CAN SOCIAL MEDIA-STYLE FANFICTION STORIES ENRICH STUDENTS' NARRATIVE WRITING MASTERY?

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Article Info	Abstract
Article History Received: September 2022 Revised: October 2022 Published: January 2023 **Keywords** *Writing skills;* *Social media fanfiction;* *Narrative writing;*	*With the rise of pop culture, social media-style Fanfiction is a new style of fanfiction that are mostly read by students. However, students still find it hard to write narrative stories. This study is aimed at enhancing students' narrative writing skills by employing social media-style Fanfiction stories as learning media. The design of the study is a pre-experimental design with one-group pre-test and post-test design. The samples of the study were 30 students from the eleventh grade of SMA Negeri 5 Depok. The data were collected using pre-test, treatment, and post-test and the data were calculated using a paired sample t-test to see the significant difference. Based on the data analysis, the findings showed that the students' narrative writing skills were improved after using social media-style fanfiction as a learning media. In learning processes, students are involved in various writing activities such as practicing writing topic sentences, supporting sentences, and narrative features of narrative texts. It was proven with students' writing achievement in the post-test. The score mean was increased from 66,58 to 81,04, and from the t-score it is -10,308 from t-table -2,045 which means that the hypothesis H1 is accepted. It can be concluded that the use of social media-style fanfiction story was able to enrich students' narrative writing mastery at eleventh grade students.*

INTRODUCTION

Language is a type of human communication that conveys more than just linguistic information (Verga & Kotz, 2018; Kazemian et al., 2021). It communicates goals and meta-messages. Therefore, language is a part of human behavior and it is required to learn in order to interact with, communicate with, and connect to others. Speaking, listening, reading, and writing are four skills that underpinned students' language use (Fadli et al., 2022; Ringotama et al., 2022). According to Anwar et al. (2021), receptive and productive skills are needed by students as their linguistic talents. These two categories should be acquired with serious learning process (Irawan et al., 2022; Hidayatullah & Haerazi, 2022). The ability to extract meaning from a discourse is known as receptive skills, and the ability to create one's own language is known as productive skills. Receptive language learning includes activities like reading and listening. Conversely, the productive skills in language learning are speaking and writing (Salimian-Riazi & Yazdani, 2022).

Writing proficiency is a critical skill for success in both the professional and social spheres as well as a vital instrument for academic performance (Grenner, et al, 2020; Rachmaida & Mutiarani, 2022). Writing, however, is a lot more difficult than other language abilities. Some English educators and researchers argue that writing process is a cognitively demanding ability that necessitates a high level of comprehension and knowledge (Dari et al., 2022). Activities to write about anything is to comprehend it (Syrja, 2011; Erickson, 2022). Therefore, a crucial component of acquiring literacy in any language is learning how to write.

In teaching and learning writing skills, most students detest writing because since it lasts longer than speaking proficiency, it appears to be a threat to kids, the insufficient language proficiency that students possess, students believe that written communication must be grammatically accurate, and students believe that formal accuracy must be attained on the first try (Ali & Ramana, 2018; Lating, 2022). Another study revealed that over half of respondents (448.65%) lacked grasp of the general structure of the text itself, and around a third of participants (37.14%) experienced difficulties structuring their messages. The average response rate of 77.84% reveals how tough vocabulary is for students, while the average response rate for grammar issues is only 44.86% (Alisha, 2019; Wismanto et al., 2022). Students may find it challenging to improve their writing and creative skills due to a lack of understanding. Another concern is that, if these issues persist, students' chances of improving their writing abilities are very slim, and they feel as though writing is a burden.

It is necessary to develop strategies to address these issues. One of them is to offer students engaging educational content, in this case through the use of social media-style fanfiction. Different people defined fanfiction differently. Fanfiction is a term for amateur creative works that incorporate characters from TV series, movies, and popular culture (Cai, 2018). Another definition of fanfiction is "creative writing produced by fans based upon the narrative lines and characters from a "canon" of a certain fictional work" (Cai, 2018; Jones, 2015).

Teenagers, particularly high school students, are becoming more interested in reading this type of fanfiction known as the Social Media Fanfiction due to the popularity of Japanese animanga (combination of anime and manga) and the K-Pop industry. In essence, it is fanfiction that conveys a story using phony chats or social media accounts. In general, social media fanfiction is still regarded as fiction only when it takes the form of screenshots of fictitious chats. In K-Pop fanfiction, for example, BTS fanfiction, the BTS members are commonly depicted as texting, tweeting, or chatting in groups with one another. Additionally, Rouse noted that social media fanfictions, sometimes known as social media AUs, evolved from Chat Fics and Text Fics, which can be written as text messages or narrated passages (Rouse, 2020).

