



**A STUDY OF ATTITUDES TOWARDS READING
ENGLISH FANFICTION: A CASE STUDY OF
“FANFICTION” ON THE WATTPAD PLATFORM**

BY

CHONTIDA NORNOI

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2022**

**A STUDY OF ATTITUDES TOWARDS READING
ENGLISH FANFICTION: A CASE STUDY OF
“FANFICTION” ON THE WATTPAD PLATFORM**

BY

CHONTIDA NORNOI

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2022**

THAMMASAT UNIVERSITY

LANGUAGE INSTITUTE

AN INDEPENDENT STUDY

BY

CHONTIDA NORNOI

ENTITLED

A STUDY OF ATTITUDES TOWARDS READING ENGLISH FANFICTION:
A CASE STUDY OF “FANFICTION” ON THE WATTPAD PLATFORM

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

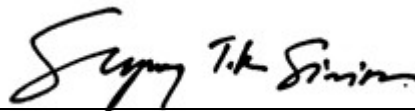
on July 24, 2023

Chairman



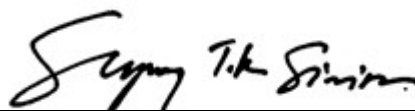
(Associate Professor Supakorn Phoocharoensil, Ph.D.)

Member and Advisor



(Associate Professor Supong Tangkiengsiririn, Ph.D.)

Director



(Associate Professor Supong Tangkiengsiririn, Ph.D.)

Independent Study Title	A STUDY OF ATTITUDES TOWARDS READING ENGLISH FANFICTION: A CASE STUDY OF “FANFICTION” ON THE WATTPAD PLATFORM
Author	Chontida Nornoi
Degree	Master of Arts
Major Field/Faculty/University	Career English for International Communication Language Institute Thammasat University
Independent Study Advisor	Associate Professor Supong Tangkiengsirisin, Ph.D.
Academic Year	2022

ABSTRACT

The National Statistical Office has been collecting data that Thai people tend to read less than three lines of a book on average. In generation Z as a demographic that values online accessibility and convenience. Utilizes internet technology apps to enhance their reading experience. Wattpad, the world's largest social storytelling platform, is widely recognized as a popular online community where new authors publish and share their works, allowing readers to connect with stories that align with their interests. This study was to investigate university students' perceptions of reading English fanfiction. Explored the reading attitudes toward English fanfiction on the Wattpad platform. Concentrating on 50 Thai university students from an assortment of departments who read fanfiction on the Wattpad platform. The material used to collect the data in a set of questionnaires in English, including both close- ended statements and an open-ended question. The questionnaires in English were distributed to 44 participants and the researcher analyzed the data using Microsoft Excel. The aim of this study was to examine the attitudes of readers towards English fanfiction on the Wattpad platform. A questionnaire was utilized as the primary data collection instrument. The results of the study revealed the attitudes of Thai students from the Department of Education at universities in Nakorn Pathom Province who engage in reading fanfiction

on Wattpad. Participants strongly agreed that reading English fanfiction contributes to the enhancement of their reading skills.

Additionally, participants provided suggestions regarding their experience with reading English fanfiction, emphasizing the importance of selecting interesting stories that evoke a sense of enjoyment and facilitate the automatic improvement of reading skills through online platforms such as Wattpad.

Keywords: Reading skill, Attitudes, English fanfiction, Wattpad platform



ACKNOWLEDGEMENTS

I would like to express my deep gratitude to Associate Professor Dr. Supong Tangkiengsirisin for his valuable and constructive suggestions during the planning and development of this research work.

His willingness to give his time so generously has been very much appreciated and I would like to thank the following companies for their assistance with the collection of my data.

Finally, I wish to thank my parents and my younger sister for their support and encouragement throughout my study.

Chontida Nornoi

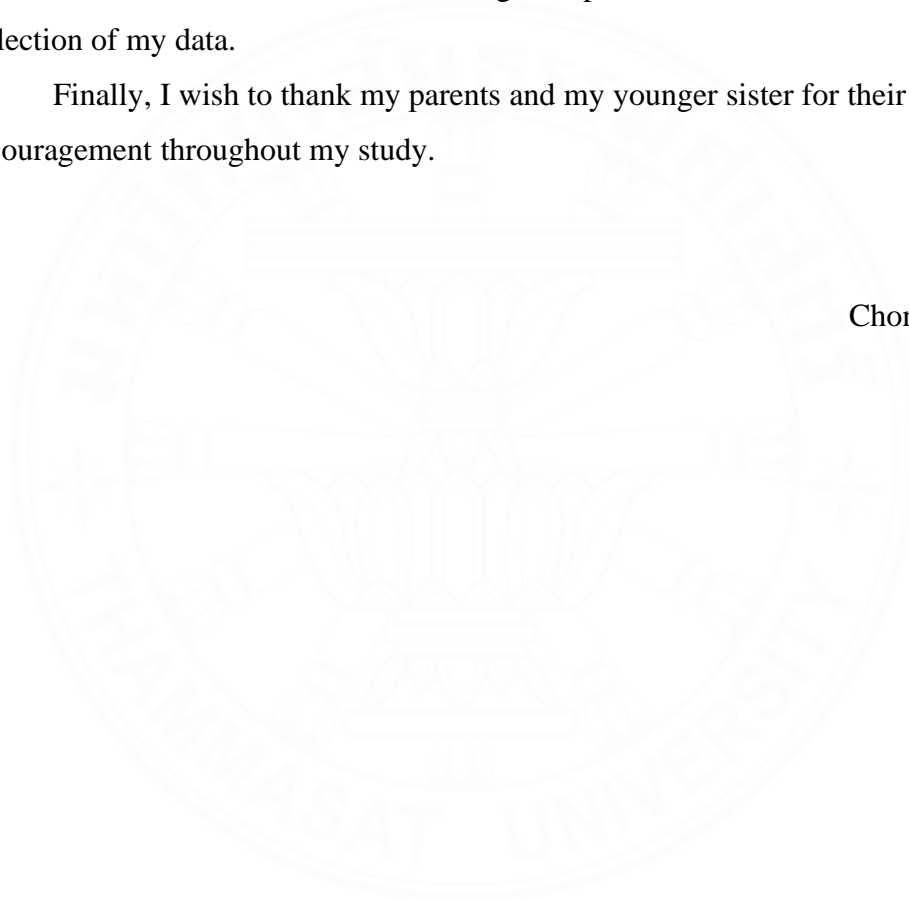
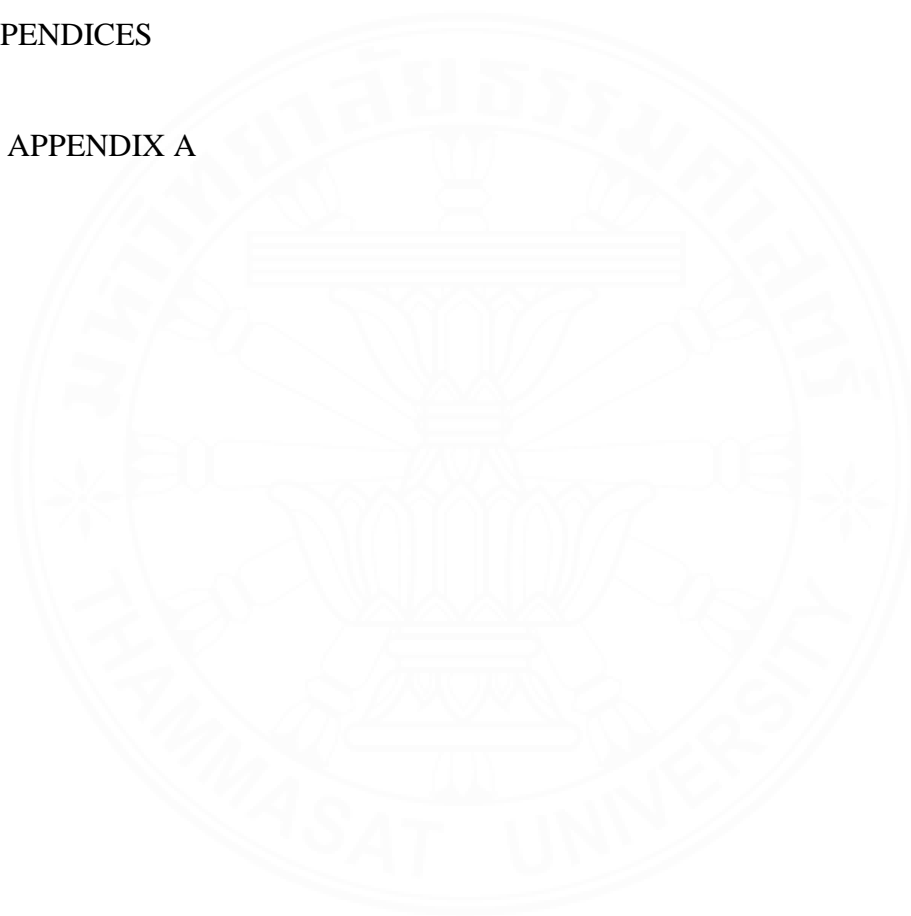


TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(3)
LIST OF TABLES	(7)
LIST OF FIGURES	(8)
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Objective	2
1.3 Research Question	2
1.4 Definitions of Key Terms	2
1.5 Scope of the Study	2
1.6 Significance of the Study	2
1.7 Organization of the Study	3
CHAPTER 2 REVIEW OF LITERATURE	4
2.1 The Importance of Reading	4
2.2 The Concept of Reading Attitudes	5
2.2.1 3 Components of Attitudes	5
2.2.2 The Structure of Attitudes	5
2.3 The concept of fanfiction	7
2.3.1 Definition of fanfiction	7

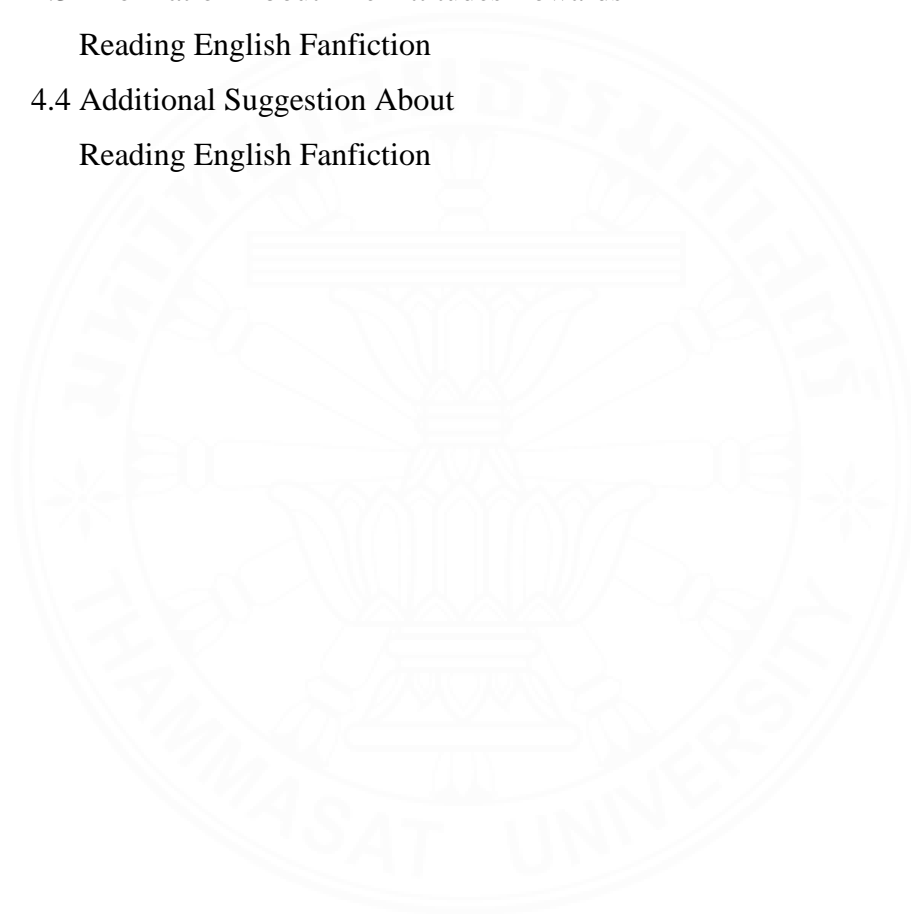
	(5)
2.3.2 Types of fanfiction	7
2.3.3 The Benefits of Reading Fanfiction	8
2.4 The Concept of Wattpad platform	9
2.4.1 Definition of Wattpad	9
2.4.2 How to use Wattpad	9
2.4.3 Categories of Wattpad	9
2.4.4 Examples of Fanfictions	11
2.5 Previous Related Studies	11
CHAPTER 3 RESEARCH METHODOLOGY	13
3.1 Participants	13
3.2 Method	13
3.3 Research Instrument	13
3.4 Research Procedures	14
3.5 Data Analysis	14
CHAPTER 4 RESULTS AND DISCUSSION	15
4.1 Demographic Information of the Respondents	15
4.2 Information About to Use Online Social Media	16
4.3 Information About Attitudes towards reading English Fanfiction	18
4.4 Additional suggestions about Reading English Fanfiction	20
4.5 Summary	21
CHAPTER 5 DISCUSSION, CONCLUSION AND RECOMMENDATIONS	22
5.1 Summary of the Study	22

	(6)
5.2 Summary of the Findings	23
5.3 Discussion of the results	24
5.4 Conclusion	25
5.5 Recommendations for further research	26
REFERENCES	28
APPENDICES	
APPENDIX A	30



LIST OF TABLES

Tables	Page
4.1 Demographic Information of the Respondents	15
4.2 Information about To Use of online social media by the respondents	16
4.3 Information About The Attitudes Towards Reading English Fanfiction	18
4.4 Additional Suggestion About Reading English Fanfiction	20



LIST OF FIGURES

Figures	Page
2.2 ABC model of attitude	6
2.4.3 Categories of Wattpad	10
2.4.4 Examples of fanfiction	11



CHAPTER 1

INTRODUCTION

1.1 Background of the Study

It has been observed that Thai people tend to read less than three lines of a book on average. Since 2005, the National Statistical Office has been collecting data from 55,920 Thai households across different age groups and regions to analyze reading habits. Research indicates that Thai children, specifically those aged 6, spend an average of 80 minutes per day reading. Among different age groups, Thai youths dedicate the most time to reading, with an average of 109 minutes per day.

The survey conducted by Thailand Knowledge Park reveals a significant increase in reading among the Thai population, exceeding 200 percent in just six months when compared to the previous year (2022). This surge in reading is accompanied by an increase in book borrowing, and a growing preference for online reading. The study identifies generation Z as a demographic that values online accessibility and convenience. They tend to rely on applications and daily information tools for acquiring knowledge. However, this age group still appreciates the experience of reading physical books and utilizes internet technology apps to enhance their reading experience.

