

CHAPTER 2

LITERATURE REVIEW

This section provides theories related to the research problem. This section is divided into two parts: the theoretical framework and the study of the relevant research. The first part talks about theories that relate to this study, while in the second part, the researcher provides some studies done in previous research on the same topic.

2.1 Theoretical Framework

2.1.1 Students' perceptions

2.1.1.1 Definition of perceptions

The concept of perceptions has been massively defined by education researchers and practitioners. Santrock (2011) pointed out that perception is interpreting what is sensed. Perceptions also can be defined as a process by which we organize and interpret impressions to give meaning to our surroundings (Robbins & Judge, 2018). Perceptions can be characterized as our acknowledgement and understanding of sensory information. It can be influenced by the information we receive from newspapers, magazines, television, radio, family, and friends (Kreitner & Kinicki, 2009). Besides, students' perceptions are a process of their behaviour towards information about an object in the educational environment, especially in the classroom, through their sensory system. Hence, students can give meaning and interpret object perception as something that can be observed and analyzed. Perceptions involve knowledge and interpretation of objects, symbols, and people of relevant experiences (Gibson et al., 2012). Perceptions put people in the world they live in. It shapes knowledge of the world and makes people understand that knowledge is a power in their life. Therefore, perceptions

provide a useful view of the world, where useful means interacting safely and effectively within the observed environment.

Additionally, there are two kinds of perception; positive and negative perception. According to Robbins (2002), positive perception is an individual's assessment of an object or information with a positive view or as expected from the perceived thing. Meanwhile, negative perception is an individual's assessment of certain objects or information with negative opinions, contrary to what is expected from the entity that is perceived. Thus, positive perception is when someone sees and judges something from a positive point of view. Usually, someone with a positive perception will bring many good things to their life, and they always feel happy and enjoy their life. Besides, negative perception is a person's negative view or assessment of something. A person with a negative perception usually judges things in a bad light, so they will not enjoy their life.

2.1.1.2 The Process of Perceptions

According to Qiong (2017) there are three phases of the perception process. Each phase describe as follows:

a. Selection

The initial stage of perception is selection in which environmental stimuli are transformed into meaningful experience.

b. Organization

An organization is the second step in the perception process. After gathering data from the outside world, it needs to be organized by identifying significant patterns. In this level, there are two characteristics. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the procedure demonstrates the consistency of

human perception. In other words, the stimulus that has been picked and categorized becomes stronger.

c. Interpretation

The third step of perception is interpretation, which is the process of giving meaning to the stimulus's choice. Although each person receives the identical stimuli, they will each interpret it differently.

2.1.1.3 Perceptions Requirements

According to Walgito (2010) the existence of perception requires several conditions which must be fulfilled are as follows:

a. The existence of an object that is perception

Objects that exist in the environment can cause an impacting stimulus on one's sense organs. The stimulus can come from two factors, namely from within individuals who directly hit the recipient's nerves acting as receptors and from outside the perception individual.

b. Receptors or Senses

The sense apparatus is a tool for receiving stimulus therefore there must be sensory nerves as a tool to transmit what is received from the device senses to the center of the nervous system, namely the brain as the center of consciousness, so that it will form perception.

c. Attention

Paying attention is the first stage in creating perception because creating perception needs attention. Attention is the concentration of all individual activities to an existing object.

2.1.1.4 Factors Influencing Perceptions

Altman (1985) pointed out 4 factors that influence perceptions: there is a selection of stimuli, organization of stimuli, the situation, and the person's self-concept. The selection of stimuli is the reason why

people perceive things differently. Then, the organization of stimuli is a process when the information we receive is arranged to become meaningful. Meanwhile, a situation is a process when someone perceives a situation accurately and how well someone adjusts his or her behavior to a situation. Then, self-concept is how we feel about ourselves and how we see ourselves. Furthermore, according to Lahey (2012), there are three factors that enter into the process of perceptions, such as learning experiences, emotion, and motivation. The three components are briefly explained in the following sentence below:

a. Learning experiences

According to Kenneth (2020), the phrase "learning experiences" is used to describe any interactions or other events in the classroom that come about as a result of students' learning. Students could cooperate on a subject to develop their interpersonal skills and even their creativity through learning experiences. Learning experiences happen when a student sets out to learn something on their own because they are naturally motivated to do so. Thus, learning experiences can occur as a result of students participating in educational activities tied to their behavior.

b. Emotion

Teachers and students participate in a variety of emotional behaviors during the learning process, which can result in a range of feelings. Our ability to comprehend the world, organize our memories, and make critical judgments is all influenced by emotion. Emotions stimulate learners' attention and trigger the learning process. They have an impact on what is remembered and learned. Numerous research in a variety of fields, such as neuroscience, education, and psychology, have shown that emotions are crucial to learning. Emotions are universal, how they are felt, expressed, perceived, and controlled are influenced by culture and the wider society (Richeson and Boyd, 2005). The

effect of cognitive engagement on students' overall contentment with their university life was reinforced by emotional engagement.

