

CHAPTER II

LITERATURE REVIEW

A. Reading Interest

The first term that need to be acknowledge before discussing reading interest is reading because as an essential aspect of the study, reading is a useful activity for every individual, especially students. It involves vision and brain to receive information or messages from a text. Reading is also interpreted as a process to find the meaning of reading such as books, journals, articles, and likes (Ngabut, 2015). Some researchers describe reading as one of the important skills in learning English. Reading is categorized as a receptive or passive skill (Sharma & Puri, 2020). That means reading is a skill to receive. In this case, the object is gained from written text. Moreover, reading can help students to enrich their vocabulary (Saiful *et. al.*, 2020). In learning English, knowing a lot of vocabulary can really help students improve their English skills, especially when receiving (reading & listening) and giving (speaking & writing) general information even related to lessons (Lustyantie & Aprilia, 2020). Asides to get information and knowledge, Mikulecky & Jeffries (6: 1996), also explained that reading can also provide enjoyment and happiness by reading books such as novels with various genres. A pleasure to read is also able to improve reading skills because a great desire to read can encourage someone to continue reading.

Enjoyment in reading can help students increase interest in reading because according to Clark and Rumbold in *Research Evidence on Reading for Pleasure*, reading for pleasure provides benefits to students such as giving positive reading attitudes, helping to improve student's English skills in reading, and writing, increasing their pleasure in reading in the future. To create the goal of reading for pleasure, teachers use types of reading such as extensive reading. According to The Extensive Reading Foundation, extensive reading leads students to read materials that they like and are easy to understand without having difficulty understanding the text, unlike Intensive

Reading which tends to be 'read to learn'. The explanation regarding extensive reading is also supported by other researchers who consider extensive reading as a good alternative to approach reading. It can also minimize the use of dictionaries in reading because dictionaries slow down students' reading activities and make reading less interesting.

Apart from using reading material that students like, interest in reading can also arise from other factors, such as internal and external factors. Reading Interest can also occur in a person, and if there are external factors or come from outside just like learning, a person can have the desire to read if it can give them attention and appreciation from family or the surrounding environment (Zur *et al.*, 2022).

1. Factors of Reading Interest

Interest does not arise suddenly. This interest comes due to the influence of several factors (Walgito in Sari, 2015). It means interest cannot happen since born because age also has a role in increasing interest, and requires several phases to increase interest in a person. The role of the teacher also has an influence because someone, in general, must pass through the school phase (Riani, 2022).

In general, the factors that affect interest are internal factors and external factors. Walgito in Sari (2015) explained that Internal factors are factors that come from a person's own desires, and needs related to the psyche and body. In contrast, External factors can also be interpreted as factors arising from social or outside motives. The motive that causes a feeling of attraction is to get recognition and appreciation from the social environment around them.

In line with explanations above, Omrod and Jeanne (2012) categorized factors of interest in reading for students into two types:

a. Situational Interest

Interest that arises based on the situation or environment. The emergence of new things can increase interest in an object quickly, especially if there is a connection between the object being studied and

the things they like; (1) people and culture (e.g. vacation, cruelty, disease); (2) nature (e.g. animals, desert, weather); (3) current event (e.g. popular music, popular tv shows, gangs); (4) fiction (e.g. fanfiction, games, films). In reading, fiction has a more dominant role because the use of themes and characters can be a trigger for readers to have an interest in a text. Nonfiction books can also increase interest in reading if the books are easy to understand and contain the information students are looking for.

b. Personal Interest

Interest can also arise from inside students when they are involved in an activity and the topic, they are paying attention to. Like elementary school children who interact a lot with activities such as dancing, playgrounds, and animals, they will easily be attracted to the types of reading related to the activities they are involved in. According to Omrod and Jeanne (2015), students who get interested from their own personal feelings will do this better than students who are influenced by situational factors.

2. Indicators of Reading Interest

The characteristics of people who have interest in an object can be known if there is a mental tendency towards something that is observed and studied, there is enthusiasm or a sense of interest and attention to something that is being observed or faced, there is a feeling of satisfaction and pleasure, and have a will (Zur *et. al.*, 2022).