A year ago, popular book genres in Thailand included cartoons, Thai novels, fanfiction, and translated classics. In 1982, the Royal Institute dictionary defined a novel as a form of storytelling that alludes to legendary tales, often involving elements of ambiguity or a lack of absolute truth. Some novels may also include additional bonus content, and their plots may deviate from reality.

Previous research suggests that the Thai public is increasingly engaged in reading, particularly English fanfiction online. Wattpad, the world's largest social storytelling platform, is widely recognized as a popular online community where new authors publish and share their works, allowing readers to connect with stories that align with their interests. The aim of this study was to investigate university students' perceptions of reading English fanfiction.

1.2 Research Objective

To study readers' attitudes toward English fanfiction in the Wattpad platform.

1.3 Research Question

What are the reading attitudes toward English fanfiction expressed in the Wattpad platform?

1.4 Definitions of Key Terms

The following terms are defined in the current study:

Reading attitudes refer to as feelings about reading, which motivate people to adopt or avoid positive reading habits. A significant amount of research has been conducted into the elements that impact reading attitudes. (Martinez, 2008).

Fanfiction refers to a form of storytelling where enthusiasts of TV shows, films, or novels write their own narratives based on the characters or scenarios from the original works. It involves creating stories that revolve around beloved characters or exploring alternative scenarios within the established fictional universe. (Cambridge Dictionary).

Wattpad is a well-known online reading and writing community in which new authors publish and share their writings, and those who read connect with the stories they like.

1.5 Scope of the Study

The study explored the reading attitudes toward English fanfiction on the Wattpad platform, concentrating on 50 Thai university students from an assortment of departments who read fanfiction on the Wattpad platform.

1.6 Significance of the Study

This study looked at Wattpad readers' perceptions toward English fanfiction. The outcomes of this study may be used by Thai students from various departments at universities to learn and comprehend self-learning reading methods. Furthermore, the study's findings can help teachers understand their students' reading attitudes and incorporate them into their teaching approaches.

1.7 Organization of the Study

This study is divided into five chapters as follows:

Chapter 1: Introduction

Chapter 2: Review of literature

Chapter 3: Research methodology

Chapter 4: Results

Chapter 5: Conclusion, discussion, and recommendations



CHAPTER 2

REVIEW OF LITERATURE

Reading English is a crucial element of language learning since it develops grammar, vocabulary, and writing skills. Reading allows language students to learn about themes and tales that interest them. Thai university students from many departments who read Wattpad fanfiction usually struggle with English. This study examines reading attitudes regarding English fanfiction through the lens of the Wattpad platform. This chapter reviews the main theories, concepts, and previous studies that are related to the research study. The chapter covers five main areas: (1) the importance of reading; (2) the concept of reading attitudes; (3) the concept of fanfiction; (4) the Wattpad platform; and (5) previous related studies.

2.1 The Importance of Reading

Reading can you prepare for competitive exams because it expands your knowledge. Some abilities are built as part of our school education system through substantial reading, which will be essential while studying for any future examinations (Kaufmann, 2022).

- Increasing your vocabulary
- Learning new words
- Understanding the significance of new words
- Using context knowledge to correctly answer questions
- Keeping records and stories
- Understanding different countries' cultures through literature, and thus developing a sense of worldliness

Many people consider reading to be a relaxing hobby, and many love reading novels for enjoyment. It is, however, not merely an intellectual endeavor. Reading allows you to discover new things, which might help you acquire abilities that will help you be more successful in life.

2.2 The Concept of Reading Attitudes

An attitude is a powerful instrument for changing one's perspective. Attitudes can be described as the collection of perceptions that aid in the evaluation of individuals, events, items, or issues. (Albert Ellis). The ABC model of attitude was developed to assist people in understanding and overcoming negative thinking. The tripartite model is another name for this paradigm. ABC has been divided into three categories: emotional, believing, and cognitive.

The ABC The attitude model is commonly utilized in clinical contexts, notably in cognitive behavioral therapy, to reframe negative feelings. (Sutton, R., & Douglas, K. 2020). A particular individual who is feeling anxiety, suspicion, or other negative attitudes in this context can discover how the attitude evolved so that it might be modified for an additional advantageous determination.

2.2.1 3 Components of Attitudes

Attitude involves three components: affective, behavioral, and cognitive.

A. Affective: This is how a person feels about a given situation, person, or thing.

B. Behavioral: How the attitude's object affects a person's behavior is defined as this component.

C. Cognitive: This aspect defines how one thinks about the topic of attitude.

These three attitudes might arise from the same experience. In a given scenario, they may interact and overlap, but one of them is usually the dominant predictor of how one feels about it.

2.2.2 The Structure of Attitude

There are three types of attitudes: affective, behavioral, and cognitive. According to this paradigm, there is an "attitude object" into which our beliefs and actions are oriented.

A. Affective: The emotional component of attitude relates to how we feel toward things. It is often our first reaction, and it can be positive or negative, such as a fear-based or excitement-based emotion. It is critical to distinguish between Affect and cognition, whereby affect implies how we feel and cognition relates to how we think, Our affective responses may be influenced by deep-seated memories or memories

affecting our emotions about anything. As an example, our hazardous past experiences with specific animals may have had an impact. how we feel about them now.

Following are a few examples:

- Being affected by a melody that brings back memories of someone you cherished

- Being disgusted by a scent because it brings back unpleasant memories

- We're terrified of lions because we've never seen anything like them

B. Behavioral: Our intentions, or what we would do, are referred to as the behavioral component of attitude.

Our attitude or cognition can influence it. For instance, if we are afraid of something (our affect), we may flee (our behavior). Similarly, suppose we

However, it is widely assumed that the behavioral component is malleable. If a marketer does a good job of marketing a product, they can influence behavior in a positive way (i.e., that the person purchases the product).

The 'cognitive' component, which will be discussed later, frequently influences behavior.

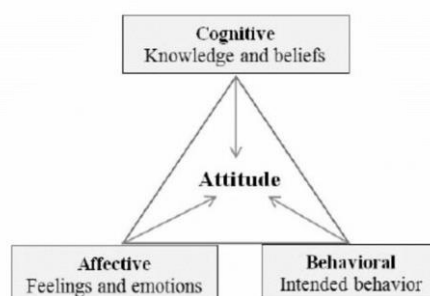
C. Cognitive: What we think about something is our cognitive component. It's what happens when we take a moment to reflect.

Cognitive and affective components are interconnected but do not always overlap.

For example, even if we have positive feelings about taking a vacation, we may believe it is a bad idea because it is too expensive. That's because we're suppressing our irrational emotions to make rational decisions.

Figure 2.2

The ABC Model of Attitude



2.3 The Concept of Fanfiction

Fan fiction is original work created by authors using characters and universes created by other authors. While fanfic ideas are borrowed from others, the storylines and any original characters that are incorporated into the narrative are unique.

2.3.1. *Definition of Fanfiction*

Fanfiction, also known as "fanfic," is a fictional story based on another work of fiction. These stories are written by amateur writers who are fans of the existing property and publish them on the internet. Non-fictional settings and people, such as celebrities and historical figures, have also inspired fanfic. These stories' lengths and contents can vary greatly. Some fanfics are only a few paragraphs long, whereas others are hundreds of thousands of words long and span multiple novels. Fanfics combine existing story elements such as setting, characters, story elements, and even writing style.

2.3.2 *Types of Fanfiction*

There are numerous types of fanfiction. Some authors prefer to write a specific type of fanfiction, whereas others prefer to write a variety of fanfiction styles centered on the same world or topic.

