

“I started reading when my idol is the character of story”

Study of motivation to read English Fanfiction

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Abstract

This study specifically discusses the motivation make young generations want to read fanfiction in English while in the fact Indonesian fanfiction is as good as English fanfiction. This study will examine how fanfiction can influence people learning English. This study is used a qualitative method The participants of this study consists of five participants. The participants are the ones who's read English Fanfiction the data will be collected by interview and analyze by using qualitative method. The interview will be conducted via email for 30 minutes per person. This study mention gender, age, and fandom for the data.

Keywords: Fanfiction, character story, motivation

Introduction

In the technological era, a lot of media are used for language learning. One of the popular media is storybook. According to Dutcher (1990), reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning. And an intrinsically motivated reader would be driven by reading for its own sake, while an extrinsically motivated reader would be driven by external demands and values (Baker & Wigfield, 1999; Wang & Guthrie, 2004).

This statement indicator that reading can be more beneficial for students when students interest to read it as well as interesting content in line with it in relation to book and technology of several technologies that are used as a medium for language learning for the younger generation all of them are driven by existing technology, advancement, and popularity of new technologies enable today's youth to integrate multiple semiotic modes, such as texts, images and music and to engage in producing, rather than merely consuming popular media in their daily lives (Kress, 2003; Lankshear & Knobel, 2003).

One of the media used for language learning is Fanfiction. Fanfiction is what literature might look like if it were reinvented from scratch after a nuclear apocalypse by a band of brilliant pop-culture junkies trapped in a sealed bunker. (Grossman, 2011). Based on Toivakka (2018), Fanfiction means original works of fiction, which are written by fans of a certain piece of work, such as a TV show, movie, book, et cetera. Fanfiction authors write

about existing characters, creating new environments and plots for them. These studies have established the significance of idol, which motivates other people to read English Fanfiction.

This study will examine the interest of reading through their favorite idol. When their idols become the characters in a story, sometimes it makes them have an interest in reading the story, even though they have little difficulty in reading it, but rather than that they feel interested and curious about the way a story because the character in the story is their idol.

The study is interested to know if other people have had the same experience of increasing their language skills through reading English fanfiction. And the motivation of reading and English Fanfiction. The first is for an increase in reading through their "favorite idol." Because someone's increase can be used to improve their English skills (through English Fanfiction) and to encourage them to read English literature while to know the benefit of reading fan fiction in English for English skills.

They don't do it for money. That's not what it's about. The writers write it and put it up online just for satisfaction. They're fans, but they're not silent, couch bound consumers of media. The culture talks to them, and they talk back to the culture in its own language. (Grossman,2011).

The emerging trend of reading fanfiction is now developing from time to time. The interest of English language learning can be one of the great resources for reading and improving student's English skills. This study will examine how fanfiction can influence students learning English.

In the ideal condition they feel motivated to read English fanfiction because the character in the story is their idol. So, they read the story while improving English skills. But in real conditions, they still find it difficult to read fan fiction in English.

Theoretical Underpinning

Definition of reading and reading motivation

According to Tarigan ((1990, p.7) in Jaenal 2010) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. An intrinsically motivated reader would be driven by reading for its own sake, while an extrinsically motivated reader would be driven by external demands and values (Baker & Wigfield, 1999; Wang & Guthrie, 2004). Conscious readers could possibly also contradict with the state of flow Csikszentmihalyi (1990) while reading, as it is probable that if one is deliberately trying to study the language by reading, they are too focused on the different aspects of the text, e.g., vocabulary, to be able to enter a state of flow. Latham, as quoted by Burnes and Page (1985), states that reading is the art of reconstructing from the printed page, the writer's idea, feelings, moods, and sensory impressions. It means that the reader will try to construct the writer's idea, feelings, and imagine the visual images while reading the text in understanding the meaning of the text. When you have become more aware of words, reading is the next important step to increasing your knowledge of words, because that is how you will find most of the words you should be learning. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meaning O'Connor (1992).

The types of reading

One of the first step to learn about reading is students should understand type of reading depending on how to read it. Training students to know their reading techniques and apply it to formal education for practice reading skills.

