

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of interviews with students regarding their experiences using fan fiction to enhance their vocabulary in English. The following research topics are addressed by the study's conclusion: students' experiences with enhancing English vocabulary development by reading fan fiction and students' perspectives on enhancing English vocabulary by reading fan fiction.

A. Findings

The researcher employed interview transcription and coding procedures, which collected information from the participants' responses and grouped each response into themes, in order to analyze the data gathered during the in-person interview process with ten participants at MAN (State Islamic Senior High School) 3 Banjarmasin on April 17, 2025. Following the completion of the process, the researcher gathered a number of preliminary themes, which were subsequently separated into two primary themes according to the research questions: students' experiences with enhancing English vocabulary development by reading fan fiction and students' perspectives on enhancing English vocabulary by reading fan fiction.

1. Student's Experiences on Reading Fan Fiction to Enhance English Vocabulary

In this study, researchers discovered multiple explanations why students are attracted in reading fan fiction as implied by SA, she is drawn

to fan fiction works that frequently feature characters from her favorite drama or anime.

“The stories often introduce characters from my favorite films or anime, which attracts my curiosity. Additionally, the stories are more casual and relatable to daily life.”

This demonstrates how reading fan fiction may be tailored to a person's interests and preferences, which makes learning new words feel more organic and enjoyable.

In addition, several students, including S and UNA, disclosed that they began reading fan fiction because of suggestions from friends and the stories' originality; some even felt that fan fiction was more engaging than the original. These results support the notion that reading can be enhanced by intrinsic desire and an emotional bond with the text, which will ultimately aid language acquisition indirectly.

“because it ended up being a lot of fun and my friend suggested an intriguing fan fiction narrative.”- S

“I enjoy how existing stories can be reimaged in fan fiction, sometimes to a higher standard than the original. and I also received some fascinating tales from friends.”- UNA

six out of ten students say they prefer reading fan fiction in full English because it motivates them to learn as much as possible. As stated by DN

“Because fan fiction in complete English can be more inspiring for learning, I am more interested in reading it”

Nonetheless, the other four students felt more at ease reading fan fiction that was a combination of English and Indonesian. This discrepancy

demonstrates how each person's acquired vocabulary and learning styles are influenced by their starting skill level and learning preferences.

In terms of platforms, every student consistently identified Wattpad as the primary fan fiction reading platform. Additionally, two students (SAA and KHS) brought up Webtoon or Wattpad, which are typically utilized for fan fiction in complete English.

“Because there are more stories that are entirely in English on Wattpad or Webtoon, I frequently use them.”

One of the participants indicated that reading fan fiction helped them enhance their English vocabulary. After reading many fan fiction stories, the participant began to understand and utilize new language, including idioms, slang, and informal expressions that are not commonly taught in formal classroom settings. For example, phrases like "snarky," "flustered," and "awkward silence" became increasingly common and could be employed in everyday discussions or writing.

