

# Thai EFL Learners' Perceptions toward Learning English Descriptive Paragraph Writing through Haiku Poems

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## Abstracts

The writer was looking forward to using this traditional Japanese poem to encourage students' learning, particularly in the field of descriptive paragraph writing, because she appreciated composing haiku in English. Since writing was often considered to be the most difficult ability to learn while learning a language, the writer has great expectations that this straightforward method of poem writing would help students achieve improved literacy. Students were required to begin composing haiku to improve their creativity and develop their descriptive writing abilities. The objectives of this research were to explore the perception of students towards using haiku poems to improve students' writing ability in descriptive paragraph writing. The objectives of this research were to explore the perception of students towards using haiku poems on students' writing ability in descriptive paragraph writing. The participants of this study were 18 participants at Wattaitalad Municipal School, Uttaradit Municipality, Uttaradit province. They were assigned to solve an individual problem. The problem to be solved was about writing a descriptive paragraph. The research instruments included questionnaire and semi-structured interview. The quantitative data from the questionnaire were analyzed for arithmetic mean and interpreted using descriptive analysis. Content analysis was used to examine the qualitative data from the semi-structured interview.

The findings showed that participants had positive perceptions regarding learning how to write descriptive paragraphs using haiku poems with at a high level ( $\bar{x}=4.13$ ). The questionnaire and semi-structured interview results revealed that the students had mixed perceptions toward haiku poems. The students perceived that haiku poems were not only helpful for developing their descriptive paragraphs writing but also creative learning skills and emotional aesthetics since haiku poems offered them an opportunity to express their own voice, experience and emotions through haiku composing and focused tasks with facilitation of the teacher. However, some negative perceptions were discovered. Some differences English proficiency of participants affected their learning outcomes. The findings suggest that haiku poems can be implemented to develop Thai EFL students' English descriptive paragraph writing with careful considerations of involving factors.

**Keywords:** Thai EFL Learners' Perceptions, Learning English Descriptive Paragraph Writing, Haiku Poems

## Introduction

Writing in English as a foreign language (EFL) is a crucial language ability for students to acquire in the twenty-first century if they choose to communicate with individuals from other countries and around the globe. Descriptive writing is one of the important types of writing which students are supposed to achieve since it enables readers comprehend topics like objects, events, and experiences. (Namasivayam, Singh, Mostafa, Janoory & Abdullah, 2017: 219-231). Thus, teaching and learning how to write descriptive paragraph is important. Moreover, descriptive writing is one category of text that junior high school students could learn from these four writing styles.

To be proficient writers, students are required to learn and be taught how to produce effective paragraph writing (Daneshvari & Davoudi, 2016: 214-232). According to Barbara F. Clouse (2006:4), descriptive is one type of text that will be used to convey the thoughts and experiences of writer so that the writer can be associated with the reader. Another descriptive goal is to engage the reader with a storyline. Cynthia and Frydenberg (2008: 18-20) claims that descriptive paragraph concerns the students specifically as it provides a specific description of their writing and makes it possible for the students to visualize. Thus, descriptive paragraph writing seems to build images for the reader or other words. These pictures might return from sights, sounds, smells, tastes, or perhaps feelings. It also helps in writing paragraphs and essays in a detailed and structured manner. It will additionally facilitate the students' writing to be additionally fascinating and fill with details. It strengthens students to use advanced vocabulary.

Based on the foreign language curriculum of 2008 the aim of teaching junior high school writing is to allow the eighth students to compose a simple descriptive paragraph. They need to generate ideas, words, sentences, paragraphs and compositions. There are also other elements the students need to learn in order to construct a coherent paragraph, such as grammar, pronunciation, content, conjunction, word choice and sentence structure. Therefore, the teacher could evaluate the necessary method or technique which can be used in teaching writing, particularly in teaching descriptive text writing.

