

## **CHAPTER 2**

### **LITERATURE REVIEW**

In this section, the researcher provides theories related to the research problem. This section is divided into two parts, which are the theoretical framework and the study of relevant research. The first part talks about theories that relate to this study,

#### **2.1. Theoretical Framework**

In this particular section, the researcher focuses on the elaboration of literature related to the topic. It covers Creative Writing, Genre of Writing, Fan fiction as a Kind of Creative Writing, The Benefit of Writing Fan Fiction in Creative Writing, and Students' Perceptions.

##### **2.1.1 Creative Writing**

Creative writing is an approach used in EFL classrooms that allows students to express their ideas in a variety of literary texts. It enables learners to play with the language and helps learners to improve all the language skills. Harshini (2020) mentioned creativity and its uses: creative writing helps in various levels of language learning (e.g., grammar, vocabulary, phonetics and discourse), and motivates students to play with language usage.

Creative Writing courses are an integral and indispensable part of university education because they interconnect intellectual and creative exploration. It aims to suggest systematic strategies for creative writing (Smith, 2005). With creativity in writing, students reflect their creativity by creating a storyline and designing an illustration.

In higher education, creative writing is learned as a course through the lectures to facilitate and develop students' writing skills with various kinds of text (e.g., poetry, fan fiction, 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. Manalastas (2020) stated that through literary texts in creative writing facilitates students' experience by convey their feelings and thoughts through variety of literary works such as poetry, poem, short story, and fiction.

### **2.1.2 Genre of Writing**

There are many different types of writing genres such as Narrative writing, a narrative is some kind of retelling, often in words, of something that happened. A narrative is a story that is created in a constructive format that describes a sequence of fictional and non-fictional events (Purba, 2018). Descriptive writing. Descriptive text is a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place and or event to the reader or hearers. The descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participants such as a person, a thing, a place, an animal, and or an event (Noprianto, 2017). Expository writing, an expository text is usually a fuzzy set, in that it may contain not only information but also narrative and argumentative elements (Boscolo, 1990).

### **2.1.3 Fan Fiction as a Kind of Creative Writing**

Fan fiction is a form of unprofessional, fan-written artistic creation that develops its stories based on already-established characters, scenarios and settings from popular publications (Cai, 2018). Fan fiction is described as a story made by fans that requires creativity. Sauro (2019) defines fan fiction as “stories that reimagine or reinterpret existing stories, characters and universe found in other texts and media”

The media text can include novels, TV shows, movies, games, and comics. This definition highlights that fan fiction is meant to develop learners' abilities in creating existing plots or characters and changing settings or storylines. Fan fiction is the creation of stories that use existing characters of popular media figures (e.g., films, books, video games, etc.) to create new settings, plots, and themes (Bippert, 2017).

#### **2.1.4 The Benefits of Writing Fan Fiction in Creative Writing**

Fan fiction can be a powerful tool to teach literary elements concepts, prompts, plots, and character traits in the literature language classroom. In a study conducted by Debbek (2017) through fan fiction activities, students are actively engaged in language learning because it provides writing stories, reviews and reading others' work, and collaborating on projects.

#### **2.1.5 Students Perception**

Perception is a process of observing, selecting organizing, and interpreting environmental stimuli. It occurs because every time the five senses (sense of hearing, taste, sight, smell, and touch) are exposed to so many environmental stimuli. (Walgito, 2004). Perception is the process by which individuals interpret, organize, and assign meaning to stimuli from their environment. This process is influenced by an individual's learning and experiences (Asrori, 2020).

Students' perceptions are the feelings and beliefs of the students related to something. In this regard, Sari (2020) divided perception output into two types, namely positive perceptions and negative perceptions. Positive perception contains positive responses that students experience during the process of writing fan fiction in creative writing class, such as usefulness, strategies, advantages, and positive responses. Negative perceptions contain

negative responses that students experience during the process of writing fan fiction in creative writing class, such as challenges and weaknesses.

## **2.2. Study of the Relevant Research**

There are previous relevant studies under the same topic or related to the topic. Reyes (2023). Conducted study entitled “The Lived Experience of Fan Fiction Writers: Its Implications to Language Writing Skills.” The purpose of this study is to add scholarship to this unexplored phenomenon of fan fiction writing. Magnifico et al. (2015). Conducted a study entitled “Words on the screen: broadening analyses of interactions among fan fiction writers and reviewers” The purpose of this study was to foreground the contributions of fan fiction reviewers and focus on their interactions with writers, exploring their communicative literacy practices and hypothesizing about how we can make their reading and writing more visible and more effectively consider their learning practices. Evans et al. (2017). Conducted a study entitled “More Than Peer Production: Fan Fiction Communities as Sites of Distributed Mentoring” The purpose of this study was to identify mentoring processes that were uniquely supported by the affordance of networked technologies. Further, since there is a small amount of research that investigates students’ perception of writing fan fiction. The researcher wants to explore what are students’ perceptions of writing fan fiction in creative writing class.