

LET'S WRITE! PELATIHAN PENULISAN FANFICTION BAHASA INGGRIS UNTUK MENGEMBANGKAN KREATIVITAS LITERASI PELAJAR DI SMA NUR IHSAN ISLAMIC FULLDAY SCHOOL

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Abstract

This community service program aims to enhance students' creative literacy and English writing skills through a fanfiction writing workshop. Fanfiction was selected as a learning medium because of its proximity to youth popular culture and its effectiveness in stimulating imagination, narrative understanding, and creative expression. The activity was conducted at SMA Nur Ihsan Islamic Fullday School and involved students who demonstrated interest in fictional stories and characters. The workshop consisted of introducing the concept of fanfiction, understanding narrative elements, exploring ideas, developing outlines, and practicing writing fanfiction in English. Data were collected through observation, analysis of student work, questionnaires, and interviews with the accompanying teacher, then analyzed using a qualitative descriptive approach. The results show that students were able to construct more organized plots and characters, develop story ideas more creatively, and use English vocabulary and structures with greater accuracy. Student participation was high, indicated by their willingness to ask questions, engage in discussions, and present their work. A learning environment aligned with their interests increased intrinsic motivation, encouraged active involvement, and reduced psychological barriers to writing. Overall, the workshop proved effective in strengthening English literacy and fostering students' creativity through an interest-based and popular-culture-driven learning approach.

Abstrak

Program pengabdian ini bertujuan meningkatkan kreativitas literasi dan kemampuan menulis Bahasa Inggris pelajar melalui pelatihan penulisan fanfiction. Fanfiction dipilih karena dekat dengan budaya populer remaja dan efektif memfasilitasi imajinasi, pemahaman naratif, dan ekspresi kreatif. Kegiatan dilaksanakan di SMA Nur Ihsan Islamic Fullday School dengan melibatkan siswa yang memiliki ketertarikan pada cerita dan karakter fiksi. Pelatihan mencakup pengenalan konsep fanfiction, pemahaman elemen naratif, eksplorasi ide, penyusunan outline, serta praktik penulisan fanfiction berbahasa Inggris. Data diperoleh melalui observasi, analisis karya siswa, kuesioner, dan wawancara guru pendamping, lalu dianalisis menggunakan pendekatan deskriptif kualitatif. Hasil menunjukkan bahwa siswa mampu menyusun alur dan karakter dengan lebih terstruktur, mengembangkan ide cerita secara lebih kreatif, dan menggunakan kosakata serta struktur bahasa Inggris dengan lebih tepat. Partisipasi siswa tinggi, ditandai dengan keberanian bertanya, berdiskusi, serta kesediaan membacakan karya. Lingkungan belajar yang relevan dengan minat mereka meningkatkan motivasi intrinsik, mendorong keterlibatan aktif, dan mengurangi hambatan

psikologis dalam menulis. Secara keseluruhan, pelatihan ini terbukti efektif dalam memperkuat literasi Bahasa Inggris sekaligus menumbuhkan kreativitas pelajar melalui pendekatan berbasis minat dan budaya populer.



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Pendahuluan

The rapid diffusion of digital culture has transformed how younger generations engage with texts, narratives, and literacy practices. Contemporary students no longer limit their reading and writing activities to printed materials; instead, they participate in interactive, participatory, and multimodal environments shaped by digital fandoms, social media platforms, and global popular culture. As youth increasingly consume narratives through films, anime, games, and online fiction communities, their literacy development becomes interwoven with these digital ecosystems, which offer new spaces for creative expression and meaning-making (Healy, 2019). Such changes require educational institutions to rethink traditional approaches to literacy, especially in English language learning, which often remains dominated by rigid, form-focused instruction.