The type of reading based on Patel & Jain (2008) are :

a. Intensive Reading

Intensive reading is related to further language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for a classroom activity. It will not only be read but will be discussed in detail

in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading, the learner read the text to get knowledge or analysis. The goal of this reading is to read the shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually, people read to keep them update.

c. Aloud Reading

Aloud reading is a basic form of classroom organization and discipline. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth (2004, p.286 - 288), aloud reading means reading a book by producing sounds audible to others. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at a specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

d. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on the student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease, and fluency. It aids comprehension and expands the student's vocabulary.

Definition of fanfiction

Jenkis (1992) mentioned that Fanfiction refers to stories that fans created based on the characters and the storylines from popular media texts, such as novels, TV shows, movies, games, and comics and expanded the timeline of the media by developing prequels or sequels of sorts Fanfiction, as the name suggested, denotes texts written by fans about their favorite media and pop cultural icons. Such a story often extends the plotline of the original series

(e.g., characters from boyband EXO in 10080 Fanfiction). However, these are just a few examples of the many creative contributions such fan texts make to the pop cultural imaginary (Black, 2005).

Nevertheless, there has been a study on how to read Fanfiction in English helps their language learning through these mediums and how they feel it has affected their language learning. Most of the previous studies have also mainly focused on motivation and otherwise reading fanfiction. The significance of reading Fanfiction has not been focused on. The purpose of this study was to find out what extent their idol can motivate them to read English literature (Fanfiction). The findings are categorized thematically, according to the result of interview questions and the three most relevant topics: reading motivation, Fanfiction, and favorite Idol. The examples are translated into English, and the original Indonesian transcription is also provided.

Methodology

This study uses a qualitative method. The participants in this study consist of five participants. The participants are the ones who's read English Fanfiction; the data will be collected by interview and analyze by using qualitative method. The interview will be conducted via email for 30 minutes per person. This study mention gender, age, and fandom for the data.

Participants	Age	Gender	Fandom
Cactus93	25	Female	EXO-L
Signame	25	Female	EXO-L
Ranaraa	15	Female	ATTAC ON TITAN
Winterjun09	14	Female	EXO-L
Imyoon	21	Female	EXO-L

The data consisted of 5 participants for interviews, and these individuals were active readers Fanfiction and participants in the online fan community in teens and adults (14-25). The study chose this age group because it is highly represented in online fan communities. This study are able to compare their perceptions of their language learning through these mediums, and also find out whether or not they feel like that they were motivated by their idol to read English Fanfiction actively and purposefully acquiring a language while they were members of these communities.

The first step will look for the first participant for this study consisting of readers in fanfiction.net (Indonesia fanfiction), which often read English Fanfiction at Asian.Fanfiction through the Fanfiction community. Data gathered from participants such as the names, age, gender, and from which fandom they are. After that, ask some questions to participants about the motivation of reading and English Fanfiction, whether their idol can influence to read the work of English literature (Fanfiction) what they get after reading fanfiction in English. Why do they want to read English Fanfict? The interview is conducted via email, and the instrument will send to their respective emails and give 30 minutes for them to answer some questions from the instrument .

The instruments for the interview consist of five questions about reading motivation and English Fanfiction. The participants will answer the questions for 30 minutes.

1. What made you start reading Fanfiction ?
2. How old were you started reading Fanfiction ?
3. Do you read or write more ? in Indonesia or English ? why ?
4. Did you feel that reading Fanfiction in English improve your English skills ?
5. At what point did you start reading Fanfiction in English ?

This article is a part of reading motivation in Fanfiction this study collected multiple sources of data for one week. Data included biodata. Such as their account in Fanfiction.net and their activities in Fanfiction like reading or writing stories.

The study also does five questions of interview with participants via email to ask about reading motivation and English Fanfiction. Initial interview questions include information about participants, such as their name, age, fandom, and language, as well as their English learning experience from fanfiction.

The first view focuses on what causes them to start reading Fanfiction and experience with their fandom, like reading Fanfiction. The second interview asked about how old they are to start reading Fanfiction. Whether they read Fanfiction starting from their teenage years. The third interview to see if they read Fanfiction or write it as well. They read and write in English or Indonesia. The reasons make them read and write Fanfictions.

The fourth interview aims to understand how participants are involved in literacy and language practice in reading English fanfiction, whether they feel reading Fanfiction in English to improve their English skills, both reading and writing.