Types of fanfictions include:

Slash Fiction: is the most popular type of fanfiction. These stories revolve around romantic relationships between two characters, referred to as "ships." Slash fics can range from canonical pairings to pairings of characters who never interact in the original story.

Alternate Universe (AU): Alternate universes involve relocating existing characters to a different setting. Putting all of the characters from a fantasy universe into a regular high school or workplace is a common example.

Original Characters (OCs): These fanfics introduce new characters into an existing world. For example, you could write a story about an entirely new Hogwarts

student. This subgenre includes "imagines" or "self-inserts," which use a second-person narrative style to make the reader the main character of the story.

Canon Fics: are works that attempt to stay as close to the original story's plot as possible. For example, you could retell the same story from the perspective of a different character. A subgenre of this is "canon divergence," which is a speculative story about what would happen if the original story's characters made different choices.

Crossover Fiction: These are stories in which various source materials collide. Crossovers typically occur when two characters from unrelated franchises are "shipped," and fans want to see them interact romantically. Many stories, for example, feature Elsa from the Disney film "Frozen" and Jack Frost from "Rise of the Guardians," both of whom have magical ice powers.

2.3.3 The Benefits of Reading Fanfiction

Many people are deeply connected to the universes in which their favorite characters exist, and it can be difficult to say goodbye to a story or a movie series. Whether they are reading other people's fanfiction or creating their own, fans can continue the story through fanfiction. Fanfiction also allows readers and writers to connect and form communities. Fanfiction is fundamentally task-based learning based on "problem solving and play" (Sauro, 2014, p. 240). Fanfiction assignments encourage students to read and listen more carefully because they use source material as inspiration for writing. Fanfiction also encourages students to think critically because they must infer values, objectives, and actions from characters to place those characters in settings and storylines of their own creation. The writing assignment alters how students interact with the source material while also improving their receptive skills.

This creative task also improves students' productive abilities. Creative writing is fun and encourages students to experiment with language; this language play can help students learn and improve their fluency (Cook, 2000). Teachers can still focus students' attention on vocabulary and grammar in this playful genre, but it is inherently lower stakes, more creative, and less formal than other types of writing. Finally, fanfiction is

intended to be shared. It's fun. This combination of playfulness, practice, and motivation can promote writing development.

2.4 The Concept of Wattpad Platform

2.4.1 Definition of Wattpad

Wattpad (www.wattpad.com) is an online reading platform. Wattpad is a Toronto-based website and application service. Allen Lau and Ivan Yuen founded Wattpad in 2007 as a joint venture. People from all over the world read Wattpad, which is a platform for writers to express themselves and promote their work. Despite the fact that approximately 50 languages are available, 77% of the stories on Wattpad are written in English. and an age rating of 17+.

2.4.2 How to Use Wattpad

How Wattpad Works

Get your story discovered on Wattpad by leveraging the power of community and technology.

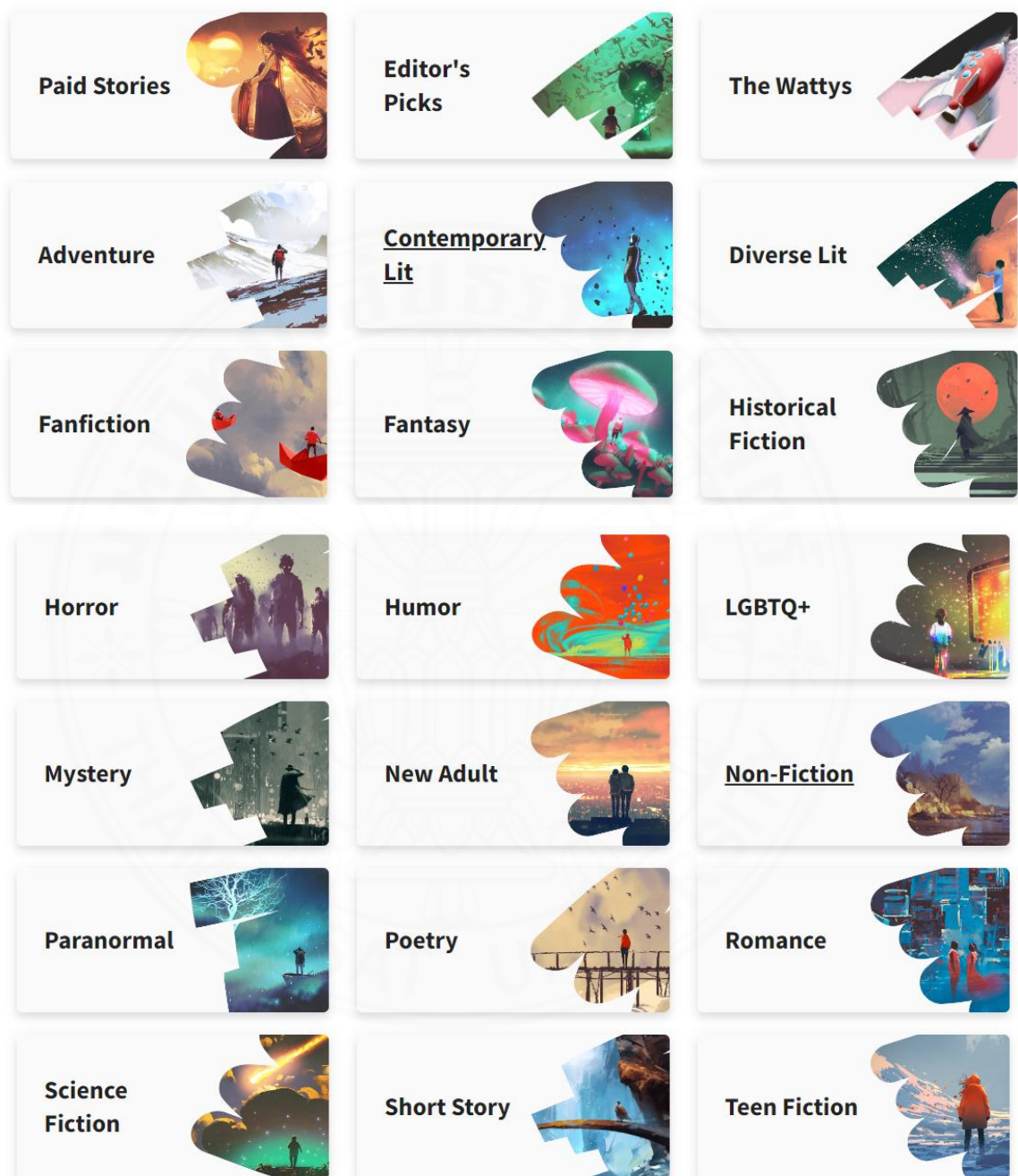
1. Create - On Wattpad, you can share your distinct voice and original story. Find the writing tools you need to tell a story that only you can tell.

2. Build - As your story gains readership and momentum, build a global fan base. Through storytelling, you can connect with other writers who share your interests.

3. Amplify - With Wattpad Books and Wattpad Studios, you can become a Wattpad star and have your story published or adapted for film or television.