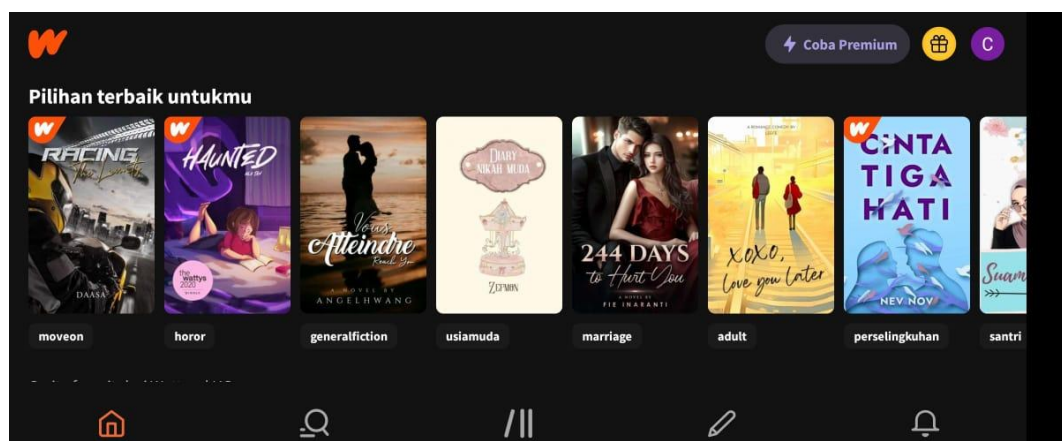


Figure 4.1 Fan Fiction in Wattpad

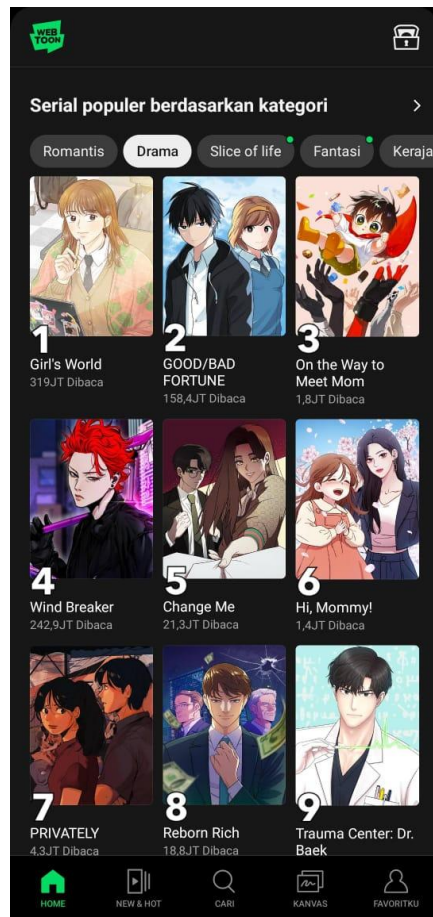


Figure 4.2 Fan Fiction in Webtoon

On the other hand, S and R frequently use Tiktok and X as alternate platforms that are regularly used in addition to Wattpad because the stories provided on Tiktok and X are also diversified.

“I'm spending more time on wattpad. However, if I get bored with the story on Wattpad, I will use X or Tiktok to look up other more fascinating ones.” -S

“Wattpad, X, and TikTok are platforms I frequently utilize because they have a variety of content.” -R

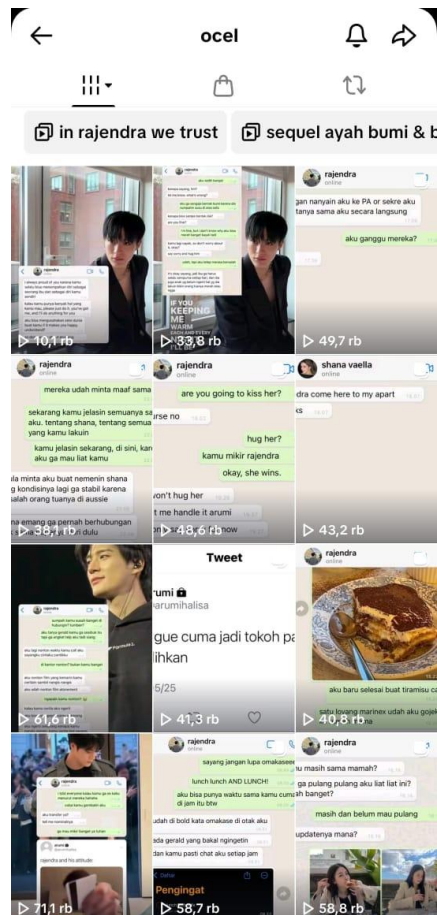


Figure 4.3 Fan Fiction in Tiktok



Figure 4.4 Fan Fiction in X

This suggests that expanding their language learning experience is also influenced by the platforms' accessibility and variety.

Reading fan fiction in English also served a variety of purposes. The majority of students expressed a desire to increase their vocabulary, become more proficient readers, and comprehend informal language usage similar to that of native speakers. For instance, whereas SA utilized fan fiction as an exercise to learn context and the usage of casual language

“My goal when reading English fan fiction is to comprehend the informal language style and context.”

Along with SAA, R also disclosed that he studies fan fiction because he is interested in how native speakers express themselves

“in order for me to observe the speech and self-expression of native speakers.”

while MR stated that he reads fan fiction for enjoyment, motivation, or writing-related information.