The final question of the interview is more in-depth in terms of what point they started or chose to read Fanfiction in English, whether they read English Fanfiction because the characters they like have no story in Indonesian Fanfiction or those who feel bored with stories that are in Indonesian Fanfiction or even those who are too curious about a story, but the story is in English. Also, in each interview, this study underlined that they could give an answer for comfort and chose not to answer the question that they felt uncomfortable. The study attempt to ensure participants feel in control to share information about their personal life-related experiences in reading fanfiction.

Data analysis went on simultaneously with data collection. For data analysis, this study used discourse analysis method Gee (1999). First, the study engaged in the repeated reading of the data to refine data analysis reminding of the research questions and the purpose of this study. While doing this, the study adjusted to the answers that participants gave during the interview. Make a conclusion from their various opinions about reading Fanfiction both in English and Indonesian. Their activity as a fan in a fandom can encourage them to do something as creative as when they read Fanfiction in English, and sometimes they get an idea to write a story in Indonesia or encourage them to translate English Fanfiction into Indonesian language (if they are authors in Indonesia Fanfiction). In addition, being a medium for improving or searching for an English Fanfiction inspiration can also improve

their English skills indirectly when they start reading English Fanfiction. Sometimes they are not aware when reading with some vocabulary that they can not get in educated formal. Then that it can increase their knowledge in the vocabulary. This led this study to closely examine how they are motivated to read Fanfiction in English even when they sometimes find it difficult to read because there is vocabulary that they do not understand. And how this reading experience can improve their English skills.

Below are the result of interviews :

1. SIGMAME

She said that she started to read fanfiction is Because of a comic from Japan which has a lot of fanfics that she really likes at that time, so when she Googled about one of the couples, she found a website which is a platform for fans to write stories about their favorite books/movies. She was 17 years old when she started reading fanfiction; she both read and wrote. She mostly read English fanfiction and wrote both English and Indonesia. She feels that reading fanfiction in English improves her English skills especially reading and writing. And this reason why sigmame starts reading fanfiction in English. When she fans of B.A.P, there's literally no fanfiction in Indonesia about them, and her friends in that fandom at that time were not Indonesian to begin with.

2. WINTERJUN09

Winterjun09 said No specific reason. It's just reading fanfiction, which looks like fun. We can find many stories, many ways to feel "in" and contribute to their lives. Reading fanfiction is my way of feeling more familiar with idols, knowing the personalities of their fans. While writing fanfiction like a test, a test to find out how well we know the idol, how far I can make the reader carried on the story I made based on what I know about them.

She started reading English when she was 10 years old. Before that, her brother also likes to read fanfiction naruto character, so she knows about fanfiction long before getting to know EXO. It was unthinkable to create it by herself because she was not interested in anime like Naruto, Detective Conan, etc. One year after she read fanfiction, she started writing it herself. All this because it's hard to find the genre that she likes in reading fanfiction. There are times when the characters portrayed by others are either far off or rushed and make her not really enjoy the fiction again. And therefore, she seems to write more, and she just reads if it takes inspiration or reference to write something. Most of her writing is the mother tongue, of course, because it is easier to say what she wants to convey to the reader. In addition, it is easier to add a figure of speech or parable because they write in their own language. Besides, she has not had time to try writing in another language. She only ever translates fanfiction in English to Indonesia. She said maybe she would try to write this year.

She felt Since reading fanfiction in English, and she feels more understanding vocabulary. Of course, in repetitive words, but quite rarely in the usual textbook. She said not a new thing if children today are lazy to read one by one the vocabulary in the dictionary, she suggests that reading fanfiction in English is an alternative if not interested in reading a dictionary that has small writing, as well as an online dictionary. Even though reading it needs to struggle (install the google translate app and start translating it back and forth), but she guesses it's very comparable. For example, when she was in national exam for English subject, there were two questions of hers saved because she had read that word on one of her favorite fanfic.

This the reasons at what point she read fanfiction in English. She said the beginning was out of curiosity. Many fanfiction translations in Indonesia and she is curious to read the original fiction. Gradually she uses this way when saturated, to find new scenes and understand their grammar more. There are times to seek new inspiration because it is not a

new thing that foreign authors are better to create a complicated story and scholarly. “Sambil menyelam minum air”, so if we read fanfiction in English. The more we read it, the more vocabulary we know both the meaning and the writing. Fanfiction is often underestimated because it is perceived to be limited to fans who can not recognize their idol in real life. But she thinks personally, fanfiction is more than just a way to feel closer. Fanfiction becomes a media for learning, sharpening, developing both ourselves and our talents.