In Thai context, it is discovered that the scholars still face the issues in writing particularly in writing a descriptive paragraph. It may be difficult for learners to understand because, in daily life, descriptive paragraph is used in school and used in specific jobs. Also, Juzwiak (2012 : 43) opines that the student's paragraph writing weakens are poorly topic sentences, poor support points, and poor connected examples. A topic sentence isn't flourishing as a result of it lacks associate adequate management conception, poses an issue, makes an announcement, and can be a fraction. Furthermore, most students lack activities to support and promote effective creative writing instruction. As a result, they have negative feelings, opinions, and attitudes toward descriptive writing. Besides, they have impacted students' writing skills because writing needs to explain the writer's ideas and/or convince others. Unfortunately, many students are not interested in creative writing about something, even though it is about their life.

To overcome the problems, it's necessary to follow current trends in writing, to apply innovations within the classroom, to create writing environments wherever students will write freely exploiting their imagination, and to modify students to accumulate writing skills that they'll use throughout their lives (Okur & Göçen, 2019 : 1032-1044). In the EFL writing classroom, it is fundamental for writing teachers to educate students how to identify and express their unique perspectives on the world, as Iida (2011 : 2) points out, in order to develop students' written communication abilities. When these considerations fail to be attended to, the

outcome is a low development of writing skills for real-life situations. Within this context, haiku composition presents itself as a valid resource for developing descriptive writing skills.

According to Faisal (2016 : online) stated that English as a foreign language indicated the use of English in a non-English-speaking region. English as a foreign language (EFL) was a part of the school curriculum, and therefore subject to contextual factors such as support from principal and the local community, government policy etc. It was also dependent on the teacher's language proficiency, teaching resource and, the availability of suitable material (Ellis, 1996 : 216) This point was also strongly supported by Weigle (2002 : 6) in general English as a Foreign Language (EFL) education could be defined as the English language which used for tourism, communicating with native speakers, reading foreign journals, write texts properly and so on. Likewise, Grabe and Kaplan (1996 : 2) emphasized that in that EFL students were required to have numerous English writing skills, including skills in simple paragraph writing. However, as mentioned earlier, the ability to write English as a foreign language was becoming widely recognized as an important skill for education, business, and personal reasons.

To the ideas discussed above, one has to add the fact that, within EFL classroom, a haiku poem is employed at school to stimulate students' minds to develop thought and students' creative thinking in writing. It's unremarkably accepted that it'll facilitate psychological feature as well as emotive competency. Haiku, a kind of rimless verse in Japanese poetry, features a three-line structure, alternating with 5, 7, and 5 syllables per line, accustomed improve student writing skills. More significantly, teaching L2 haiku poetry writing will develop EFL learners' ability to specific their voiced thoughts, feelings, and selves by lingual expressing learners' own lived experiences as content for haiku (Iida, 2016b : 1-14 ; McIlroy et al., 2015 : 5). Reading and writing poetry, as Hanauer (2012 : 88) states, is a method of assessing the relationship between an individual's internal and external worlds through encouraging literacy practices. Composing haiku, therefore, is an efficient technique for L2 writers to develop an essential sense of voice, audience, and vital awareness of social realities. Therefore, the researcher would like to explore the perception of students towards using Haiku poems to improve students' writing ability in descriptive paragraph writing. This paper thus aims to answer the following questions:

1. What are the students' perceptions towards using Haiku poems to improve students' writing ability in descriptive paragraph writing?

As a result, the findings of this study will facilitate English teachers teach descriptive paragraph writing to EFL learners using various techniques. Additionally, EFL students may believe that writing, in instance, is not just engaging but also not challenging.

## **Research objectives**

The current study focused on exploring the perception of students towards using Haiku poems to improve students' writing ability in descriptive paragraph writing.

## **Research Methodology**

### **1. Participants and setting**

The participants were selected students from Mathayomsuksa 2 and enrolled in English Reading and Writing for 16 hours that consists of integrated skills and language teaching during the second semester of academic year 2021. As a consequence, the results of this study cannot be applied to other learners in various settings in other areas of Thailand. The research used a random sampling strategy with a lottery system to identify 36 students as samples. They were divided into two groups: experimental and control (18 students in each group). In the English classes, two groups of students were taught to write using two approaches. The experimental group was taught to write based on the process based approach through haiku poems as the initial stage of the writing process; whereas, the control group was taught based on the teaching method in teacher's manual. Both groups of students were taught by the researcher.