According to Bawawa *et. al.* (2019) there are 3 indicators used to measure the level of interest in reading among students based on factors that cause interest: Internal and external factors, and emotional factors. According to Yahya & Khotimah (2019), internal factors are factors that appear within a person, such as feeling enthusiastic, sad, lazy, tired, or not understanding the lesson. This happens because internal factors are influenced by interest, motivation, and physical health. External factors are the other side of that. An individual interest arises or even falls when the

environment influences them. Apart from internal and external, there are also emotional factors. According to Zhang (2018), emotional factors are when emotions influence a person's interest in an object.

Different with Riani (2022) & Maulidar (2018), in their studies, there are 4 indicators that can be used to measure students' reading interest:

a. Pleasure

Feelings of pleasure towards an object either book. People feel attracted, then, in turn, arises a pleasure for the object to become theirs. Thus, the individual concerned tries to defend the object. The students have interest in reading would not feel forced to read.

b. Willingness

The will in question is an impulse that is directed at a goal desired by the mind. This encouragement will the emergence of attention to an object so that the interest of the individual concerned will arise.

c. Consciousness

It when students have awareness in reading. The more they focus in reading and spends a long time in reading, it means they has reading interest.

d. Attention

Someone is said to be interested if the individual is accompanied by attention, namely the high creativity of the soul which is solely focused on an object. So, someone can be identified has interest in reading will give attention toward reading activities; reading any kind of book, reading facilities (library and bookstore), and any activities which involve reading. Researchers used these 4 aspects to measure students' reading interest in fanfiction through a questionnaire which is adapted from Bawawa *et. al.* (2019).

Those are not far different from Burs and Lowe in Nur (16:2019), which explains that the indicators can make someone be said to have an interest in reading are:

- a. The need towards reading
- b. Actions to search material for reading
- c. Enjoyment of reading
- d. The desire to always read
- e. Follow up (following up on what was read)

From the explanation regarding the factors and indicators above, 9 aspects or items contained in the internal and external factors that can affecting reading interest according to Khasanah (2015) are found:

- a. Awareness

Students know the reasons they read, such as knowing the benefits and importance of reading. Students read the subject material to learn and get information related to the subject. Students read fictional stories such as novels and comics to get entertainment. Apart from that, students showed a change in attitude after reading.

- b. Motivation

Students feel like they always want to read or spend their time reading, and are always curious about various types of reading. One of the motivational actions is for students to choose and look at books in the library.

- c. Perception

Students' views on reading, such as providing opinions and evaluations of the texts they have read.

- d. Environment

The influence of the environment such as family and friends on students' reading activities, such as parents inviting students to buy or look at books, parents/friends inviting them to bookstores and libraries, or discussing what they have read with feedback. The role of parents in children's interest in reading can also be demonstrated by providing support such as reminding them that reading is important (Riani, 2022).

e. Language

Students feel fluent in reading and easily understand the content of the story. For example, students are less interested in reading because the story uses English so it is difficult to understand the meaning of the story.

In Setyaningsih (2016) revealed that someone who reads comics will read faster than when reading literature because readers are more interested in the content in comics.

f. Library (Reading Application)

Regarding motivation, students who are interested in reading will try to continue looking for reading, especially in the library or using reading applications such as Wattpad which has benefits like libraries in general.

g. Internet

Students who are interested in reading will use any way to read, one of which is using the internet to access various sites that can support reading activities.

h. Time Allocation

Students will take advantage of free time or provide time to read, such as during school breaks, free time at home, or setting aside a certain time to read.

i. Learning System

Students feel the benefits of the learning system provided by teachers and schools. For example, schools provide programs that can support students' interest in reading or teachers use special approaches and methods to support students' interest in reading. All of these items are used to find out further which factors most and less influence students' interest in reading fanfiction through interviews.

In Arifin (2021), learning system can influence students' reading interest if the teacher can trigger students' attention with interesting media, presentation, or interesting approach because teachers are the controller for the classroom.

3. Solution to increase students' reading interest

There are several reasons why people have not interest in reading according to Setiawan Hartadi in Khasanah (2015): (1) Too busy for work or any uneducational activities (2) prefer to find information by watching it or listen from other person (3) book feels too pricey and cannot find interesting book in library (4) learning system in Indonesia does not require students to read books for more knowledge about subject been taught in class. However, according to similar studies (Maulidar, 2018 and Latifah, 2020), there are some solutions to increase students' reading interest:

- a. Knowing the importance of reading
- b. Find own motivation
- c. Perception about reading need to change
- d. Allocate special time to read
- e. Asking for recommendation from friends (book)
- f. Buy a book even you are not supposed to be read it