In light of the mentioned context and issue, the researcher made the decision to carry out a study with the working title "Can Social Media-Style Fanfiction Stories Enrich Student's Narrative Writing Mastery?", with the research aim to determine whether utilizing social media-style fanfiction stories demonstrate evidence on how the media significantly enrich students' narrative writing mastery.

RESEARCH METHOD
Research Design

To determine whether social media-style fanfiction affects students' writing abilities, the author of this study employed a quantitative research methodology. The quantitative research approach works to measure and analyze variables in order to obtain results (Apuke, 2017). The quantitative approach, according to Apuke, also applies numerical data to questions by applying statistical methods. A quantitative method can be employed with an experimental strategy, which typically encompasses a wide range of study designs. The pre-experimental design with one-group pre-test and post-test research type was used in this study. Although there was no control class employed, this approach adheres to experimental design principles and uses pre-test, treatment, and post-test as its three main components (Cash, et. al, 2016). There were no control class because the researcher only used one group of students.

As mentioned by Apuke (2017), citing from Fraser Health Authority (2011 : 20), "a variable is a property or characteristic of things that vary in both quality and quantity". Meaning that a variable is something that a researcher can control for rather than just something to measure. A dependent variable is one that depends on an independent variable,

whereas an independent variable is the variable that is being the cause and the variable that is being modified that has an effect on the experiment. Fanfiction in the style of social media is an independent variable X. Meanwhile the dependent element Y is the students' ability to write narratives.

Population and Sample

Population is the entire group of people who are being observed (Hadi, 2015). The population is only as large as the number of individuals who share at least one attribute. Students in the 11th grade at SMA Negeri 5 Depok made up the study's population. There were 171 students in the 11th grade overall. Samples are included in the population. A sample is a group of individuals whose size is below the whole population (Hadi, 2015). A sample must share at least one characteristic with the population. In this study, the researcher used only one class, with a total of 30 students, as a sample for observation.

Instruments

Data in a study must be reliable. Consequently, a research project requires the use of an instrument. TThe instrument of this study uses writing test to gain the students' scores and achievement. The writing test used an essay based test in which the students were asked to write a narrative text. This test was carried out during the pre-test session and the post-test session. Before giving them treatments about Social Media-style Fanfiction stories, the students' narrative writing skills needed to be determined. Hence why the test was done on the pre-test session. The writing assessment has four focus, that are the writing content, the grammar, the vocabulary, and the writing mechanic. After finding out the score, the students are divided into four levels, namely Poor, Fair, Good, and Excellent.

Data Analysis

To analyze the data, the achievement from the students' score result from the pre-test and post-test are used. Descriptive and statistical analysis are used in analyzing the data. Where the descriptive analysis focus on finding out the mean, median, and mode of the scores. The scores are collected using a writing test at the pre-test and post-test portion of the research. Whereas the statistical analysis is carried out by using a paired sample t-test as a measure to test the significance of the students' scores. The data are calculated using a manual calculation and SPSS. To conlcude, the researcher tested the t-score whether they are greater than the t-table value, and at the end, determining result from the hypothesis if the students' score can enrich after using Social Media Fanfiction Story from prior and post treatment or not. Based on the result, the t-score is higher than the t-table.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section explains the data that are collected after conducting a research at SMA Negeri 5 Depok during the 2022/2023 academic year. The sample of the study is one experimental class with 30 students. Prior to implementing social media-style fanfiction story in the learning process, the students' ability to compose narrative text was tested as part of the pre-learning process. The findings of the post-test will also demonstrate whether the students' writing skills have improved as a result of employing fan fiction stories in the style of those seen on social media.

Table 1
Students' Pre-test Writing Skills

Writing Skill Level	Total Number of Student	Total Number of Students (%)
Poor	0	0
Fair	27	90%
Good	3	10%
Excellent	0	0

For this research, social media-style fanfiction is used as a media to enhance the students' writing skills. The fiction format that social media-style fanfiction use is a fake chat/fake social media format, where characters are build and have a texting relationship with other characters. With this, it is easier for students to write sentences and eventually a story after reading social media-style fanfiction because of the relatable interface. Table 1 shows that the majority of the students were categorized as fair, with 27 students (90%) out of the total students of 30 who fell in this category. Followed by the students who were categorized as good with only 3 students out of 30 (10%). However, in the post-test session, the result is shown differently. It is seen that the post-test result showed the enhancement of students' scores. The result is shown in the Table 2 as follows.