### **2. Research instruments**

Two research instruments were used to exploring the perception of students towards using haiku poems on students' writing ability in descriptive paragraph writing. These instruments included a questionnaire and a semi-structured interview.

#### **2.1 Questionnaire surveying perception on descriptive paragraph writing through haiku poems**

The item questionnaire was written about the perception towards using haiku poems on students' writing ability in descriptive paragraph writing. The questionnaire was modified from Strayer (2007 : 2), Johnson and Renner (2012 : 5), Pierce and Fox (2012 : 1-5), and Glynn (2013 : 6). The questionnaire consisted of thirty-five checklist items asking for students' perceptions toward the activities, the students' roles, the teachers' roles and the materials. The questionnaire was presented in a form of five Likert scale ranging from 5 "Strongly Agree", 4 "Agree", 3 "Uncertain", 2 "Disagree" to 1 "Strongly Disagree". The questionnaire distributed to the students was presented in Thai in order to gain the participants' in-depth understanding of the questions. The questionnaire items were also validated based on the Index of Item-Objective Congruence (IOC), and three experts were asked to assess the items. Each item was rated on a 3-point scale: +1=congruent, 0=not sure and -1=Incongruent.

#### **2.2 Semi-structured interview**

Semi-structured interview included six questions. It aimed to discover the students' in-depth perceptions toward the implementation of haiku poems in learning descriptive paragraph writing.

### **3. Data collection procedure**

The writing ability achievements tests pretest was administered to the experimental to measure the students' writing proficient prior to the implementation of the haiku pomes in the first week of the class. All students' writing papers were then collect and rated by using the scoring rubrics. The outcome was the scores of students interpreted as students' writing ability before the experiment. The test involved writing descriptive paragraph writing on the topic provided. The researcher explained the reasons for taking the pre-test to the students that the results from the test would be a baseline for comparing the students' progress in writing paragraph and the development of content, organization, creative writing, understanding of haiku poems and linguistic feature.

During the eight-week period, instructional plans were offered in order to enhance the students' writing ability in descriptive paragraph writing through haiku poems. First of all, the

researcher implemented eight verified instructional plans together with worksheets for each lesson. The instructional plans included 4 stages of writing according to communicative language teaching principles: preparing for pre-writing, acquiring for whilst writing, practicing for post-writing and assessing for writing outcome. Each instructional plan lasted for 2 hours. The first instructional plans covered teaching and learning the world of haiku for experimental group. The second lesson plan presented descriptive writing. The last six lesson plans dealt with writing descriptive paragraph using haiku poems. The data was gained from the students' writing quality measured by four raters using "Descriptive Paragraph Writing Assessment Rubric" (Adapted from Brown, 2007 : 5).

Lastly, the post-test was administered to examine the students' writing ability in descriptive paragraph writing after learning haiku poems. The questionnaires were distributed to all 18 students in the haiku poems classroom and nine participants were randomly selected for the follow-up interviews, three from each of the three levels of English proficiency (low, fair, and high). Three professional English teachers, one native speaker, and two Thais each read and decided on six questions in order to ensure mutual understanding between interviewers and students. During the process of interview, the researcher used audio tape to record the interview.