In many classrooms, students perceive English writing as an anxiety-inducing task because it is framed as formal, error-sensitive, and disconnected from their everyday interests. This perception aligns with findings that students' writing anxiety increases when pedagogical models suppress creativity and overemphasize correctness (Hyland, 2019). Consequently, learners struggle to express ideas freely, resulting in low engagement and minimal development of higher-order literacy skills. In contrast, creative writing pedagogy promotes imagination, personal voice, and narrative exploration, enabling learners to interact with language in more flexible and meaningful ways (Hidayati, 2018). When students are offered learning experiences that resonate with their interests and identities, their motivation and confidence improve significantly.

Fanfiction has emerged as a compelling medium in this context. It allows learners to rework familiar characters and story worlds from popular narratives, lowering the psychological barrier to writing because they do not need to create all story elements from scratch. Fanfiction inherently encourages experimentation with narrative structure, character development, dialogue, and alternate plotlines, making it a rich field for cultivating narrative competence (Black, 2008). Moreover, the

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participatory culture surrounding fanfiction, exchanging feedback, sharing stories, and rewriting scenes, enables learners to experience literacy as a dynamic, socially engaged practice rather than a solitary academic task (Jenkins, 2013).

Recent scholarship emphasizes the pedagogical value of integrating youth-oriented cultural texts into classroom writing instruction. Fanfiction-based learning enhances narrative thinking, fosters creativity, and strengthens linguistic awareness through authentic use of vocabulary, grammar, and stylistic features (Zainuddin, 2020). In English as a Foreign Language (EFL) contexts, students benefit from exposure to meaningful language input while constructing stories using accessible frameworks provided by existing fictional universes. Such engagement strengthens linguistic fluency, coherence, and creative problem-solving skills as learners negotiate how to adapt characters and events to new narrative scenarios (Krashen, 2004; Graves, 2016).

The relevance of fanfiction in Indonesian secondary schools becomes even more pronounced when considering the learning characteristics of adolescents. They display strong affinities for digital fandoms and serialized narratives, making fanfiction a culturally aligned medium that bridges their everyday interests and academic literacy tasks. As noted by Lankshear and Knobel (2015), literacy practices grounded in youth culture generate higher participation because they validate students' identities and social experiences. For learners in SMA Nur Ihsan Islamic Fullday School, who demonstrate high exposure to digital narratives yet limited confidence in English writing, fanfiction becomes an effective scaffold for fostering both linguistic competence and creativity.

The community service program "Let's Write! English Fanfiction Writing Workshop" was developed in response to these pedagogical needs. Observations conducted at the school revealed that students enjoy discussing fictional worlds but lack structured opportunities to transfer this enthusiasm into English writing. Teachers also identified that students' imaginative potential remained underutilized due to conventional writing tasks that restricted narrative freedom. Addressing these gaps, the workshop incorporated structured stages: introduction to fanfiction concepts, exploration of narrative elements, guided brainstorming, outline development, drafting, and peer feedback. These stages align with best practices in creative writing pedagogy, which emphasize iterative drafting, collaborative reflection, and student-centered exploration of ideas (Carter, 2015).

The workshop therefore aimed to provide an alternative pathway for English literacy

development, one that positions students' interests as the core driver of learning. By encouraging learners to modify storylines, reinterpret characters, and craft alternative endings, the program sought to cultivate narrative imagination and nurture expressive confidence. Early evaluations indicate strong student engagement, with participants demonstrating increasing willingness to experiment with language and present their work publicly.

Given the broader discourse on new literacies and digital creativity, this initiative contributes to ongoing efforts to integrate culturally responsive, interest-based approaches into English literacy enrichment programs. As educators continue to face challenges in motivating students to write in English, fanfiction offers a pedagogically sound and culturally relevant medium capable of reshaping students' relationships with literacy. This introduction frames the theoretical and contextual foundations for analyzing the outcomes of the workshop and its implications for English literacy development in Indonesian secondary schools.

METODE

This community service program employed a descriptive qualitative approach to design, implement, and evaluate a fanfiction-based creative writing workshop for students at SMA Nur Ihsan Islamic Fullday School. The method outlines the overall activity plan, the selection of target participants, the materials and tools used, the structure of the workshop, and the procedures for data collection and analysis.