3. CACTUS93

She starts reading fanfiction for fill boredom in leisure time. Usually, she read fanfiction before sleep, besides fanfiction like a novel that has a diverse story with the main character that we know, and so this makes it easy to imagine a scene in the story. She was 15 years old when she started reading fanfiction. She read because she got inspired, and vocabulary can be increased, then poured in her own writing. And she often read fanfiction in Indonesia. If the stock of fanfiction in Indonesia is out, she usually searches fanfiction in English. She feels that reading fanfiction in English improves English skills, especially reading skill. This is at what point she started reading fanfiction in English. She will read the summary first and the most important story if the main character she likes and the story is not angst. If in Asian fanfiction, the best fanfiction will give featured or icon star beside the story title, usually she will directly read it.

4. RANARAA

She starts reading fanfiction because she finds a story about anime characters that she likes. So since then, she started loving to read fanfiction. She was 10 years old when she started reading fanfiction. She just read, in Indonesia and English. Because she read depending on the content of the fanfiction is good or not. And when she does not find a good and interesting story in Indonesian fanfiction, she will read fanfiction in English. Ranaraa feels that reading fanfiction in English improves English skills. Especially reading skill, she felt her vocabulary increased by reading fanfiction in English. This is at what point she started reading fanfiction in English. At the time when she not find an Indonesia fanfiction with her favorite anime characters, English fanfiction preferred more than the Indonesian fanfiction and, at the same time can increase the ability in English.

5. IMYOON

Initially, she started reading fanfiction when she found a story, but the cast uses the idol names. After she finds out, then she knows that it's called fanfiction. And she loves it because the story uses idol names, so she is easy to imagine when reading the story. She was 15 years old when she started reading fanfiction. She just read because she is not good at creating a story. Usually, she read fanfiction in Indonesia, but sometimes she read English too. Imyoon feels that reading fanfiction in English improves English skills, especially reading skill. This is the reason at what point she read English fanfiction. Because there is one fanfiction in English, which is very good story and the character in the story is an idol that she likes and has not translated to Indonesian, so she read it.

Findings and Discussion

This study took a close look at how young generations were motivated to read fanfiction. They have relatively good English skills, especially reading skills when reading fanfiction. However, they all feel that reading, in particular, improves their language skills. Reading and writing fanfiction gives them a lot of experience. Four out of five participants in this study said fanfiction helped them improve reading skill while one out of five participants felt fanfiction not only helped her to improve reading skill but also helped her in writing skill. An intrinsically motivated reader would be driven by reading for its own sake, while an

extrinsically motivated reader would be driven by external demands and values (Baker & Wigfield, 1999; Wang & Guthrie, 2004). Additionally, people in their teens and adults have typically studied English with autodidact, like their favorite idol, who can motivate them to read text or literature in English language. Therefore, they have the skills to read Fanfiction in English.

Besides the ability in reading and writing, fanfiction improves vocabulary acquiring. All participants felt reading fanfiction in English improve vocabulary acquiring. Two participants for this study are students in senior high school. They are mentioned that reading fanfiction helps them in adding vocabulary in English. Even the participant said she could answer two questions of English at the national exam because there is a vocabulary that she knew from reading fanfiction and the vocabulary that she did not get from the textbook.

When you have become more aware of words, reading is the next important step to increasing your knowledge of words, because that is how you will find most of the words that you should learn. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meaning O'Connor (1992). Fanfiction has a vocabulary that is rarely found in textbooks. So fanfiction is used as a medium to increase vocabulary by the interesting ones because reading fanfiction provides the readers not only the pleasure but also some benefits that indirectly they do not realize to have increased their vocabulary abilities.

In fact, the young generation is very low in the interest to read. In this country, English is used as a foreign language, not a second language. Based on the study Most Littered Nation In the World 2016, reading interest in Indonesia was ranked 60th out of 61 countries. Therefore, the ability to speak English in this country is still relatively small. The participant of this study said not a new thing if children today are lazy to read one by one in the dictionary, she suggests reading fanfiction in English is an alternative if not interested in reading a dictionary that has small letters, as well as an online dictionary.