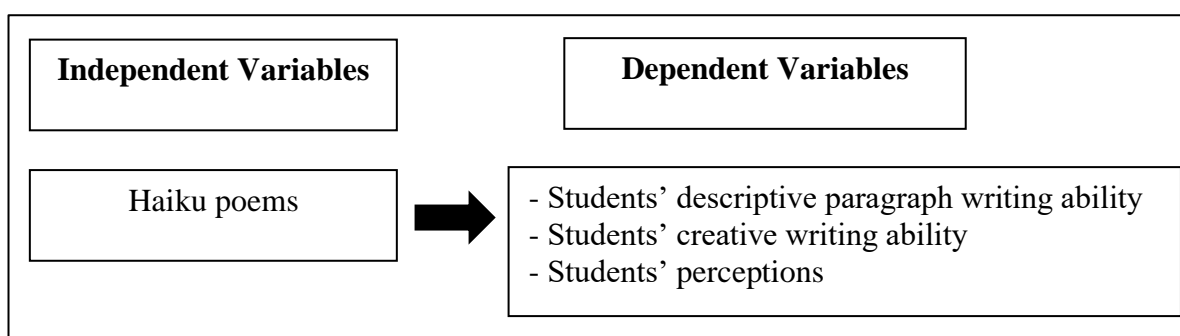
#### **4. Data analysis**

The questionnaire offered both quantitative and qualitative data. The quantitative data were computed for the arithmetic means and interpreted through descriptive analysis. The mean scores of all statements were interpreted based on Likert; that is, the mean scores of students' perceptions were divided into five levels: strongly disagree, disagree, uncertain, agree and strongly agree. The classification criteria were taken from a range of scores (one to five) divided by the number of levels created. The value calculated was 0.79, which was added to each mean score, making a range of 1.00 – 1.80, showing students' strongly disagree perceptions toward haiku poems, 1.5081 – 2.60 representing students' disagree perceptions, 2.61 – 3.40 demonstrating students' uncertain perceptions, 3.41 – 4.20 revealing students' agree perceptions and 4.21 – 5.00, illustrating students' strongly agree perceptions.

The qualitative data from semi-structured interview was analyzed using content analysis. Coding organized the raw data into meaningful categories. As coding proceeded, the researcher reorganized the data into more precise categories. The final list of codes was used to code all the data and presented descriptively to supplement the findings from the questions.

## Research Conceptual Framework

The main concern of this study was to the perception of students towards using haiku poems to improve students' writing ability in descriptive paragraph writing. The conceptual framework showed the process on how the researchers measured the effects of using haiku poems on students' writing ability in descriptive paragraph writing on the participants' perception. The participants were given a questionnaire and a semi-structured interview. From the results of the a questionnaire and a semi-structured interview, the researchers were able to determine the perception of students towards using haiku poems.



**Figure 1** Conceptual framework

The conceptual framework of the present study began with selecting the approach for developing students' descriptive paragraph writing ability. In this study, the haiku poems were adopted. The researcher implemented the haiku poems with Grade 8 students to write descriptive paragraphs. The adopted approach would have some effects on the students' descriptive paragraph writing ability, creative writing ability, and perceptions towards the intended approach. The results gained from the present study will be the guidelines for promoting Thai EFL students' writing ability as well as upgrading the teaching quality of Thai EFL teachers.

## Research Results

1. Analysis of result from the questionnaire surveying perceptions on descriptive paragraph writing through haiku poems

The collected data from five Likert's scale were calculated for the arithmetic mean. The results of the analysis were presented in Table 1.

**Table 1** Students' overall mean scores of students' perceptions on descriptive paragraph writing through haiku poems

Statements	Mean	S.D.	Interpretation
Activities	4.02	0.52	High
Students' roles	4.15	0.64	High
Teachers' roles	4.06	0.50	High
Materials	4.23	0.54	Very High
<b>Total</b>	<b>4.13</b>	<b>0.55</b>	<b>High</b>

As shown in Table 1, the overall mean scores of students' perceptions on descriptive paragraph writing through haiku poems were at a high level when the total mean score was 4.13 (S.D. = 0.55). The results helped to understand the students' perceptions on descriptive paragraph writing through haiku poems. From the four parts of the questionnaire's results as shown in Table 24 above, the students agreed with materials ( $\bar{X}=4.23$ ) followed by students' roles ( $\bar{X}=4.15$ ), teachers' roles ( $\bar{X}=4.06$ ) and activities ( $\bar{X}=4.02$ ) respectively at a high level.

Considering the attributes of each individual domain, the data obtained from the questionnaire revealed the students' perceptions in Tables 2-5.