2.4.3 Categories of Wattpad

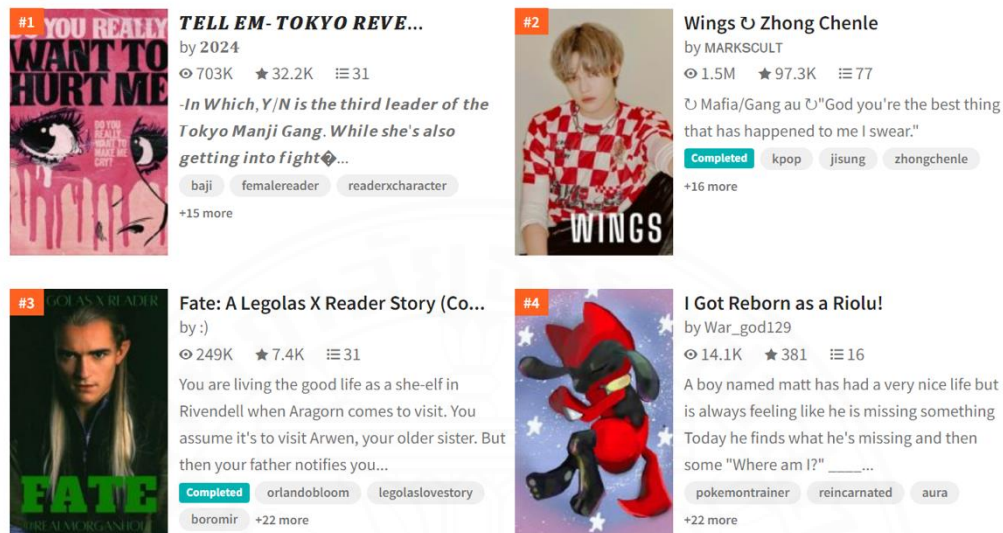
Wattpad has 23 reading categories for readers to choose from.

Figure 2.4.3*Categories of Wattpad*

2.4.4 Examples of Fanfictions

Figure 2.4.4

The Examples of Fanfictions



2.5 Previous Related Studies

Many researchers have conducted studies on reading English fanfiction in various fields and contexts.

The current study investigated how teenagers perceived the impact of Wattpad reading on their lives (T. Rabang, D. Tajolosa, and A. Beguina, 2021). about the impact of Wattpad reading on their reading habits and values. According to the data, Wattpad, as a reading platform, has positively influenced the reading habits and values of adolescent users. Unquestionably, consistent Wattpad engagement has helped many participants gain maturity, self-reflection, motivation, creative imagination, and a love of reading.

In addition to the study of motivation to read English fanfiction about idols in stories (Dena Restika, Dwi Cahyati, 2020), These research inspections and explicit motivation drive young people's desire to read English fanfiction at a time when

fanfiction is as good as English fanfiction. And these studies looked at how fanfiction affects people's ability to learn English.

This study seeks to determine which components of reading are affected by reading Wattpad and how students' attitudes toward the use of Wattpad for reading are affected (Rohani Ganie, Khairunnisa Audi Miranda, Muhammad Yusuf, 2021). Because of Wattpad reading, vocabulary is the most affected reading component. In this study, 40% of respondents chose vocabulary, 35% chose comprehension, 15% chose fluency, and 10% chose phonemic awareness. It was discovered that 10 respondents had positive attitudes, 6 respondents had neutral attitudes, and 4 respondents had negative attitudes toward the use of Wattpad for reading.

Although previous research has looked into reading English fanfiction in a variety of fields and contexts, only a few studies have looked into the effects of reading on Wattpad and how students' attitudes toward the use of Wattpad for reading have changed. As a result, the current study aimed to read Wattpad users' attitudes toward English fanfiction. University students reading English fanfiction Their perspective on reading attitudes



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Participants

The participants in the study were Thai students from the department of education at universities located in Nakorn Pathom province who read fanfiction on the Wattpad platform. All the participants were studying at the university. Participants who read English fanfiction A total of 44 participants were selected by the Table for Determining Sample Size for a Finite Population by Krejcie & Morgan (Robert V. Krejcie and Earyle W. Morgan, Educational and Psychological Measurement, 1970: 608–609) to be included in this study.

3.2 Methods

The research methods in this study used quantitative methods by creating an online questionnaire for Thai students who read English fanfiction on the Wattpad platform while studying at university.

3.3 Research Instruments

The research instrument used for data collection in this study was a set of Online questionnaires. The questionnaire focused on the reading attitudes toward English fanfiction on the Wattpad platform among Thai students from one department at the university. The questionnaire items were created based on the ABC model of attitude (Albert Ellis, 1962) and administered via Google Forms. There were three main sections in the questionnaire.

Part 1: Demographic Data The participants were required to provide demographic information, including gender, age, educational background, and department.

Part 2: Self-assessment of Reading English Fanfiction This part was required to provide affective attitude, behavioral attitude, and cognitive attitude about reading

English fanfiction on the Wattpad platform. It contained 20 items using a five-point Likert scale to measure the frequency of reading English fanfiction.

A five-point Likert scale as follows:

1 = Never

2 = Rarely

3 = Sometimes

4 = Often

5 = Always

Part 3: Additional suggestions

3.4 Research Procedures

The questionnaires were distributed online to the participants via Google Forms by email. An online questionnaire shared on social media looks to be the most cost-effective. They were able to answer the questionnaire whenever it was appropriate. The period of data collection was one month, from March 20 to April 20, 2023. The questionnaire was closed once the number of responses reached 50 or the time expired.

3.5 Data Analysis

The data were analyzed for descriptive statistics using Microsoft Excel's analytical tools to survey and express the reading attitudes of English fanfiction on the Wattpad platform. Then, conclusions were drawn based on the research results.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter reports and discusses the results of the study, which were collected through the questionnaire. It contains three main parts. First, an overview of Demographic information is described. Then, it provides descriptive statistics, including the mean, standard deviation, median, mode, minimum, and maximum of the self-assessment of reading English fan fiction. The final part answers additional suggestions.

4.1 Demographic Information of the Respondents

After the period of data collection ended, the data were analyzed with Microsoft Excel analytical tools. Table 4.1 describes demographic information on the study of reading attitudes towards English fan fiction: a case study of "fan fiction" on Wattpad. Platform from the questionnaire in order to give an overview of their characteristics.

Table 4.1

Demographic Information of the Respondents (N = 44)

Demographic Information	Number	Percentage (%)
1. Gender		
Male	10	22.73
Female	26	59.09
IGBTQIA+	8	18.18
Unspecified	-	-
2. Age		
18-20	18	40.90
21-23	26	59.10

3. Faculty		
Education	44	100
4. Major subject		
English	44	100
5. Years		
2	20	45.46
3	24	54.54

According to Table 4.1, of the total number of participants of 44, the majority were female (59%), males (23%), and 18% were IGBTQIA+. In terms of age, the average age of participants was 22 years old. More than half of them were in the age group between 21 and 23 years old (59%), followed by the age group between 18 and 20 years old (41%), respectively. Regarding education, the participants (100%) studied in the faculty of education, and the major subject is English. And years: the participants studied for 3 years (55%), 2 years (45%),

4.2 Information About to Use Online Social Media

After the period of data collection ended, the data were analyzed with Microsoft Excel analytical tools. Table 4.2 describes information about how to use online social media in the study of reading attitudes towards English fan fiction: a case study of "fan fiction" in Wattpad. Platform from the questionnaire in order to give an overview of their characteristics.

Table 4.2

To use online social media Information of the Respondents (N = 44)

To use online social media Information	Number	Percentage(%)
1. Frequency to use online social media		
More than 1 hours per day	33	75
2 – 3 times per day	4	9.09
1 time per day	3	6.82

1 time per 1 week	2	4.55
1 time per 2 weeks	1	2.77
1 time per month	1	2.77
2. Period of Times to use online social media		
1 - 2 hours	16	36
More than 4 hours	13	30
3 – 4 hours	9	20
Less than 1 hours	6	14
3. Platform to use online social media		
Watt pad	22	50
Meb	7	16
TK PARK Online library	5	11
Openlibrary.org	5	11
Readawrite	2	4.55
dek-d.com	1	2.77
Webtoon	1	2.77

According to Table 4.2, there were a total of 44 respondents among the participants who were about to use online social media to read fan fiction. The frequency to use online social media was more than 1 hour per day (77.3%), 2–3 times per day (9.09%), 1 time per day (6.82%), 1 time per week (4.55%), 1 time per 2 weeks, and 1 time per month (2.77%).

