

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Reading Habit

A reading habit is a repeated reading activity that becomes a person's habit. Chettri and Rout (2013) stated a reading habit is a daily and regular reading routine. Alsaedi et al. (2021) added it refers to reading regularly. Additionally, Imaniah (2022) said the act of reading that becomes a habit is known as a reading habit. It is the act of reading voluntarily and necessitates the development of a habit (Owusu-Acheaw, 2016). Reading habit refers to repeated reading activity and occurs unconsciously, someone who has reading habit always does these activities into their daily routines (Sartika et al., 2020). Therefore, a reading habit is a person's habit of reading.

In the context of reading habit, there are several aspects of students' reading habit. Gaona and González (2011) as follows.

1. Reading frequency. It refers to the individual's frequency of reading in their spare time.
2. Books read. It refers to the number of books that an individual claims to read.
3. Attitude toward reading. It refers to the individual reflection on the attitude of reading.
4. Time spent on reading. It refers to the time the individual claims to dedicate to reading books.
5. Reading motivation. It refers to the reading interest of the person.

As a result, the indicators of reading habit are reading frequency, books read, attitude toward reading, time spent on reading, and reading motivation.

2.1.2 Benefits of Reading Habit toward Writing

There are several advantages of reading habit for students' writing skill. Krashen (2016) claimed that students learn to write through reading. It has been

discovered that reading habit and writing are connected as reading habit can improve students' writing skill (Pao, 2016). Students who always read will write better than others (Cottrell as cited in Atayeva et al., 2019). A reading habit encourages students to write about their experiences to share their thoughts and opinions (Diarani & Syamsi, 2019). Reading habit can help students to enhance and create ideas (Imaniah, 2022). Anwar et al. (2021) said reading is an essential component of writing as it is considered a phase used to gather information. Therefore, students with reading habit will have better advantage in writing.

2.1.3 Creative Writing

Creative writing class is a writing class based on the writer's imagination that contains experiences, emotions, characters, and events. Göçen (2019) stated creative writing is writing that focuses on emotions, ideas, and impressions in a unique, unusual, free, and authentic by using imagination. It focuses on the authenticity and creativity of the writer. Brookes and Marshall said that instead of standardization and thought accuracy, creative writing emphasizes authenticity and imagination (as cited in Akdal & Şahin, 2014). According to Cook, creative writing increases joyfulness, allowing language learners to investigate the language, be creative with it, and learn something about themselves and the language (as cited in Kirkgöz, 2014). Furthermore, Meekings (2021) and Reynolds et al. (2022) mentioned that there are fanfiction, poetry, biography, and stories in creative writing. Therefore, students can learn to express their feelings, imagination, and ideas creatively through creative writing.

There are several advantages of creative writing. It can be taught by assisting students in applying abilities they already process in other areas of their lives to writing (Forgeard et al., 2013). Göçen (2019) claimed that students can practice their creativity and develop both their writing and creative thinking skills through engaging in creative writing activities. Besides, creative writing can build their confidence in writing and their ability to express themselves, as well as improve their writing skills and motivation in writing (Maloney, 2022). It means

creative writing has several advantages, such as creative writing can help students improve creative thinking, writing skills, build confidence in writing, and motivate students in writing.

2.1.4 Fanfiction Writing

Fanfiction is a story about an artist or an existing character written by a fan. It can also be a story that changes another existing story from a book or a movie. Fanfiction is the stories by fans based on artists, characters, or the existing story, popular storylines like books, movies, existing stories, comics, television shows, and games (Barnes, 2015; Black as cited in Barcellos et al., 2020). Jenkins and Tosenberger stated that fanfiction writers modify and improve on plots, characters, and settings from the original (as cited in Yoder, 2021). Fanfiction is frequently a personal experience that is shared between like-minded communities (Sapuridis & Alberto, 2022). Fanfiction writers write the story based on their desires and wishes more than others because they often write by themselves and for themselves (Kirby, 2022). It means fanfiction is a story that fans write about an artist or an existing character or even change an existing story for a particular fan community.

Nowadays, many fanfiction stories can be found online through the internet. It can be seen in many fanfiction stories on every platform, like Fanfiction.net, Wattpad, Archive of Our Own, Live Journal, and others. Fanfiction.net is the most well-known fanfiction website than others, and the website presently contains more than a million fanfiction stories (Barnes, 2015). Some famous fanfiction websites are fanfiction.net, wattpad, archive of our own (AO3), live journal (Fathallah, 2016; Bippert, 2017; Barcellos et al., 2020). Fanfiction can be found on those websites.

Moreover, fanfiction writing has benefits for students. Fanfiction writing can support students in developing their writing confidence and improving their writing skills (Lestari, 2016; Sauro, 2020). Barcellos et al. (2020) added that fanfiction writing could develop students' confidence and motivation in writing. Fanfiction and language learning show a possibility for improving assignments and activities that connect outside of school and inside of school digitally enhanced language practices (Sauro & Sundmark, 2018). It can be concluded fanfiction has

some benefits for students; fanfiction can support students' writing confidence and improve students' writing skills.

2.2 Study of the Relevant Research

Several studies have been conducted on the correlation between students' reading habit and writing. One of them was the previous research by Anggeriyanti (2017). This study focused on the correlation between students' reading habit and their writing skill. This study used a correlational research method. The data collection in this study used a closed questionnaire by Likert scale for measuring reading habit and a written test for measuring writing skill. The sample of this study is 44 students in a class which is selected by cluster random sampling at the second semester of the English Education Department of the university in Pontianak. The research found that there is a significant correlation between students' reading habit and their writing ability. Besides, the finding of this study indicated students' reading habit has a positive effect on their writing skill.

A study by Ihsan (2019) investigated the relationship between reading habit and writing skill of narrative text. This research used a correlational method. To collect the data, the research used a questionnaire for reading habit and a test of narrative text for narrative text. The sample of this research was 34 students that were selected by purposive sampling in the senior high school in Pekanbaru. This research discovered that there is a significant positive relationship between students' reading habit and their skill of writing narrative text.

Another research was done by Nazali and Mulyana (2020). Nazali and Mulyana (2020) investigated the relationship between reading habit and writing narrative text. This study used a correlational method. To collect the data, Nazali and Mulyana (2020) used a questionnaire for measuring reading habit and a test of narrative text for measuring narrative text. The sample of this research was 30 students that were selected by random sampling in the senior high school in Tangerang. This research revealed that there is a low relationship between students' reading habit and their writing skills in narrative text.

An investigation on the relationship between reading habit and narrative text by Sariningsih, Sawitri, and Widhiasih (2021). The research investigated the relationship between reading habit and narrative text. A correlational method was used in this study. The data collection of this research used a questionnaire for measuring reading habit and a text construction test for measuring narrative text. The population of this research was first grade of senior high school students in the senior high school in Bali. This research revealed that there is a significant correlation between students' reading habit and their skill to write narrative text.

Another previous research by Noor et al. (2022). This research identified the correlation between reading habit and writing ability in descriptive text. A correlational method is used in this research. The data collection of this research was questionnaires for reading habit and a written test of descriptive text about their idol figure for writing skill. The sample was 50 students selected by simple random sampling of English students that enrolled in the advanced writing course at the university. Noor et al. (2022) found that there is no correlation between students' reading habit and their writing skills.

This study is connected to five earlier studies that investigated the correlation between students' reading habit and writing skill, specifically writing narrative text. Besides, these studies have some methodological similarities since all of them used a correlational research method and a questionnaire to collect data on students' reading habit.

2.3 Research Hypothesis

The research hypothesis of this research is that there is a correlation between students' reading habit and their fanfiction writing.