

**THE CORRELATION BETWEEN LEARNER ENGAGEMENT ON
ARCHIVE OF OUR OWN (AO3) AND ENGLISH LITERACY**

THESIS

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirement

for the Degree of *Sarjana* in English Language Education



BY

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I hereby declare that this thesis entitled "*The Correlation Between Learner Engagement on Archive of Our Own (AO3) and English Literacy*" is my original work prepared independently by myself. To the best of my knowledge and belief, this thesis does not contain any work, ideas, or writings previously published or written by others, except for those properly acknowledged and cited in the text.

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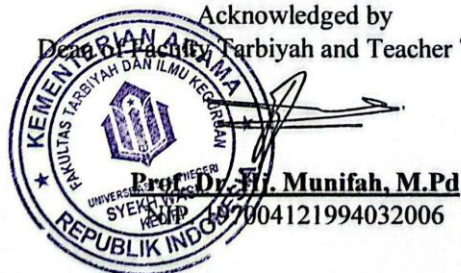
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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqasah.

Demikian agar maklum dan atas kesediaan bapak kami ucapkan banyak terima kasih.

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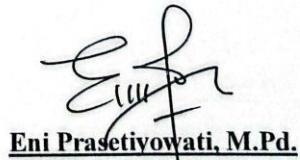
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Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam Sidang Munaqasah yang dilaksanakan pada tanggal 23 Juni 2026 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

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MOTTO

“I just wish that I could give you that
That look that's perfectly un-sad.”

By Heat Waves – Glass Animals

DEDICATION

The completion of this thesis would not have been possible without:

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The Writer

ABSTRACT

Aulia, Messias. 2026. *The Correlation Between Learner Engagement on Archive of Our Own (AO3) and English Literacy*. Thesis. Department of English Language Education. Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri. Advisor: 1) Bahruddin, S.S., M.Pd., 2) Eni Prasetyowati, M.Pd.

Key words: *Archive of Our Own (AO3), English Literacy, EFL Learners, Fanfiction, Learner Engagement.*

This study aimed to examine the correlation between EFL learners' engagement on Archive of Our Own (AO3) and their English literacy, as well as to examine the extent to which learners' engagement on AO3 predicts their English literacy. AO3 is a digital platform widely used to access English fanfiction and has the potential to provide informal English learning experiences outside formal educational settings. Therefore, this study was conducted to investigate the relationship and contribution of learner engagement on AO3 toward English literacy.

This study employed a quantitative correlational research design. The participants consisted of 87 respondents who had experience reading English fanfiction on AO3. The data were collected using a questionnaire developed by the researcher based on the constructs of learner engagement on AO3 and self-perceived English literacy. The instrument was validated through expert judgment and further analyzed using validity and reliability testing. The data were analyzed using SPSS through assumption testing, correlation analysis, simple linear regression analysis, hypothesis testing, correlation coefficient analysis, and coefficient of determination analysis.

The findings showed that there was a significant relationship between learner engagement on AO3 and self-perceived English literacy. The analysis revealed a significance value of 0.000 (< 0.05) and a correlation coefficient (R) value of 0.654, which was categorized as a strong relationship based on Cohen's interpretation of correlation coefficients. These findings indicate that the higher the level of EFL learners' engagement on AO3, the higher their perception of English literacy ability.

Furthermore, the coefficient of determination (R^2) value of 0.428 indicated that learner engagement on AO3 predicted and contributed 42.8% to self-perceived English literacy, while the remaining 57.2% was influenced by other factors outside this study. Overall, AO3 demonstrated a significant role in supporting English literacy development, particularly in receptive skills such as reading and text comprehension.

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