**Table 2** Students' perceptions toward the activities

No.	Statements	Mean	S.D.	Interpretation
1	I find brainstorming the words in haiku poems before the class prepares me for the descriptive paragraph writing activities.	4.17	0.63	High
2	I find viewing the haiku poems are essential to successfully participating in the descriptive paragraph writing activities.	3.89	0.58	High
No.	Statements	Mean	S.D.	Interpretation
3	I find composing haiku poems before writing descriptive paragraph are helpful in learning the content.	4.22	0.43	Very High
4	I prefer using class time for composing haiku activities rather than the others.	3.44	0.51	High
5	I find working in group is useful to me during class time.	4.00	0.59	High
6	I want more interaction between students and members during class time.	3.94	0.42	High
7	The haiku composing activities are related to the content of descriptive paragraph writing.	4.17	0.51	High
8	At the beginning of using the haiku poems, I believe this method facilitates my descriptive paragraph writing.	4.11	0.58	High
9	At the end of using the haiku poems, I believe this method facilitates my descriptive paragraph writing.	4.28	0.46	Very High
<b>Average</b>		<b>4.02</b>	<b>0.52</b>	<b>High</b>

According to Table 2, the average mean of the responses to the activities questionnaire questions 1 to 9 was 4.02 (S.D. = 0.52) which reflected the students had positive perceptions on the activities of writing descriptive paragraphs using haiku poems at a high level.

In terms of the students' responses, they strongly agreed at a very high level with two items (3,9) that described writing descriptive paragraphs using haiku poems as a method that

encouraged them to compose haiku poems before writing descriptive paragraphs, which “helped them learn the content” ( $\bar{X} = 4.22$ ) and after employing the haiku poems, “this strategy made it easier to write descriptive paragraphs” ( $\bar{X} = 4.28$ ). While the levels of other seven items (items 1,2,4,5,6,7,8) were high level. The students agreed that “using class time for composing haiku activities rather than the others” as the lowest rank ( $\bar{X} = 3.44$ ).

In qualitative responses, the participants also mentioned that they gained the knowledge of descriptive paragraph writing from activities through haiku poems. Haiku poems activities allowed the students to participate in various activities, not only individuals but also in groups. The students had opportunities to brainstorm the descriptive words and discuss the interesting topics. They could also discuss about that with their friends and receive ideas from them. Therefore, less proficient students can feel comfortable to do their tasks without any trouble when they worked with friends, as stated in the following comments:

I appreciated planning before writing since it gave me an idea following a group discussion. From my mapping, I was able to produce haiku poems. It assisted me in organizing what I was going to write for my writing assignment. It [haiku composing] influenced me by assisting me in thinking of alternative methods to write ideas in order to have a strong paragraph structure. (Respondent 1, interview)

I realized that I was having a lot of enjoyment with the exercise. It significantly assisted me in having a much more open mind when it related to imagining, remembering, and writing, and I was finally able to compose descriptive paragraphs. I learned to feel more relaxed and less nervous in descriptive paragraph writing. Haiku writing was meaningful to me. (Respondent 2, interview)

Regarding the students’ roles on descriptive paragraph writing through haiku poems, the data obtained from the questionnaire showed the students’ perceptions in Table 3.

**Table 3** Students’ perceptions toward students’ roles

No.	Statements	Mean	S.D.	Interpretation
10	I like reading the haiku poems prior to schedule class.	3.72	0.67	High
11	I like composing haiku poems before writing descriptive paragraph.	4.17	0.79	High
12	I like sharing and exchange my knowledge with their peers.	4.78	0.43	Very High
13	I like discussing with the teacher in class.	4.11	0.83	High
14	I like working with other students in class.	4.33	0.49	Very High
15	I like working with the same students as the past activities.	3.89	0.76	High
16	During the class, I communicate a lot with other students.	4.72	0.46	Very High
17	I have the freedom to ask any questions with the teacher.	4.11	0.76	High
18	I am a more active learner rather than a passive learner in descriptive	3.56	0.62	High



paragraph writing after using haiku poems.

Average	4.15	0.64	High
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As shown in Table 3, the average mean of the perceptions towards the students' roles questionnaire items 10 to 18 was 4.15 (S.D. = 0.64) which reflected the students had positive perceptions on the students' roles in descriptive paragraph writing using haiku poems at a high level.