The workshop was designed as a one-day intensive program consisting of several interconnected phases:

1. **Preparation**, involving needs assessment, coordination with the school, preparation of teaching materials, and development of evaluation instruments.
2. **Implementation**, consisting of classroom instruction, guided writing activities, peer discussion, and presentation of students' work.
3. **Evaluation**, focusing on observing learner engagement, assessing the quality of their writing products, and gathering feedback from students and teachers.

The structure followed a progressive learning model, beginning with conceptual introduction, followed by modeling, guided practice, independent writing, and reflection.

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Participants were selected through recommendations from English teachers who identified students demonstrating interest in reading fiction, watching narrative-based media (such as anime, films, or novels), and showing motivation to improve their English skills. The target group consisted of 18 students from grades X and XI. Selection prioritized learners who:

1. Had basic English writing ability;
2. Demonstrated curiosity toward fictional narratives;
3. Showed willingness to participate actively in creative tasks.

Purposive sampling ensured participants matched the workshop's goals and maximized learning impact. The workshop used presentation slides, sample fanfiction texts, worksheets, evaluation rubrics, a projector, a laptop, handouts, and writing tools. All materials were adapted to students' proficiency levels while still encouraging creativity and language development.

The workshop consisted of three stages. First, students were introduced to fanfiction, narrative elements, and engaged in an ice-breaking activity to build interest. Second, core instruction covered setting, character development, conflict, plot, and style, supported by sample fanfiction texts and guided brainstorming. Third, students drafted a 150–250 word fanfiction piece, received real-time feedback, and presented their work for peer and instructor responses.

Data were collected through observation, document analysis, questionnaires, and a teacher interview. Observation captured students' engagement and interaction during activities. Students' written outputs were examined to assess narrative ability, creativity, and language use. A post-workshop questionnaire recorded students' perceptions of the materials and learning experience, while the interview provided additional insight into their progress and challenges. All data were analyzed using qualitative descriptive techniques. Observation notes were coded, writing samples assessed with a narrative rubric, questionnaire responses summarized, and interview data triangulated to validate findings and understand the workshop's cognitive and affective impact.

HASIL DAN PEMBAHASAN

The implementation of the fanfiction writing workshop demonstrated significant improvements in student engagement, creativity, and English literacy skills. From the opening session, participants displayed strong enthusiasm toward the concept of fanfiction, largely because it aligns with the digital narratives and fictional worlds they regularly interact with. Observations indicated that most students

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actively participated in discussions, asked questions, and showed genuine interest in the writing process. This intrinsic motivation contributed to an interactive and responsive learning environment.

Analysis of the students' written work revealed that most participants were able to construct narratives with clearer structural elements. They successfully applied basic components such as orientation, conflict, and resolution, and they enhanced character development through simple descriptions and dialogue. Creativity was evident in their willingness to modify original plotlines, create alternate endings, and experiment with crossovers between characters from different fandoms. Their English language use also improved, reflected in more varied vocabulary, more consistent tense use, and better cohesion between sentences, although some grammatical errors remained.

Findings from the post-workshop questionnaire reinforced these observations. The majority of participants reported that writing became easier and more enjoyable when using fanfiction as the medium, as it allowed them to express ideas without the pressure of formal academic conventions. Students also expressed increased confidence in writing in English, especially after receiving real-time feedback during the drafting process. Insights from the teacher interview confirmed positive changes in students' attitudes, including greater confidence, increasing interest in narrative texts, and stronger motivation to participate in literacy-based activities.

Pedagogically, these results highlight that interest-based and pop-culture-driven approaches can effectively lower psychological barriers in English writing. Fanfiction provides a "narrative bridge" that allows students to begin writing from familiar story worlds, reducing cognitive load and opening greater space for creativity. The workshop also supports the understanding that literacy is not merely functional but also expressive, collaborative, and tied to students' identities. Overall, the program demonstrates that fanfiction-based writing activities hold strong potential as a strategy for enhancing creative literacy and English writing skills among secondary school learners.