c. Motivation

Motivation is something that encourages the students whether a desire or need to learn with enthusiasm. Due to its impact on sensory and decision-making processes, motivation can affect how an individual perceives their own environment. Students' eagerness and willingness to learn English are propelled forward by motivation, an internal force (Kong, 2009). A student needs to have motivation to learn the language since motivation plays a crucial role in all learning. Without motivation, learning or teaching can seem challenging. Motivation is divided into two categories; the first one is intrinsic motivation or the motivation that appears inside the individuals itself and the second one is extrinsic motivation which is a motivation that appears from outside the individual.

2.1.2 Creative Writing

Writing is the main ability in English learning. Writing is important since it expresses ideas, offers instructions, and shares information. Setiyawan (2019) defines writing as a process of telling a thought, opinion, or feeling and arranging it into the letter, words, then sentences which need particular rules such as grammar, spelling, punctuation, adequate vocabulary, cohesion within a text which has certain meaning so that it is understandable for others as a means of communication between writer and readers. Writing is well-known as the most difficult skill to master for language learners because students need to have some prior knowledge about the linguistic organizations, appropriate language use, or particular vocabulary with which they want to convey to the readers. Hence, it takes the right

approach and tools to engage students to write to express their ideas more confidently, effectively, and efficiently.

One of the most popular types of writing is creative writing. Creative writing encourages students to express their ideas freely. Göçen (2019) defined creative writing as a process-based writing approach that will make students feel like writing and regard writing as a need. Creative writing activities also offer students opportunities like preparing content, expressing ideas freely, participating actively in the writing process, having fun while writing and producing authentic content. Thus, creative writing boosts learners' self-esteem, permits them to play with language, develops awareness, engages learners deeply in the process, and is enormously enjoyable, so it is motivating (Babae, 2015).

Besides, Creative writing is an elective course offered by the English Education Department, Faculty of Educational Sciences and Teachers' Training in a University in West Java, Indonesia, specifically at Siliwangi University. This course is designed to capitalize on students' creative abilities in creative writing works such as fiction, poetry, creative nonfiction writing, and more, intending to educate or entertain someone, spread awareness about something, and express thoughts. Based on the learning objectives, the creative writing course emphasizes students writing their creative writing works, analyzing the results of selected authors, and becoming familiar with the concepts of literature. Furthermore, in this course, students also made several writing projects, such as writing and analyzing poetry, writing and publishing fan fiction, and writing a one-day diary.

2.1.3 Fanfiction in EFL

2.1.3.1 Definition of Fanfiction

Fanfiction started in the 1920, first around a fictional club and later continued in film magazines in the 1930. Originally the existence of fanfiction spread through email lists and newsgroups, which then progressed through television series or book fans who began to collect fanfiction on separate web pages. Then, it was replaced by an interactive forum. Apart from television series, Japanese anime (animated cartoons) and manga (comic books) began to spread. In 1998 the fanfiction.net website was built to collect and systematize fanfiction collections (Permata Widjayanti & Anwar, 2020).

Fanfiction is a transformation of fan creativity that takes stories, the world, and the character of the idol as a starting point in making a story themselves. This is based on the fan's interpretation of the behavior of their idol. Through a fan-created account on the network's social media, fans can find out the behavior of the idol through photos, videos, or the experience of meeting the idol directly told by another fan. The presence of the internet and social media today makes fans who are members of the fandom, making fanfiction a frequent topic discussed in the online community.

According to Gooch (2008) Fanfiction is one type of fiction that is written using existing characters, events, and locations and processed into a more unique story. This type of fiction is usually created by fans who feel the original work is inappropriate with desire (Black, 2009). So, it can be concluded that fanfiction is writing based on the imagination of fans about the idol and is the result of fan-made works.

2.1.3.2 Kind of Fanfiction

According to Swaggerty (2015), Fanfiction is divided into several different types. The description of each type was explained in the table below.

Table 2.1 Kind of Fanfiction

Type of Fanfiction	Description
Alternate Universe	A fanfiction that takes the characters of a fandom and puts them in a completely different setting from the original story.
Canon	Canon refers to the set of works that an author is authentically producing.
Alternate Universe: Coffee Shop	Alternate Universe takes a familiar character from a series and imagines them as coffee shop employees and customers. Moreover, this type of Fanfiction also uses Real Person Fanfic (RPF) where the author uses real people, not characters, to write the Alternate Universe. In the RPF (Real Person Fanfic) the characters are usually celebrities.
Alternate Universe: Plot Switch	Some fanfiction writers take the plot from one work and replace the character of the work with characters from other works.
Alternate Universe: High School or College	This fanfiction takes characters and places them in the environment of middle school or college. The character in this kind of fanfiction is usually too young or too old to enter high school or college, or the character is not in one of these settings due to other

