CHAPTER 1
INTRODUCTION

1.1. Background of the Study

Creative Writing courses are an integral and dispensable part of university education because they interconnect intellectual and creative exploration (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.

Because of the importance of creativity in writing, in one of the Universities in Tasikmalaya, there is a course namely Creative Writing and this course is an elective course in semester 5. That course there is the task to make a fan fiction story, and it is new for a student to create a fan fiction story. Fan fiction is "creative writing produced by fans based upon the narrative lines and characters from a "canon" of a certain fictional work" (Cai, 2018). Before a student does the project the lecturer explains first about a fan fiction story with the element of a fan fiction story and then after that the lecturer gives the assignment or project to the students to make their own fan fiction story.

Based on observation results, the implementation of teaching writing fan fiction in the Creative Writing Course is based on a project where students need to upload their fan fiction story to Wattpad. At first, the lecturer explained there are three types of fan fiction. The first is a canon or original story, the second alternate universe is in a completely different setting from the original story, and the last is a mirror universe is a reversed characteristic. Then, students filled out the template fan fiction planning like selecting the characters, setting kinds of fan fiction, setting the plot, and the last writing down fan fiction. Based on the pre-interview they

found challenges in writing fan fiction, especially the lack of imagination and making his fan fiction still not enough. Several students have little readers on their fan fiction because their fan fiction can't deliver well to the reader. In addition, they struggle to put ideas into words like they know the story from the beginning until the end but they difficult to put that ideas into words.

Several studies have already been conducted about fan fiction. Studies about fan fiction revolve around literacy (Magnifico et al., 2015) The finding in this study is the commonality of relatively thin praise under the guise of "reviewing" in spaces like Figment and Fan fiction.net suggests that teachers' expertise is deeply needed in the difficult task of developing students' skills in writing, peer review and critique; ethnographic study about the community study of fan fiction writers (Evans et al., 2017) The finding in this study is to illustrate how the theory of distributed mentoring support fan fiction authors as they work to develop their writing skills; the live experience of fan fiction writers (Reyes, 2023) The finding of the study provides significant implications to the teaching and developing of language writing skills among learners. These studies are oriented to the application of fan fiction to the learning environment, and focuses on the community and social interactions around fan fiction works.

Based on the phenomenon and previous studies, this current study is different from the previous one. This study focuses on investigating the students' perception of writing fan fiction in creative writing class.

1.2. Formulation of the Problem

Based on the phenomenon and the purpose of this study, the research question for this study is "What is students' perception of writing Fan fiction in Creative Writing Class?"

1.3. Operational Definitions

　　To avoid misunderstanding the terms set out in this study, the researcher provides the researcher provides definition related to this study: as follows

1.3.1 Creative Writing	Creative writing courses are an integral and indispensable part of university education because they interconnect intellectual and creative exploration. There are no rules and regulations for creative writing and no blueprints for a good piece of writing
1.3.2 Fanfiction	One of the creative writing assignments requires students to create a story about existing characters based on their favourite celebrity, artist etc. contributing to a new plot or setting.
1.3.3 Students' Perception	Students' perceptions are the feelings and beliefs of the students related to something. Perception is the process by which individuals interpret. This process is influenced by an individual's learning and experiences

1.4. Aims of the Research

The purpose of this study is to explore and understand students' perceptions regarding the project of writing fan fiction within a creative writing class. This research seeks to identify the usefulness, challenges, and overall impact of incorporating fan fiction into creative writing education.

1.5. Significance of the Study

This research is expected to generate beneficial results in three ways. Which are

1.5.1 Theoretical Significance	This research develops the results of previous studies about creative writing in relation to writing skills development. This research investigates the students' perception of writing fan fiction in creative writing class.
1.5.2 Practical Significance	This research can encourage students' creativity and expression in writing. By understanding students' perceptions towards writing fan fiction, teachers can create a supportive environment to develop creative writing skills.
1.5.3 Empirical Significance	This research contributes empirical insight in

collecting and analyzing data regarding students' perception of writing fan fiction in creative writing class.