At the beginning of the workshop, the facilitator delivered a structured presentation introducing key concepts of fanfiction, narrative elements, and the principles of creative writing. The documentation captures this session, where students listened attentively and engaged with the material that laid the foundation for the subsequent writing activities. This stage ensured that participants gained a shared understanding of narrative structure and the creative possibilities within fanfiction.

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Gambar 1. presentation of material

In several moments during the workshop, students actively approached the facilitator to discuss their story ideas, clarify narrative choices, and seek guidance on language use. This interaction reflected their growing confidence and willingness to engage directly in the learning process. The documentation captures these exchanges, showing students enthusiastically sharing their drafts, asking questions, and receiving immediate feedback. These interactions illustrate the workshop's collaborative atmosphere, where students and facilitator worked closely to refine ideas, strengthen narrative structure, and enhance English expression.



Gambar 2. Interaksi dengan siswa

These documented interactions highlight not only the students' enthusiasm but also the effectiveness of a learning environment built on dialogue, guidance, and shared creativity. As the workshop progressed, students demonstrated greater independence in shaping their narratives and applying feedback to refine their writing. The collaborative exchanges captured in the photos reaffirm the central outcome of this program: when learners are provided with meaningful support and space

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to explore their ideas, their confidence, creativity, and English literacy develop in tangible and lasting ways.

During the writing session, students were fully immersed in developing their fanfiction drafts based on the outlines they had created earlier. The documentation captures their focus as they explored narrative possibilities, selected appropriate vocabulary, and worked through the challenges of expressing their ideas in English. This moment reflects the core intention of the workshop: providing students with structured yet creative space to practice narrative writing while strengthening their confidence and linguistic competence.



Gambar 3. Student's writing session

The writing session proved to be a pivotal stage in the workshop, as students translated their ideas into concrete narrative form. The documented moment illustrates their concentration and growing ownership of the writing process. By the end of the session, many students demonstrated clearer narrative flow, improved vocabulary choices, and increased confidence in expressing themselves in English. This progression underscores the value of guided creative practice in fostering meaningful literacy development.

As part of the workshop activities, several students were given small awards in recognition of their creative writing efforts. The documentation shows the facilitator presenting these tokens of appreciation, highlighting the students' enthusiasm and dedication throughout the session. This moment reflects the workshop's aim to encourage positive reinforcement, strengthen students' motivation, and acknowledge the progress they demonstrated in crafting their fanfiction narratives.

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Gambar 4. Awarding prizes for students

The awarding moment illustrated how recognition can reinforce students' sense of accomplishment and inspire continued engagement with writing. The joy and pride captured in the documentation show that even simple appreciation can strengthen learners' confidence and validate the effort they invested in their stories. This positive response further supports the workshop's broader objective of fostering a supportive and motivating environment where students feel encouraged to explore their creative and linguistic abilities.

At the final stage of the workshop, all participants and facilitators gathered for a group photo while holding the community service banner. The documentation captures the collective spirit built throughout the activity, reflecting the enthusiasm, collaboration, and shared learning experience that shaped the entire workshop. This moment also highlights the students' sense of belonging and pride after completing a creative and engaging literacy program.



Gambar 5. Closing

The group photo symbolizes the unity and enthusiasm that emerged during the workshop,

showing how the shared learning experience fostered confidence, creativity, and collaboration among the participants. The smiles and engagement captured in the image reflect the positive atmosphere that accompanied the entire activity. This concluding moment affirms the value of community-based literacy initiatives in creating meaningful educational experiences that resonate with students both academically and personally.

KESIMPULAN

The fanfiction writing workshop successfully enhanced students' engagement, creativity, and English literacy. Through structured guidance and interest-based activities, participants developed clearer narrative structures, improved vocabulary use, and demonstrated greater confidence in expressing ideas through writing. Observations, student outputs, and feedback consistently showed that fanfiction provided an accessible and motivating medium for practicing English. The workshop also fostered a collaborative learning environment where students interacted actively, applied feedback, and strengthened their creative thinking. Overall, the program proved effective in promoting meaningful literacy development and encouraging sustained interest in English creative writing.

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