In terms of the students' responses, they strongly agreed with two items (12,14,16) that described descriptive paragraph writing through haiku poems as the method that encouraged them to enjoy working with other students in class (item 14,  $\bar{X} = 4.33$ ), communicate with other students frequently during class (item 16,  $\bar{X} = 4.72$ ) and sharing and exchange my knowledge with their peers (item 12,  $\bar{X} = 4.78$ ) with very high level. While the levels of other six items (items 10, 11, 13, 15, 17, 18) were high level. The lowest rank of participants' perceptions found that they were more active learner rather than a passive learner (item 18,  $\bar{X} = 3.56$ ).

In qualitative responses from semi-structured interview, the participants had opportunities to collaborate with their peers during the classes as they were able to share and exchange their knowledge with their peers, as affirmed in the following comment:

I had the freedom to exchange my ideas with teacher and other friends.

In my group discussion, I learned how to solve difficulties and resolve disagreements. I was able to discuss and express my viewpoints to my colleagues. After engaging in haiku poem exercises, my writing skills increased. (Respondent 3, interview)

Regarding the teachers' roles on descriptive paragraph writing through haiku poems, the data obtained from the questionnaire showed the students' perceptions in Table 4.

**Table 4** Students' perceptions toward teachers' roles

No.	Statements	Mean	S.D.	Interpretation
19	In every class, the teacher asks what I have learned from haiku poems.	3.50	0.51	High
20	The teacher requires my participation in class activities.	4.44	0.51	Very High
21	The teacher encourages me in learning more actively.	3.61	0.61	High
22	The teacher selects the haiku poems related to the content in descriptive paragraph writing.	4.33	0.49	Very High
23	The teacher makes meaningful connections between the content in the haiku poems and the descriptive paragraph writing activities.	3.94	0.42	High
24	The teacher provides the class activities associated with the point of learning.	3.83	0.51	High
25		4.67	0.49	Very High

26	The teacher gives more opportunities to ask questions and share my opinion in class activities.	3.89	0.47	High
27	The teacher helps and guides me a lot when having errors of understanding. The teacher mostly checks students' understanding one by one.	4.33	0.49	Very High
<b>Average</b>		<b>4.06</b>	<b>0.50</b>	<b>High</b>

As shown in Table 4, the average mean of the perceptions towards the teachers' roles questionnaire items 19 to 28 was 4.06 (S.D. = 0.50) which reflected the students had positive perceptions on the teachers' roles in descriptive paragraph writing using haiku poems at a high level.

Regarding the students' responses, they strongly agreed with five items (20, 22, 25, 27) that described in descriptive paragraph writing through haiku poems as the method that the teacher selected the haiku poems related to the content in descriptive paragraph writing and the teacher mostly checked students' understanding one by one (item 22, 27,  $\bar{X} = 4.33$ ), the teacher requires my participation in class activities (item 20,  $\bar{X} = 4.44$ ) and the teacher gives more opportunities to ask questions and share my opinion in class activities (item 25,  $\bar{X} = 4.67$ ) at a very high level. There were five items (items 19, 21, 23, 24, 26) the students agreed with. The lowest rank of participants' perceptions found that in every class, the teacher asked what they had learned from haiku poems (item 19,  $\bar{X} = 3.50$ ).

In qualitative responses from semi-structured interview, the participants he mentioned that teacher provided them more opportunities to write pleasing English haiku, as affirmed in the following comment:

The teacher asked me to compose the haiku poems and write a descriptive paragraph writing with a variety of language activities. I was free and no pressure to write. She adopted new strategies and alternative methods in the classroom that help students to acquire and reinforce both their literary and language skills. (Respondent 5, interview)

The teacher complimented my work. It was one of many papers, and she produced a meaningful paper, despite the fact that the student was well-known for his strict assessment, and I knew that several of my classmates had received a level 1 in the assignment, so I knew I was full of myself at the time and proud of it. (Respondent 6, interview)

Regarding the materials on descriptive paragraph writing through haiku poems, the data obtained from the questionnaire showed the students' perceptions in Table 5.