	circumstances.
Mirror Universe	A type of alternate universe in which familiar characters are given reversed characteristics.
Times Fic	This fanfiction is written as five short scenes each depicting a recurring situation for the character or characters shown.
Hurt/Comfort	This fanfiction involves at least one character who is injured, sick, or dealing with emotional problems. Fanfiction will tell the journey of the characters where it headed for recovery.
Crossover	This fanfiction involves characters from at least two series that interact with each other. The author often explores interesting dynamics between characters from different universes.
Missing/Deleted Scene	This fanfiction depicts scenes from the series that are not in a story, but the author believes they should be. The author can expand the existing story by writing this type of fanfiction.

2.1.3.3 Fanfiction in Creative Writing Class

In the creative writing course, Fanfiction is written in various types and genres. The kind of Fanfiction that students usually write is an alternate universe. Meanwhile, the genres written by students are varied, such as romance, fantasy, angst, or adventure. In writing Fanfiction, there is a template that makes it easier for students to organize their work. The template consists of several sections, including title, kind of Fanfiction, characters, setting, plot, genre, and reasons why they chose that genre. In selecting characters when writing Fanfiction, students are also free to choose a character from a public figure or a character from a popular author's work and they must use the original public figure/character name. Students publish their works on online platforms, one of which is Wattpad. Through this platform, students give each other feedback on their friends' work. Thus, writing Fanfiction increases students' interest in literature and trains students' critical thinking, where students have to think, express, and comprehend their thoughts (Surya & Aiswarya, 2021).

There are several types of fan fiction, such as alternate universe (AU), angst, action, and Fluff. An alternate universe is a story that is a situation different from the original version. Then, Angst is a story centred on an anxious, brooding, sad, or suffering character. While the action is a story whose plot involves a lot of fights and wars. Then, Fluff is stories that are typically short and genre romance. Based on the length of the story, Fanfiction is divided into several types: one-shot, two short, chapter, and season. One-shot is a short story that generally ranges between 2000 words, while a two-shot is a story that contains two parts to reach the end. Then, a chapter in a story consists of several factors but with the same title, whereas a season is a story that consists of several parts but with a different title.

Fanfiction is a story written by fans of some icons from popular cultures, such as TV shows, actresses, movies, etc. Novianti (2017) defined Fanfiction as one of the recent phenomena in digital literature

and can be used to help teachers teach literary canon that is usually very challenging, especially for EFL learners. Fanfiction also can be defined as a fiction work written by fans and distributed among fans. Moreover, Fanfiction is stories that reinterpret, reimagine, and remix the events, characters, settings, and ideas found in popular media (Sauro & Sundmark, 2018). In the production of Fanfiction, the writer can enhance or change the story's script, adding new characters and changing relationships among the existing ones according to their imagination. Sauro (2018) stated, "Fanfiction includes a wide range of genres such as romance or mystery in several types such as short stories, novel-length stories, and graphic novels.

2.2 Studies of Relevant Research

Writing Fanfiction has been studied by some previous researchers. First, the research conducted by Surya & Aiswarya in 2021 explored how fanfiction is used in the task-based language teaching method to attain advanced fluency in reading and writing skills. In this research, the teacher gave a talk to students in literature classes to reimagine and rewrite the classical story, then the researchers gave the questionnaire to the students. The survey result showed that 88.7 % of the respondents pointed out that fanfiction helped improve their L2 skills, including grammar, vocabulary, and fluency. Besides, 72.6 % of the respondents also encouraged using fanfiction as an academic tool to enhance the development and improvement of English skills.

In addition, a study conducted by Sauro & Sundmark (2018) found that fanfiction was a rich area for encouraging language learning and connecting the teaching of both language and literature. The authors involved 122 students in this research and focused on linguistic practices through fanfiction tasks. Based on the study result, students had more opportunities to engage in writing circumstances and deal with different literacies. Therefore, writing fanfiction can improve writing skills and also

connect to advanced language practices through feedback and comments on stories.

Last, research conducted by Barcello et al. (2020) explored how fanfiction supports foreign language literacy. In this study, they involved two students at a pre-intermediate level of learning English and gave them the task of reading and writing fanfiction. From this study, the researcher found that writing fanfiction for language learning was an effective method because the results showed that a participant who participated in this research was able to develop confidence in writing. Through fanfiction, students can identify linguistic patterns that exist. Thus, it can boost their literacy and language development.

Those previous studies focus on how fanfiction improves students' writing skills. At the same time, the current study aims to fill the gap and focus on students' perception of writing fanfiction in the creative writing course. Students' perception can be defined as how students give meaning to their experiences. As a result, the researcher will specifically explore students' perception of writing fanfiction during a creative writing class in one higher-level education in Indonesia.