B. Fanfiction in Teaching English

Fanfiction has been discovered in the 1930s in the pulp magazine Fanzines and readership peaked in the late 1960s following the rise of Star Trek (Thomas, 2006). In the past, fanfiction was seen as reading for teen girls with cringe and lousy writing of love stories, however, the popularity of fanfiction continues to increase even now with better writing by new and professional authors (Webling, 2022). The high level of fanfiction writers arises because of the ease of access for readers to find stories they like. One example is the current technological era with the use of the internet which is easily accessible anywhere. Of course, this is used by fans of fanfiction to build a community through websites and applications such as Wattpad which is a media provider platform for reading and writing with free access or without paying (Sari et. al., 2020). Fanfiction is broadly defined as a fictional story that borrows settings, rates, characters, and ideas from various popular sources related to the hobbies of writers and readers so that they can build the desired

image. Even though it borrows from existing ones, fanfiction created by fans is still considered an original written story (Thomas, 2006; Bahoric & Swaggerty, 2015). Fanfiction is also described as a form of fan imagination that is poured into written form (Syaharani & Mahadian, 2017). This shows that the purpose of making fanfiction is as a place to express the thoughts and imagination of fans regarding idols or objects they like to follow their interests.

In teaching English, understanding related to fanfiction needs to be paid attention to because it can show the difference between fanfiction and other types of fictional stories, although the use of rate, genre, and character are elements that are highly emphasized in fanfiction and have become one of the characteristics of fanfiction itself. Even though the rate, genre, and characters in the story can be seen directly, there are several things that teachers need to pay attention to before introducing and giving fanfiction to students. The use of rates in fanfiction is not too different from fiction stories in general, but Fanfiction has some particular rates such a No One or Under Admitted (NC) because leads to stories with sexual themes with vulgar language according to the number or age written. According to Book Trust (2019), Non-Concensual or NC is a type of story that contains content that is not good for consumption by students. Next is character or characterization. From the definition of Fanfiction, it can be seen that one of the attractions of fanfiction is the use of characters or casts that already exist, and are liked by writers and readers. Apart from character names, fanfiction also has lingo that can be used as a benchmark for readers when choosing a story. For example:

1. Canon: Characters that are written or described according to character in reality or what the author seen on media.
2. Fanon: The characters that are written are not like the original characters, even very different but accepted by fans.
3. Headcanon: The characters that are written are not the same as the ones that exist but are still included in the world lore and are still related to the habits of these characters.
4. OC (Original Character): Original character created by the author.

5. OOC (Out of Character): Characters written outside of the original characters.
6. OTP (One True Pairing)/Ships: The couple that the author likes as characters in Fanfiction (platonic/romance).

Apart from the terms above, in fanfiction, there are also tropes or how the characters develop. For example, Enemies to Lovers, Friends to Lovers, Soulmates, etc. The use of the term above is also a support to increase interest in reading fanfiction (Ihsania *et. al.*, 2020).

C. Previous Research

This research contains some previous researches which have similar characteristics to the research. The similarity can be in the subject of research, variable, and the type of research. The previous researches as main references in writing this research were as follows;

The first research is related to Reading Interest with the title “An Analysis of Students’ Interest in Reading at UIN Ar-Raniry” by Maulidar (2018), the researcher conducted qualitative and quantitative research on 259 subjects and selected 40 students as samples. It found 67.5% of students had an interest in reading and 32.5% said they were not interested. Interested students stated that they sometimes read with the highest frequency of reading 4-5 times a week, reads no more than an hour, prefers humorous novels, and has difficulty understanding English. Researchers also did not find any action from students who showed interest in reading because most of them preferred watching movies. Even so, 52.5% said they were happy if lecturers gave them reading assignments. This shows an interest in reading if the reading has interesting content.

From this research, it was also found that the factors that really influence students come from awareness, perceptions, motivation, and family environment. The others are language, library, time, internet, and learning systems, which do not have much influence on their interest in reading.

The second research, "Analysis of Students' Interest in Reading" conducted by Bawawa *et. al.* (2019) began by conducting pre-observations using 20 texts and 50 questions which were given to students by asking them to read the text using the fast-reading technique and filling in the questions, but the researchers found students' reading interest were low, possibly due to lack of time. After the pre-observation, the researcher conducted research with qualitative method by providing 20 questions which were broken down into 3 categories related to Reading Interest. The results obtained are that students majored the English Education in the Department of Musamus University have low Reading Interest. The low reading level is caused by quickly getting bored when reading, especially if the language used is too stiff, being more interested in playing when hanging out with friends than reading, and going to the library if only having assignments.