**Table 5** Students' perceptions toward materials

No.	Statements	Mean	S.D.	Interpretation
28	I think the haiku poems are helpful for my writing descriptive paragraph.	4.33	0.59	Very High
29	The content of haiku poems is interesting and engaging.	4.39	0.50	Very High
30	The content of haiku poems is straight to the development of descriptive paragraph writing.	4.11	0.58	High

31	The haiku poems should be made by the teacher rather than taken from the Internet or the other.	3.61	0.61	High
32	Learning problems (imagination, vocabularies, organization etc.) of composing the haiku poems affect my writing in descriptive paragraph.	4.17	0.51	High
33	The example of each haiku poems is good enough for improving descriptive language.	4.56	0.51	Very High
34	Youtube and Facebook Page are a useful way to collect the haiku poems when I want to review the concept and how to compose haiku poems.	4.50	0.51	Very High
35	After composing the haiku poems, I can immediately add my poems via Facebook Page while not understanding the content.	4.17	0.51	High
<b>Average</b>		<b>4.23</b>	<b>0.54</b>	<b>Very High</b>

As shown in Table 5, the average mean of the materials questionnaire items 28 to 35 was 4.23 (S.D. = 0.54) which reflected the students had positive perceptions on the materials in descriptive paragraph writing using haiku poems at a very high level.

Regarding the students' responses, they strongly agreed with four items (28, 29, 34, 33) that described in descriptive paragraph writing through haiku poems as the method that they thought the haiku poems were helpful for their writing descriptive paragraph (item 28,  $\bar{X} = 4.33$ ), the content of haiku poems was interesting and engaging (item 29,  $\bar{X} = 4.39$ ), Youtube and Facebook Page were a useful way to collect the haiku poems when they wanted to review the concept and how to compose haiku poems (item 34,  $\bar{X} = 4.50$ ) and the example of each haiku poems was good enough for improving descriptive language (item 33,  $\bar{X} = 4.56$ ) at a very high level. There were four items (items 30, 31, 32, 35) the students agreed with a high level. The lowest rank of participants' perceptions found that haiku poems should be made by the teacher rather than taken from the Internet or the other (item 31,  $\bar{X} = 3.61$ ).

In qualitative responses from semi-structured interview, the participants he mentioned that haiku writing was beneficial for L2 learning in terms of vocabulary acquisition and expressed my emotional response to a crucial and meaningful life experience, as well as the applicability of haiku composing skills and techniques to descriptive writing, as affirmed in the following comment:

Writing haiku also increased my vocabulary and the ability to go beyond the literal meaning [of words] because, with haiku, the meaning was not explicit especially, about emotional and descriptive vocabulary. (Respondent 7, interview)

Haiku could improve my creative writing skills. It could be used to accommodate my writing by taking its simple pattern and structure. (Respondent 8, interview)

## Conclusion

To conclude, it found that the scores of students' perceptions on descriptive paragraph writing through haiku poems were at the high level. The second part of the semi structured interview consisted of the four questions for asking the students' perception toward the role of activities, students' role, teachers' role and materials while they were using haiku poems in writing descriptive paragraph class. Most students agreed that using haiku poems increased self-confidence, enriched the vocabulary, improved organize writing stages, integrated language learning environments, gained communicative competence, created atmosphere of learning, provided feedback, designed the activities, enhanced aesthetic concepts, encouraged the creative skill, and develop their linguistic features in a variety of ways.

## **Discussion**

### **The students' perceptions towards using Haiku poems on students' writing ability in descriptive paragraph writing**

The results from this study reveal that the overall mean scores of students' perceptions on descriptive paragraph writing through haiku poems were at a high the level in three aspects, namely, students' roles, teachers' roles, and activities. One of the strongly agreements was materials (haiku poems) could help them improve descriptive paragraph writing at a very high level writing. These positive perceptions may be resulted from two major factors. First, writing haiku in English has the potential to expand L2 linguistic knowledge. The majority of participants agree with the concept that composing haiku improves vocabulary, expands individual's vocabulary, and enables one select suitable word to convey emotions in writings. The development of L2 linguistic awareness can be seen as a result of the participants' negotiations of meaning construction in a structurally designed format. In order to interpret the 5-7-5 syllable pattern, writers of haiku must select lexical elements. Moreover, EFL students can thoroughly examine L2 linguistic items according to the attempt at adjusting the 5-7-5 syllable pattern. In this way, the students' perceptions of writing haiku reflect the theoretical assumption that the use of literature enhances L2 linguistic awareness (Hanauer, 2001, 2003, 2004, 2010, 2011 : 295-323 ; Paesani, 2005 : 15-24; WANG, 2009 : 1-11).