While the period of time to use online social media is 1–2 hours (36%), 13–4 hours (30%), 3–4 hours (20%), and less than 1 hour (14%), Moreover, about platforms to use online social media, Wattpad (50%), followed by Meb (16%), TK PARK Online Library and Openlibrary.org are equal (11%), ReadAwrite (4.55%), and the last dekd.com and webtoon are (2.77%). It can be clearly seen from these results that part of the use of social media online According to the information of the respondents, the frequency of using online social media is more than 1 hour per day, and the period of time to use online social media is 1–2 hours. Wattpad is a popular platform that is used in online social media.

4.3 Information About the Attitudes of Reading Towards Reading English Fan fiction

This part reports the findings of the three attitudes toward reading English fan fiction and the participants' self-assessment of their reading of English fan fiction. The participants were requested to respond to statements indicating their attitudes towards reading English fan fiction in three main areas: Affectively related to the emotional experience of reading English fan fiction, Behavior related to the conduct of reading English fan fiction between the beginning and the end of reading it. And lastly, cognitive relating to or involving the processes of thinking and reasoning about reading English fan fiction. The questionnaire consisted of 15 items in each section. The data were described by descriptive statistics calculated from the 5-point Likert scale of the questionnaire with the following ranges:

- Level of agreement**
- 1 = Never
 - 2 = Rarely
 - 3 = Sometimes
 - 4 = Often
 - 5 = Always

Table 4.3

Information About the Attitudes of Reading Towards Reading English Fanfiction (N = 44)

Attitudes of reading towards Reading English fan fiction	Mean	SD	Mdn	Mode	Min	Max
1. Affective						
1) I'm concerned if I don't know the words and idioms in the stories that I read.	3.34	1.19	7	4	4	15
2) I'm concerned if I don't understand the story that I read.	3.41	1.17	8	4	4	15
3) I prefer to learn the English language	4.23	0.93	3	5	1	20

through reading.

4) I am delighted. If I read English fan fiction, 4.27 0.75 5 5 0 19

5) I am affectionate.

6) I am not afraid to read English fan fiction, 4.05 0.95 10 5 0 18

When I read stories that I like.

2. Behavioral

1) I should have found words on social media, 4.30 0.79 6 5 0 21

When I found words that were unfamiliar.

2) I should remember words or idioms 4.02 0.94 7 4 1 19

That are unfamiliar when I am reading

fan fiction continuously.

3) I am led in words and idioms from reading 3.91 0.92 12 4 0 15

Fan fiction to bring into my daily life.

4) I should find a reading style that is suitable 3.98 0.89 6 4 1 23

for mine when I read fan fiction of many types.

5) I should know and understand words or 3.55 0.89 6 4 0 18

Idioms and not use online social media

to find an answer or meaning.

3. Cognitive

1) I think reading English fan fiction is 4.11 0.78 5 4 0 23

helpful for me to bring creativity to my mind

and create my own imagination.

2) I think reading English fan fiction helps me 4.32 0.70 6 5 0 20

improve my English skills, especially

my reading skills.

3) I think reading English fan fiction 3.86 0.97 12 4 1 16

helps me know my own reading style.

4) I think reading English fan fiction 4.20 0.84 6 5 0 19

helps me put the benefits of learning

to use in my daily life.

5) I think reading English fan fiction 4.09 0.90 10 5 0 18

helps me do a test faster,

especially in the reading part.

According to Table 4.3, there were a total of 44 respondents from the participants about their attitudes towards reading English fan fiction. Firstly, the overall findings indicated that the participants agreed in the affective part that I am delighted. If I read English fan fiction, I am affectionate ($M = 4.27$). The second highest mean score was that I should have found words on social media when I found words that were unfamiliar ($M = 4.30$). The last part about attitudes towards reading English fan fiction is cognitive; most participants strongly agreed that I think reading English fan fiction helps me improve my English skills, especially my reading skills ($M = 4.32$).

4.4 Additional Suggestions About Reading English Fanfiction

The last part of the questionnaire was an open-ended question asking the participants to make additional recommendations for reading English fan fiction. A total of 13 out of the 44 participants (30%) provided suggestions in this part. The suggestions are summarized and categorized into four main points, as follows:

Table 4.4

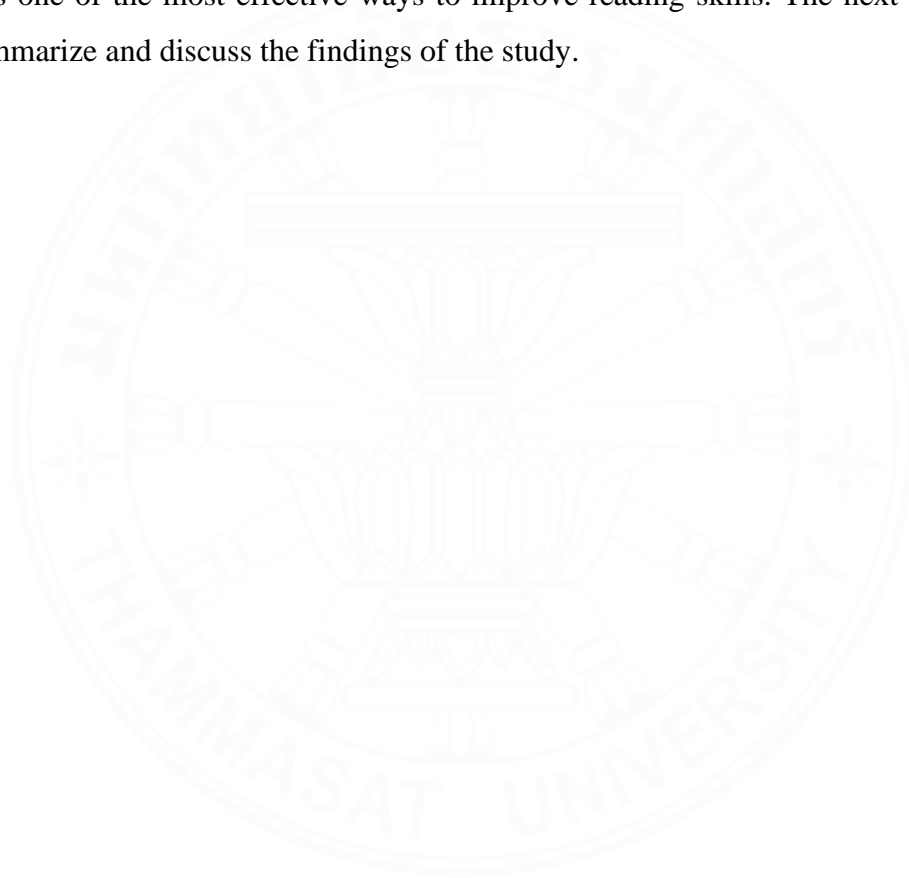
Additional Suggestions About Reading English Fanfiction (N = 44)

Suggestions	Percentage (%)
Easy to understand and accessible	38.46
Improve English reading skills	23.08
Feeling Fun	23.08
Learning new words from reading	15.38

Table 4.4: Additional suggestions about reading English fan fiction Of the 13 participants who gave the suggestions in this part, the majority agreed that reading English fan fiction helps to make it easy to understand and accessible (38.46%). The second was improving English reading skills and feeling fun (23.08%). And lastly, suggestions include learning new words from reading fan fiction (15.38%).