Based on Toivakka (2018) language skills improved through fanfiction, English studies at formal education became much easier for the readers. Different fanfiction-related activities gave different skills, while reading and writing improved reading comprehension and vocabulary, observing and taking part in online communities improved communication skills and knowledge of conversation culture.

Three of the participants in this study were Indonesian fanfiction writers. They said reading English fanfiction gave them references to writing stories. The participants had read fanfiction, especially in Indonesia. They all said that they had also read English fanfiction works, but most of the time, they started reading English fanfiction to get ideas in making a story for those who are also Indonesian fanfiction writers. However, participants said that even though they read in English, she mainly wrote in Indonesian, she usually read fanfiction in English as a reference. English became the main language of fanfiction, and the quality of Indonesian works also served as motivation to read in English sometimes there are some fanfictions that are translated from English by some author Indonesian fanfiction. So the readers who are curious about the story choose to read the original story in English.

The result confers Li (2012) about ELLs development as readers and writers that when learning a language, ELLs should be able to incorporate texts that are relevant to their interests and possibly include other elements besides just texts. They feel motivated to read

English fanfiction because the story is interesting, and there is no translation in Indonesian, so they choose to read the original story in English. They also tell if they read the fanfiction that the story using their favorite idol makes them feel interested in reading it even though the story is in English. The five participants in my study consider that fanfiction helps them unconsciously in learning English.

Sometimes stories of fandom that they like do not provide in Indonesian, so they read stories in English. They also argue if the work of English fanfiction is a more interesting story than the story of fanfiction in Indonesia. Although, it is not denied if Indonesia fanfiction has also a good storyline as good as like foreign fanfiction, they may just be bored with the story genre that is too monotonous in Indonesian fanfiction, and they feel the foreign author is perceived to have a more amazing and unexpected plot of the story. Conscious readers could possibly also contradict with the state of flow Csikszentmihalyi (1990) while reading, as it is probable that if one is deliberately trying to study language by reading, they are too focused on the different aspects of the text, e.g., vocabulary, to be able to enter a state of flow. When they find a word, they do not understand it will reduce the depiction of their feelings while reading the story. They still need the dictionary in reading, and they are still difficult to read if the diction is too difficult. The aim of this study is to present a concrete example of increased language skills with reading motivation by means of "their favorite" own perceptions.

Based on the interview, it can be claimed that learning the language is not the main motivation, and they read fanfiction because fanfiction is a story that uses characters from idol, movie, anime, comic, etc. Therefore they unknowingly have the desire to read English literature through fanfiction.

Conclusion

This study specifically discusses the motivation which makes young generations want to read fanfiction in English while in the fact Indonesian fanfiction is as good as English fanfiction. Whether from a thing they like, it will make them unconsciously learn English. The participants also felt that although they mostly learned grammar and structure through formal instruction in formal education, skills such as applying this knowledge by writing, reading comprehension, informal vocabulary, and English were obtained mainly through fanfiction. They said if reading fanfiction, both English and Indonesian fanfiction make them gain common knowledge. Because some fanficts sometimes use a plot or setting the place of history in the kingdom era (victoria or joseon) or discuss a thing like a culture in a country or discuss technology and science, from stories, readers get a general knowledge that they unconsciously get from reading fanfiction.

These results may be relevant for language teachers, who are looking for new inspiration for their teaching practices. Reading relevance can be used as a learning media in class. The teacher can use the teaching method from a fundamental thing that motivates students, and unconsciously they have learned English pleasantly. In this way, Fanfiction can be concept in classroom activity. Besides, as a medium of language learning, fanfiction can also make students more creative in creating a work. It can also be interpreted from these results that people generally learn a language better through activities that are important to them. However, all of these activities may be difficult to apply in formal education.

The strength of my research is to interview young generations directly and ask about their own experiences during the activities in fanfiction, rather than analyzing and interpreting the data available on existing fanfiction sites or community activities in fiction, as many previous studies have done. There has also not been a special study on the motivation of young generations to read English fanfiction so the writer did this research.

Further research can include more significant and more diverse groups of participants for research. Because this study involved only five people, all of whom were female aged about 14-25 years who is active in the asianfanfiction and fanfiction.net community. Wider sampling might help produce more valid results. The participants' own suggestions about how they will apply fanfiction in their language learning in formal and informal education can also be included.

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