Another possible factor found that L2 haiku composition has positive impacts on the awareness of self-expression. The majority of the participants believe that composing haiku is a useful technique for fostering self-expression. A task for the participants to negotiate the meaning to convey their thoughts in texts, haiku writing is a genre-specific writing form to express the writer's voice. This finding supports the argument that L2 poetry writing emphasizes the importance of self-expression (Hanauer, 2004 : 295-323), and composing haiku assumes this conceptual aspect of poetry writing. In this way, composing haiku may be a practical method for enhancing self-expression and voice in L2 writing.

Considering particular aspects of the students' role, the finding revealed that they could know how to solve problems and deal with conflicts in their group discussion. Haiku writing classrooms did not focus on the final product only; the process of responding to haiku was equally significant. In the group activities, learners could compare their works with those of their friends, which might have a similar theme but a different point of view or other types of expression. Students are given opportunity to read, to write, to listen, and to speak. Moreover, Aladini & Heydarpour (2016 : 50) claims that the idea of using haiku stimulate and gain the students' communicative competence, orally and written in creative writing.

Another factor could be facilitation given by the teacher. The teacher of this study conducted haiku poems following all the process of descriptive writing model adapted from Gould (1999 : 1), Graham and Harris (2007 : 119-140), Spencer (2005 : 44) and Peha (2003 :

47-51). In order to provide support, feedback, and to clarify any unclear gaps, the teacher taught about writing descriptive paragraphs from the introduction of haiku poems and descriptive paragraphs to the progress evaluation. As the result, the students could express their feelings, ideas or opinions about the object that the students described. They knew how to start writing, how to apply the sensory details, vivid words and figurative language and thus, their writing became more effective.

When taking concerning factors into the activities, the finding revealed that the most of participants enjoyed in the writing class because they had opportunity to discuss the topic, participate and share their idea from their friends. In this case, they had more confidence to work out ideas on worksheet allowed them to visualize the relations of main ideas and support that could be organized before drafting. Haiku poems activities could help them gain more vocabularies, ideas, and learn steps of writing, concept mapping or diagram helped them to organize and plan before writing, and they became more self-confident before writing. The improvement in terms of organization should be seen as a result of the heightened attention to the writing process carried on by haiku writing (Iida, 2010 : 28-34). This enhanced awareness could be attributed to the haiku writing process and the associated editing efforts. Furthermore, as observed by Iida (2011 : 1), the improvement in the organizational criteria could be connected to other benefits of haiku writing, such as the development of writing knowledge and capabilities particular to the genre and the transmission of specialized literacy abilities.

## **Recommendation**

The study's participants were homogenous in that they had the same age, educational background, and exposure to academic languages, with the exception of their level of language proficiency. Moreover, the sample size was small. Thus, the generalizability of these results may be limited. Future research may include different groups or a larger sample size of students to ensure that the results are generalizable. In addition, since students with low proficiency will benefit from the assistance of students with higher proficiency, one learning group should contain an equal number of low and high English proficiency students. In other words, students with different ability levels can assist one another in explaining concepts or in sharing an effective model of language use while learning. The current study was also conducted in a secondary school setting for a limited time. It revealed that there was not enough time (only 8 weeks, 2 hours per week) to examine the long-term success of descriptive paragraph writing using haiku poems. For this field, the longitudinal investigations are crucial. There should be more time spent studying than just one semester or academic year. Future studies should investigate into how students' communicative ability and class engagement have changed as a result of participating in descriptive paragraph writing via haiku poems. In addition, more study on the responsibilities of both students and teachers is also needed. Finally, when teaching haiku poems in a classroom, a teacher must be aware of his or her responsibilities in order to ensure that students learn how to write descriptive paragraphs. This is specifically related to facilitating group discussions and requesting students to identify known and unknown aspects of a problem.

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