“I want to learn more about writing, get more inspiration, or just for fun.”

This experience demonstrates that students actively process and modify their reading tactics in accordance with their individual learning objectives, in addition to passively being exposed to new language

2. Student's Perspectives on Reading Fan Fiction To Enhance English Vocabulary

Nearly all of the students thought that fan fiction was a good way to improve their vocabulary in English. Every student who was asked if they thought reading fan fiction may help them learn more words agreed. They

also stated that, in comparison to terminology learned from official textbooks, fan fiction vocabulary was more vivid, applicable, and pertinent.

Students approach unfamiliar terminology in a variety of ways. As stated by SAA, *“I occasionally infer the meaning from context when I'm unsure, but if I'm feeling lazy, I don't use a dictionary.”* then KHS also gave the same opinion:

“When I'm being thorough, I usually search on Google, but if I'm truly too lazy to find the meaning, I choose to overlook it as long as it doesn't interfere with the plot.”

In contrast to SAA and KHS, RT utilizes the use of tools like digital dictionaries and Google Translate.

“Usually, I use my phone's dictionary or Google Translate to search.”

Meanwhile, S and RAM takes a different strategy, taking notes first and then deducing the meaning.

“I'll make a note and search for it after I've finished reading.”-S

“Before I search for the meaning, I will first gather it and then record it in a book or on my phone.”-RAM

Based on these findings, it shows how vocabulary acquisition in fan fiction can be adapted and can be tailored to the learning preferences of individual students.

The students reported a variety of beneficial benefits when it came to the influence of reading fan fiction on vocabulary learning. For instance, UNA started to grasp English idioms, *“I now have a better understanding of English idioms.”* while Student SA reported that she learned to know more slang terms. *“Yes, I have a better understanding of slang.”*

With a larger vocabulary, DN felt more comfortable communicating.

“I feel more at ease when speaking now that I have a larger vocabulary.”

Therefore, the perspectives of students attest to the fact that vocabulary learned from fan fiction enhances expressive language abilities.

Additionally, students demonstrated that they consulted a range of resources, including online dictionaries like the Cambridge Dictionary and online context, as stated by R and SAA

“Yes, I use a dictionary, specifically the Cambridge dictionary.” -R

“Yes, I use the Cambridge Dictionary and find relevant examples on the internet.” -SAA

in order to comprehend new words. Several students like MR, RAM and R they prefer for Taking notes, using the terms in their own sentences, and connecting them to story line were some of the personal strategies they devised to help them remember new words.

“I usually write it down and then study it again to ensure that I remember it.” -MR

“I normally open the book. I used to note down vocabulary that I didn't know.” -RAM

"I write it down in a single note and repeat it." -R

This illustrates how fan fiction reading exercises motivate students to actively engage in metacognition and learning strategy management.

In addition, students noted that reading fan fiction had a lot of advantages. Along with expanding their vocabulary, students reported speeding up their comprehension of English texts, improving their knowledge of synonyms and antonyms, and starting to grasp the stories' cultural context, including humor, lifestyle, and the educational systems of English-speaking nations. As Stated by SAA

"Yes, I learned how Foreigners communicate, their daily life, and even their humor."

From an affective point of view, students reported feeling more confident when reading in English. In this regard, SAA reported feeling more at ease feeling competent to become part of a global reader community.

"Yes, I now feel ready to join the English reading community."

Further, the learning motivation appeared to rise. A few students, including SA and UNA, stated that their primary motivation to keep learning was their wish to comprehend the story without being distracted by their limited vocabulary.

"Fan fiction makes me want to be able to read without constantly opening the dictionary." – SA

"So I'm more excited to learn because I want to comprehend everything in the story." - UNA

With a broader vocabulary, MR was even inspired to begin writing their own fan fiction.

“to learn about writing because I want to write my own fan fiction, enhance motivation, or simply for fun.”

But there were disadvantages as well, like the length of sentences and the quantity of unfamiliar vocabulary, as well as slang terminology that were hard to comprehend.