Table 2
Students' Post-test Writing Skills

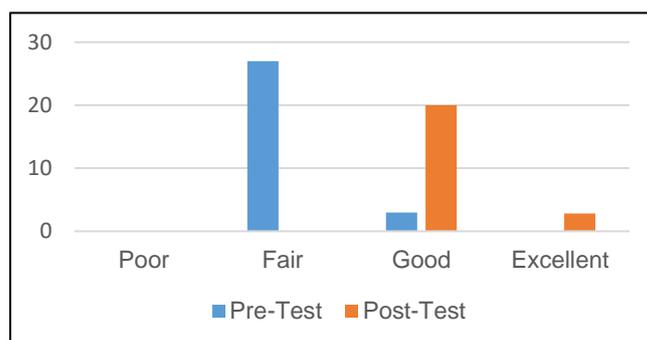| Writing Skill Level	Total Number of Student	Total Number of Students (%)
Poor	0	0
Fair	0	0
Good	20	66,7%
Excellent	10	33,3%

Figure 1. Pre-test and Post-test Comparison Diagram

The contrast between the pre-test and the post-test is displayed in chart form in Figure 1 above. The blue box displays the pre-test, while the orange box displays the post-test. To ascertain whether there was a meaningful difference in the students' writing skill scores between the pre- and post-test, the researcher used a t-test to evaluate the score data. The researcher starts by calculating the t-table value. Based on the result of the students' pre-test and post-test above, the researcher then calculated the result to determine the effect of using Social Media-style Fan Fiction on students' writing skill. The t-score is -10,308 according to the calculations above. This indicates that the t-score -10,308 and table -2,045 using the formula gives a conclusion that Social Media-style Fanfiction stories enrich students' writing skill and have a positive result for students of SMA Negeri 5 Depok.

Discussion

This research aims to find out whether using social media-style Fanfiction can enrich students' narrative writing mastery. In the research, students are provided a learning media namely social media-style fanfiction story. Teenagers, particularly high school students, are becoming more interested in reading this type of fanfiction known as the social media fanfiction due to the popularity of Japanese animanga (combination of anime and manga) and the K-Pop industry. Writing fanfiction makes it much easier for us to understand the

character's thoughts and feelings than watching a movie (which the technique that is commonly used is voiceovers). Because fanfiction writers are fascinated with writing from different points of view, the language they use focuses on narrative point of view, Coppa (2017). Coppa also stated that authors can concentrate on character development and that fanfiction can let us see into the character's head and emotions.

To be able to enrich writing skills, one should apply an interesting strategy. According to Yeung (2016), learning strategies are specific actions, behaviors, processes, or methods that students use to increase their own competency in a second or foreign language. This indicates that having an effective teaching technique for writing can aid students in improving their abilities. Additionally, if the process of teaching writing is done well, both students and teachers may notice an improvement in their academic performance. The researchers see social media-style fanfiction as a new strategy to build interest and eventually enrich students' narrative writing skill. Duffett (2013) stated that fanfiction allows the member of the community to relatively have deep positive emotional conviction about someone or something famous. After reading the social media-style fanfiction, readers would usually have many interpretations about the story, which can be seen as a way for students to be creative. With the format being fake-chats it can motivate students and make their reading and writing experience more enjoyable.

In this research, students are asked to read a fanfiction story in a form of social media and fake chats. Students are also asked to write a narration based on the story they read. It is to facilitate students with building students' knowledge of the text before writing activities (Hanan et al., 2022; Kazemian et al., 2022). This was done in the post-test portion of the research. Pre-test and post-test were utilized to collect all the data for this study, and a paired sample t-test was employed to determine the results. The data description makes clear that there is a considerable difference in the results of the two tests that were conducted. The researcher provided the data interpretation to the significant value based on the statistical calculation made using the formula. This study's significant level was 0,05 and its significant value was 0.000. The df was 29, the t-table was -2,045, and the outcome of the t-test was -10,308. H0 is rejected since the data's outcome was negative, and H1 is approved because - t-score - t-table = -10,308 -2,045 (influential). This indicates that the test results of the students before and after they were taught using social media-style fanfiction differ.

The social media-style Fanfiction can thereby enrich students' writing skills in composing narrative texts. The students' scores before and after consuming fan fiction written in the style of social media show a substantial change. In comparison to their pre-test score, the pupils' post-test score (81,04) is greater (66,58). With the significance score of 0.05 or 5%, the social media-style Fan Fiction stories have an effect on enhancing the writing skills of SMAN 5 Depok students in grade 11.

CONCLUSION

After conducting the research, the conclusion therefore showed that the employment of Social Media-style fanfiction had a substantial impact on the students' knowledge of narrative writing. Fan fiction written for social media can improve pupils' writing abilities.Because the students were able to improve their writing after being provided an engaging medium and entertaining topics to write about, the utilization of social media-style fan fiction stories in the teaching and learning process had a positive effect on the students' grades in narrative writing. This is explained by the fact that the students can emphasize their own words and narratives by drawing on the examples supplied in the stories. The social media-style Fan Fiction story is very helpful for their narrative writing practices and may be used to enhance their grammar and writing mechanics, in accordance with the explanation of the data above. Kids' learning is enhanced in this way. As a result, utilizing fanfiction in the style of social media, people can improve their story writing.

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