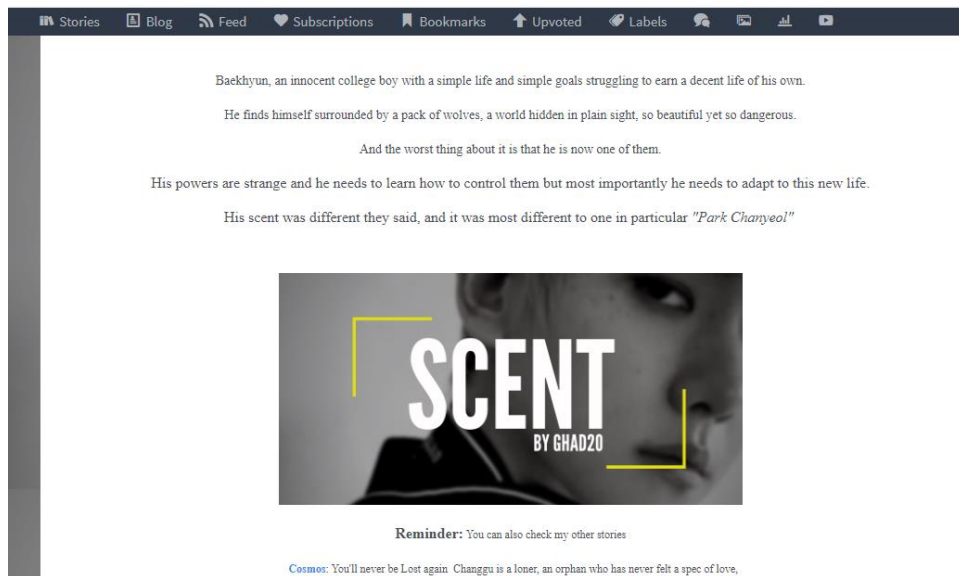
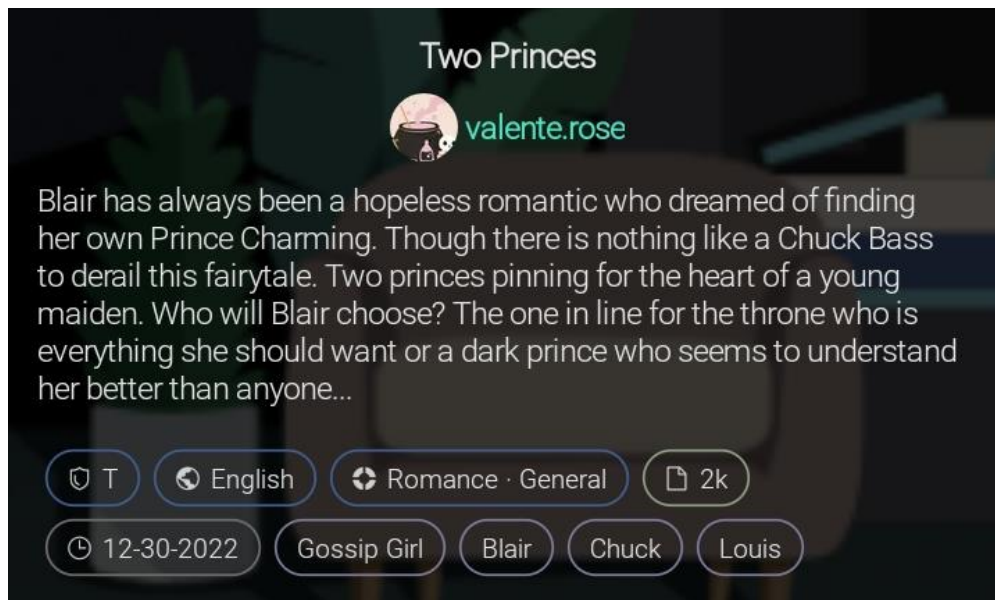


Image 3 Fanfiction in Fanfiction.net



Fanfiction can be a powerful tool to teach literary elements concepts, prompts, plot, and characters trait in the literature language classroom. In a study conducted by Debbek (2017) through fanfiction activities students are actively engaged in language learning because it provides writing stories, reviews and

reading others' work, and collaborating projects. Teachers can take advantage of students' interest, many students interest in film, book, or video games characters and they engaged in the worlds that they become a part of creating (Bippert, 2017). Through writing fanfiction, the teachers encourage students to create and producing original stories by adopting students' own personal interest.

2.2 Study of Relevant Research

There are numerous studies related to the use of fanfiction in education. These studies are concerned with introducing fanfiction writing as a material and methods of teaching. Abdulrahman & Cahyati (2020) stated that fanfiction as a media enhance students' motivation and interest during the process of second language learning. Language learning through fanfiction help students to express and comprehend their ideas, thoughts, and feelings, refreshing students' personal critical and creative effectiveness. Another study conducted by Weiler (2019) fanfiction can enrich classroom learning and play important role in shaping pedagogical practices in ways that can reconfigure student learning. Building the concept of learning around student's interest will increase their motivation and students' will activate their high-level skills such as creative and critical thinking.

Bippert (2017) found that it is important to portraying the students' strength based on their background, knowledge, motivation, and interest. Literary text such as fanfiction have the potential for increasing student motivation and interest. Fanfiction help struggling learners to engage both writing and reading because it allows student to use their existing knowledge of famous characters and settings to generate new story, plot, and themes. In the result of her study, the student who had struggle and were afraid to engage in writing be able to complete the five-page of fanfiction that contradicted their unwillingness to writing.

A study by Pawliczak (2015) showed that Creative activities such as fanfiction positively impact students' writing skills and support their creativity. Further, since there is a small amount of research that investigates the benefits of fanfiction projects in writing skills focusing on students' perception, The researcher wants to

explore what are students' perception towards the benefits of fanfiction projects on their writing skills.