“Some slang expressions are difficult to learn” -S

“Sometimes there are a lot of new words or lengthy sentences.” -RT

The majority of students nevertheless continued reading while comprehending the context or searched up the definitions of several words. Students use techniques like reading their favorite genres or lighthearted stories to stay motivated when they're bored.

“When I get bored, I start seeking for fan fiction with a different plot or storyline. This is what I use as a measure to inspire myself to learn English.” -KHS

Therefore, the results show that fan fiction is a useful tool for language learning as well as an entertaining medium. According to students' positive experiences and perspectives, reading fan fiction may greatly enhance vocabulary, boost language proficiency, and inspire self-motivation to learn English.

B. Discussion

The aim of this research is to investigate which content channels given by fan fiction help students enhance their English vocabulary knowledge. This

section summarizes the results of ten student interviews. This section is organized based on the research questions. Such as 1) What are the students' experiences in reading fan fiction that can improve their English vocabulary? and 2) What are the students' perspectives on reading fan fiction to improve their English vocabulary? The problem formulation presented above can be described as follows:

1. Student's Experiences on Reading Fan Fiction to Enhance English Vocabulary

This study's conclusions are based on interviews with ten students in grade eleven. The study's findings have an impact on students' experience of how fan fiction can be effectively used to enhance their vocabulary knowing capacity.

The interviews that were previously published in the findings section showed the students' fan fiction reading experiences. This research's results can be implemented to future research on the perceived experiences of fan fiction readers in enhancing their English vocabulary knowledge.

Further to the researcher's findings, reading fan fiction may be adapted to individual hobbies and tastes, making learning new words feel more natural and enjoyable. According to Yazidi (2023), learners who are deeply interested in the language and driven to study may perform better in vocabulary acquisition. Furthermore, students that employ a variety of tactics, such as context, imagery, and repetition, are more likely to succeed in vocabulary acquisition. This finding is supported by Wulandari (2021),

claim that fan fiction can boost engagement and relevancy to students' interests while also enhancing their reading skills. Elvriza & Nurcholis (2025), also states that when students love their reading experiences, they are more likely to continue reading, which exposes and internalizes them to new vocabulary. This cycle of engagement and learning emphasizes the necessity of selecting texts that are relevant to students' interests and preferences, as it can have a substantial impact on their overall language development.

Furthermore, intrinsic motivation and emotional connecting with the material might improve reading, thereby indirectly aiding language acquisition. This is confirmed by the statement of Elvriza & Nurcholis (2025), The relationship between interest and personal motivation has been thoroughly investigated, and it is clear that student who are passionately motivated to read are more likely to engage deeply with the text and retain unfamiliar vocabulary. This intrinsic drive is important in their learning process since students are more likely to find and engage with unfamiliar vocabulary when they are really interested in the subject.

Researchers also discovered how each individual's vocabulary and learning style are influenced by their beginning ability level and learning preferences. This is supported by Yazidi (2023), The process of learning vocabulary can be difficult, and different learners may have varied preferences, needs, and learning styles, which can influence the efficiency of various vocabulary acquisition tactics.

Participants stated that if they want to expand their vocabulary, they prefer to read platforms that offer full English fan fiction. According to this result, the accessibility and variety of platforms influences people's language learning experiences. This is supported by Rosida in Fitriani et al. (2025), which states that differences in technology access and digital competency might result in opposing experiences for distinct groups of students, influencing the overall success of these platforms in influencing language development.

In addition, researcher also found Reading fan fiction in English served a variety of purposes. The majority of students expressed a desire to increase their vocabulary, become more proficient readers, and comprehend informal language usage similar to that of native speakers. Stanko & Kolegaeva (2024), Fan fiction is culturally significant because it frequently reflects contemporary trends and societal challenges. This relevance can help students connect more deeply with the content, resulting in a deeper knowledge of the language in modern contexts. Students improve and strengthen their English language skills as they try to recreate the original work's style. Fan fiction frequently uses informal, conversational English. While this is useful for acquiring ordinary language, it may not provide enough practice in formal writing styles, which are also essential for academic and professional success.