4.5 Summary

The results in this chapter indicated attitudes towards reading English fan fiction, especially on Wattpad. In the affective part, read English fan fiction that delights. It felt affectionate. In the behavioral part, I should have found words on social media when I found words that were unfamiliar. The last part about cognitive is that reading English fan fiction helps improve my English skills, especially my reading skills. and also suggested that reading English fan fiction, which is easy to understand and accessible, was one of the most effective ways to improve reading skills. The next chapter will summarize and discuss the findings of the study.



CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes and discusses the findings of the research. The two research questions are also discussed based on the findings presented in Chapter 4. This chapter consists of five parts: (1) summary of the study; (2) summary of the findings; (3) discussion of the results; (4) conclusion; and (5) recommendations for further research.

5.1 Summary of the Study

5.1.1 Objectives of the Study

The objective of this study was to study readers' attitudes toward English fan fiction on the Wattpad platform.

5.1.2 Participants, Materials, and Procedures

The participants of this study were 44 Thai students from the department of education at universities located in Nakorn Pathom province. The participants who read or are interested in fan fiction.

The material used to collect the data in this study was a set of questionnaires in English, including both closed-ended statements and an open-ended question. The questionnaire consisted of four parts: (1) demographic information about the participants; (2) information about how to use online social media; (3) information about attitudes towards reading English fan fiction; and (4) additional suggestions for reading English fan fiction.

The questionnaires in English were distributed to 44 participants and collected between March 20 and April 20, 2023. The researcher analyzed the data using Microsoft Excel. The findings in parts 1, 2, and 3 were described in the form of descriptive statistics for frequency distribution, mean (M), median, mode, minimum, maximum, and standard deviation. The questionnaire was closed once the number of responses reached 44 or the time expired. For the last part, which was an open-ended question, the researcher analyzed the findings using thematic content analysis. The

findings were coded by collecting repeated words or phrases in the same group to identify themes and frequency.

5.2 Summary of the Findings

The results of the study can be summarized as follows:

5.2.1 Demographic Information of the Participants

The participants of this study were 44 Thai students from the department of education at universities located in Nakorn Pathom province, with 59% of them being female. The majority of the participants were in the age group between 21 and 23 years old (59%). The largest number of participants studied in the faculty of education, and the major subject is English, with 100%. And years: the participants studied for 3 years (55%), 2 years (45%).

5.2.2 Information About to Use Online Social Media

About to use online social media to read fan fiction. There were a total of 44 respondents among the participants. The frequency of using online social media was more than 1 hour per day (77.3%), so 1 time per 2 weeks and 1 time per month were (2.77%). While the period of time to use online social media is 1–2 hours (36%), and less than 1 hour (14%), about the platforms to use online social media, Wattpad (50%), and the last, dek-d.com and webtoon (2.77%), it can be clearly seen from these results that part of the use of social media online According to the information of the respondents, the frequency of using online social media is more than 1 hour per day, and the period of time to use online social media is 1-2 hours. Wattpad is one of the popular platforms that are used for reading fan fiction on social media.

5.2.3 Information About the Attitudes of Reading Towards Reading English Fanfiction

About their attitudes towards reading English fan fiction. Firstly, the overall findings indicated that the participants agreed in **the affective part, and I am delighted. If I read English fan fiction, I am affectionate** (M = 4.27). The second highest mean score about the **behavioral part** is that I should have found words on

social media when I found words that were unfamiliar ($M = 4.30$). And the last part about attitudes towards reading English fan fiction is **cognitive**; most participants strongly agreed that I think reading English fan fiction helps me improve my English skills, especially my reading skills ($M = 4.32$). From suggestions about reading English fan fiction, the majority agreed that reading English fan fiction helps make it easy to understand and accessible (38.46%).

5.2.4 Additional Suggestions

From suggestions about reading English fan fiction, the majority agreed that reading English fan fiction helps to make it easy to understand and accessible (38.46%).

5.3 The Discussion of the Results;

5.3.1 The Affective Part

The affective part is related to the emotional experience of reading English fan fiction. "**I am delighted. If I read English fan fiction, I am affectionate.**" ($M = 4.27$). It was clearly seen that the participants liked reading English fan fiction in stories that they liked and felt delighted and affectionate after reading them. And from the result that "**I am delighted. If I read English fan fiction, I am affectionate.**" The findings are similar to one of the previous related studies that studied motivation to read English fanfiction about idols in stories; the results imply that reading English fanfiction about idols motivates drive and affects the ability to learn English and It resembles some of the benefits of reading books on the topic: Benefits of Reading Books: How They Can Positively Affect Your Life Increases empathy. It means when you are reading some books and the story that you read is interesting or on trend. It makes you feel happy that you read it.

5.3.2 The Behavioral Part

The second highest mean score about the behavioral part is related to the conduct of reading English fan fiction between the beginning and the end of reading it. I should have found words on social media when I found words that were unfamiliar ($M = 4.30$). In the moment that I read English fan fiction, if I found some words that

were unfamiliar, I should find the meaning of those words, remember the meaning immediately, and continue to read it.

5.3.3 The Cognitive Part

The last part about attitudes towards reading English fan fiction is **cognitive**, relating to or involving the processes of thinking and reasoning. Most participants strongly agreed that I think reading English fan fiction helps me improve my English skills, especially my reading skills ($M = 4.32$). Reading English fan fiction helps them improve their reading skills, which is what it means in their case. The results are like one of the previous related studies that investigated how teenagers perceived the impact of Wattpad reading on their reading habits and values, and the results show reading English fan fiction has positively influenced their reading habits and values and helped with motivation, creative imagination, and a love of reading. Moreover, from suggestions about reading English fan fiction, the majority agreed that reading English fan fiction helps make it easy to understand and accessible (38.46%). It means the participants think reading English fan fiction helps make it easy to understand and accessible if the story they read is interesting and in style for them.

And overall, in my opinion, reading English fan fiction in stories that are interesting makes me feel good, especially if I find words that are unfamiliar in fan fiction. Finding the meaning and remembering it is easy because I want to read it as continuous. And reading English-language fan fiction helps to understand and make the story accessible because, for the reasons mentioned above, it is connected because if you feel good or have fun doing something, it makes you do a good thing. Especially when you read a story that you like in the English language. Your feeling is not forced, and because it is not forced, it makes people learn and improve their English skills automatically.

5.4 Conclusion

The purpose of this study was to study readers' attitudes toward English fan fiction on the Wattpad platform. A questionnaire was used as the instrument for data collection. The findings of the study indicated that the attitudes toward English fan fiction of Thai students from the department of education at universities located in

Nakorn Pathom province who read fan fiction on the Wattpad platform. The participants strongly agreed that reading English fan fiction helps improve reading skills and. The participants also gave suggestions about reading English fan fiction, selecting stories that are interesting, making it feel fun, and improving reading skills automatically through online social media like Wattpad.

5.5 Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendations are made for further research.

1) The study only focused on the reading skill and did not focus on the writing skill, which can be beneficial to improve in any English skill that wants to be improved, such as listening, reading, writing, and speaking.