The third research also related to Reading Interest was carried out due the covid-19 pandemic with title "An Analysis of Students' Reading Interest During Learning from Home Amidst the Covid-19 Pandemic" by Utami & Nur (2021) in English Department at the University of Kutai Kartanegara, this research was conducted after researchers found that many students had difficulty accessing learning materials because it was difficult to get a network and caused many students to feel stressed. From this situation, researchers conducted research to find out how students' reading interest was during the pandemic.

After conducting research used a questionnaire that was formed into 5 categories, and interviews, the researchers found that 63.3% of students like to read when learning from home, and 68.4% like to read anything. However, 73.4% of students did not like reading English learning materials and 81.1% of students felt bored. In addition, students said that it was difficult to read because many words were hard to understood, preferred to use social media to entertain themselves, were busy helping their parents, and did not have time. Students who claim to like reading claim to prefer reading fiction and books/readings that suit their tastes on the internet.

The fourth research is related to the reading interest of the Treasure Makers fandom in Alternative Universe (AU) entitled “Pengaruh Fiksi Penggemar: Alternative Universe (AU) Dalam Meningkatkan Minat Baca Remaja Indonesia” by Maimun & Rachmani (2022) uses descriptive-qualitative methods to describe the influence of Alternative Universe on teenagers' reading interests. The research used online Questionnaires and Interviews as research tools. The participant of this research is Treasure Makers (fan community of Treasure). The researcher found that 100% teenagers are liked reading AU because it was interesting and using their favorite idol as a character, have interesting plot, easy to read it, entertaining, and can be an alternative as reading media. Participants can spend 3-5 hours to 5-7 hours reading AU. In education, readers prefer to read AU because they think non-fiction books are boring reading, and require more intention to start reading.

In line with the fourth study, the fifth research also examines interest in reading fictional stories that influence literacy culture with the title "The Influence of Fictional Stories on Literacy Culture Among Students" by Ihsania et. al. (2020). The Researchers used a quantitative descriptive method to find out knowledge related to fiction stories in the form of essays conducted on 30 students. The research used question sheets and questionnaires.

The research results found that the significance level was $0.02 < 0.05$, so the regression model can be used to predict participation variables or in other words, there is a variable influence of fictional stories on literacy culture. Apart from that, the constant of 3.399 states that if fictional stories become more positive then literacy culture is also increasing. This shows that 3.399 is more than 0.095, so fiction stories are more positive along with literacy culture. From the data above, it shows that students prefer reading books in the fiction genre, this is what causes literacy culture to increase. Based on the conclusions of this research, suggestions are put forward, namely: First, it is hoped that someone will get used to reading fiction stories and other genres so that literacy culture can continue to develop rapidly.

The last research by Abdulrahman & Cahyati (2020) with the title "'I started reading when my idol is the character of story' Study of Motivation to Read English Fanfiction". The research uses qualitative methods. The research was conducted with the aim of finding out "what motivates someone to read English fanfiction?" by conducting interviews with 5 samples in the fan community (Exol and Attact on Titan fan). All of them stated that they liked fanfiction because it using anime characters and kpop idols as the casts, and made English Fanfiction as a way for them to learn English because they could find new vocabulary. 2 readers also became fanfiction writers because they could develop their writing skills in English because fanfiction is very interesting when written using the characters interested in. This shows that learning English is not the main reason they like fanfiction, but because of their idols. This is closely related to the researcher's explanation regarding Fanfiction.

Based on the previous researchs above, the researcher concludes that knowing the level of interest in reading fanfiction needs to be known further because the 3 previous researchs show that ordinary reading material does not increase students' reading interest but most of them found fiction story is more interesting. This is reinforced by 3 previous researchs, were taken fan community members (fans) as the subject that stated fiction story, and fanfiction story with the use of favorite idols and anime characters as the cast can help increase their reading interest, and improve their writing skills, especially for writing assignment. Therefore, the researcher wants to know more about whether the eleventh-grade students of SMAS Wisuda Pontianak do have a high interest in reading fanfiction, and find out which factors most and less influence the students' reading interest, so that researchers and the teacher know how to increase the students' interest in reading, particularly in using fanfiction, and helps future similar research.