It is also known that personal students actively process and alter their reading strategies based on their unique learning objectives, as opposed to

passively being exposed to new language. This finding is consistent with Gustanti & Ayu (2021) mention that each approach utilized by student may alter depending on the demands of the learners in strengthening their reading skills.

2. Student's Perspectives on Reading Fan Fiction To Enhance English Vocabulary

The researcher previously conducted interviews with ten students, and there were multiple perspectives regarding reading fan fiction as a way to enhance their English vocabulary. As a result, fan fiction can be used to improve English skills.

According to the researcher's findings, all participants agreed that fan fiction has helped them learn more vocabulary. Additionally, they stated that fan fiction language is more vivid, applicable, and relevant to daily life than vocabulary learned from official publications. In contrast to formal language in official publications, fan fiction gives a framework for language that is dynamic, imaginative, and applicable to everyday life. Unquestionably, fan fiction is 'comprehensible input' that can be comprehended by learners who already have prior knowledge of the second language and aids learners in understanding the language naturally rather than purposefully. Repeated exposure to this type of material in familiar circumstances is predicted to gradually increase language ability. Only this

kind of substantial input can assist the learner in producing 'comprehensive output', which is the outcome of language acquisition (Aiswarya, 2021)

In terms of vocabulary skills, all students agreed on the benefits they felt. They discovered that they could learn new words that they were previously unfamiliar with. Reading fan fiction is also supposed to help students comprehend English idioms, discover new slang definitions, communicate more effectively with others, and read fan fiction more comfortably. Aini & Kusuma (2023), agreed that developing fan fiction stories frequently involves a mix of Indonesian and other languages, such as English, into the plot. Students gain acquaintance with English terminology through exposure to fan fiction compositions. Reading fan fiction writings helps students grasp and absorb the meaning of many vocabulary words, particularly those that are foreign to them, as well as the definition of the words. This is also agreed on by Rahmada Dewinta & Setiawan (2021), When fan fiction readers can communicate in English, they expect to feel connected to a broader group.

Students' perspectives on the new vocabulary they discovered varied; some liked to look it up in a dictionary or Cambridge dictionary, while others preferred to take notes, use the terms in their own sentences, and relate them to the storyline. This shows how reading fan fiction can encourage students to actively participate in metacognition and learning strategy management. This argue supported by Elvriza & Nurcholis (2025) The comprehensive reading curriculum also helped students to build

metacognitive skills for vocabulary learning. Many participants stated that they began to carefully track the new terms they found while reading, documenting their meanings and usage in a dedicated vocabulary journal. This practice promoted learning and encouraged students to actively increase their vocabulary.

Students reported increased comprehension of English texts, improved awareness of synonyms and antonyms, and a better understanding of the stories' cultural background, which included humor, lifestyle, and educational systems in English-speaking countries. The educational potential of each fan fiction was also evaluated. Texts should demonstrate linguistic complexity and thematic richness that can provide value in a language learning context. Works that demonstrate the use of sophisticated vocabulary, diverse syntactic structures, and an appropriate balance between formal and informal language will be selected for analysis. Fan fiction that incorporates advanced academic vocabulary and everyday speech patterns provides an opportunity to assess the variety of language in real-world use (Stanko & Kolegaeva, 2024)

The students also offered their various perspectives on their purpose for reading fan fiction; as a result of this discovery, it is clear that each student has their own motivation for reading fan fiction in order to increase their English vocabulary. This is confirmed by Buckledee (2008), who views motivation as something imparted through students' attitudes and values and is responsible for how students interact to the second language and the

culture that comes with it. If English, in this case, is a language required to interact with a community whose culture and activities are inextricably linked to the development of individual and collective identity, motivation can be considered important in both the reading of fan fiction and the process of English language acquisition.

In addition to the beneficial, researchers discovered that fan fiction had drawbacks when used as a vocabulary learning aid, such as sentences that are too long and difficult for students to understand, as well as their restricted vocabulary. This finding is supported by (Yusuf, 2016) assertion that the form of text taught does not vary, which promotes regularity in learning to read English texts. Due to a lack of vocabulary, they are also unable to extract essential data from text. This is due to a lack of expertise working with multiple types of texts, as narrative and expository texts convey different notions.