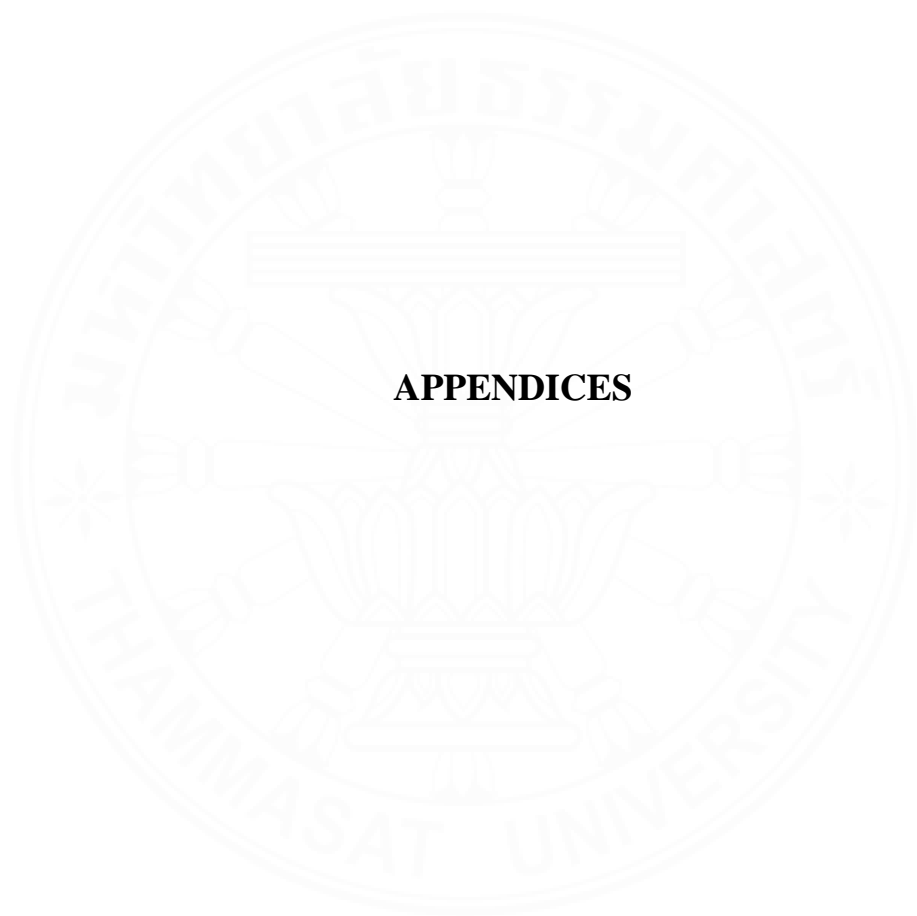
2) Further research should include a qualitative method such as interviews. Like in-depth information for study and finding the best way to improve English fan fiction.

3) Further research should study and investigate the impact of Wattpad reading on their lives, like previous related studies that investigated how teenagers perceived the impact of Wattpad reading on their lives (T. Rabang, D. Tajolosa, and A. Beguina, 2021). About the impact of Wattpad reading on their reading habits and values. For study, investigate and find the way to improve any story in books or fan fiction for teenagers, especially in Thailand, to focus and want to read English fan fiction.

4) As the result of this study indicated, participants believed that they could improve their reading skills by reading stories that they liked. and in my work field, education. A book has many benefits, and if the story in a book or fan fiction of any type has interest, it will help people improve their reading skills automatically. In my suggestion for teachers that must teach and select instruction media, especially in the English language, the way to teach must change because the student is getting into globalization, easy access to the internet, and online social media like Facebook, Twitter, YouTube, etc. It makes teachers adjust the way they teach in English, especially to improve the reading skills of students. If teachers adjust the way they select the stories that they like, students can learn and improve their reading skills automatically.

REFERENCES

- Dena Restika, Dwi Cahyati. (2020). *"I started reading when my idol is the character of story "Study of motivation to read English Fanfiction"*.
<https://doi.org/10.34005/lingua.v16i2.782>
- Martinez. (2008). *Reading attitudes*. Cambridge University Press.
- Rohani Ganie, Khairunnisa Audi Miranda, Muhammad Yusuf, (2021). *Students' attitude toward the use of watsapp in reading comprehension*.
<https://doi.org/10.30743/ll.v5i2.4613>
- Sauro. (2014, p. 240). *Fan fiction is fundamentally task-based learning based on "problem solving and play"*.
- Sutton, R. & Douglas, K. (2020). *The ABC model of attitude*.
- T. Rabang, D. Tajolosa, A. (2021). *Impact of watsapp reading on Filipino junior high school's reading habit and social values*. <https://doi.org/10.56498/32202142>



APPENDICES

APPENDIX A

QUESTIONNAIRE IN ENGLISH

**A STUDY OF ATTITUDES TOWARDS READING ENGLISH FANFICTION:
A CASE STUDY OF “FANFICTION” ON THE WATTPAD PLATFORM**

The major objective of this questionnaire is To Study on readers' attitudes toward English fan fiction on the Watt pad platform.

The questionnaire is divided into four parts:

Part 1: Demographic data

Part 2: To use online social media Information about the respondents

Part 3: The attitudes of reading towards reading English fan fiction

Part 4: Additional suggestions

Part 1: Demographic Data

Instruction: Please read the following statements and check (√) the bracket or write a short answer for each item.

1. Gender

- Male
- Female
- IGBTQIA+
- Unspecified

2. Age.....

3. Faculty.....

4. Major.....

5. Year.....

Part 2: To use online social media Information about the respondents

Instruction: Please read the following statements and check (√) the bracket or write a short answer for each item.

6. Frequency of use of online social media

- More than 1 hours per day
- 2 – 3 times per day
- 1 time per day
- 1 time per 1 week
- 1 time per 2 weeks
- 1 time per month
- Others Please specify

7. Period of Time to use online social media

- 1 - 2 hours
- More than 4 hours
- 3 – 4 hours
- Less than 1 hours

8. Platform to use online social media

- Watt pad
- Meb
- TK PARK Online library
- Readawrite
- Dek-d.com
- Webtoon
- Others Please specify

Part 3: To use online social media Information about the respondents

Instruction: Please identify how often you use online social media Information about the respondents

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Items	Statements				
	Always	Often	Sometimes	Rarely	Never
	5	4	3	2	1
Affective					
3.1 I'm concerned if I don't know the words and idioms in the stories that I read.					
3.2 I'm concerned if I don't understand the story that I read.					
3.3 I prefer to learn the English language through reading.					
3.4 I am delighted. If I read English fan fiction, I am affectionate.					
3.5 I am not afraid to read English fan fiction, When I read stories that I like.					

Items	Statements				
	Always	Often	Sometimes	Rarely	Never
	5	4	3	2	1
Behavioral					
3.6 I should have found words on social media, When I found words that were unfamiliar.					
3.7 I should remember words or idioms That are unfamiliar when I am reading fan fiction continuously.					
3.8 I am led in words and idioms from reading fan fiction to bring into my daily life.					
3.9 I should find a reading style that is suitable for mine when I read fan fiction of many types.					
3.10 I should know and understand words or idioms and not use online social media to find an answer or meaning.					
Cognitive					

3.11 I think reading English fan fiction is helpful for me to bring creativity to my mind and create my own imagination.					
3.12 I think reading English fan fiction helps me improve my English skills, especially my reading skills.					
3.13 I think reading English fan fiction helps me know my own reading style.					
3.14 I think reading English fan fiction helps me put the benefits of learning to use in my daily life.					
3.15 I think reading English fan fiction helps me do a test faster, especially in the reading part.					

Part 4: Additional suggestions

Do you have any recommendations or suggestions about reading English fan fiction
Please specify.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you for your kind cooperation in answering this questionnaire.